



**Department of
Education**

Chancellor Richard A. Carranza

**NEW YORK CITY DEPARTMENT OF EDUCATION
2017- 2018 & 2018-2019 DIVERSITY AND INCLUSION
REPORT & STRATEGIC PLAN**

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REPORTING TIMEFRAME: October 15, 2017 – October 15, 2019

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A. PREFACE

The New York City Department of Education (DOE) prepared this Diversity and Inclusion Report for the 2017-2018 and 2018-2019 school years, in compliance with NY Education Law Sections 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.¹

B. In order to achieve meaningful compliance with these requirements, the DOE has developed a Diversity and Inclusion Strategic Plan that is included in the 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 is crucial to the DOE's success in providing a world-class education for a diverse student body. In the Plan, the DOE seeks to identify areas where the organization can implement reforms to enhance diversity and inclusion, agency-wide. The Report outlines the progress that the DOE has made in implementing various diversity reforms and initiatives.

¹ N.Y. Educ. Law § 2590-h (McKinney).

MESSAGE FROM THE CHANCELLOR

Advancing equity and excellence by embracing and strengthening diversity and inclusion in our schools and across our agency is critical to our success and advancement as a community. Success depends upon our recognition that our “Equity and Excellence” vision is more than just an aspirational slogan but a matter of everyday practice. Therefore, our priority to deepen and expand our shared commitment to this vision is essential in reinforcing a culture of respect and dignity throughout our system. We can achieve this by accelerating learning and instruction, partnering with communities, and investing in our students and employees. Creating equal opportunities for our students, employees, and business partners and promoting diverse and inclusive schools and classrooms serve our ultimate goal to ensure that every child has the opportunity to excel in a safe, welcoming, and affirming environment.

We continue to build a diverse workforce that reflects the diversity of our students by assessing employee recruitment, retention, and advancement efforts to better serve underrepresented communities within the agency and promote excellence. Our Employee Engagement and Development Initiative (EE&D) supports career development and serves as a vehicle for feedback to learn about the diverse perspectives from Central, field, and superintendent office employees. I will drive accountability by ensuring that our human resources decisions regarding workforce changes do not negatively impact any protected EEO group, including the agency’s recruitment strategies, vacancy projections, succession planning, selections for training/career development opportunities, and strategic planning. Our agency is committed to maintain a workplace free from all forms of harassment and discrimination prohibited by the City’s EEO Policy.

In our commitment to creating an inclusive environment, we have introduced various programs, initiatives, and trainings, including the Advancing Equity initiative, sexual harassment prevention and anti-bias trainings, and gender equity conferences, including the Gender and Sexuality Alliance (GSA) and the Sexuality, Women, and Gender Instructional Equity conference, that create an awareness and understanding of the richness of our diversity, that address critical issues that fundamentally impact all of our students and employees, and that work to foster a supportive climate for all.

The DOE also collaborates with our surrounding communities to ensure input, growth, and participation on all matters essential for our students to receive a high quality education. Our supplier diversity program strives to ensure equal opportunity in our vendor procurement practices by equipping Minority and Women-Owned Businesses with the tools and opportunities

to meaningfully engage in DOE's procurement process and strengthen our surrounding communities.

Enclosed is the DOE's annual Diversity and Inclusion Report. The report addresses the DOE's commitment to building a diverse workforce, creating an inclusive environment, and strengthening our school communities and supplier diversity efforts over the past year. As we move forward, we recognize that our work is ongoing. We continue to engage and collaborate with all our partners to implement a strategic plan based upon guidance provided by the DCAS Office of Citywide Equity and Inclusion that ensures our students and employees are on track to success. I am confident that we will achieve our goal of equity and excellence for all.

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

As the Executive Director of the Office of Equal Opportunity & Diversity Management (OEO), I am proud to present the DOE's Annual Diversity and Inclusion Report & Strategic Plan. In the 2017-2018 and 2018-2019 Plan years, the OEO Diversity Management Unit (DMU) continued to work with other offices to develop and implement agency-wide diversity initiatives. DOE's mission is clear: build a talented and diverse workforce that reflects the diversity of our students by assessing our employee recruitment, retention, and advancement efforts to better serve underrepresented communities within the agency; create an inclusive environment; and collaborate with our community, via programs such as supplier diversity that support our local neighborhoods. Our offices also seek to ensure compliance with all laws and policies related to promoting diversity, inclusion, and equal employment opportunity within the department.

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:

- Contract Compliance Unit: reviews, monitors, assists, and maintains all documents relating to vendor submissions of Affirmative Action Plans and Workforce Profile Forms
- Investigations Unit: investigates complaints of educational and employment discrimination and sexual harassment
- Training Unit: trains DOE employees on equal employment opportunity, accommodation matters, and reporting obligations surrounding student bullying
- Diversity Management Unit (DMU): provides active involvement in contributing strategy, support and evaluation of the agency's equity, diversity, and inclusion activities and collaborates with other offices to ensure the agency's compliance with equal opportunity laws
- Chief OEO Officer: provides high-level review and input to questions and concerns across the agency, and participates with City and interagency matters.

During the course of the next Plan year, OEO will continue to educate and work with 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 maintains primary responsibility for preparing the Diversity and Inclusion Report & Strategic Plan. The Diversity and Inclusion Report & Strategic Plan reflects the responsibilities and efforts of the various divisions within the agency that may include, but are not limited to:

- I. Partnering internally 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 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, the Diversity and Inclusion Report & Strategic Plan is updated annually. After each review, the DOE analyzes the progress made during the current Plan year and develops recommendations to advance diversity and inclusion within the agency. The agency also reviews progress on the objectives set forth herein on a periodic basis throughout each year. As needed, the diversity initiatives described in this Plan are adjusted accordingly.

To comply with the required provisions, the DOE reviews and analyzes the agency data as described below:

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

The DOE reviews applicant hiring, promotion, and retention data to comply with NY Education Law Section 2590-h. During the 2017-2018 & 2018-2019 Plan years, the Department of Human Capital (DHC) worked to track applicants, new hires, and all other required data, pursuant to the Equal Employment Practices Commission's (EEPC) recommendations on DOE's employment practices and procedures.² The agency reaches out to the Division of Citywide Administrative Services (DCAS) to serve as a resource in identifying strategies and best practices to address barriers to entry, as well as to receive guidance concerning the interpretation of underutilization reports.³

II. Participation of MWBEs

As required by NY Education Law Section 2590-h, the DOE collected the following data:⁴

² On June 4, 2018, the EEPC issued DOE a *Determination of Compliance* for ensuring a fair and effective affirmative employment program of equal opportunity as required by the employment opportunity standards of the Commission and Chapters 35 and 36 of the New York City Charter.

³ On November 14, 2019, the New York City Council passed a measure amending Local Law 59 for the year 2015, requiring the Department of Education to report on the demographics of school staff, including leadership, teaching staff and other professional and paraprofessional staff, with the 2018-2019 report due by December 2020. The reporting includes gender, race or ethnicity, length of employment at the school of employment and years of experience in that position.

⁴ 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, 2017 through June 30, 2018 (the agency's 2018 fiscal year) and July 1, 2018 through June 30, 2019 (the agency's 2019 fiscal year). In compiling the relevant data, DCP used the following three data sources: (1) full value contracts, (2) requirement contracts, and (3) non-

2018 Fiscal Year:

- The number of contracts⁵ awarded to MWBEs: **1,875**
- The percent of contracts awarded to MWBEs of the total number of all DOE contracts: **3.8%**
- The aggregate value of all contracts awarded to MWBEs: **\$86,396,890**
- The percent of the aggregate value of contracts awarded to MWBEs of the total aggregate value of all DOE contracts: **13.7%**

2019 Fiscal Year:

- The number of contracts⁶ awarded to MWBEs: **2,464**
- The percent of contracts awarded to MWBEs of the total number of all DOE contracts: **3.9%**
- The aggregate value of all contracts awarded to MWBEs: **\$224,460,636**
- The percent of the aggregate value of contracts awarded to MWBEs of the total aggregate value of all DOE contracts: **17.8%**

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

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 Small Business Services (SBS), as well as MWBEs certified by New York State Empire State Development Corporation (ESD). 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.

⁵ In this subsection, all references to "contracts" include full value contracts, requirement contracts, and non-contracted purchase orders.

⁶ In this subsection, all references to "contracts" include full value contracts, requirement contracts, and non-contracted purchase orders.

2017-2018 & 2018-2019 Plan years, the DOE awarded several large contracts to MWBE vendors. Out of the 50 highest valued contracts awarded during the 2018 fiscal year, ten were awarded to MWBEs: two contracts to provide ADA compliance construction projects valued at approximately \$11.2 million and \$9.5 million; three contracts for related services for special education valued at approximately \$10 million, \$5.5 million and \$5.2 million; one contract to provide and install electrical circuits for kitchen outlets valued at \$5.9 million; one contract for a Student Enrollment Management System valued at \$5.9 million; one contract for asbestos hazard emergency response act management plan valued at \$5.7 million; one contract for masonry repairs valued at \$5.6 million; and one contract for integrated pest management services valued at \$3.2 million.

Out of the 50 highest valued contracts awarded during the 2019 fiscal year, eleven were awarded to MWBEs: three contracts for HVAC energy efficiency projects valued at a total of approximately \$71 million; one contract to provide ADA compliance construction projects valued at approximately \$11 million; one contract for related services for special education valued at approximately \$6 million; one contract for direct student support services valued at \$20 million; one contract for the professional development of school leaders and teachers valued at approximately \$8 million; one contract for plastering and painting work valued at approximately \$7 million; one contract for the repair of asphalt pavement valued at approximately \$7 million; one contract for the pickup and delivery of meals valued at approximately \$6 million; and one contract for the distribution of fresh milk and dairy products valued at approximately \$48 million.

Pursuant to the Office of the Mayor's July 29, 2015, Directive No. 2 and Memorandum regarding MWBE Accountability and Reporting, the DOE began submitting MWBE contract data to the Mayor's Office of Contract Services on a quarterly basis beginning on October 30, 2015.⁷ 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 were non-competitive, e.g., emergency procurements, sole source goods, and negotiated services.

⁷ The Memorandum is available at <https://www1.nyc.gov/assets/home/downloads/pdf/directives/directive-2.pdf>.

F. STRATEGIC DIVERSITY INITIATIVES

The DOE's leadership team guides its divisions to further DOE's priorities in order to:

- Accelerate learning and instruction by providing inclusive, rigorous instruction to every child in a safe, welcoming, and affirming environment;
- Improve every community's experience with the DOE by partnering with communities and empowering families with a shared mission for student success and equitable outcomes;
- Develop people by cultivating a learning culture that values and supports individuals and teams; and
- Advance equity now by tackling inequities in all forms throughout the system and transforming outcomes.

Divisions

- Deputy Chancellor, School Climate & Wellness brings together the offices of Safety and Youth Development, Counseling Support Programs, PSAL, Equity and Access, Community Schools, Health and Wellness education, and School Health. This division works to integrate social and emotional learning, and advance equity, mental health, and total wellbeing throughout the city.
- Chief Academic Officer brings together the offices of Teaching & Learning, Special Education, and Multilingual Learners to lead our instructional policy and work to ensure that all students – of all abilities, languages, and identities – will have access to the rigorous, high-quality instruction they deserve.
- Deputy Chancellor of School Planning and Development brings together the Office of Space Planning, the Office of District Planning, the Office of School Design & Charter Partnerships, the Education Construction Fund and the DOE's partnership with the School Construction Authority, the Office of Nonpublic Schools, and the Office of Impartial Hearings. This Division coordinates interagency work, manages relationships and operational interactions with public charter schools and non-public schools, and administers the impartial hearing process for parents seeking relief pursuant to the federal special education law, Individuals with Disabilities Education Act ("IDEA").
- Deputy Chancellor of Community Empowerment, Partnerships, and Communication brings together Family and Community Empowerment, Communications, and External Affairs. These offices build on the agency's work to bring the communities it serves in

as equal partners and to increase the public's understanding of DOE's key policies to deepen support for them.

- Chief Operating Officer brings together the divisions of human capital, finance, legal counsel, instructional and information technology, labor relations, and school operations. These offices are responsible for duties that range from providing advice on all legal matters, overseeing the agency's budget and procurement process, and handling school operations to managing projects technical in nature and developing learning and employee engagement opportunities aligned to the Chancellor's Priorities for all central office employees.
- Deputy Chancellor of Early Education and Student Enrollment brings together the offices of Early Education and Student Enrollment. These offices oversee the Department's early education work, including the 3-K for All, Pre-K for All and Universal Literacy initiatives, as well as manage admissions from Pre-K through high school to provide families with access to options that prepare their children for success in school and life.
- The First Deputy Chancellor brings together the team of Executive Superintendents and Citywide Field Support Teams. These teams provide support and advocacy for all DOE schools across the city to ensure that the school community, including parents, parent coordinators, teachers and supervisors, all have a key role in collaboration, inclusiveness, and coherence across their respective boroughs.

Over the course of the 2017-2018 and 2018-2019 Plan years, DOE's various divisions 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, included a thorough review of the DOE's policies and practices relating to diversity, inclusion, equal employment opportunity, and supplier diversity.

Described below are the diversity initiatives undertaken by the DOE during the 2017-2018 and 2018-2019 Plan years, as well as initiatives the DOE is considering moving forward:

I. EQUAL EMPLOYMENT OPPORTUNITY/DIVERSITY & INCLUSION INITIATIVES

To ensure that the DOE builds a diverse workforce and creates an inclusive environment to advance equity across the agency and its surrounding community, the DOE's Diversity and Strategic Plan has focused on the areas of workforce diversity, workplace inclusion, and community, including supplier diversity efforts.

1. Workforce Diversity

A. Recruitment and Retention Strategies/Initiatives:

- **Diversity Outreach**

In order to further the agency's ongoing goals of diversity, inclusion, and equal employment opportunity, the DOE actively searches for a diverse pool of candidates with talent, skills, and development potential. The DOE seeks referrals of qualified job applicants and engages in targeted outreach to diverse professional associations, educational institutions, and other diversity recruitment sources regarding available opportunities. 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 diverse 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.

During the course of the 2017-2018 and 2018-2019 Plan years, the DOE contacted multiple professional associations, educational institutions, and other diversity recruitment sources, including Historically Black Colleges and Universities as well as CUNY schools serving 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 for employment opportunities. A list of recruitment sources OEO contacted during the 2017-2018 and 2018-2019 Plan years, when seeking referrals for qualified applicants is annexed hereto as *Appendix A*. DHC continues to work on expanding the list of recruitment sources available to DOE central offices and reviews policies, procedures, and practices related to targeted outreach and recruitment on an ongoing basis.

- **Recruitment Events:**

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. DOE staff will continue to attend recruitment

events that expose the DOE to applicants with diverse experiences and skills. A description of some of these recruitment efforts is annexed hereto as *Appendix B*.⁸

- **Teacher Recruitment**

Hiring, training, and retaining highly qualified teachers from a variety of diverse backgrounds and experiences remains of utmost importance to the DOE. In order to attract the best teaching candidates, the DOE took part in various diversity teacher hiring initiatives, such as “I Teach NYC Tours,” “Select Recruits Early Hire Program,” the “Teaching Fellows Program,” “NYCTF Diversity Outreach,” “NYC Teaching Collaborative, and “NYC Men Teach.” A description of these initiatives and recruitment efforts is annexed hereto as *Appendix C*.

- **Assistant Principal and Principal Recruitment, Leadership Development:** The DOE is committed to developing and supporting new, aspiring, and experienced school leaders from a wide variety of diverse backgrounds and experiences. During the Plan year, the DOE facilitated various programs to attract a diverse pool of candidates for assistant principal and principal positions. A description of these programs is annexed hereto as *Appendix D*.
- **Additional Recruitment Efforts:** The DOE has put in place an operating, up-to-date, accessible website and social media presence related to careers to broaden the agency’s applicant pool and has directed resources to bolster efforts aimed at increasing the effectiveness of diversity recruitment. The agency continually seeks to implement best practices, such as by assessing job postings to ensure appropriate diversity, inclusion, and equal opportunity employer messaging and by ensuring that agency personnel involved in both the discretionary and the civil service hiring process have received structured interviewing guidance and training as described on page 15, as well as unconscious bias training. Additionally, the agency uses the 55-a Program to hire and retain qualified

⁸ During the course of the Plan year, additional recruitment efforts were offered and some of them may not be reflected in this Plan.

individuals with disabilities and participates in career and job fairs to attract a pool of diverse 55-a program applicants.

2. Workplace Inclusion:

The DOE continues to support and value the promotion of an inclusive workplace. Fostering a supportive environment for our diverse workforce improves the agency's ability to develop our leaders and provide the best educational services possible for our diverse student body.

A. DOE's Diversity and Inclusion Policy: In compliance with NY Education Law Section 2590-h, the agency's Diversity and Inclusion 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 is on the meaningful engagement of a diverse workforce for the benefit of DOE students, parents, families, and communities. A copy of the DOE's Diversity and Inclusion Policy is attached as *Appendix E*.

The Chancellor disseminates the Diversity and Inclusion Policy via email correspondence to all 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. During the 2018-2019 Plan year, DHC 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 Richard A. Carranza forwarding the Diversity and Inclusion Policy is annexed hereto as *Appendix F*.

OEO incorporates the Policy into ongoing training efforts and conducts related outreach pertaining to same. The DOE orientation for new Central employees includes a presentation about the DOE's commitment to diversity and inclusion. The presentation defines diversity and inclusion efforts at the DOE and emphasizes that diversity and inclusion are important values to the agency. During orientation, new

employees are provided with a copy of Chancellor's Regulation A-830. 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 ensures appropriate Policy enforcement throughout the DOE.

B. Non-Discrimination Policy – Chancellor's Regulation A-830: 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 DOE's Non-Discrimination Policy, it is the policy of the DOE to provide educational and employment opportunities without regard to actual or perceived race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, consumer credit history, caregiver status, disability, sexual orientation, gender (including actual or perceived gender, gender identity, gender expression, or pregnancy or conditions related to pregnancy or childbirth), 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),⁹ 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 annexed hereto as *Appendix G*.

- **Dissemination and Discussion:** The Non-Discrimination Policy must be posted in every DOE office and school and is permanently posted on the DOE 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 Carranza distributed the Non-Discrimination Policy and the DOE's complaint filing procedures (Chancellor's Regulation A-830) via email correspondence to all employees.
- **Complaint Procedure:** The Non-Discrimination Policy also identifies the DOE's complaint procedure. Employees, applicants for employment, parents, student and others who do business with the DOE, use DOE

⁹ Weight is a protected category for students in accordance with the New York State Dignity for All Students Act (DASA).

facilities or otherwise interact with the DOE, may file complaints of discrimination and unlawful harassment by contacting OEO. Complaints may be filed by completing the Complaint of Alleged Discrimination Form included in Chancellor's Regulation A-830, as well as online by utilizing the Complaint Web Form on DOE's InfoHub page.¹⁰

C. Training: OEO implements an extensive on-site training program for public school based and Central office employees throughout the five boroughs. During the course of the 2017-2018 and 2018-2019 Plan year, the OEO conducted 284¹¹ in-person training sessions on issues including basic EEO training, as well as disability accommodation training, for over 9,512 school-based and Central-based staff. 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.

Additionally, in collaboration with the Office of Safety and Youth Development (OSYD), OEO offers training¹² 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, highlights the following Chancellor's Regulations: A-831 Student-to-Student Sexual Harassment; A-832 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 2017-2018 and 2018-2019 Plan year, OEO provided 12 *Respect for All* trainings for 646 staff members.

OEO's Training Unit also offered trainings aimed at addressing implicit bias in the interview and selection process. The Implicit Bias & the Hiring Process training helped participants identify hidden biases in order to help improve decisions in the hiring process. During the 2017-2018 Plan year, OEO conducted four sessions to 58 staff members. All managers and DHC personnel involved in recruitment and hiring

¹⁰ OEO's complaint form is available online at: <https://www.nycenet.edu/o eo/>.

¹¹ This figure includes EEO, corrective action, and *Respect for All* trainings.

¹² The first training workshop was held on November 4, 2013.

were also provided with the DOE's Structured Interviewing Guide and 32 DHC professionals attended DCAS trainings on structured interviewing and unconscious bias.

OEO provided instructor-led training to ensure staff compliance with the *Stop Sexual Harassment in NYC Act*, enacted on May 9, 2018. This Act is a set of measures aimed at addressing and preventing sexual harassment in the workplace. During the reporting period, OEO conducted over 19 trainings.

D. Accessibility

The DOE is committed to ensuring that its programs, services, and activities are accessible to staff, those who do business with the DOE, members of the school community, students and family members with disabilities. The DOE assesses all of its buildings on a continuing basis to determine which schools are accessible to individuals with disabilities and works to ensure that all students have access to quality programming. The Division of Space Management's Accessibility Coordinators field inquiries regarding school accessibility and related accommodations.

E. Title IX Compliance

Title IX Overview: Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of gender/sex in any federally funded educational program or activity. It encompasses, in both employment and education, among other things, unequal treatment on the basis of gender/sex, harassment related to gender identity or expression, sexual misconduct and sexual harassment, discrimination related to pregnancy and parenting status, and gender equity in sports and technical education programs.

- **Title IX within the DOE:** The Title IX Coordinator works within the Office of Equal Opportunity and Diversity Management. The Title IX Coordinator bears responsibility for agency-wide compliance with Title IX and is devoted to developing and monitoring DOE policies that enhance the agency's diversity and inclusion initiatives, particularly initiatives regarding gender/sex. 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 with the leaders of OSYD; the Public Schools

Athletic League (PSAL); the Middle School Sport and Fitness League (CHAMPS); the Office of Career and Technical Education (CTE); the General Practice Unit (GPU); the Office of Special Investigations (OSI); and the Living for the Young Family Through Education program (LYFE); as each of these offices or programs addresses matters related to gender equity. Additionally, the agency has hired seven Title IX liaisons to work within district and field offices and in support of schools to ensure department-wide compliance with Title IX, as well as EEO laws and policies.

During the 2017-2018 and 2018-2019 Plan year, DMU participated on the LGBT+ Advisory Council, formed by the DOE's Office of Guidance and School Counseling, which works to ensure gender inclusive school environments. DOE's Gender Equity Coordinator and LGBTQ Liaison also organize programming so that educators and students learn about building equity for people of all gender identities, gender expressions, and sexual orientations in the classroom.

- **Title IX Trainings:** The Title IX Coordinator provides training to DOE employees on their rights and responsibilities under Title IX. During the 2017-2018 and 2018-2019 Plan year, 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 stayed current on developments in the law to guarantee current information is available throughout the DOE and engaged in events focusing on developments and trends in Title IX law and policy.
- On August 6, 2018, Chancellor Richard Carranza sent an agency-wide email discussing the *Stop Sexual Harassment in NYC Act*, informing all employees of the mandatory sexual harassment prevention training and reaffirming the agency's commitment to maintaining a safe, supportive, and inclusive environment at the DOE. A copy of this email from the Chancellor is annexed hereto as *Appendix H*. All managers and supervisors also sent an email to their staff with a reminder to complete the sexual harassment training. In addition, DHC advised managers of their reporting responsibilities and advised employees how to file a complaint of sexual harassment.

- **Self-Evaluation and Remediation:** Title IX requires the DOE to 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 and any relevant updates, is easily accessible to staff and students. As a result, information about Title IX, as well as the Title IX Coordinator's contact information, is published on the agency's website, in the agency's Ensuring Student Parents Graduate toolkit, the Public Notification of Non-Discrimination Policy, and several Chancellor's Regulations, including in prominent display in Chancellor's Regulation A-830. In addition, the Title IX Coordinator provided Title IX information to school administrators via publication in Principal's Weekly. 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.

F. Trainings and Educational/Career Opportunities for DOE Staff

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 Strategic Plan, the DOE continues to learn about innovative diversity best practices. During the course of the Plan year, DOE staff sponsored and/or attended a variety of trainings and educational events to learn about best practices, legal developments, and diversity and inclusion efforts in hiring, retention, equal employment and educational opportunity, and MWBE procurement. Offering professional development for staff members is also 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. The divisions within DOE also organized and hosted their own programming for staff and students via an equity lens with the goal

of providing a safe, supportive, and inclusive environment for all. A description of the various trainings, events, and initiatives is annexed hereto as *Appendix I*.¹³

Career/Advancement Opportunities:

- **Job Vacancy Posting Requirements:** During the course of the 2017-2018 and 2018-2019 Plan years, the DOE continued to implement DOE’s mandatory job posting policy, as set forth during the 2011-2012 Plan Year. This policy requires that all positions below cabinet level be posted on the DOE website for a minimum of 10 days to encourage current employees to grow their careers at the agency and to promote an inclusive work culture.
- **Internal Distribution of Job Postings:** The DOE is committed to supporting the career growth of existing DOE employees. During the 2017-2018 and 2018-2019 Plan years, employees were encouraged to review internal job openings posted on the DOE website on a regular basis. When employees call the HR Connect helpline, a message encourages them to review and apply for current opportunities on the DOE website. Additionally, through the DOE’s monthly newsletter, *Inside Central*, which is sent to approximately 7,000 Central, field support, and superintendent office employees, the DOE advertised to its employees to review open positions at the DOE and encouraged employees to take promotional civil service examinations. New DOE employees also had the opportunity to participate in the “myDOE week” welcome sessions, where part of the agenda is dedicated to informing employees about civil service and opportunities to take the civil service examinations.
- **Employee Engagement & Development Initiative:** The DOE has continued its Employee Engagement & Development (EE&D) Initiative, a talent management strategy designed to provide performance management, professional development, leadership development, and engagement opportunities for all non-pedagogical employees. The EE&D Initiative features a general welcome session to familiarize new and existing employees with the agency’s organizational goals and values,

¹³ The 2017-2018 and 2018-2019 Plan highlights trainings and educational events in the diversity and inclusion realm attended by DOE staff members. During the course of that time period, additional professional development events were offered and some of them may not be reflected in this Plan.

including diversity and inclusion; 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; an annual employee survey to receive input in developing programs and opportunities to ensure a diverse and inclusive work culture; and networking socials for new and existing employees to build their professional networks. A description of EE&D's various programs and initiatives are described in *Appendix J*.

- **Implicit Bias and Culturally Responsive Environments Initiative:** Aligned with Chancellor Carranza's priorities of Develop Our People and Advance Equity Now, this anti-bias professional learning and capacity building initiative for central office employees will equip employees with the knowledge and skills necessary to make intentional decisions that confront and remedy systemic biases and inequities that our historically underserved school communities experience.
- **DOE Internships:** The DOE encouraged hiring managers to post all DOE internships on the DOE website and engage in outreach regarding DOE internships, in an effort to enhance the pipeline of future qualified applicants and educating a new generation of potential employees about public service opportunities with the DOE. During the course of the 2017-2018 and 2018-2019 Plan years, DHC and OGC invited DOE offices to sponsor interns for the DOE's 2018 summer internship program, with several Central offices ultimately participating.
- **Diversity and Inclusion Employee Resource Groups:** ERGs promote diversity and inclusion by allowing interested employees to meet, network, and share ideas surrounding a common interest. ERGs serve as an invaluable tool to recruit, retain, and develop a talented and diverse workforce. The DOE currently has six active ERGs: Women in Management, NYC Schools Pride, ABLE – Admins Building (to) Lead Effectively, The B.L.E.N.D. (Black and Latino Employee Networking and Development), DOE Moms, and Mindfulness at Work. The ERGs have provided their members over 51 events attracting more than 1,236 participants.

3. Community

Partnering with and strengthening our community is critical to ensure that our students receive a high quality education. Collaborations with other organizations, entities, and businesses help the DOE achieve its vision of Equity and Excellence for All. A description of related community oriented events and trainings is annexed hereto as *Appendix K*.¹⁴

A. Contract Compliance Unit

- 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).
- 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.

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 related documents meet the requirements, the Unit grants an approval for the award of the contract.

B. Supplier Diversity Program:¹⁵

Current Policies, Procedures, and Programs in Place to Enhance MWBE Participation within the DOE:

¹⁴ During the course of the Plan year, additional events were offered and some of them may not be reflected in this Plan.

¹⁵ DOE's Supplier Diversity program previously resided within the DOE's Office of Equal Opportunity and Diversity Management. Management of the Supplier Diversity Program was transferred to the DOE's Division of Contracts and Purchasing in June 2019 where it currently resides.

Procurement Policy and Procedures: DOE’s Procurement Policy and Procedures comply with NY Education Law Section 2590-h, signifying the DOE’s commitment to advancing diversity and inclusion in the procurement realm. Specifically, the DOE is dedicated to ensuring that MWBEs fully participate in the procurement process. Section 1-06 of our policy addresses Equal Opportunity, and Section 1-07 addresses MWBEs. The DOE’s Procurement Policy and Procedures is available on the DOE website.

Vendor Resources: The DOE staffs a Vendor Hotline where current and prospective vendors, including MWBEs, can contact trained procurement specialists with any procurement related questions. During the 2017-2018 and 2018-2019 Plan years, DOE updated Vendor Hotline’s welcome message to include DOE’s commitment to continue advancing diversity and inclusion of MWBEs in procurement process. DOE also manages an inbox for MWBE-related inquiries: MWBE@schools.nyc.gov.

Unbundling Program: OEO and DCP utilize an internal review process in which DCP and OEO strategically evaluate all procurements over \$100,000 for possible “unbundling.” This involves dividing these procurements into more economically accessible opportunities for vendors, including MWBEs, to eliminate unnecessary barriers/requirements to competition. DOE provides unbundled procurements with additional advertising and exposure to the MWBE community.

MWBE Program for Multiple Task Award Contracts (MTAC): During the 2017-2018 and 2018-2019 Plan years, the DOE continued using the MTAC (Multiple Task Award Contract) strategy to promote MWBE participation in its procurement process. A MTAC is a form of requirements contract that allows multiple users/DOE purchasers to access the same or similar services on an as needed basis. These contracts are initially established through a non-competitive pre-qualification process, in which approved vendors must meet minimum qualifications set forth by DCP. In the MTAC procurement process, a purchaser must solicit proposals from a certain number of participating vendors for contracts valued at over \$25,000. 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.

MWBE Partnerships and Collaborations with Outside Agencies: The DOE seeks to expand and further develop existing relationships with external agencies to increase opportunities for MWBEs. The DOE is also committed to developing partnerships with other government agencies and organizations to advance diversity and inclusion initiatives. The DOE continues to explore expanding partnership

opportunities with the Mayor's Office of MWBEs, Small Business Administration, General Service Administration, NYC Small Business Services, State Education Department, Empire State Development, the Office of the New York City Comptroller, and other city, state, and federal agencies. In addition, the DOE serves on the steering committee of the annual Competitive Edge Conference, the premier MWBE event sponsored by inter-agency collaboration. During the 2017-2018 and 2018-2019 Plan years, OEO's DMU and DCP regularly communicated with representatives of the Mayor's Office of Contract Services to share information about DOE contracts and MWBE utilization.

Ensure Compliance with MWBE Requirements of New York State Education

Department (SED) Grant Applications: In applying for SED grants to fund educational initiatives, the DOE must 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. The MWBE program 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 2017-2018 and 2018-2019 Plan years, OEO and DCP 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 developing utilization plans and producing quarterly MWBE spend reports to SED in connection with received grants.

MWBE Outreach: Pursuant to NY Education Law Section 2590-h, the DOE engaged in outreach efforts designed to inform and educate MWBEs about the DOE's procurement process. The DOE will continue to seek new methods to expand opportunities for MWBE participation in its procurement process. During the 2017-2018 and 2018-2019 Plan years, as described in *Appendix L*, the DOE's outreach efforts included attending, exhibiting, sponsoring, and presenting at various MWBE vendor events. 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.

- **Monthly Workshop Series on "How to Do Business with the NYC DOE":** As part of the DOE's continued MWBE outreach, the DOE partners with various community organizations to host monthly

workshops on “How to Do Business with the NYC DOE,” as described in *Appendix L*. During these workshops, DOE procurement and diversity experts explain the agency’s procurement process, notify MWBEs of the agency’s current solicitations, and provide participants with information on resources for obtaining contracted and non-contracted work with the agency.

- **Regular Industry-specific Roundtable Series:** DOE organizes a series of industry-specific roundtables, as described in *Appendix L*, where MWBE vendors have the opportunity to interact with Central office purchasers related to a specific industry. Through direct engagement with purchasing managers and directors, MWBE attendees learn about DOE’s strategic goals, as well as current and future purchasing needs.
- **“Doing Business in Public Education Conference:”** In April 2018, the DOE, in collaboration with CUNY, hosted its inaugural “Doing Business in Public Education Conference.” During this conference, MWBEs had the opportunity to learn about the DOE’s and CUNY’s procurement process through interactive industry-specific roundtable discussions and meeting with exhibitors from internal/central offices.
- **Facilitate MWBE Vendor Participation at the School Level:** During the 2017-2018 Plan Year, the DOE provided school purchasers with information on how to search for certified MWBE vendors, via the *Principal’s Weekly*. This information is described in further detail below.
- **Partnership with Small Business Services (SBS) and Empire State Development (ESD):** During the course of the 2017-2018 and 2018-2019 Plan years, the DOE continued to recognize vendors who are certified by either New York City or New York State as MWBEs via Small Business Services and Empire State Development. The DOE strengthened its partnerships with SBS and ESD to encourage MWBE vendors to become NYC and NYS-certified and utilize SBS/ESD resources to help them successfully compete for DOE contracts. Furthermore, the DOE promoted SBS/ESD MWBE certification,

financing initiatives, and SBS/ESD's technical services at DOE procurement seminars, pre-bid and pre-proposal conferences, events DOE attended, and in an annual email to all vendors on the DOE bidder's list. In addition, DOE regularly monitors news alerts and emails related to SBS and ESD and served as a liaison between current DOE vendors and SBS to assist with the certification process. DOE will continue to identify and assist eligible vendors in obtaining MWBE certification. The DOE regularly searched the list of MWBE vendors on the DOE's bidder's list, the NYC Online Directory of Certified Companies¹⁶ and the NYS MWBE Directory¹⁷ to locate MWBE vendors. During the 2017-2017 and 2018-2019 Plan years, the DOE shared procurement opportunities with SBS, which enabled SBS to conduct targeted outreach to those vendors and offer them one-on-one technical assistance regarding specific DOE procurements. During the 2017-2018 and 2018-2019 Plan years, the DOE continued partnering with SBS in developing a third-party assignment of payment process as part of the SBS Contract Financing Loan Fund. The Fund helps small businesses, including MWBEs, compete on City contracts by assisting businesses to secure low-rate loans for upfront capital. The DOE was also invited as a panelist and presenter at several SBS mentorship programs including: Strategic Steps for Growth, NYC Goods & Services Mentorship Program, and the NYC Construction Mentorship Program. DOE has also exhibited at several procurement fairs organized by SBS including the Annual Citywide Procurement Fair. In addition, during the 2017-2018 and 2018-2019 Plan years, the DOE worked with the SED to develop a process to expedite ESD's MWBE certification of firms working on grants administered by SED.

- **MWBE Presentations at Pre-Bid and Pre-Proposal Conferences:** During the 2017-2018 and 2018-2019 Plan years, MWBE program representatives attended pre-bid and pre-proposal conferences, as described in *Appendix L*, during which an MWBE program representative presented on the advantages of becoming MWBE-certified, provided resources relating to MWBE certification and

¹⁶ The NYC Online Directory of Certified Companies is available at <http://mtprawvwsbswtp1-1.nyc.gov/>.

¹⁷ The NYS MWBE Directory is available at <https://ny.newnycontracts.com/FrontEnd/VendorSearchPublic.asp>.

capacity building, and fielded questions pertaining to MWBE certification.

- **DOE/Mayor’s Office of MWBEs Roundtable Discussion:** On June 28, 2018, the DOE held, in conjunction with the Mayor’s Office of MWBEs, a 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.

Additional Strategies for Change: During the course of the next Plan year, the DOE will continue to focus on the advancement of its current reforms, as well as engage in the development of new and progressive diversity initiatives to further diversity and inclusion within the agency. A description of additional recruitment efforts, trainings, educational events, and initiatives that focus on diversity and inclusion relating to the areas of workforce diversity, workplace inclusion, and community is annexed hereto as *Appendix M*. In addition to the reforms referenced above, the DOE is currently working on the following initiatives:

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 Regulation A-831 prohibits student-on-student sexual harassment and A-832 prohibits student-on-student bullying, harassment, discrimination, and intimidation. In June 2019, the DOE enacted the most comprehensive and affirming Guidelines to Support Transgender and Gender Expansive Students for New York City schools to date. The guidelines set forth protocols and describe best practices for supporting transgender and gender expansive students, and for fostering an understanding of gender identity and expression within school communities. The DOE also enacted the first-ever Guidelines on Gender Inclusion. Students can change their name and gender on school records with a parent or guardian’s permission, without legal documentation. Families can also self-report their child’s gender upon enrolling in a DOE school. These guidelines will help schools implement gender-inclusive curricula, programs, and practices that are consistent with the administration’s

commitment to advancing equity now and ensures that students' identities are affirmed, respected, and supported in our DOE schools.

School Diversity Accountability Act¹⁸: 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. 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.

Instruction across the agency on Culturally Responsive Teaching: DOE educators continue to explore various models of culturally responsive teaching to create inclusive classroom communities by leveraging the work of scholars and identifying the elements of classroom and school culture where students feel safe, supported and challenged by their teachers and peers. Participants engaged in this instruction learn physical activities and exercises to establish inclusion and a culturally responsive learning environment for students.

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.

Disability Accommodation Liaison: During the Plan year, DOE's Disability Attorney continued to serve as the accommodation liaison for office and school staff who require medical accommodations at DOE schools or office spaces.

¹⁸ The School Diversity Accountability Act refers to Local Law Int. No. 511-A.

G. NON-ADMISSION STATEMENT

It is understood that this Diversity and Inclusion Report & Strategic 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 Report & Strategic Plan is not intended to, and will not be used to, discriminate against any employees, applicants for employment, parents, students and others who do business with the DOE, use DOE facilities or otherwise interact with the DOE, based on actual or perceived race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, consumer credit history, caregiver status, disability, sexual orientation, gender (including actual or perceived gender, gender identity, gender expression, or pregnancy or conditions related to pregnancy or childbirth), 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),¹⁹ and to maintain an environment free of harassment on any of the above-noted grounds, including sexual harassment or retaliation. Copies of this Diversity and Inclusion Report and Strategic Plan, and all related documents and support data, are prepared pursuant to NY Education Law Section 2590-h.

H. APPENDICES

¹⁹ Weight is a protected category for students in accordance with DASA.

Appendix A

To enlarge the pipeline of diverse and qualified applicants, the DOE has recruited from the following sources:

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 Black Allied 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
41. Touro Law Center
42. Syracuse University, Maxwell School of Citizenship and Public Affairs
43. Morehouse College Public Health Sciences Institute

Appendix B

Recruitment and Diversity Events:

2017-2018:

- Citywide Teacher Hiring Fairs: Hosted by Teacher Recruitment and Quality and attended by staff from the Office of Field and Information Services, Teacher Recruitment and Quality, and Borough Citywide Offices on July 11, 2019, August 1, 2019, August 20, 2019, and August 28, 2019.
- Citywide Teacher Hiring Fairs: Hosted by Central HR and Field Support Centers on June 28, 2018, July 24, 2018, August 2, 2018 and August 30, 2018.
- District 7 Job Fair: Hosted by the Bronx Field Support Center and Central HR on April 11, 2018.
- District 8 Job Fair: Hosted by the Bronx Field Support Center and Central HR on March 20, 2018.
- District 9 Teacher Job Fair: Hosted by the Bronx Field Support Center and Central HR on May 22, 2018.
- District 10 Job Fair: Hosted by the Bronx Field Support Center and Central HR on June 13, 2018.
- District 11 Job Fair: Hosted by the Bronx Field Support Center and Central HR on May 1, 2018.
- District 12 Job Fair: Hosted by the Bronx Field Support Center and Central HR on May 3, 2018.
- High School Job Fair: Hosted by the Bronx Field Support Center and Central HR on May 2, 2018.
- Teacher Hiring Fair: Hosted by the Bronx Field Support Center on July 11, 2018 and August 8, 2018.
- New Teacher Academy: Hosted by the Bronx Field Support Center on October 13, 20, 27, 2018 to provide professional support for new teachers in Bronx schools.
- New Teacher Week, Opening Day: Presented by The Office of New Teacher Recruitment and Quality on August 20, 2018 as an orientation and introduction to the DOE for newly hired teachers.
- Physical Education Works Hiring Fair: Hosted by the Office of School Wellness on May 10, 2018.
- Teaching for the DREAM: Teacher Recruitment Event: Hosted by the Office for Equity and Access on April 24, 2018. During this event, interested teachers were invited to hear DREAM teachers and students speak about the program, in order to recruit per session summer and fall teachers.
- Baruch College Diversity Career Expo: The Office of Community Schools hosted a table on February 15, 2018 to recruit staff for the AmeriCorps VISTA Program. The Career Expo provided employers and organizations to meet with new talent for various programs and positions and covered the topic of the importance of diversity and inclusion in the global marketplace.

- DIIT's High School Internship Program: This program, which took place in FY2018, provided 11 NYCDOE Career and Technical Education (CTE) high school students with real-world job experience and exposure to careers in information technology by placing students in various technical functions across DIIT. The program will continue in FY2019.
- 2018 Public Service Career Expo: attended by the Division of Early Childhood and Education on March 1, 2018, at the NYU Kimmel Center, in New York, NY. Staff members shared work and current job openings with perspective candidates.
- Teacher's College Job Fair: Hosted by Teacher's College Career Office on March 22, 2018. The Division of Early Childhood and Education shared their work and current job openings with prospective candidates.

2018-2019:

- Citywide Teacher Hiring Fairs: Hosted by Teacher Recruitment and Quality and attended by staff from the Office of Field and Information Services, Teacher Recruitment and Quality, and Borough Citywide Offices on July 11, 2019, August 1, 2019, August 20, 2019, and August 28, 2019.
- Career Technical Education Hiring Event: Hosted by the Borough Citywide Offices and attended by staff from the Office of Field and Information Services and Manhattan Borough Citywide Offices on May 22, 2019.
- Executive Superintendents, Superintendents, and Deputy Superintendents training: Hosted by the Office of the First Deputy Chancellor and attended by staff from the Supervisory Support Services on September 17, 2019, this training focused on the C-30 guidelines for the hiring of principals
- TEACH BX Summit: Hosted by the Office of Teacher Recruitment & Quality and attended by HC School Support and TRQ staff on April 23, 2019, at Hostos Community College, in Bronx, NY.
- HLEPA New York Job Fair: Hosted by the Hispanic and Latino Professional Association and attended by HC School Support on September 10, 2019 in New York, NY.
- B.L.E.N.D. Career Pathways & Resource Fair: Hosted by the B.L.E.N.D. Employee Resource Group and the Division of Human Capital on April 5, 2019, in New York, NY. Central offices hosted tables at the career fair, which provided hiring managers an opportunity to meet and connect with potential internal candidates across the agency.
- LatPro New York City Bilingual & Diversity Job Fair: Hosted by LatPro and attended by HC School Support staff on April 18, 2019 in New York, NY.
- Recruit Military: Military Initiative - Recruitment Event at Recruit Military Job Fairs for Military Vets: Sub Para to Para Pathway: Hosted by Recruit Military and attended by SISP staff, on June 6, 2019, and September 5, 2019, in New York, NY.

- Bilingual Pupil Services Program (BPS) On-Campus Recruitment: Hosted by BPS and various colleges and attended by BPS staff on various dates, in New York, to recruit Bilingual Childhood Ed undergrad majors to join the BPS program in coming school year.
- Outreach to Local Colleges and Universities: Organized by TRQ and attended by TRQ staff on various dates in various locations in New York. TRQ conducted outreach to colleges and universities in the New York metropolitan area and provided on-campus information sessions and webinars regarding teacher employment opportunities.
- Hiring Fairs: Hosted by the Bronx Borough Office on February 27, 2019 (District 8), March 7, 2019 (District 7), March 13, 2019 (High School), March 25, 2019 (District 9), April 10, 2019 (District 12), May 8, 2019 (District 10), May 13, 2019 (District 11), and August 8, 2019 (Bronx Borough), in Bronx, NY. Job fairs for all Bronx schools in the District to recruit teachers for vacancies.
- Bronx Borough Hiring Fair: Hosted by the Office of Teacher Recruitment and Quality “TRQ” on March 21, 2019, and April 18, 2019, in Bronx, NY. Job Fair for all Bronx schools in Districts 7 – 12 to recruit teachers for vacancies.
- School Tours: Hosted by the Office of Teacher Recruitment and Quality (“TRQ”) on (March 11, 2019 – March 15, 2019), (April 8, 2019 – April 12, 2019), (May 5, 2019 – May 12, 2019), in Bronx, NY. Tours held every day by 5-6 schools in the Bronx for perspective teachers to get a feel for the district.
- Hunter College School of Education Career Expo: Hosted by Hunter College on May 3, 2019, in New York, NY. College recruiting event to help soon to be graduates and alumni find jobs.
- 2019 Tri-State School Career Fair: Hosted by Teacher’s College on March 29, 2019, in New York, NY. College recruiting event to help soon to be graduates and alumni find jobs.
- Annual Affinity Hiring Fair: Hosted by Affinity Schools NYC DOE Citywide Office in collaboration with the Teacher Recruitment and Quality office in April 2019. Each year, the Affinity HR and Finance staff plan and execute a large-scale hiring event with the goal of providing principals with diverse, qualified teacher candidates for their vacancies.
- Kingsborough’s fall 2019 Job and Internship Fair: Hosted by Kingsborough Community College, and attended by staff from the Office of Equal Opportunity & Diversity Management and the Division of Classification and Compensation on September 25, 2019, in Brooklyn, NY. Kingsborough students and alumni were provided with information on part time, full time, and internship opportunities in both the public and private sectors, including government and not-for-profit organizations.
- 55-a Diversity Career Fair: Hosted by the Mayor’s Office for People with Disabilities, and attended by staff from the Office of Equal Opportunity & Diversity Management and the Division of Classification and Compensation on May 20, 2019, in New York, NY. This fair offered qualified candidates an opportunity to meet with potential employers and to get exposed to the types of jobs offered.
- Lower Manhattan Mini Job Fair: Hosted by the New York State Department of Labor and attended by staff from the Office of Equal Opportunity & Diversity Management and the Division of Classification and Compensation on June 25, 2019, in New York, NY. This

event hosted three organizations, including DOE to promote their career opportunities to talented job seekers in a variety of fields including Financial, Information Technology, Administrative and Management.

- Harlem Community Development Corporation's ("HCDC") 4th Annual Spring Career Fair: Hosted by HCDC and attended by staff from the Office of Equal Opportunity & Diversity Management and the Division of Classification and Compensation on May 16, 2019, in New York, NY. This event offered job seekers an opportunity to speak to representatives from various agencies and businesses.

Appendix C

Office of Teacher Recruitment and Quality

Teacher Recruitment Initiatives:

I Teach NYC School 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 School Tours.” On these tours, applicants met principals and teachers from some of our highest need schools and learned more about the neighborhoods. Outreach was conducted with local schools in the Bronx and District 75 - DOE’s special population district, to bring quality teachers to where they are most needed. During the course of the 2017-2018 Plan year, the DOE conducted over 60 tours. During the 2018-2019 Plan year, the DOE conducted an additional 82 school tours.

Bronx Early Hire Program

The NYC Department of Education (NYC DOE) is dedicated to recruiting and retaining a diverse teacher workforce in NYC and we are looking for teachers who are interested in committing to teaching in the Bronx. The Office of Teacher Recruitment and Quality (TRQ) managed the Bronx Early Hiring Program to support our Bronx in having early access to quality teacher candidates who expressed their commitment to making a difference for students in the Bronx. The Bronx Early Hiring Program participants had exclusive opportunities to meet and engage with Bronx principals via two dedicated recruitment events, school tours, and customized support from TRQ.

Teacher Recruiters

During the 2017-2018 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.

During the 2018-2019 Plan year, The DOE’s Office of Teacher Recruitment and Quality (TRQ) established a special offering to select schools to identify a teacher in their staff to add capacity on sourcing and talent acquisition for schools. The offering was in form of about 30 per session hours for selected teachers. There were two offerings - one for Bronx schools to compliment efforts of the "Bronx Early Hire Program," and another to enhance our support to Bronx Plan schools. These individuals were uniquely positioned to market their schools to candidates and really help source for the right fit with their school communities. TRQ provided the structure for

Teacher Recruiters to train, share best practices, and manage goals and deliverables via virtual classrooms. Teacher Recruiters worked closely with TRQ to source external teachers for hiring consideration in current schools, through various methods such as school tours, in-person and online networking events, and phone and email outreach. We had a total of 112 Teacher Recruiters this year - 91 who started supporting their schools as part of the early hire initiative, and 21 additional added in the spring from Bronx Plan schools.

Community Outreach

The DOE, through the office of Teacher Recruitment and Quality and the Division of Early Childhood Education, leveraged community-based outreach associates to recruit and communicate opportunities about teaching in NYC public schools and community-based programs. During the course of every Plan year, 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.

Pre-K for All and 3-K for All Initiative

The DOE recruits candidates from multiple settings to teach Pre-K for All and 3-K for All in NYC in both district-based and community-based programs. TRQ, in partnership with the Division of Early Childhood Education, hosted and/or participated hiring events, webinars, panels, and information sessions to promote the diversity of the Early Childhood marketplace.

NYC 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 in 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. Of the Fellows that began training in June 2018, 64% identified as a person of color and 22% were men of color. Fellows came from over 30 states and 100 different universities and represented over 17 industries including finance, healthcare, the non-profit sector, advertising, and the arts.

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. Of the applicants to the 2018 NYCTC cohort, 53% self-identified as black or Latino. Participants from NYCTC hailed from different industries, including engineering, healthcare, finance, advertising, and the arts.

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, The NYC Teaching Fellows (NYCTF) and The NYC Teaching Collaborative (NYCTC) 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, NYC Men Teach (NYCMT) has been 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 expanding college credited opportunities that include reduced cost and cohort style bachelor's and master's level degree programs. Lastly, in collaboration with New York City's Young Men's Initiative, NYCMT engaged in a successful subway and bus advertising campaign. The campaign consisted of the following messaging: "Educate. Engage. Empower;" "Be the Difference;" and "The Power of One." Visual imaging of the subway and bus campaigns were 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.

Also, programs like our Community Based Partnership, Bronx Talent Initiative and Ed Prep, are all geared to support both paraprofessionals and various non-instructional fulltime school based staff. These pathways will allow for deeper investment in our partners and will allow us to recruit and cultivate home-grown talent at an earlier stage and allow for an even greater impact on student achievement. Additionally, NYCMT is providing subsidized masters credits that lead to certification for these participants by way of our alternative certification and traditional

teacher prep programs. Lastly, NYCMT is engaged in the recruitment of men of color both locally and nationally in collaboration with our CUNY, SUNY and our HBCU partnership.

NYC Teaching Fellow Diversity Outreach

For the June 2017 and June 2018 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 to recruit more men of color through alignment on messaging and facilitation of joint events to reach a broader, more diverse candidate pool.

Teacher Career Pathways (TCP)

The NYC Department of Education (NYC DOE) is dedicated to retaining a diverse teacher workforce in NYC. Teacher Career Pathways (TCP) provides opportunities for teachers to build their practice by taking on teacher leadership roles; Model Teachers, Peer Collaborative Teachers, and Master Teachers. TCP teacher leaders, partner with their colleagues to strengthen practice already present and build innovative learning initiatives aligned with school goals.

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. The DOE also hosted the Teach NYC! Conference in the Fall of 2018 which provided new, prospective teacher candidates with the opportunity to learn more about teaching in NYC public schools and their pathway options into the classroom. The evening consisted of inspiring speakers, informative breakout sessions, and networking opportunities with partner universities and DOE offices and alternative certification programs.

Alumni Ambassadors

During the 2018 - 19 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. The DOE also had teachers who were alumni of alternative certification programs host "Subject Area Nights" in their classrooms and within DOE offices so that candidates could understand first-hand what the work of teaching is like.

Community Outreach Efforts

Through the Teacher and School Leader (TSL) grant the Recruitment, Selection, and Enrollment Team has expanded NYC DOE's commitment to equity, and ensure all students have access to high-quality teachers by expanding our efforts to share and support Bronx residents and community members regarding pathways into the teaching profession. In the past year, the team expanded its outreach by partnering with local community-based organizations, Bronx community boards, NYPD precincts. The team also worked to increase the number of events being hosted in the Bronx throughout the recruitment, selection, and enrollment process for alternative certification programs, so that Bronx candidates did not have to travel far from home. The team also provided Bronx networking events so that candidates could be better prepared for their job search process.

National Teacher 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). DOE also partners with various career industry organizations such as: PERC, MERC, Greater Philly Career Fair, AAEE, and EdWeek career fairs.

Teacher Candidate Support

The NYC DOE's Recruitment, Selection, and Enrollment team within the Office of Teacher Recruitment and Quality dramatically improved its candidate support work by implementing technology from Zendesk within the NYC Teaching Fellows and NYC Teaching Collaborative program. Improving our candidate support technologies supports the work of diversity by ensuring that all candidates have access to clear, accurate, and timely information with regards to how to submit their application, participate in the interview process, and ultimately complete state, city, and university requirements in order to start training. Improving the quality of information and speed of responsiveness to inquiries, also ensures that candidates who have incomplete applications are able to fix their submissions in a timely fashion. The team has also

expanded access to individual support calls, which enables the team to intake particular candidate needs around training and, where possible, accommodate these needs. If a candidate is unable to participate in training, the team is also able to offer an opportunity to defer the offer to a later season, rather than having candidates miss out on an opportunity. While this effort is labor-intensive, it supports an effort to ensure more equitable access and participation to alternative certification programs.

I Teach NYC Website

For staffing for the 2017-2018 and 2018-2019 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.

Teachnyc.net

In fall of 2018, the DOE partnered with TNTP to visit five teachers of color teaching different subject areas across the city. They were photographed, and their stories are currently featured on our recruitment webpage. In 2018-19, the communications team also reorganized the teachnyc.net recruitment site from traditionally-focused to multi-path inclusive. NYC Men Teach Ed Prep NYC, Bronx Talent Initiative and Summer Fellows and Ed Rising NYC are all now included on the site. Alternative certification programs are also cross-promoted.

Recruitment Videos

The DOE partnered with the central communications team to share diverse new teachers as part of the #BackToSchool 2019 video campaign. In 2018, the communications team created a video about navigating a teacher recruitment fair, about the NYC Teaching Collaborative Program, and about the NYC Men Teach Village Pathway Programs featuring diverse teachers. Bronx Early Hiring and applying early videos were also created in house. 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 and 2018-2019 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.

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. In addition to alternative certification and traditional pathway programs, social media also includes the NYC Men Teach Summer Fellowship for undergraduate men of color interested in the field of education and Educators Rising NYC for high school students. Through a campaign featuring the Bronx Teacher Recruiters, our social media shared the unique stories of Bronx-based teachers. Other campaigns during the 2018-19 school year included Autism Awareness Month, and a teacher in one of our alternative certification programs featured on women.nyc.

Teacher Career Pathways (TCP) believes that by extending educators' skills beyond their individual classroom, teachers can be powerful levers of change for school communities. The NYCDOE and UFT gave new form to this belief through the UFT-DOE teacher contract, which established differentiated teacher leader roles—Model Teacher, Peer Collaborative Teacher, and Master Teacher. TCP teacher leaders serve as change agents for their school communities by partnering with their colleagues to strengthen practice already present and build innovative learning initiatives aligned with school goals. Teacher leadership has a positive impact on teachers of color in three key ways: 1) Connecting teachers to career opportunities outside of the classroom; 2) Connecting teachers to their school leadership; and 3) Positively impacting how teachers of color feel about teaching and teacher leadership. First, teacher leadership serves as a vehicle for Black and Hispanic teachers to transition into administrative role; nearly 60% of teacher leaders who moved into administrative roles in SY 2019-20 identify as Black or Hispanic. In schools with teacher leadership, teachers of color report a strong belief that there are meaningful opportunities to advance in teaching in NYC. Second, in schools with teacher leaders, the percent of Black teachers that strongly agree that they are valued by school leadership nearly matches that of white teachers. Moreover, Black and Middle Eastern/ Arab teachers strongly agree that teacher leadership ensures the perspective of teachers is voiced to school leadership. Finally, in schools with teacher leaders, a higher percentage of Black teachers agree that they would consider applying to become a teacher leader than teachers of other racial/ ethnic groups and they are more likely to agree that teacher leaders have a voice in making decisions at their school. In short, Teacher Career Pathways has a positive impact on teachers of color helping them feel more connected to school leaders and decision-making processes, and helping them feel like there are meaningful opportunities to advance their careers in NYC.

Appendix D

Assistant Principal and Principal Recruitment, Leadership 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. 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 2017-2018 and 2018-2019 Plan year, the DOE facilitated the following programs in an effort to attract a diverse pool of candidates for assistant principal and principal positions:

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.

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:

- **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.
- **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.

- **Wallace Leadership Fellows Program**: The Wallace Leadership Fellows Program is designed to prepare teacher leaders who already have their SBL certification to become assistant principals. The program focuses on key components of school leadership including teacher feedback, looking at classroom instruction and school culture through the lens of racial equity, and developing effective communication skills. The Wallace Fellows Leadership Program meets monthly after school during the school year. There are about 40 participants in the program annually.

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:

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

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.

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.

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.

Appendix E



**Department of
Education**

Chancellor Richard A. Carranza

Diversity and Inclusion Policy

The New York City Department of Education (“DOE”) services a diverse population of students, parents and families. The DOE also employs staff members with diverse backgrounds and perspectives. In recognition of that multi-faceted diversity, the DOE shares a strong commitment to diversity and inclusion.

Diversity is about all of us. Inclusion is about all of us. At the DOE, we strive to create a diverse and inclusive environment that values the experience, perspective, and contributions of all employees, applicants, students, and families. At the DOE, respect for diverse backgrounds and ideas is crucial to academic excellence. As a result, the DOE seeks to foster an inclusive environment where the individual differences among us are understood, respected, and recognized as a source of strength that enriches the agency. In order to further the goals of diversity and inclusion, the DOE will engage in a series of diversity initiatives to attract, retain, and develop the best talent for our agency. Attracting, retaining, and developing this talent are all crucial to the DOE’s mission: putting children first and striving for excellence in education. On an annual basis, the DOE will issue a Diversity and Inclusion Plan detailing the diversity initiatives undertaken pursuant to this Policy and Education Law § 2590 h(51). In consideration of the diverse population served by the DOE, this Policy, in conjunction with the Diversity and Inclusion Plan, promotes the recruitment and retention of a workforce from different backgrounds, experiences and perspectives to complement the backgrounds, experiences and perspectives of DOE students, parents and families at the city district, community district and school level. By fostering the goals of diversity and inclusion, the DOE will be better equipped to serve all students, families and parents at the city district, community district and school level.

The DOE recognizes the importance of diversity in procurement. As a result, the DOE engages in outreach initiatives to enhance the abilities of Minority and Women-Owned Business Enterprises to compete and meaningfully participate in the DOE procurement process. The DOE’s annual diversity and inclusion plan will detail the outreach initiatives undertaken pursuant to this policy and Education Law § 2590 h (51).

The DOE’s commitment to diversity is reinforced by workplace policies, including the DOE’s Non-Discrimination Policy – Chancellor’s Regulation A-830. The DOE reaffirms its commitment to the principles of equal employment opportunity for all employees and

applicants. As noted in the Non-Discrimination Policy, it is the policy of the DOE to provide equal employment opportunities without regard to actual or perceived **race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, disability, sexual orientation, gender (sex), military status, unemployment status, caregiver status, consumer credit history, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, or status as a victim of domestic violence, sexual offenses or stalking, and to maintain an environment free of harassment on any of the above-noted grounds, including sexual harassment or retaliation. It is also the policy of the DOE to provide equal educational opportunities without regard to actual or perceived race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, disability, sexual orientation, gender (sex) or weight, and to maintain an environment free of harassment on any of the above-noted grounds, including sexual harassment or retaliation.** The DOE is committed to establishing both a workplace and school environment free of discrimination. As such, it is DOE policy to comply with all applicable federal, state, and local laws pertaining to discrimination and equal employment opportunity.

Approved by the Panel for Educational Policy on September 14, 2011.

Updated on August 2, 2017.

Appendix F

Dear Colleagues,

Ensuring equal employment opportunity and a diverse and inclusive culture in our schools and offices is essential to creating a safe and supportive environment where our school community can thrive.

Our priorities focus on deepening and expanding our shared commitment to Equity and Excellence to advance equity now by laying out a vision for working together with schools and communities towards meaningful and sustainable progress.

I invite you to review the DOE's Diversity and Inclusion Policy, which describes our commitment to equal employment opportunity and diversity and inclusion through our hiring, employee retention, and vendor procurement practices. Additional resources on these practices include:

- DOE's Non-Discrimination Policy and Chancellor's Regulation A-830;
- EEO trainings on equal employment opportunity under Chancellor's Regulation A-830, covering topics such as discrimination, sexual harassment, and workplace accommodations;
- Minority and Women-Owned Business Enterprises (MWBE) Procurement Outreach & Initiatives;
- Information on American Disabilities Act (ADA) Accommodations; and
- Information on Employee Resource Groups (ERGs), employee-led groups that form around a common set of interests that foster a diverse and inclusive workplace.

If you have questions on DOE's employee diversity and inclusion policies, contact the Office of Equal Opportunity and Diversity Management at (718) 935-4649, or email them at OEODiversity@schools.nyc.gov.

For more information on the school diversity plan, email diversity@schools.nyc.gov. For more information on creating inclusive environments for staff and students, email [Sobia Mahmood](#), our Title IX Coordinator and Vivian Walton-Small, our Disability Attorney, [Kimberly Shannon](#), our Gender Equity Coordinator, and [Eric Vaughan](#), our LGBTQ Community Liaison.

Appendix G



Regulation of the Chancellor

Number: **A-830**

Subject: **ANTI-DISCRIMINATION POLICY AND PROCEDURES FOR FILING INTERNAL
COMPLAINTS OF DISCRIMINATION**

Category: **STUDENTS**

Issued: **August 29, 2019**

SUMMARY OF CHANGES

This regulation replaces and supersedes Chancellor's Regulation A-830 dated March 28, 2019.

Changes:

- Revises equal educational opportunity policy language to reflect that all students are to be provided with access to DOE programs, services, activities, and facilities. Section I.B.
- Revises equal educational opportunity policy language has been revised to explain what types of conduct and/or verbal or written acts may be considered discriminatory conduct or conduct that creates a hostile school environment. Section I.B.
- Clarifies that DOE programs, services, and activities are to be accessible to parents and others who do business with the DOE, use DOE facilities, or otherwise interact with the DOE. Section I.C.
- Streamlines description of procedures for filing complaints with the Office of Equal Opportunity and Diversity Management (OEO). Section III.A.
- Clarifies that the principal/designee should consider whether interim interventions/supports for a student are appropriate during an investigation pursuant to this regulation and provides examples of such interventions/supports, and clarifies that an employee's supervisor may also discuss the provision of such measures with OEO. Section III.A.
- Replaces "gender (sex)" with "gender" throughout.
- Updates definitions of protected classifications within Attachment No. 1. Attachment No. 1.
- Aligns language in the public notice of DOE's Anti-Discrimination Policy to align with language in the regulation. Attachment No. 2.

ABSTRACT

This regulation sets forth the New York City Department of Education’s Anti-Discrimination Policy and establishes an internal review process for employees, applicants for employment, parents¹ of students, students, and others who do business with the DOE, use DOE facilities or otherwise interact with the DOE who wish to file complaints of unlawful discrimination or harassment by DOE employees based on a protected classification, or retaliation based on such complaints. Complaints of peer sexual harassment and harassment based on a protected classification, intimidation and/or bullying by one student against another may be filed in accordance with Chancellor’s Regulation A-831, Student-to-Student Sexual Harassment, or Chancellor’s Regulation A-832, Student-to-Student Discrimination, Harassment, Intimidation, and/or Bullying. Allegations of discrimination/harassment by students directed toward staff must be addressed in accordance with Chancellor’s Regulation A-443 and the Citywide Behavioral Expectations to Support Student Learning (Discipline Code).

¹The term “parent,” whenever used in this regulation, means the student’s parent(s) or guardian(s), or any person(s) in a parental or custodial relationship to the student, or the student, if they are an emancipated minor or has reached 18 years of age.

I. POLICY

A. It is the policy of the New York City Department of Education (DOE) to provide equal employment opportunities in accordance with applicable laws and regulations and without regard to actual or perceived race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, disability, sexual orientation, gender, military status, unemployment status, prior record of arrest or conviction, caregiver status, consumer credit history, predisposing genetic characteristics, or status as a victim of domestic violence, sexual offenses, or stalking.² It is also the policy of the DOE to maintain a workplace environment free of harassment on the basis of the above protected classifications, including sexual harassment, and to comply with all laws and provisions in the DOE's collective bargaining agreements prohibiting discrimination.

Accordingly, it is a violation of this policy for DOE employees to engage in behavior that subjects any employee or applicant for employment to discrimination and/or harassment on the basis of any of the above protected classifications where such conduct: (1) adversely affects any aspect of an employee's/applicant's employment or the compensation, terms, conditions or privileges of employment; or (2) creates a hostile, offensive, or intimidating work environment.

It is also a violation of this policy for DOE employees to engage in discriminatory behavior and/or harassment on the basis of any of the above protected classifications with respect to applicants for employment and other individuals who do business with the DOE, use DOE facilities or otherwise interact with the DOE.

B. It is the policy of the DOE to provide equal educational opportunities, including ensuring that all students are provided access to DOE programs, services, activities, and facilities, in accordance with applicable laws and regulations and without regard to actual or perceived race, color, religion, age, creed, ethnicity, national origin, alienage, citizenship status, disability, sexual orientation, gender or weight.

It is also the policy of the DOE to maintain an educational environment free of harassment on the basis of any of the above protected classifications, including sexual harassment.²

² The definitions of the categories of unlawful discrimination are found in Attachment No. 1.

Accordingly, it is a violation of this policy for any DOE employee to discriminate against or create a hostile school environment for a student by conduct and/or verbal or written acts, whether on school property or at a school function, on the basis of any of the above-noted grounds where such behavior: (1) has or would have the effect of unreasonably and substantially interfering with a student's ability to participate in or benefit from an educational program, school-sponsored activity or any other aspect of a student's education; or (2) has or would have the effect of unreasonably and substantially interfering with a student's mental, emotional or physical well-being; or (3) reasonably causes or would reasonably be expected to cause a student to fear for their physical safety; or (4) reasonably causes or would be expected to cause physical injury or emotional harm to a student. It is also a violation of this policy for any DOE employee to engage in the behavior noted above off school property when such behavior creates or would foreseeably create a risk of disruption within the school environment.

Such conduct and/or verbal or written acts may include but are not limited to: denial of access to restrooms, changing rooms, locker rooms, and/or field trips on the basis of the above-noted protected classifications; enforcement of a dress code, specific grooming or appearance standards in a manner that discriminates against a student on any of the above noted protected classifications; or the use of name(s) or pronoun(s) or pronunciation of name(s) in a manner that discriminates against a student on any of the above-noted protected classifications (e.g., deliberately using a pronoun that is not consistent with the student's gender identity asserted in school).

- C. It is the policy of the DOE to ensure DOE programs, services, and activities are accessible to parents and others who do business with the DOE, use DOE facilities, or otherwise interact with the DOE without regard to actual or perceived race, color, religion, age, creed, ethnicity, national origin, alienage, citizenship status, disability, sexual orientation, gender, marital status, veteran or active military status.
- D. It is the policy of the DOE to prohibit retaliation against any individual who objects to discriminatory practices in the workplace, who complains of discrimination or harassment on the basis of any of the protected classifications as described in Section I.A, I.B, or I.C above, or who files or participates in the investigation of an internal or external complaint of discrimination. Any adverse act against individuals due to their participation in a protected activity is considered retaliatory.
- E. In order to develop and maintain a positive and supportive learning and working environment that is free of discrimination and harassment on the basis of any of the protected classifications as described in Sections I.A, I.B, or I.C above, retaliation and intimidation, the full cooperation of every staff member is necessary. Employees are expected to be exemplary role models in the schools and offices in which they serve.

- F. Supervisors³ are required to maintain an environment free of unlawful discrimination and harassment on the basis of any of the protected classifications as described in Section I.A and I.B above.
- G. Behavior which violates this policy may serve as a basis for discipline, even if it does not rise to the level of a violation of federal, state or local discrimination laws.
- H. An employee who violates this policy or the requirements of this regulation may be subject to discipline, which may include termination, or other appropriate follow-up action. Nothing in this regulation prevents a supervisor from counseling or disciplining an employee for inappropriate conduct that is not otherwise in violation of this policy.
- I. This policy applies to conduct and comments that constitute a violation of this policy, whether or not intentionally offensive or directed at a particular person or group.
- J. All DOE employees are expected to cooperate with any Office of Equal Opportunity and Diversity Management (OEO) investigations and are required to report if summoned to appear by OEO. Tampering with or impeding an OEO investigation constitutes a violation of this regulation and may result in disciplinary action.

II. REPORTING

- A. Any DOE employee who witnesses another DOE employee discriminate or harass a student on the basis of any of the protected classifications as described in Section I.B above, or who has knowledge or information or receives notice that a student may have been the victim of such behavior by a DOE employee, is required to orally report the alleged incident to the principal/designee within one school day. Within two school days of making the oral report, the reporting DOE employee also must electronically file a written complaint as set forth in Section III.A below. If the allegation is against the principal, the reporting DOE employee is not required to make an oral report to the principal but must electronically file a written complaint with OEO as set forth in Section III.A below.
- B. Any supervisor who becomes aware of actions by a DOE employee that may violate any provision of this regulation must immediately report such violation to OEO. Supervisors must make the report by electronically filing a written a complaint as set forth in Section III.A below. A supervisor's failure to file a complaint in accordance with this paragraph may constitute a violation of this regulation.

³ The term supervisor refers to DOE employees acting in a supervisory capacity with authority over the terms and conditions of employment. The term supervisor includes, but is not limited to, principals, assistant principals and site supervisors.

- C. Employees, applicants for employment, parents, students and others who do business with the DOE, use DOE facilities or otherwise interact with the DOE may file complaints alleging a violation of this policy.
- D. Except as set forth in Sections II.A and II.B above, all complaints must be filed with OEO as soon as possible in order facilitate the prompt, thorough, and fair resolution of such complaints.
- E. OEO will not accept complaints filed more than one year after the event that is the subject of the complaint. However, complaints alleging discrimination, harassment, or retaliation committed against students are not subject to this one year limit.

III. COMPLAINT PROCEDURES

A. Procedures for Filing Complaints

- 1. Individuals may file complaints electronically by using the complaint form available at <https://www.nycenet.edu/o eo>, or may file complaints by notifying OEO at the phone number or by visiting OEO at the address found at the end of this regulation.
- 2. An individual may file an anonymous complaint alleging a violation of this regulation. OEO will review anonymous complaints to determine how they should be processed in light of the information provided.
- 3. When a complaint is filed alleging discrimination or harassment of a student, the principal/designee should determine whether interim interventions/supports for the student are appropriate while the case is being investigated. Interim interventions and supports could include, but are not limited to, guidance interventions, counseling, assignment of an adult to check in with the student, change in schedule, or referral to the appropriate school support team or outside organization.
- 4. When a complaint is filed alleging discrimination or harassment of an employee, the employee's supervisor may discuss with OEO whether interim interventions for the employee are appropriate while the case is being investigated.

B. Procedures for Investigating Complaints

- 1. Upon receipt of a complaint, OEO will determine whether the complaint articulates a violation of this regulation and, if so, will assign the complaint to an OEO investigator who shall conduct an investigation. If OEO believes that irreparable harm will occur before the complaint can be fully investigated and resolved, OEO may recommend interim relief pending completion of the investigation of the complaint.
- 2. Following the investigation, OEO will submit written findings and a recommendation as to whether there has been a violation of this regulation to the Chancellor or their designee. The Chancellor/designee will issue a written determination as to whether there has been a violation of this regulation within

90 working days of OEO's receipt of the complaint, unless circumstances warrant extension of the time period. Complainant(s) and respondent(s) will be informed in writing of the determination.

3. If the determination concludes that a violation of this regulation has occurred, OEO will confer with the respondent's supervisor to determine if any disciplinary or corrective action is required.

4. OEO will ensure that any corrective action required by the written determination is implemented.

C. Confidentiality

It is the DOE's policy to respect the privacy of all parties and witnesses regarding complaints brought under this regulation. However, the need for confidentiality must be balanced against the obligation to cooperate with lawful investigations, to provide due process to the accused, and/or to take necessary action to conciliate, investigate, or resolve the complaint. Therefore, information regarding the complaint may need to be disclosed in certain appropriate circumstances.

D. False Accusations of Discrimination

An individual who knowingly makes a false accusation of discrimination or knowingly provides false information in the course of an investigation of a complaint, may be subject to discipline. A complaint made in good faith, even if found to be unsubstantiated, will not be considered a false accusation.

IV. DISSEMINATION OF THESE PROCEDURES

Notice of the DOE's Anti-Discrimination Policy and internal complaint procedures must be given to employees annually. In addition, each office and school must prominently post the DOE's Anti-Discrimination Policy (see Attachment No. 2), which provides contact information for OEO, and indicates where a copy of this regulation may be obtained.

In accordance with Chancellor's Regulation A-832, each school must distribute a copy of the Respect for All brochure annually to parents and students. This brochure informs students and parents of the DOE's Anti-Discrimination Policy and the procedures for students to file complaints of discrimination/harassment against DOE employees on the basis of any of the protected classifications as described in Section I.B above. Parents/students entering the school during the school year must receive a copy of the brochure upon registration.

V. ALTERNATIVE COMPLAINT PROCEDURES

These internal procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with any of the external agencies noted below.

- U.S. Department of Education, Office for Civil Rights
- U.S. Equal Employment Opportunity Commission
- New York State Division of Human Rights
- New York City Commission on Human Rights

The time frames for filing with these agencies may vary. Where a complaint is filed with an external agency or a court of competent jurisdiction, OEO will transfer the matter to the DOE's Legal Office.

VI. INQUIRIES

Inquiries pertaining to this regulation should be addressed to:

Office of Equal Opportunity and Diversity Management

NYC Department of Education

65 Court Street

Brooklyn, NY 11201

Telephone: 718-935-3320

Fax: 718-935-2531

SUMMARY OF PROHIBITED DISCRIMINATION

Chancellor's Regulation A-830 sets forth the procedures by which employees, applicants for employment, students, parents and others who do business with the New York City Department of Education (DOE), use DOE facilities or otherwise interact with the DOE can raise and resolve claims of discrimination within the New York City public school system. The following information is intended to provide guidance to assist people in avoiding discriminatory practices but is not, however, exhaustive.

Alienage/Citizenship: actual or perceived immigration status or status as a citizen of a country other than the United States of America. It shall not be an unlawful discriminatory practice for any person to discriminate on the ground of alienage or citizenship status or to make inquiry as to a person's alienage or citizenship status or to give preference to a person who is a citizen or native of the United States when such preference is expressly permitted or required by a federal, city or state law or regulation.

Caregiver Status: actual or perceived status as a caregiver. The term caregiver means person who provides direct and ongoing care for a minor child or a care recipient. A care recipient is defined as a person with a disability who: (i) is a covered relative, or a person who resides in the caregiver's household; and (ii) relies on the caregiver for medical care or to meet the needs of daily living. A covered relative includes a caregiver's child, spouse, domestic partner, parent, sibling, grandchild or grandparent, or the child or parent of the caregiver's spouse or domestic partner, or any other individual in a familial relationship with the caregiver.

Consumer Credit History: an individual's credit worthiness, credit standing, credit capacity, or payment history. Employers may not request or use the consumer credit history of an applicant or employee for the purpose of making any employment decisions, including hiring, compensation, and other terms and conditions of employment unless expressly permitted or required by law or regulation.

Disability: actual or perceived disability, or history of disability. The term "disability" means any physical, medical, mental, or psychological impairment or history or record of such impairment, or a condition regarded by others as a disability. It is not discriminatory for an employer to require that any employee or applicant be able to perform the essential functions of a job with or without reasonable accommodation. If a person believes that they have a qualifying disability and is in need of a reasonable accommodation in order to fulfill the essential functions of their position, that person should contact the DOE's HR Connect Office of Medical, Leaves and Records or DOE's Disability Coordinator within the Office of Equal Opportunity and Diversity Management (OEO) for additional information.

Ethnicity/National Origin: actual or perceived national origin or ethnic identity. National origin is distinct from race/color or religion/creed because people of several races and religions or their forbearers may come from one nation. The term "national origin" includes members of all national groups and groups of persons of common ancestry, heritage, or background; it also includes individuals who are married to or associated with a person or persons of a particular national origin.

Gender: actual or perceived gender, pregnancy, or conditions related to pregnancy or childbirth. The prohibition against gender discrimination includes sexual harassment. The term "gender" also includes a person's actual or perceived gender identity and gender expression, meaning their self-image, appearance, behavior, expression, or other gender-related characteristic, regardless of the sex assigned to that person at birth. Gender discrimination may include, but is not limited to, denial of access to restrooms, changing rooms, locker rooms, and/or DOE programs or activities on the basis of gender or the use of name(s) or pronoun(s) in a manner that discriminates (e.g., deliberately using a pronoun that is not consistent with the individual's gender identity asserted in school, work, or other DOE program or activity).

Partnership Status: actual or perceived status of being in a registered domestic partnership.

Military Status: a person's participation in the military service of the United States or the military service of the state, including but not limited to, the Armed Forces of the United States, the Army National Guard, the Air National Guard, the New York Naval Militia, the New York Guard and such additional forces as may be created by the federal or state government as authorized by law.

Predisposing Genetic Characteristic: any inherited gene or chromosome, or alteration thereof, determined by a genetic test or inferred from information derived from an individual or family member that is scientifically or medically believed to predispose an individual or the offspring of that individual to a disease or disability, or is associated with a statistically significant increased risk of development of a physical or mental disease or disability.

Prior Arrest/Conviction: record of prior arrests and convictions for criminal offenses. After the extension of a conditional offer, the DOE requires a background investigation, including fingerprint information, which is reviewed under Chancellor's Regulation C-105 as well as any applicable laws and regulations.

Religion/Creed: actual or perceived religion or creed (set of fundamental beliefs, whether or not they constitute a religion). An employee requesting a reasonable accommodation for religious reasons should follow the procedures in Chancellor's Regulation C-606. A student requesting a reasonable accommodation for religious reasons should follow the procedures in Chancellor's Regulation A-630.

Sexual Harassment:

A. Sexual Harassment between Employees:

Sexual harassment of one employee by another consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment may take different forms, including explicit sexual propositions or threats, sexual innuendos, sexually suggestive comments, sexually oriented jokes, obscene gestures, displays of pornographic or obscene visual or printed material, and physical contact, such as touching, patting, pinching or brushing against another's body. These behaviors can constitute sexual harassment whether they are directed at persons of the same or opposite sex and may also constitute criminal behavior.

B. Sexual Harassment of Students by Employees:

OEO will forward complaints of this nature to the Special Commissioner of Investigations who will determine how to proceed.

Sexual conduct between an adult employee and a student can never be considered welcome or appropriate. Sexual harassment of a student by an employee consists of sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature. It includes situations where:

1. submission to such conduct is a condition of the student's advancement or obtaining an education;
2. submission to or rejection of such conduct by a student is used as a basis for evaluating or grading a student or as a factor in decisions affecting the student's education; or
3. such conduct has the purpose or effect of unreasonably interfering with a student's education or creating an intimidating, hostile or offensive educational environment.

Sexual harassment may take different forms, including explicit sexual propositions or threats, sexual innuendos, sexually suggestive comments, sexually oriented jokes, obscene gestures, displays of pornographic or obscene visual or printed material, and physical

contact, such as touching, patting, pinching or brushing against another's body. These behaviors can constitute sexual harassment whether they are directed at persons of the same or opposite sex and may also constitute criminal behavior.

C. Sexual Harassment of Students by Students:

Please refer to Chancellor's Regulation A-831: Student-to-Student Sexual Harassment.

Sexual Orientation: an individual's actual or perceived romantic, physical or sexual attraction to other persons, or lack thereof, on the basis of gender. A continuum of sexual orientation exists and includes, but is not limited to, heterosexuality, homosexuality, bisexuality, asexuality, and pansexuality.

Unemployment Status: The term unemployment means not having a job, being available for work and seeking employment. However, there are allowances in the law that permit an employer to consider an applicant's unemployment when there is a substantially-job related reason for doing so or to inquire into the circumstances surrounding an applicant's separation from prior employment.

Victim of Domestic Violence, Sexual Offenses, or Stalking: An actual or perceived victim of domestic violence is a person who has been subjected to acts or threats of violence, not including acts of self-defense, committed by a current or former spouse of the victim, by a person who is cohabitating with or who has cohabitated with the victim, by a person who is or has been in a continuing social relationship of a romantic or intimate nature or a person who is or has continuously or at regular intervals lived in the same household as the victim.

An actual or perceived victim of sex offenses or stalking is a person who has been subjected to such behavior as defined by the penal code.

An employee may request a reasonable accommodation due to their status as an actual or perceived victim of domestic violence, sex offenses or stalking in order to fulfill the essential requests of a job. The employee may be asked to provide certification that they are a victim of domestic violence, sex offenses or stalking. An employee requesting the reasonable accommodation shall provide a copy of such certification within a reasonable period after the request is made. The certification requirement may be satisfied by providing a police or court record, documentation from an employee, agent, or volunteer of a victim services organization, an attorney, a member of the clergy, or a medical or other professional service provider that the employee or that employee's family or household member sought assistance as an actual or perceived victim of domestic violence, sex offenses, or stalking and/or the effects of the violence or stalking; or other information consistent with the employee's disclosure and the request for accommodation.



PUBLIC NOTIFICATION OF ANTI-DISCRIMINATION POLICY

It is the policy of the New York City Department of Education (DOE) to provide equal employment opportunities in accordance with applicable laws and regulations and without regard to actual or perceived race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, disability, sexual orientation, gender, military status, unemployment status, prior record of arrest or conviction, caregiver status, consumer credit history, predisposing genetic characteristics, or status as a victim of domestic violence, sexual offenses, or stalking, and to maintain an environment free of harassment on any of the above protected classifications, including sexual harassment and retaliation.

It is the policy of the DOE to provide equal educational opportunities in accordance with applicable laws and regulations and without regard to actual or perceived race, color, religion, age, creed, ethnicity, national origin, alienage, citizenship status, disability, sexual orientation, gender, or weight and to maintain an environment free of harassment on the basis of any of the above protected classifications, including sexual harassment and retaliation.

This policy is in accordance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Age Discrimination in Employment Act of 1967, Section 503 and Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Amendments of 1974, Immigration Reform and Control Act of 1986, The Americans with Disabilities Act of 1990, Civil Rights Act of 1991, New York State and City Human Rights Laws and Provisions of Anti-Discrimination in Collective Bargaining Agreements of the Department of Education of the City of New York.

Chancellor's Regulation A-830 sets forth the procedures for employees, parents of students, students and others who do business with, use DOE facilities or otherwise interact with the DOE to file complaints of unlawful discrimination, harassment by DOE employees or retaliation based upon such complaints. Complaints may be filed by contacting the Office of Equal Opportunity and Diversity Management (OEO) or by filing with one of the agencies identified below. A copy of Chancellor's Regulation A-830 may be obtained from OEO or at www.nyc.gov/schools/oeo/.

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|---|--|--|--|
| <p>DOE Resources: Office of Equal Opportunity and Diversity Management New York City Department of Education 65 Court Street Brooklyn, New York 11201 Tel: 718-935-3320 Fax: 718-935-2531</p> | | <p>External Resources:</p> | |
| <p>Questions regarding Title IX compliance should be referred to:</p> <p>Title IX Coordinator 65 Court Street Brooklyn, NY 11201 Tel: 718-935-3320 Title_IX_Inquiries@schools.nyc.gov</p> | | <p>U.S. Equal Employment Opportunity Commission New York District Office 33 Whitehall Street, 5th Floor New York, New York 10004 212-336-3620</p> | |
| <p>Questions regarding Section 504 accommodations should be referred to:</p> <p>Section 504 Coordinator 504Accommodations@schools.nyc.gov</p> | | <p>New York State Division of Human Rights 1 Fordham Plaza - 4th Floor Bronx, New York 10458 718-741-8400</p> | <p>Office for Civil Rights New York Office U.S. Department of Education 32 Old Slip, 26th Floor New York, NY 10005-2500 646-428-3900</p> <p>New York City Commission on Human Rights 22 Reade Street - 1st Floor New York, NY 10007 212-306-7450</p> |

Version: August 25, 2019

Appendix H

From: Chancellor Richard Carranza <NYCChancellor@schools.nyc.gov>

Sent: Monday, August 06, 2018 1:39 PM

Subject: Sexual Harassment Prevention Training

Dear Colleagues,

Mayor Bill de Blasio signed into law the **Stop Sexual Harassment in NYC Act** on May 9, 2018, which is a package of bills aimed at addressing and preventing sexual harassment in the workplace. The DOE takes all sexual harassment complaints seriously and ensures they are investigated and addressed.

Each of us plays an essential role in maintaining a respectful work environment that is free of sexual harassment for all employees. The Sexual Harassment Prevention Training was designed to help identify and define sexual harassment and understand how best to prevent it. To that end, all NYC employees are required to take the Sexual Harassment Prevention Training on an annual basis.

Tomorrow (Tuesday, August 7, 2018), all Central, Field Support Services, Principals, Assistant Principals, and Superintendent Office employees will receive an email from the Human Capital team with a link to the online Sexual Harassment Prevention Training. This training is approximately 45 minutes and must be completed by September 6. Employees who successfully complete the training will receive a certificate of completion.

All remaining school-based staff will receive guidance for their mandatory Sexual Harassment Prevention Training around the first day of school. This will include all 10-month school-based staff (including teachers, guidance counselors, social workers, school aides, school food, and pupil transportation). Their training must be completed during the months of September and October.

Please ensure that you complete this mandatory Sexual Harassment Prevention Training by September 6th. Together, we will create and maintain a safe, supportive and inclusive work environment at the DOE.

Sincerely,

Chancellor Richard Carranza

Appendix I

Workforce:

We are committed to recruiting, developing, and retaining a diverse and inclusive workforce which reflects our City's communities (and reflects the diversity of our students). Our mission and work strive to foster a deeper understanding of diversity and inclusion that leads to the most affirming, safe, and welcoming environment possible.

Below are related events and trainings that focus on instilling diversity and inclusion into DOE's workforce.

2017-2018:

Recruitment:

- DIIT's High School Internship Program: organized by DIIT, in spring and summer 2018 in New York, NY. This program provided NYCDOE Career and Technical Education (CTE) high school students (4 students in the spring and 7 students in the summer) with real-world job experience and exposure to careers in information technology by placing students in various technical functions across DIIT. Interns and their supervisors received support and guidance throughout the program via leadership discussions and regular check-ins around management and leadership.
- Structured Interviewing and Unconscious Bias: presented by DCAS on December 14, 2017, in New York, NY. During this training, participants learned to identify unconscious biases and how structured interviewing helps reduce bias during the hiring process.
- Assessing Compatibility and Likability: Interview Best Practices: Hosted by the Division of Early Childhood and Education on September 26, 2018, in New York, NY. This program covered best practices for interviewing.

Development:

- A Dream Deferred: hosted by College Board on March 18-20, 2018, in Houston, TX. During this conference, the Office of Equity and Access' team obtained insights from successful programs and learned innovative approaches that positively impact African American students.
- DREAM Whole Staff Professional Learning: hosted by the Office of Equity and Access on February 10, 2018, in New York, NY. DREAM administrators, guidance counselors, and teachers came together to learn about DREAM curriculum, best practices, and guidance strategies.
- Specialized High School Admissions Test (SHSAT) Capacity Building Initiative Professional Learning: hosted by the Office of Equity and Access on March 3 and 7, 2018, in Bronx, NY and Brooklyn, NY. During this professional development

opportunity, teachers and administrators learned how to launch SHSAT prep courses at their home schools.

- DREAM New Fall Teachers and CBI Refresher Professional Learning: hosted by the Office of Equity and Access on September 19, 2018, in Brooklyn, NY. Newly hired DREAM teachers and new and returning SHSAT Capacity Building Initiative Teachers gathered for professional learning on curriculum and SHSAT test taking strategies.
- College Access for All: Middle School – Principal Summit: hosted by College Access for All: Middle School on August 1-2, 2018, in Brooklyn, NY. During this professional development opportunity, principals prepared for the upcoming school year.
- Denison Certification Training: Organized by DHC on May 8, 2018 and May 9, 2018, in Brooklyn, NY. This Leadership & Management Development Training for DHC staff and divisional organizational development leads, provided tools to enhance development and build capacity using the Denison Leadership Development Survey.
- Lunch and Learn Session: Presented by the Marx School of Public & International Affairs at Baruch College on January 23, 2018 and January 25, 2018, in Brooklyn, NY. This information session was an opportunity to learn about their Master of Public Administration and the new Master of International Affairs program. Participants also learned about new scholarship opportunities for incoming students.
- Lunch and Learn Session: presented by Lehman College on February 27, 2018 and March 1, 2018, in Brooklyn, NY. In this information session, participants learned about Lehman College’s Master of Science in Organizational Leadership and Master of Arts in Liberal Studies graduate programs for working professionals.
- Lunch ‘N Learn Course to DOE attorneys: Diversity in Admissions: Hosted by OGC on March 27, 2018, in New York, NY. Attendees reviewed the DOE’s diversity in admissions programs and efforts at diversifying schools.
- Education Pioneers Information & Networking Session: held on January 23, 2018. In this information session, participants learned about how becoming an Education Pioneers Fellow will unleash their potential to transform education. Education Pioneers make a significant impact outside the classroom, launch their career into positions of leadership in the education sector, and take advantage of the unique professional development and networking opportunities with Education Pioneers. The presenters also described the Fellowship’s eligibility requirements, application process, and placement process.
- Career Development Series: Presentation Skills: held on February 15, 2018, and April 20, 2018, in New York, NY. This training was designed to teach basic presentation skills, for personnel at all levels, to accomplish multiple potential outcomes, including presenting to peers or managers, gaining consensus on a process or course of action, rolling out a new idea, and many other situations.
- Principal Candidate Pool: hosted by the Office of Leadership on August 10, 2018 and August 17, 2018. Participants engaged in professional learning and assessments to be prepared for principalship.

- Showcase Schools - Teacher Development: hosted by Showcase Schools Initiative, attended by staff from the Queens North on February 6, 2018, in Queens, NY. Participants learned strategies to empower teacher leaders to build capacity.
- New York State Association of School Attorneys Education Law CLE: hosted by the New York State Association of School Attorneys on November 2, 2017 in New York, NY. Participants were presented with various topics ranging from updates on the Office for Civil Rights (“OCR”) complaint investigations to “The Contours of Protected Free Speech Rights on the Part of Students, Faculty and School Officials.”
- Emotional Intelligence: The Key to Effective Leadership: hosted by DCAS on November 8 and November 9, 2017, in New York, NY. This workshop was designed to help those in leadership positions to increase their EQ (emotional quotient). Attendees learned that by increasing their EQ, it made them more productive by gaining cooperation from others and by using their intuitive knowledge to make decisions and solve problems.
- Senior Leader Development Series: held by GEM Consulting and attended by staff from the Office of School Wellness Programs on October 12, 2017, in New York, NY. The first session of this leadership development series focused on GEM Consulting’s values and mission, including defining roles and responsibilities.
- LeadNYC Leadership Panel – A Seat at the Table: Women, Power, and Inclusion: held by DCAS and attended by staff from the Office of School Wellness Programs on March 5, 2018, in New York, NY. The panel included discussion on leadership, gender equity, and inclusion in the workplace. Panelists explored personal best practices for taking risks, building confidence, and shattering barriers.
- Inspired Leadership: Creating A Motivation Environment Workshop: held by DCAS and attended by staff from the Office of School Wellness Programs from June 13, 2018 through June 14, 2018, in New York, NY. Participants in the workshop identified new ways to encourage individual contributors to perform at higher levels and explore the wisdom and values of other real-life leaders. The cornerstones of the FISH Philosophy (Choose Your Attitude, Be There, Make Their Day, and Play) were incorporated into the workshop.
- Leadership Development Series: held by YSC Consulting and attended by staff from the Office of School Wellness Programs on April 11, 2018, May 23, 2018, and June 19, 2018, in New York, NY. The Executive and Director Level leadership development series focused on communication, collaboration, and execution needed to meet strategic goals.
- Principal and Community School Director Retreats: hosted by the Office of Community Schools on May 26, 2018, in Bronx, NY. The Office of Community Schools hosted its bi-annual retreat and leadership development for principals, Community School Directors, and DOE staff supporting NYC Community Schools. Selected presenters at the retreats included the Institute for Children, Poverty and Homelessness, National School Climate Center, Children's Health Fund, Mayor's Office of Immigrant Affairs, and the Moth.

- 45th Annual Conference of the National Alliance of Black School Educators (NABSE): hosted by NABSE, and attended by staff from the Division of Teaching & Learning, on November 15, 2017 to November 18, 2017 in New Orleans, LA. The NABSE Annual Conference brought together more than 2,500 attendees from across the country to participate in workshops, visit over 200 exhibits and network with other members of the nation's premier association of African American educators.
- New Teacher Week: held throughout the boroughs and attended by newly hired teachers from August 24, 2018 to August 27, 2018. NYCDOE partnered with the United Federation of Teachers (UFT) to provide teachers with sessions centered on classroom management as well as core content, effective pedagogy, family engagement, culturally responsive teaching and supporting special student populations
- 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.
- Emerging Leaders Coaching Program – launched by DTL in New York, NY from June 2017 to June 2018. In these sessions, selected DOE participants explored an improvement goal related to racial identity or racial equity using a Mind at Work's Immunity to Change coaching framework. Each participant was matched with an individual coach and engaged in ten coaching sessions. Paired with an individual coach, participants came together for five two-hour sessions with a MAW facilitator to discuss experiences pivotal moments in the process. Notably in Session 3, participants discussed the importance of the racial autobiography and crafting their personal narratives for why they work in education.
- Systems Change Simulation: hosted by Cairn Guidance and attended by staff from the Office of School Wellness Programs on February 27, 2018, in Queens, NY. The event looked deeper into the change process and introduced the complexity of diverse stakeholders and organizational realities. Participants were also introduced to Peter Senge's Systems Thinking concepts, Continuous Process improvement, and general research on teamwork, communication, and problem solving.
- DOE Division of Teaching and Learning Project Management Seminars: held at the DOE and attended by DOE staff in New York, NY from March 2018 through April 2018. 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.
- People Leader Forums: organized by DIIT, these quarterly sessions, spanning from October 2018 to June 2019, are geared towards building leadership capabilities of DIIT's 100+ People Leaders. Sessions are designed with increasing alignment of leaders to the

direction of DIIT and the DOE, improving planning practices, and engaging staff in collaborative problem solving.

- Leading with Emotional Intelligence: hosted by St. Francis College on March 15, 2018, in Brooklyn, NY. DOE staff that attended this workshop learned how to apply the concept of emotional intelligence to common situations faced by leaders. Participants also developed strategies and skills to increase self-awareness at work, engage in active listening, and adjust to others based on verbal and nonverbal feedback.
- Inspired Leadership: Creating a Motivational Environment: hosted by DCAS on April 4 and April 5, 2018 in New York, NY. In order to increase productivity and produce long-term positive changes, participants of this workshop identified how they can encourage others to perform at high levels.
- Follow the Leader: Taking the Lead at Any Level: hosted by DCAS on June 4 and June 5, 2018 in New York, NY. DOE staff examined and learned innovative approaches and techniques to become a better leader at any level.
- American Society for Public Administration 2018 Annual Conference: held by the American Society for Public Administration and attended by staff from the Office of School Wellness Programs from March 9, 2018 through March 14, 2018, in Denver, CO. During this conference on public administration, participants attended presentations on topics such as All Are Not Equal: Advancing Social Equity, Equal Treatment to Maintain Minority Health Disparities: Lessons from a Youth Educational Program, Transforming a Culture of Blame-Seeking to one of Problem Solving: Reflections from a PA Scholar Turned Practitioner, Diamonds in the Rough: Human Resource Management, Managerial Ethics in the Creation of an LGBTQIA-Friendly Workplace, Sexual Harassment in the Federal Workplace, and Change Your Culture, Change Your Life!.
- NYCTC: OUT for Safe Space Panel: hosted by the Department of Health & Mental Hygiene: NYC Teens Connection, and attended by staff from Office of School Wellness programs on December 15, 2018, in New York, NY. This initiative is part of a city-wide effort to mentor and develop a new generation of leaders to promote equality and justice for LGBTQ youth.
- Healthy Teen Network Conference: organized by the CDC's Healthy Teen Network, and attended by staff from the Office of School Wellness Programs from October 2, 2017 through October 4, 2017, in Baltimore, MD. The conference focused on sexual and reproductive health.
- CDC Orientation: held by the CDC's Division of Adolescent and School Health, and attended by staff from the Office of School Wellness Programs from September 24-26, 2018 in Atlanta, GA. Local education agency program staff received training at CDC's headquarters.
- Domestic Violence Task Force SubCommittee: Youth, Intervention, Prevention, and Education: ongoing initiative facilitated by the Mayor's Office. The Domestic Violence Task Force (DVTF) was launched by Mayor Bill de Blasio in November 2016. Co-chaired by First Lady Chirlane McCray and Police Commissioner James O'Neill, and operates with guidance from the Mayor's Office of Criminal Justice and the Mayor's

Office to Combat Domestic Violence, the DVFT is an \$11million initiative to implement a set of 32 recommendations for a coordinated, citywide strategy to combat domestic violence.

- Sex Ed Task Force: ongoing initiative from the Mayor's Office. The task force is responsible for reviewing information about the current recommended sexual health education curricula and the implementation of sexual health education in NYC public schools. The task force is also responsible for issuing a report with findings and recommendations for the improvement and expansion of the curricula and implementation in grades kindergarten through twelve.
- ODCV Early Relationship Abuse Prevention Advisory Group: held by the Mayor's Office to Combat Domestic Violence on November 8, 2018, in New York, NY. CUNY's Early Childhood Professional Development Institute presented a workshop on gender and sexuality development.
- NYS Mental Health Advisory Council: ongoing meetings held by the Mental Health Association of NYS. Ongoing and held in Albany, NY. These meetings support the Mental Health Association of NYS with developing educational resources for schools to implement Education Law §804.
- PE Spaces More Inclusive for Students for ALL Abilities: presented by Michelle Grenier, Associate Professor of Kinesiology at the University of New Hampshire, and attended by staff from the Office of School Wellness Programs on May 16, 2018, in New York, NY. Ms. Grenier presented on differentiation, misconceptions, resistance of teachers and lesson planning for APE.
- New York Foundling's Child Abuse Prevention Program: organized by New York Foundling and attended by staff from the Office of School Wellness Programs on February 26, 2018, in New York, NY. The program's goal is to insure that all children receive their basic right to safety so that they can have the opportunity to grow and thrive, teaching children to recognize, resist and report physical and sexual abuse to help keep them safe and work toward ending the cycle of abuse.
- DOHMH Center for Health Equity's Partnership Meeting: held by the NYC Department of Health and Mental Hygiene and attended by staff from the Office of School Wellness Programs on January 17, 2018, in New York, NY. Participants in this meeting discussed Wellness Policy updates and the role of the DWAC.
- 6th Annual School Mental Health Symposium: held by the NYS Association for Health, Physical Education, Recreation, and Dance and attended by staff from the Office of School Wellness Programs on January 19, 2018, in New York, NY. At the symposium, attendees shared knowledge and raised awareness about various interventions that would help the NYC School Mental Health community build its collective capacity to respond to students, families, and school staff.
- Equity and Inclusion in After-School Programming: hosted by the DOE, ExpandedED, and ChangePD on February 22, 2018, in New York, NY. Leading experts provided actionable strategies and resources for participants to then turnkey through training their colleagues.

- Urban School Wellness Coalition: organized by Action for Healthy Kids and attended by staff from the Office of School Wellness Programs on October 2, 2017 through October 5, 2017, in Denver, CO, and on October 15, 2018 through October 18, 2018, in Los Angeles, California. This series of events included over 60 of the largest, urban school districts in the country. Attendees discussed school health and wellness issues, made policy recommendations, and created plans for future research and advocacy. Since 2013, the Urban School Wellness Coalition has brought together urban district health and wellness leaders to facilitate discussion around mutually important issues, provide opportunities to share information, network with peers, coordinate joint efforts and inform urban educational leaders on the importance of student health as a driver of academic success.
- American School Health Association Conference: hosted by the American School Health Association (ASHA) and attended by staff from the Office of School Wellness Programs on October 11, 2017 through October 13, 2017, in St. Louis, MO. ASHA's annual conference united representatives from schools, districts, states, community agencies, and government agencies and provided a space for professionals to network, share resources, and learn strategies for improving school health and the health of students they serve.
- Teacher College's Sexuality, Women, & Gender Project: held by Columbia University's Teachers College and attended by staff from the Office of School Wellness Programs on October 6, 2017, November 10, 2017, December 4, 2017, and December 4, 2018, in New York, NY. The project is comprised of a sex education series geared towards empowering teachers to create a good and safe climate for teaching sexuality education (focusing on teen pregnancy prevention), and attendees discussion the SexEd KIT, incorporating content knowledge, immersion into self-knowledge, and translation into relevant content.
- March Madness Professional Development Workshops: hosted and attended by the Division of Early Childhood and Education staff on February-March 2018, in New York, NY. This series of workshops supported Division of Early Childhood and Education staff in conducting effective meetings, giving feedback, public speaking, and with project management.
- New York State Association for the Education of Young Children Meeting: Hosted by the New York State Association for the Education of Young Children and attended by the Division of Early Childhood and Education staff on April 19-21, 2018, in Verona, NY. This workshop included a weekend of professional development, networking opportunities, diverse workshop offerings, and knowledgeable keynotes, and revolving around educating young children.
- DOE Employee Essentials: Project Planning: Hosted by Dale Carnegie and attended by the Division of Early Childhood and Education staff, on October 2, 2018, in New York, NY. This workshop provided a process for charting and staying the course of a project plan. Participants focused on creating a sense of responsibility, identifying strengths, anticipating challenges, and holding team members accountable to ensure successful implementation of project plans.

- DIIT InfoHub Training: held by the NYC DOE: hosted by the Division of Information Technology and attended by staff from the Office of School Wellness Programs on January 9, 2018, in New York, NY. This training provided a brief overview of the Wellness Hub timeline.
- NYS AHPERD 80th Annual Conference: held by the NYS Association for Health, Physical Education, Recreation, and Dance, and attended by staff from the Office of School Wellness Programs from November 15-18, 2017, in Verona, NY. Over the past 10 years, staff from the Office of School Wellness Programs have attended the conference. Approximately 88 health and physical education participants were present.
- Peer Coaching: hosted by the Office of School Wellness Programs and TRQ on April 12, 2018, in New York, NY. The program was a training from Physical Education and Health Education Instructional Coaches on best practices with coaching teachers in their content area.
- Train the Trainer: Sexual Harassment Prevention: hosted by DCAS on July 26, 2018 and August 8, 2018, in New York, NY. DOE staff who are responsible for training employees on the Stop Sexual Harassment in NYC law attended this workshop to not only participate in the training offered by DCAS, but also learn how to facilitate trainings for the DOE.

Retention:

- Momentum Education Training: hosted by Momentum on May 8, 2018, in New York, NY. This training focused on improving organizational culture and communication among team members.
- College Access for All: Middle School – Year 3 Training: hosted by College Access for All: Middle School on June 12, 2018, in Bronx, NY. During this professional development opportunity, school staff learned about the upcoming school year’s program and met participating schools.
- Initiating and Managing Difficult Conversations: presented by DCAS on March 19, 2018. This course allowed participants to practice the communication skills and techniques needed for handling difficult work issues with candor, tact, and sensitivity. The course also explored complex situations such as addressing performance problems, dealing with tensions among team members, and enforcing agency policies.
- Spring Management Booster: Feedback & Coaching: held on April 25, 2018. This seminar concentrated on the use of coaching as an on-going, relationship-based process whereby managers and their staff can work together and be committed to improving work performance.
- Showcase Schools - Special Education: hosted by the Showcase Schools Initiative on April 26, 2018. Participants engaged in learning about authentic instruction and work-based learning.
- Office of Community Schools Quarterly Full Team Meetings: hosted by the Office of Community Schools on December 7, 2017, March 16, 2018, and June 22, 2018, in New

York, NY. The Office of Community Schools designed and led quarterly all staff meetings to develop leaders within its office. The meetings are organized around a set of results to align team members around DOE and office values, mission and priorities; strengthen relationships and deepen trust; and develop leadership skills to act on disparities.

- Chancellor’s Principal Conference: held at LaGuardia High School in New York, NY on June 2, 2018. This conference, geared at DOE administrators and titled, “Next Generation Standards and Next Generation Teaching,” offered DOE staff an opportunity to network, share best practices, and celebrate the work being done to further student achievement. This conference also included a keynote address by Educator Zaretta Hammond, author of *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, and featured remarks by Chancellor Richard Carranza and Deputy Chancellor Phil Weinberg.
- New Hire Orientation: held by DTL in New York, NY throughout the 2017-2018 Plan year. These sessions, conducted bi-monthly to account for the recruitment and hiring cycle within their offices, serve to introduce staff members to the mission/vision and work of DT&L and to one another. These orientations were created to support new staff members as they transition into the division and to help cultivate a diverse and inclusive community.
- DIIT Town Hall Meetings: hosted by DIIT throughout the summer and fall of 2018, in NY. In these meetings, various aspects of work at DIIT were presented to staff, and topics included an overview of the Gallup Employee Engagement Results, a celebration of DIIT achievements, and a networking social for employees to socialize and build connections.
- B.L.E.N.D. Career Development Week: hosted by The B.L.E.N.D. Employee Resource Group and the Division of Human Resources on March 28, 2018 and March 29, 2018, in New York, NY. Central offices hosted tables at the career fair, which provided hiring managers an opportunity to meet and connect with potential internal candidates across the agency. Various DOE Central offices were also represented on a career panel.
- Annual Employee Survey-Culture Conversations: presented by the Organizational Development and Effectiveness Unit on October 3, 2018, in New York, NY. Discussions surrounding employee development and recognition. The Culture Conversations series is designed for senior leaders and their engagement teams to discuss the results of the Annual Employee Survey and share strategies to improve workplace culture across our organization.
- Annual EEO Supervisor Training and EEO Staff Training: held on May 8, 2018 and May 10, 2018 and May 15, 2018. The training focused on ensuring that DOE employees understands his/her obligation to maintain an environment that complies with the DOE’s regulation by proper reporting of conduct that may violate the Non-Discrimination Policy, guarding against retaliation claims and how to address employee workplace accommodation requests.

- Say Hi Day (second edition): held on January 26, 2018. All central, FSC, and superintendent office employees were encouraged to wear a nametag, meet new co-workers, and engage in activities and events to encourage networking and collaboration.
- National Employee Appreciation Day: hosted by the Organizational Development and Effectiveness Unit on March 2, 2018, in Brooklyn, NY. Resources and tips were provided for employees to show recognition and appreciation to each other in order to promote employee engagement.
- Culture Conversations: Two workshops held on August 22, 2018 and October 3, 2018, in New York, NY. This session was designed for senior leaders and their engagement teams to discuss what DOE heard from our employees in this year's Annual Employee Survey and share strategies to improve workplace culture across our organization. The first session focused on the basic needs of employee engagement. The second session emphasized employee development and recognition.
- myDOE Week Equity/Workshop: Communications Professionals held on March 29, 2018. The March myDOE Week Career Networking Social for communications professionals provided an opportunity for staff who actively engage in communications as part of their daily roles to come together, network, and form new professional connections.
- myDOE Week Equity/Workshop: Equity in Action Workshop: hosted by ODU and the Division of Family & Community Engagement, held on March 28, 2018, in New York, NY. This workshop provided participants with the opportunity to learn about FACE's support to schools, meet members of the division, and connect with colleagues. All Central, Field and Superintendent office staff were invited and encouraged to attend.
- Chinelo Okparanta Book Talk: hosted by Pride and the B.L.E.N.D. ERGs on April 13, 2018, in New York, NY. DOE staff attended a talk held with author Chinelo Okparanta on her novel *Under the Udala Trees*, which tells the story of a young Nigerian girl who falls in love with a girl from a different ethnic community after they are displaced during a civil war.
- Listening Tour 2018: presented on: Brooklyn North/Affinity (April 16, 2018), Staten Island (April 19, 2018), Bronx (April 20, 2018), Queens North (April 23, 2018), Brooklyn (April 26, 2018), Queens South (April 30, 2018), Manhattan (May 15, 2018). Community-based meetings for invited school and field staff to meet the new Chancellor Richard Carranza and learn more about his background and experience.
- NYU PEP Talks Conference for SAPIS Counselors: held by the Office of School Wellness Program's DWAC Health Ed Committee Member, Aaron Hultgren, and hosted in collaboration with the NYC Department of Health and Mental Hygiene's SAPIS on October 16, 2017, in New York, NY. Participants at this conference considered PEP partner trainings for health teachers.
- EVAPIT!: held by DARE Consulting and attended by staff from the Office of School Wellness Program on August 29, 2018, in Queens, NY. Participants learned and practiced the EVAPIT process to effectively communication and improve collaboration.

- Equal Employment Opportunity training: Hosted by OEO and attended by DOE staff on various dates during the Plan year. This training on equal employment opportunity under Chancellor's Regulation A-830 covered topics such as discrimination, sexual harassment, and workplace accommodations.

Workplace/School Inclusion:

We are committed to creating an inclusive environment in our workplace and in our schools that values diversity of thought and background.

Below are related events and trainings with a focus on inclusion in DOE's workplace/schools.

- Professional Learning with OEO: presented by OEO on November 20, 2017, in Brooklyn, NY for Executive Directors within the Office of Equity and Access. Through this professional learning opportunity, DOE staff received training on preventing discrimination and promoting diversity within the agency.
- Gender Expression and Play: presented by CUNY and attended by the Division of Early Childhood staff on October 17, 2017, in New York, NY. This session provided attendees with an understanding of gender development and expression in young children, including how it may show up differently in children. Staff learned how gender expression shows up in play and how teachers can be inclusive of all gender identity expressions.
- College Access for All: Middle School - Equity Training: presented by College Access for All: Middle School in Brooklyn, NY. DOE staff learned best practices in promoting college access programs inclusive of diverse communities.
- College Access for All: Middle School – Mid-Year Training: presented by College Access for All: Middle School on February 12 and 13, 2018, in Brooklyn, NY. During this professional development opportunity, school staff reflected on the successes and areas of growth for the initiative at their schools and left with walk-away skills to plan high quality and culturally responsive student events, workshops, and college tours.
- National Partnership for Educational Access Conference: hosted by Stepping Stone Foundation, and attended by staff from the Office of Equity and Access from April 11-13, 2018, in New Orleans, LA. At this conference, sessions included discussions on confronting the challenges our students and communities face, promoting a culture of resiliency and progress, addressing barriers to equity and inclusion in education, and seeking meaningful ways to support our students and each other.
- Employee Town Halls 2017: hosted by College Access for All: Middle School in Manhattan (November 9, 2017), Brooklyn (November 15, 2017), Bronx (November 30, 2017), Staten Island (December 7, 2017), and Queens (December 12, 2017). At these borough-based meetings, open to all central, FSC, and superintendent office employees,

the results of the 2016-17 Annual Employee Survey were provided and participants engaged in dialogue about DOE priorities and employee work experiences.

- Fostering Academic Success for English Language Learners in the Math Classroom: hosted by the Division of Teaching and Learning on January 31, 2018 and March 6, 2018. Participants explored how to engage ELL students in math discourse and content.
- Paraprofessional Training: hosted by the Division of Teaching and Learning and attended by staff from Queens North on November 7, 2017, in Queens, NY. Participants explored multiple strategies for engaging and supporting diverse learners.
- An Introduction to Racial Literacy: presented by ODU and CREADnyc on November 17, 2017, in Queens, NY, and Brooklyn, NY. At this event, attendees participated in a discussion around racial literacy, intersectionality, dispelling incorrect assumptions around race, and ways to destroy taboo of race at the DOE.
- Equity, Diversity, and Inclusion Professional Learning Series: presented by the DOE's Employee Resource Groups and NYU Steinhardt's Metropolitan Center for Research on Equity and the Transformation Schools on January 30, 2018, February 27, 2018, and March 27, 2018, in New York, NY. 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.
- Presentation to Women in Facilities Management (WIFM) ERG: hosted by WIFM on October 31, 2017 in Queens, NY. During this presentation, OEO presented on the DOE's commitment to women and career advancement.
- 2017 Employment Law Institute: hosted by PLI and attended by OGC agency attorneys on October 18 – 19, 2017, in New York, NY. Program attendees observed presentations on the following topics: The NLRB In the Trump Administration, Labor and Employment Law Year in Review, Gender and Transgender Issues in the Workplace, Preventing and Responding to Violence in the Workplace, Equal Pay/Pay Equity Issues in Employment Law, Experts and Evidentiary Issues in Employment Cases, Cybersecurity and Privacy in the Workplace, Sophisticated Issues Faced When Litigating Retaliation Claims, Employee Classification, Thorny Workplace Accommodation Issues, Key Strategies for Effective Internal Investigations, and Ethical Considerations Involving Confidentiality: Nonclients' Misunderstandings and Mistakes.
- Summer 2018 Education Law CLE: hosted by the New York City Law Department on August 14, 2018, in Brooklyn, NY. Presentations were given on various legal topics, including ethics for agency counsel as well as a presentation on "Providing Culturally Competent Legal Services to the LGBTQ+ Community."
- Hot Topics in Education 2018 CLE: hosted by the New York City Law Department on March 19, 2018, in Brooklyn, NY. During this event, participants learned about various legal topics, including disability laws and accommodations and special education law.

- Symposium on Special Education Law CLE: hosted by New York Law School Impact Center for Public Interest Law on March 23, 2018, in New York, NY. During this event, special education experts reviewed the U.S. Supreme Court’s recent term and assessed the impact of some of its landmark decisions.
- Understanding Employment Law CLE: presented by the Practising Law Institute (“PLI”) on April 12, 2018, in New York, NY. This course included a segment on “Navigating the Employee Hiring Process” as well discussions on topics related to equal employment opportunity.
- CLE: Employment Discrimination Law and Litigation: presented by PLI on June 18, 2018, in New York, NY. Attendees were provided with a review of employment discrimination law updates, including disability discrimination and sexual harassment.
- Equal Educational Opportunity: Progress, Challenges, Next Steps: hosted by New York Law School on April 7, 2017, in New York, NY. Attendees received CLE credit and were provided with a review of school segregation cases, and efforts at diversifying schools.
- Mindfulness: Being Present in Our Work: hosted by the Office of School Wellness Programs and presented by MNDFL Ed on December 14, 2017, in Brooklyn, NY. Participants learned about Mindfulness and its benefits and how it can benefit the work they do to support educators and young people.
- Get PD Fit!: hosted by the PD Institute and attended by staff from the Office of School Wellness Programs on May 1, 2018 through May 3, 2018, in Denver, CO. Attendees received elevated the skills to assess, design, deliver, and promote learning processes that create change.
- National Sex Ed Conference: held by The Center for Sex Education, attended by staff from the Office of School Wellness Programs from December 8, 2017 through December 9, 2017, in Atlantic City, NJ. The conference is exclusively devoted to sexuality education and includes participants from across the country and many other parts of the world. The conference is an opportunity to network and learn best practices in sexuality education and addresses a spectrum of topics, audiences, and ages.
- Yale School of Management’s Education Leadership Conference: held by Yale University and attended by staff from the Office of School Wellness Programs on April 6, 2018, in New Haven, CT. Over 750 education experts, practitioners, and leaders gathered to discuss innovations in K-12 education reform. The theme for this year’s conference, “Fostering the Ecosystem for Change,” explored various approaches to promoting educational equity and creating lasting social change through education.
- Stay Woke: The Inaugural National Black Male Educators Convening: hosted by NBME on October 13, 2017 to October 15, 2017, in Philadelphia, PA. The inaugural National Black Male Educators Convening sought to advance policy solutions, learn from other participants, and fight for social justice.
- 2018 American Educator Research Alliance (AERA) Annual Meeting: hosted by AERA on April 13, 2018 to April 18, 2018, in New York, NY. During the annual conference on education research, where more than 15,000 educators and researchers have convened,

participants engaged in fellowship around the theme of “The Dreams, Possibilities, and Necessities of Public Education.” Attendees from the DOE’s DT&L represented their work around talent research, data management, bilingual education, culturally responsive pedagogy, school climate assessment, and postsecondary preparedness.

- Talking About Equity: Creating Racially Equitable Schools: hosted by Border Crossers on May 14, 2018, in New York, NY. During this training, DOE staff explored how to promote racially equitable outcomes for students beyond the walls of individual classrooms. Teams assessed the degree to which racial equity is upheld in the organization, school culture, structures, policies, and curriculum and brainstormed, prioritized, and gained strategies to implement racial justice initiatives.
- Beyond Diversity: hosted by the Office of Equity and Access on June 20-21, 2018, August 1-2, 2018, and August 16-17, 2018. During this seminar, AP for All colleagues were introduced to the CCAR Protocol - the 4 Agreements, 6 Conditions, and the Compass - and explored the use of the Protocol when engaging in courageous conversations on race and racism.
- Coaching for Equity: hosted by the Office of Equity and Access in July and August 2018, in Brooklyn, NY. DOE staff members participated in a “train the trainer” model to ensure the sustainability of Anti-Bias/Culturally Responsive Education work.
- myDOE Week: Diversity and Inclusions Conversations: presented by the Organizational Development and Effectiveness Unit on March 2, 2018. This workshop was part of the myDOE week series where DOE staff discussed microaggressions, developing a critical consciousness, and learn how to take action to move towards interacting with the world more justly and humanely.
- Celebrating Women’s History Event: presented by DOE Moms ERG on March 29, 2018 pertained to speeches and networking on the topic of Women's history. The event featured a conversation lead by DOE senior leadership Maite Junco & Aloysee Heredia Jarmoszuk.
- myDOE Week: Equity in Action Workshop and Networking Social: presented by the Organizational Development and Effectiveness Unit on April 25, 2018. This training and networking event centered around the Special Education Office’s commitment to supporting our schools in creating an inclusive educational environment for all students. This workshop also focused on the importance of inclusivity among staff and peers and the importance of networking and building cross-functional relationships across the division and throughout the agency as a whole.
- Instructional lead trainings: presented by the Office of Curriculum, Instruction and Professional Learning (CIPL) on January 24, June 1, October 4, 2018, in New York, NY. Participants engaged in this professional learning opportunity on Culturally Responsive Teaching & the Brain.
- Empowering Students: Social Emotional Learning for School Staff - Substance Abuse, LGBTQ Youth and Understanding Dating Abuse Among Youth: hosted by Queens North Field Support Center on November 7, 2017 for School staff in districts 24, 25, 26 and 30. Through the collaboration with QNFSC’s Student Services and the School Mental Health

Consultant Program, participants learned the importance of having students actively engaged in social emotional learning, and received various resources to support families.

- Mindfulness in Education: Personal, Professional and Educational Practice: hosted by the Queens North Field Support Center attended by administrators, teachers, school counselors, secretaries, paraprofessionals, social workers in districts 24, 25, 26 & 30 on November 21, 2017, January 4, 2018, and February 1, 2018, in Queens, NY. The sessions highlighted mindfulness in personal and professional lives, in working with students, and through collaboration with colleagues and peers. By the conclusion of the sessions, participants were able to demonstrate mindfulness strategies that can be applied while working to manage distracting/discursive thinking; apply mindfulness strategies for managing intense emotions that occur in relation to, or in the midst of, professional practice and apply mindfulness strategies for working with students and their social/emotional learning styles.
- Culturally Responsive Teaching: Closing the Achievement Gap by Creating More Inclusive Classrooms: hosted by Queens North Field Support Center and attended by teachers and administrators in districts 24, 25, 26 and 30 on February 28, 2018, February 22, 2018, March 9, 2018, March 20, 2018, April 20, 2018, April 24, 2018, May 8, 2018, and May 16, 2018, in Queens, NY. Participants explored various models of culturally responsive teaching to create inclusive classroom communities by leveraging the work of scholars and identified the elements of classroom and school culture where students feel safe, supported and challenged by their teachers and peers.
- The Impact of Culturally Responsive Education in Classroom: Uncomfortable & Inconvenience Conversations Beyond Diversity: hosted by the Queens South Field Support Center on September 17, 2018, September 24, 2018, October 2, 2018, and October 8, 2018, in Queens, NY. Participants received CTLE credit for training on how culturally responsive education affects the classroom at the elementary and middle school level (K-8).
- Wekido Children's Services workshop: Bullying and Bullying Prevention: hosted by District 25 (D25) Superintendent and attended by D25 PTA Presidents and D25 Parent Coordinators on April 23, 2018 and May 25, 2018, in Queens, NY. PTA Presidents (or designees) and parent coordinators learned strategies to identify bullying and prevent bullying from occurring. This train-the-trainer model allowed PTA staff to work with school staff to turn-key this training to families in each D25 school.
- Anti-Bullying Training: hosted by District 24 Superintendent and attended by District 24 guidance counselors and parent coordinators on May 30, 2018, in Queens, NY. Participants were trained in how to identify bullying; to decipher between conflict and bullying; Respect for All; reporting procedures; conflict resolution and supporting victims of bullying.
- Bullying Prevention Course: hosted by D30 Superintendent attended by D30 parents, guidance counselors and parent coordinators on June 11, 2018, in Queens, NY. Participants identified various forms of violence, explored the short-term and long-term effects of violence in families, schools and communities, learned strategies that result in

effective communication between parents and children, and practiced alternative solutions for de-escalating volatile environments and situations.

- The Teachers College Reading and Writing Project on Social Justice: hosted by District 26 Superintendent on April 27, 2018 for District 26 school leaders and teachers. Presenter Cornelius Minor discussed how to include a social justice lens in the curriculum and introduced culturally relevant teaching practices.
- Implicit Bias Workshop: hosted by the Queens North Field Support Center on May 11, 2018 for Principals, superintendents and their teams in Districts 24, 25, 26 & 30. This interactive workshop, led by Dr. Bryant Marks, incorporated introspective exercises and small group discussions. Implicit bias was discussed in detail; its causes and consequences, research, and recommendations for managing implicit bias.
- Nalini Kids Program: hosted by Office of Curriculum, Instruction, and Professional Learning on May 25, 2018. Participants learned physical activities and exercises to establish inclusion and a culturally responsive learning environment for students.
- Beyond Diversity Seminar: hosted by the Office of Teacher Development on August 28, 2018 and August 29, 2018, in Brooklyn, NY. This conversation included an understanding of the impact of race on student learning and investigating the role that racism plays in institutionalizing academic disparities.
- Advance PLs / JESA Training: the Office of Teacher Development which held monthly meetings between October 2017-2018. This included educational leadership coaching that encouraged developing critically conscious educators that reflect on personal preferences, biases, and triggers, especially around issues of diversity and identity, in order to impact system change.
- Affirming Schools for LGBTQ Students, Families, and Staff: hosted by OSYD on various dates during the Plan year, in New York, NY. This professional development session was provided to staff and at superintendent meetings, reaching more than 2,000 individuals. The session covered topics that included LGBT terminology and best practices.
- Dating Violence Trainings: presented by OSYD on various dates during the Plan year throughout New York City. OSYD partnered with the Mayor's Office to End Domestic and Gender-Based Violence and Day One to deliver dating violence trainings to school staff members. Participants learned about responding to dating violence among diverse communities, and how to work with leadership to build strategies to keep students safe.
- Gender Equity in CTE Modules: organized by OSYD and the Career and Technical Education Office (CTE) and viewed online by DOE staff. CTE and OSYD developed four online modules with the aim in helping school counselors understand gender inequities and how to combat those inequities in the Career and Technical Education schools.
- Lambda Literary LGBTQ Writers in Schools Program: hosted by OSYD from January 2018 to June 2018, in New York, NY. The program paired teachers with LGBTQ authors and provided them with copies of their books. Eighty schools participated in this program, reaching over 2,000 students.

- Women’s History Month Event: hosted by OSYD on March 22, 2018, in New York, NY. DOE staff accompanied students who exhibited their projects on women’s history at the first-ever Women's History Month Mini Museum and Expert Panel event. Attendees had the opportunity to hear from a panel of experts on resources for the classroom.
- Early Childhood and Gender Trainings: hosted by OSYD on April 11, 2018, May 2, 2018, May 31, 2018, and June 22, 2018, in New York, NY. Through a training organized by OSYD and the Early Childhood Professional Development Institute, DOE staff learned about promoting a spectrum understanding of gender among preschool communities.
- Ackerman Institute Transgender Supports Training: hosted by OSYD and facilitated by the Ackerman Institute on May 21, 2018, June 4, 2018, and June 25, 2018, in New York, NY. These full-day workshops were offered for CEU credits to social workers on creating gender inclusive school communities.
- Live Out Loud Pride Month Partnership: hosted by OSYD from May to June 2018, in New York, NY. Live Out Loud, a nonprofit organization dedicated to inspiring and empowering LGBTQ youth, partnered with Gender and Sexuality Alliances (GSAs) to bring in programming and network clubs across the five boroughs. Live Out Loud Pride Month Partnership supported 12 GSAs, providing guided support to host their own pride month program, instruction, and educational materials.
- Transgender Supports Training with Hetrick Martin Institute: hosted by the Hetrick Martin Institute and OSYD on June 5, 2018, in New York, NY. This training provided school staff with the tools to be responsible to the local, state, and federal laws in place to support transgender and gender nonconforming youth.
- Sexuality, Women, and Gender Instructional Equity Conference: hosted by OSYD on June 7, 2018, in New York, NY. Over 300 educators participated in the inaugural conference to learn about building equity for people of all gender identities and sexual orientations in the classroom. Workshops were presented by community partners and educational professions.
- Equity in Action Workshop: NYC Schools Pride ERG: presented by NYC Schools Pride ERG on June 27, 2018, in New York, NY. DOE staff had an opportunity to learn about the various issues facing LGBT+ students at K-12 schools as well as discuss LGBT+ terminology.
- Diversity & Inclusion in Law Practice 2018: presented by PLI and viewed by DOE staff via webinar, in New York, NY. Attorneys and diversity professionals discussed a variety of topics, which included recent legal developments that impact diversity and best practices as it pertains to diversity and inclusion in the workplace.
- Diversity Committee Meetings: Hosted and attended by OGC/GPU on an ongoing basis throughout the Plan year. Committee members focused on diversity and inclusion in schools.
- Office of Policy and Evaluation (OPE)’s Racial Equity Year-Long Learning Series: hosted by OPE from October 10, 2017 to June 1, 2018, in New York, NY. Select members across the OPE were offered an opportunity to participate in a professional

learning series to develop and deepen racial consciousness through an exploration of racial equity and cultural proficiency.

- Winter 2018 OPE Retreat: hosted by OPE on January 2, 2018, in New York, NY. OPE's retreat focused on racial equity where staff participated in a shared learning experience about an aspect of the history of racial equity in the United States; supporting staff by seeing and understanding issues related to racial equity both in self-reflection and connecting that learning back to their work; and providing an opportunity for OPE staff members to meet and interact with people from across OPE.
- Summer 2018 OPE Retreat: hosted by OPE on July 9, 2018, in New York, NY. Participants of the retreat examined OPE's role in promoting racial equity through their work. The retreat included a panel discussion and breakout sessions related to the Courageous Conversations protocol and influences on racial inequity in the workplace.
- 2017 National Summit for Courageous Conversations: presented by Pacific Education Group on October 14, 2017 to October 18, 2017, in Detroit, MI. The summit brought together dedicated leaders for racial equity to discuss systemic racism and its impact on opportunity and achievement in schools, colleges, business, government and community.
- Border Crossers Teacher Professional Development: hosted by the Office of Leadership on January 17, 2018, in Queens, NY. Participants attended an anti-racism training.
- Pacific Education Group: Beyond Diversity Training: presented by Pacific Education Group and OOL on April 11, 2018 and April 12, 2018, in Queens, NY. The training was an introduction to the foundation for deinstitutionalizing racism and eliminating racial achievement disparities.
- DOE Division of Teaching and Learning Equity Learning Club: Held at the DOE and attended by DOE central staff beginning in March 2018, in New York, NY. The Equity Learning Club served as a space for staff to discuss current issues that influence our students, schools, and society. The sessions included subjects such as a reading of "Black Girls Matter: Overpoliced and Underprotected," a report produced by Columbia University's Center for Intersectionality and Social Policy Studies, and a subsequent discussion on the ways DT&L can support girls of color.
- WOKE Cypha: Hosted by NYC MenTeach throughout the 2017-2018 Plan year, in New York, NY. Sessions consisted of regular professional development opportunities to support Anchors, Mentors, and community members, particularly around instruction in diverse classrooms. These sessions aided teachers in incorporating culturally responsive practices and strategies into their unit and lesson plans.
- Beyond Diversity: Held by the Office of Teacher Development and Division of Teaching and Learning on August 28-29, 2018, in Brooklyn, NY. This training shed light on the indirect effects of racial oppression on student outcomes and introduced the foundation for deinstitutionalizing racism and eliminating racial achievement disparities.
- Racial Equity Year-Long Series: offered by the Office of Policy and Evaluation ("OPE") on various dates from October 2017-June 2018, in New York, NY. This series provided OPE staff with the opportunity to develop and deepen racial consciousness through an exploration of racial equity and cultural proficiency.

- myDOE Week Equity/Workshop: Presented by the Division of Teaching & Learning: hosted by ODU on October 25, 2017. This workshop provided participants with an opportunity to hear from DT&L leadership and learn more about how our offices come together to pursue equity and excellence. Participants engaged in crucial conversations to examine how unconscious biases impact teaching, learning, and our ability to best support our schools, giving participants a great opportunity to learn something new, share your knowledge, and form new professional connections across the agency.
- myDOE Week Equity/Workshop: An Introduction to Racial Literacy: hosted by ODU on November 17, 2017, in Brooklyn, NY. Participants examined what is racial literacy, all about intersectionality, and dispelling incorrect assumptions about race.
- myDOE Week Equity/Workshop: Diversity & Inclusion Conversations: hosted by ODU on March 2, 2018 and May 4, 2018. Participants learned how Paulo Freire describes critical consciousness as the process of learning through deep questioning – questioning the historical and social contexts in which we live and questioning who we are within those spaces.
- myDOE Week Equity/Workshop: Equity in Action Diversity & Inclusion Conversations workshop: hosted by ODU & the Division of Specialized Instruction & Student Support on April 25, 2018. This workshop provided participants with the opportunity to learn about the division’s commitment to creating inclusive environments in schools, highlighting the importance of general and special education working together, providing students with disabilities access to the same educational experience, to the greatest extent possible, as their peers without disabilities. Participants were able to meet members of the division and connect with colleagues.
- myDOE Week Equity/Workshop: Establishing Foundations for Culturally Responsive Education: hosted by ODU and presented by Culturally Responsive Educators of the African Diaspora (CREAD) on May 22, 2018. Attendees learned how we could create learning environments in which young people can show up as their authentic selves. Culturally responsive approaches to curriculum design and instruction rely on the rich cultural narratives of the classroom community to develop and nurture lasting, intrinsic connections to content. This session will explore the foundations of Culturally-Responsive Education through practical, hands-on activities, video, and text-based discussions.
- myDOE Week Equity/Workshop: Implicit Bias: hosted by ODU on May 23, 2018. This workshop discussed how well-intentioned educators & administrators perpetuate, widen and deepen the opportunity, achievement and access gaps. The lecturer facilitated a hands-on and interactive exploration of biases underlying good intentions that all educators bring from our personal experiences that affect each decision we make with minor to lasting impact and implications for student outcomes.
- myDOE Week Equity in Action Workshop: Employee Engagement & Culture Building: hosted by ODU and OEO on September 26, 2018. Participants had the opportunity to learn about OEO’s agency-wide diversity reforms and initiatives that reinforce the DOE’s

commitment to diversity and inclusion, benefit the communities around our schools, and positively impact our students.

- myDOE Week Diversity & Inclusion Conversations on Disability hosted by OEO's Diversity Management Unit on September 28, 2018. The workshop explored and demystified the concept of "disability," while providing a forum for critical dialogue on misperceptions and biases. Through this interactive workshop, participants learned about disability etiquette and introduced to issues related to accommodations and accessibility.
- Conflict Resolution Strategies: hosted by DCAS on November 8, 2017, in New York, NY. At this training, attendees discussed and learned strategies for managers and supervisors to engage in during conflict resolution while being culturally sensitive.
- Building an Inclusive Culture: Understanding Unconscious Bias: presented by DCAS on November 30, 2017, in New York, NY. In this training, participants learned how unconscious biases inform behaviors and decisions. The training examined different types of biases and how they impact workplace relationships.
- Diversity & Inclusion Conversations: Identifying Ways to Interrupt Acts of Bias: presented by CREADnyc on May 4, 2018, in Brooklyn, NY. Participants engaged in a discussion on how they can combat acts of bias in the classroom and workplace.
- WNET LGBT Identify PD: presented by WNET on April 26, 2018, May 17, 2018, and May 24, 2018, in Queens, NY. In this professional development session, DOE staff learned about incorporating LGBT identity into the classrooms.
- Pathways to an Inclusive Future Conference: hosted by INCLUDEnyc on November 6, 2017 in New York, NY. Attendees had the opportunity to hear from a panel of professionals, youth advocates, parents, and educators on the complexities of inclusion from access to acceptance, opportunity, and contribution.
- PFLAG Training: hosted by OSYD on various dates in various locations. The DOE partnered with PFLAG New York City to train parent coordinators via Family Leadership Coordinators (FLCs). Trainings titled "LGBT-Inclusive Family Support in School Communities: Capacity-Building Workshops" were held for parent coordinators and Substance Abuse Prevention Intervention Specialists (SAPIS).
- FDNY 2nd Annual Women to Women Summit: hosted by the New York City Fire Department on March 14, 2018, in New York, NY. Attendees celebrated women in the FDNY and participated in workshops on a variety of topics relevant to women working in the NYC municipal government.
- DOE/CUNY MWBE Conference – Doing Business with NYC Public Education: hosted by DOE and CUNY on April 17, 2018, in New York, NY. The DOE and CUNY provided a forum for M/WBEs and procurement decision makers to connect and discuss how to do business in NYC public education.
- Best Practices for Identifying M/WBEs: hosted by DCAS and SBS on June 7, 2018, in New York, NY. Attendees learned about NYC's M/WBE Program, the City's certification programs, navigating the Online Directory of Certified Businesses, and best practices for identifying M/WBEs.

- M/WBE Program: Goal-setting and the Online Directory: hosted by DCAS and SBS on July 12, 2018, in New York, NY. During this workshop, participants learned about the requirements of the City's M/WBEs Program, the M/WBE goal-setting process, and received guidance on navigating the Online Directory of Certified Businesses.
- M/WBE Program Policies and Procedures: hosted by DCAS and SBS on August 9, 2018, in New York, NY. Participants of this course received an overview of NYC's M/WBE Program and related policies, procedures, and requirements.
- Best Practices for Achieving MWBE Goals: hosted by DCAS on January 11, 2018, in New York, NY. During this workshop, participants learned about the city's M/WBE Program requirements and how to identify best practices for achieving agency M/WBE goals and program requirements.
- Supplier Diversity Conference: hosted by the DOE and SBS on February 7, 2018, in New York, NY. The Office of Community Schools participated on a panel to engage with MWBE vendors and share information about upcoming solicitations.
- OUT in NYC.gov Summer Networking Event: hosted by the Mayor's Office on February 12, 2018 and August 15, 2018 in various locations. Participants had the opportunity to meet and network with their LGBTQ+ peers representing city agencies and other government offices in New York City to share ideas, job opportunities, upcoming events, and issues of importance to New York City's LGBTQ+ community.
- Office of the Mayor and First Lady's LGBTQ Pride Month Reception: hosted by Mayor Bill de Blasio and First Lady Chirlane McCray on June 21, 2018 in New York, NY. At this event, in celebration of Pride Month and the contributions that the LGBTQ community has made for New York City, the work of the NYC Unity Project, the City's first coordinated, multi-agency effort to address the unique challenges and needs of LGBTQ youth, was highlighted.
- Pride Celebrations: hosted by various organizations and the DOE during the month of June 2018, in New York, Brooklyn, and Queens, NY. Pride celebrations included the NYCDOE Pride Celebration, Youth Pride, Queens Pride, Brooklyn Pride, and the Heritage of Pride March. During these events, the DOE marched as a contingent in Pride marches and distributed resources at the Youth Pride.
- A Struggle We Must Win: Advancing School Integration through Activism, Youth Voice, and Policy Reform: Conference hosted by the National Coalition on School Diversity (NCSDE) and attended by the Division of Early Childhood and Education staff on October 20, 2017 in New York, NY. NCSDE's fourth national conference brought together 400 people from across the country to discuss and strengthen strategies for reducing racial and socioeconomic isolation in elementary and secondary schools. Attendees exchanged best practices; discussed and generated tools and ideas aimed to introduce, enhance, or protect school diversity initiatives in their communities across the country and build supportive relationships.
- Gender, Sexuality, and the Family in Early Childhood: Including All Families: Hosted by CUNY and attended by the Division of Early Childhood and Education staff on December 12, 2017, in Brooklyn, NY. This was a continuation from the Gender

Expression and Play workshop and focused on how to include all families in the classroom and celebrate all expressions of gender and sexuality.

- Racial Equity in Early Childhood Education: Attended by Division of Early Childhood and Education staff on April 23, 2018, in Anaheim, CA. This conference explored the issues related to and importance of racial equity in early childhood education, looked at statistics, policies, and reflected on practice to brainstorm collaborative and systemic solutions.
- Food Education Summit: Hosted by the Tisch Center for Food, Education & Policy and attended by the Office of School Wellness Program (OSWP) staff, on October 2, 2018, in New York, NY. This summit explored the formation of a coalition with a shared vision that all NYC school children deserve healthy, equitable, sustainable, and culturally appropriate food access and education.
- GSA Summit: held by the NYCDOE Office of Counseling and Support Offices on January 29, 2018, in New York, NY. This was the first city-wide NYC DOE GSA/LGBT Club Summit held for all middle and high school staff and students engaged in making New York City Schools safer and more affirming for LGBTQ+ students, staff, and families.
- SHAPE America National Convention and Expo: hosted by the Society of Health and Physical Education (SHAPE) and attended by staff from the Office of School Wellness Programs on March 21, 2018 through March 24, 2018, in Nashville, TN. This convention and expo offered a professional development experience where participants connected with and learned new ideas from innovative educators.
- Time to Thrive Conference: held by The Human Rights Campaign Foundation in partnership with the National Education Association and the American Counseling Association and attended by staff from the Office of School Wellness Programs from February 16, 2018 through February 18, 2018, in Orlando, FL. This annual national conference promotes safety, inclusion, and well-being for LGBTQ youth everywhere.
- Exploring Occupational Segregation: hosted by New York Law School on September 28, 2018, in New York, NY. A review of occupational segregation research by experts in the fields of sociology, economics and labor policy and a discussion concerning the current state of occupation segregation in the NYC workforce based on research by the EEPIC.
- Promoting Inclusion for LGBTQI Community Members: Transgender 101: presented by the New York City Law Department on April 3, 2018 and April 10, 2018, in New York, NY. Presenters examined how societal roles and expectations about gender affect Transgender and Gender Non-conforming people in the workplace and in the courtroom. At this presentation, basic terms, applicable laws concerning gender, and how individuals can be affirming and inclusive were discussed.
- Unpacking Racism: hosted by OSYD and attended by school-based DOE staff on October 6, 2017, February 7, 2018, and May 11, 2018 in New York and Queens, NY. This event centered on discussions focused on unpacking racism.

2018-2019:

Workforce:

Recruitment:

- Structured Interviewing and Unconscious Bias: presented by DCAS on September 25, 2019 to DOE managers and supervisors. During this training, participants learned to identify unconscious biases and how structured interviewing helps reduce bias during the hiring process.
- PS NYS Certification-Exam Prep Workshops: Hosted by the BPS program and attended by BPS staff and interns on various dates during the Plan year to prepare interns in different areas/subjects necessary for certification.
- DHR FALL 2018 Training Series for HR Professionals - The Critical Facets of the Hiring and Interview Process from an Employee Relations Perspective – Designed for the savvy HR Director: Hosted by the Office of Employee Relations – Office of Personnel Investigations (“OPI”) and attended by staff from various Human Resources Staff and Hiring Managers from across the DOE, on October 26, 2018, November 1, 2018, in Brooklyn, NY. This session provided hiring managers an opportunity to learn new strategies for reviewing resumes, interviewing, checking references and effective hiring.
- NYCTF Diversity Outreach events: Hosted or supported by the Office of Teacher Recruitment and Quality (TRQ) and attended by its staff on various dates throughout the Plan year and in various locations, TRQ’s New York City Teaching Fellows worked closely with NYC Men Teach to recruit more men of color through the alignment of messaging and facilitation of joint events to reach a broader, more diverse candidate pool.

Development:

- People Leader Forums: organized by DIIT, these quarterly sessions, spanning from October 2018 to June 2019, are geared towards building leadership capabilities of DIIT’s 100+ People Leaders. Sessions are designed with increasing alignment of leaders to the direction of DIIT and the DOE, improving planning practices, and engaging staff in collaborative problem solving.
- Creating an Engaging Workplace: Organized by ODE and attended by DOE staff on April 25, 2019, in New York, NY. This course helped participants build skills and confidence in order to take the lead in advocating for and directing engagement initiatives. Attendees also walked away with Gallup’s Engagement Every Day Champions Toolkit, which contains tools and resources to facilitate, coach, and communicate with leaders, managers, and teams to build engagement and strengthen culture at the DOE.
- Manager as Coach: Hosted by the Office of Organizational Development and Effectiveness, presented by gothamCulture, and open to all central, district, and borough

offices on November 16, 2018, in Brooklyn, NY. Attendees learned the Manager as Coach Skill, allowing the manager to use this simple and easy to use approach at the appropriate times to engage in the ongoing development of direct reports and guaranteed to create measurable impact.

- For Managers: Managing for Racial Equity, Inclusion, and Results: Hosted by The Management Center and attended by School Wellness Program staff on April 4, 2019, in New York, NY. This 2-day add-on training built off of core TMC practices such as setting clear expectations, hiring superstars, and seeking and sharing feedback effectively, but went deeper into each of these practices by bringing a lens on equity and inclusion. Participants learned concrete tools, techniques, and real life examples to help illuminate what to do differently as a manager to incorporate an equity and inclusion lens in managing their team.
- Women Leaders in Education: Mastering Authenticity, Influence, and Power through Embodied Leadership: Hosted by Columbia University Teachers College, and attended by School Wellness Program staff on April 2, 2019, in New York, NY. This two-day experiential workshop explored Embodied Leadership. This body/mind approach enabled participants to experience the body as a source of intelligence and power in ways that directly impact their ability to act with agency, develop a consistent voice, take a stand for self and others, engage conflict and negotiation with compassion and dignity and build the resilience to deal with ambiguity, complexity, and power dynamics individually and within academic, profit and non-profit organizations.
- Developing a Successful Women's Initiative in Your Organization: Hosted by the American Management Association on April 17, 2019, in New York, NY. Presented by AMA's Women's Leadership Center, this interactive discussion explored the organizational business need for developing a women's program that fosters leadership skills and growth opportunities, and focused on how to: prepare women for future leadership opportunities, overcome common challenges when creating a women's initiative, and create an engaging, meaningful development program.
- Executive Presence for Women: Hosted by the American Management Association on July 17, 2019 – July 18, 2019, in New York, NY. Attendees were presented with tools to identify the key components of a powerful executive presence, assess their present executive image, apply proven techniques to display authentic personal confidence and presence, and recover from verbal and nonverbal slip-ups and mismanaged emotions to retain executive presence.
- Managing Change: Hosted by the Office of Organizational Development and Effectiveness, presented by gothamCulture, and open to all central, district, and borough offices on February 7, 2019, and February 8, 2019, in New York, NY. High-performing, learning-oriented emerging NYCDOE leaders had the opportunity to develop and strengthen their leadership skills enabling them to take on a leadership role and/or take a lead in high-stake projects upon completing the program.
- Managing to Change the World: Hosted by The Management Center and attended by School Wellness Programs staff, on various dates during the Plan year, in New York,

NY. This course in the basics of effective management taught participants how to ensure their team gets great results and includes time for discussion and practice.

- Transforming Management Culture to Improve System Outcomes in NYC: Hosted by the National Conference on Education on February 15, 2019, in Los Angeles, CA, and attended by staff from ODE. Session attendees walked away with concrete ideas for how to begin shifting culture in their setting, and strategies for overcoming historical trust challenges, leading to increased efficiency, higher productivity, better quality work, more inspired employees, increased innovation, and more joy in teaching and learning, leading to higher student achievement, and strengthening strategies to make schools as good as they can be.
- Design Gym--Facilitating Design Thinking: Organized by Design Gym and attended by School Wellness Programs staff on May 16, 2019, in New York, NY. This workshop provided participants with a wide range of empathy-building activities that include a field visit, observational tools and creative techniques for finding meaningful stories, tools and frameworks for developing insights from the data you collect, such as personas, affinity maps and point-of-view statements.
- In House Training Tech & Soft Skills: Hosted by DIIT and DCAS from February 2019 to October 2019. These sessions focused on building upon staff's technical and soft skills in a variety of areas, including Visio and Excel, negotiation skills and data analytics.
- Subject Matter Expert Series: Hosted by DIIT and attended by its staff on various dates throughout the Plan year, in Brooklyn, NY. These monthly three-hour workshops are designed to address and develop workplace and executive functioning skills.
- Everybody Matters: Hosted by Interactive training experience designed to develop the inclusive leadership skills required for today's managers to be successful in leading a diverse employee team/department.
- Managing Up, Down & Across: Hosted by the Office of Organizational Development and Effectiveness and presented by gothamCulture, and open to all central, district, and borough offices, on March 11, 2019, May 14, 2019, in New York, NY. In this workshop, attendees discussed the three keys to making this happen successfully: The Key To Managing Up: Be Proactive. The Key to Managing Down: Create A Safe Space for Feedback. The Key to Managing Across: Build Relationships. Participants also examined how managers constantly move between situations calling for a leadership role and creating assignments, to answering up and explaining results, all while being a colleague that peers can rely on.
- All Staff meeting: Hosted by the Office of Equity and Access for its staff in December 2018, April 2019, and September 2019, in Brooklyn and New York, NY. These sessions focused on developing the leadership skills of participants, covered topics such as Adaptive Work of Leadership, Executive Coaching/Equity in Leadership, and Immunity to Change: How to Overcome it and Unlock the Potential in Yourself and Your Organization.
- Teacher Career Pathways Communities of Practice: Supported by TRQ, and attended by its staff on various dates throughout the Plan year in various locations in New York. The

Teacher Career Pathways, which provides opportunities for teachers to build their practice by taking on teacher leadership role, hosted Communities of Practice (COPs) for Model Teachers, Peer Collaborative Teachers, and Master Teachers in the Bronx and in our District Partner schools. COPs are a series of teacher leader-led professional learning experiences that bring together a network of teacher leaders to actively reflect on practice, share experiences, and observe and refine leadership skills in alignment with district priorities through in-person learning sessions and intervisitations. In school year 2018-19, 569 teachers participated in COPs in the Bronx, 69% attending two or sessions; 472 teachers participated in COPs for District Partner schools.

- Habits and Practices to Support Effective Communications: Hosted by DCAS and attended by DHC staff on May 1, 2019, in New York, NY. This session focused on helping participants develop habits for effective communication that support a smoother exchange of information, easier collaboration, better quality work, and a more joyful space.
- Managing Up, Down & Across: Hosted by DHC and attended by its staff on May 1, 2019. This workshop taught participant managers strategies to build on established practices.
- Facilitation Training for Thrive PL: Hosted by NYU Langone Medical Center for Early Childhood Health and Development and attended by staff from the Division of Early Childhood Education on October 25, 2018, October 29, 2018, March 29, 2019, April 5, 2019, May 22, 2019, and May 31, 2019, in New York, NY. Facilitators were trained on how to facilitate professional learning about positive behavior guidance and family engagement with a racial equity lens.
- District 1 & District 2 - Instructional Access and Rtl for Teachers: Hosted by the Manhattan Borough Office on August 5, 2019, August 6, 2019, and August 7, 2019, in New York, NY. School teams and/or co-teachers participated in collaborative planning of units, lessons, and /or projects aligned to school priorities, all based on previously submitted and principal-approved proposals.
- High Schools – July/August Planning Forum for the 2019-2020 School Year: Hosted by the Manhattan Borough Office on various dates in July and August 2019, in New York, NY. School teams and/or co-teachers joined in a summer of collaborative curriculum planning and design of units, lessons, and /or projects aligned to school priorities with the goal of building a comprehensive curriculum, and creating learning for students that meets the rigor that the standards demand.
- DHR FALL 2018 Training Series for HR Professionals - Employee Progressive Discipline: “Taking the First Step”: Hosted by the Office of Employee Relations and attended by staff who are points of contact for Human Resources, on October 18, 2018, in New York, NY. Participants learned processes for dealing with job-related behavior that does not meet expected and communicated performance standards.
- Launch of “New Hire Onboarding Handbook” at Directors’ Meeting: Hosted by Family Welcome Center (FWC) Leadership and attended by staff from the Office of Student Enrollment on February 14, 2019, in New York, NY. Directors were introduced to the

“Family Welcome Center New Hire Onboarding Handbook,” and how supervisors can utilize its step-by-step roadmap and specific action instructions to train and orient new employees at the Family Welcome Centers, as well as serve as a resource for all staff.

- DHC Training Series for HR Professionals: Hosted by Teachers’ Retirement System (TRS) and attended by staff from the Office of Student Enrollment on March 29, 2019, in New York, NY. Participants learned about the teacher’s retirement system for New York City (NYC).
- Human Resource (HR) Training: Hosted by FWC Leadership and attended by staff from the Office of Student Enrollment on July 25, 2019, and August 2, 2019, in Brooklyn, NY. In this training, HR staff presented information on topics such as salaries and payroll, pay raise, merit increase, salary/step differentials, overtime rate, leave and eligibility policies, annual leave, sick leave, and comp time.
- Managing the DOE Way: Hosted by DCAS and attended by staff from the Office of Student Enrollment on October 26, 2018, in New York, NY. Participants were provided with DOE expectations on management.
- Project Planning: Hosted by DCAS and attended by staff from the Office of Student Enrollment on November 6, 2018, New York, NY. Participants were introduced to the skills and tools for developing project planning skills as a manager.
- Mentoring Workshop: Hosted by the Bronx Borough Office on October 22, 2018, in Bronx New York, and attended by Bronx Borough Office Human Resource Directors. Professional development session on how to ensure that new teachers are matched to a mentor and how this data is gathered and documented.
- Designing a Quality IEP: Hosted by the Manhattan Borough Office on July 10, 2019 through July 11, 2019, in New York, NY. This two-day training provided an introductory overview to help teachers and service providers craft a quality IEP, focusing on developing a strong present level of performance (PLOP) and writing quality IEP annual goals by exploring compliance requirements and family-friendly language that effectively reflects both student strengths and areas of needs.
- Procurement: Hands on Learning for Beginners: Hosted by the Manhattan Borough Office on July 16, 2019, in New York, NY. Focusing on the DOE’s Financial Accounting Management Information System (FAMIS), participants learned the basics about purchase orders (POs,) the Small Item Payment Process (SIPP) and Travel Reimbursement and Approval Certification (TRAC), enabling them to use standard operating procedures, use correct object codes, create PO, SIPP and TRAC, certify delivery of goods & services, generate reports, and look up vendor information.
- FAMIS Purchasing - Open Lab Workshop: Hosted by the Manhattan Borough Office on April 9, 2019, and April 10, 2019, in New York, NY. This session was offered to assist in the task of processing Purchase Orders in FAMIS, navigating issues that may arise, as well as provided an overview of the procurement process, troubleshoot any issues with errors, and clarify any necessary procurement policy issues.
- Procurement Year-end Activities for School Procurement Points: Hosted by the Manhattan Borough Office on May 7, 2019, and May 9, 2019, in New York, NY. This

session covered best practices for year-end activities related to procurement, including the end-of-year timeline; residual orders, SIPPS, SLT stipends, documentation procedures, certification, and Core Curriculum processing.

- How to become an MTAC expert - Task Order Training: Hosted by the Manhattan Borough Office on May 8, 2019, in New York, NY. This DCP-led training session offered a hands-on step-by-step review of the process of procuring professional services via the MTAC tool, as well as a review of the Task Order process, including how to create task orders, tool tips, and search functions available to guide users, as well as sharing best practices and common findings.
- CEP Consultancy: Hosted by the Manhattan Borough Office on (July 30, 2019 – District 2; August 1, 2019 – District 3; August 7, 2019 – District 5; July 29, 2019 – District 6; July 25, 2019 – District 1), in New York, NY. Principals and members of their Instructional Leadership Team (ILT) received an opportunity for collegial feedback and input from district points, MBO team members and/or fellow principal colleagues to strengthen the coherence of the CEP using its key quality indicators as a strategic plan for school improvement.
- Intro to Advanced Literacy: Hosted by the Manhattan Borough Office on August 27, 2019 - August 28, 2019, in New York, NY. In this two-day session, participants learned the Advanced Literacy Instructional Leadership Framework and its implications, including developing an awareness, and reviewing and modifying curricular resources to create alignment between Hallmarks and their school CEP goals.
- ELL Leads Professional Learning Series: Hosted by the Manhattan Borough Office on (on various dates, in New York, NY. In this workshop series, ELL educators engaged in continuous learning amongst peers, aiming to deepen participants' understanding and knowledge of ELL policies and effective instruction across disciplines, using the knowledge-building approach to develop language in unit design within an Advanced Literacy framework.
- ELL Compliance A to Z: Hosted by the Manhattan Borough Office on September 26, 2019, and September 27, 2019, in New York, NY. This full-day (K-12) workshop covered CR Part 154 requirements, including ELL Identification, ELL-Specific ATS Reports for Compliance, as well as Scheduling and Programming regulations.
- Collaborative Strategic Reading in Bilingual Classrooms: Hosted by the Manhattan Borough Office on October 23, 2018 and October 30, 2018, in New York, NY. This two-day series provided Transitional and Dual Language teachers an opportunity, through planning and collaboration, to enhance their pedagogical practice by exploring Collaborative Strategic Reading as an instructional strategy to support advanced literacies in the TBE and DL classroom.
- Identification of ELLs and EDUR Overview: Hosted by the Manhattan Borough Office on September 25, 2018 (11am, 12pm, 1pm sessions). This 30-minute informational conference call addressed the procedures for identification of newly registered ELLs encompassing the seven components of the monthly ELL Data Update Report (EDUR).

- Writing is Thinking 101: Hosted by the Manhattan Borough Office on October 11, 2018, October 12, 2018, and October 19, 2018, in New York, NY. This three-day introductory workshop focused simultaneously on improving the writing skills of ELLs and developing teaching strategies to help ELLs, by examining sentence-level strategies that are most high leverage in developing writing, content knowledge, vocabulary, and reading comprehension.
- ACS Mandated Liaison Training 2019-20: Hosted by the Manhattan Borough Office on September 19, 2019, October 11, 2019, in New York, NY. The mandated liaison for each school who participated in this professional learning event that is required for all schools learned all current reporting requirements for ACS.
- [District 5] Advanced Literacy for Administrators: Hosted by the Manhattan Borough Office on July 11, 2019, in New York, NY. School leaders received a one-day overview of the Advanced Literacy Leadership Framework, in preparation for a rollout within their schools.
- School Counselor's Priorities – District 5: Hosted by the Manhattan Borough Office on November 19, 2018, in New York, NY. Participants explored the District's priorities for school counselor support of students and the school community, enabling them to align their practice with the District's annual goals.
- Comprehensive School Counseling Program: Hosted by the Manhattan Borough Office on August 7, 2019. Participants created a comprehensive school wide counseling program to meet state regulations for the 2019-2020 school year.
- Suicide Prevention: Making Educational Partners (MEP): Hosted by the Manhattan Borough Office on a monthly basis throughout the Plan year, in New York, NY. School staff gained from this evidence-based practice training, an increased awareness and understanding of youth suicide, increased recognition of warning signs, and improved confidence to provide an effective initial response.
- Quality IEP and Goal Writing: Hosted by the Manhattan Borough Office on (September 27, 2018 - September 28, 2018); (November 1, 2018, November 13, 2018); (January 14, 2019 – January 15, 2019), in New York, NY. In this two-day session, participants learned how IEPs are important tools to drive instruction and make informed decisions about students in the areas of access, behavior and transition, when appropriate, by examining the components of the IEP, how to use evaluation data, qualitative data and the input of a school based IEP team to develop the document that will ensure that students with disabilities are successful.
- Designing a Quality IEP: Hosted by the Manhattan Borough Office on (District 4 – August 28, 2019) (District 3 – August 27, 2019) (District 1 - August 14 2019, and August 15 2019; (District 2 – August 19, 2019, August 20, 2019), in New York, NY. This professional learning opportunity provided an introductory overview to help teachers and service providers craft a quality IEP, focusing on developing a strong present level of performance (PLOP) and writing quality IEP annual goals, by looking at 13 disabilities, exploring compliance requirements and family-friendly language that teams can use that effectively reflects both student strengths and areas of needs.

- SETSS Bootcamp Series: Hosted by the Manhattan Borough Office on October 10, 2018, October 30, 2018, and December 4, 2018, in New York, NY. Participants learned how to define, identify, and offer components of Special Education Teacher Support Services (SETSS), as well as how to draft quality SETSS lesson plans in order to offer mandated services and goals outlined in students' IEPs.
- Integrated Co-Teaching: Six Models to Support Student Success, K-8: Hosted by the Manhattan Borough Office on (October 18, 2018, November 1, 2018, and December 6, 2018) (District 5 – October 23, 2018, November 20, 2018, and December 13, 2018), in New York, NY. This introductory ICT professional learning cycle provided opportunities for ICT pairs to strengthen co-teaching relationships and core values; deepen knowledge of the six co-teaching models in order to utilize models appropriately to meet the needs of diverse learners; explore the elements of the ICT instructional process, including collaborative lesson planning, targeted and effective classroom instruction, and assessment of student learning; and reflect and share best practices while gathering new resources to inform teaching.
- Integrated Co-Teaching: Implementation Cycle: Hosted by the Manhattan Borough Office on January 8, 2019, January 17, 2019, March 5, 2019, March 19, 2019, in New York, NY. This implementation cycle provided opportunities for ICT pairs to strengthen their pedagogy by deepening knowledge of effective teaching practices through planning and active collaboration, as well as continuing to build on their mastery of strategic utilization of co-teaching models to increase access for all students by exploring the UDL principle of Engagement and High Leverage Practices within Specially Designed Instruction.
- Integrated Co-Teaching: Using Data to Drive Instruction: Hosted by the Manhattan Borough Office on various dates in April, May, and June 2019, in New York, NY. This professional learning cycle provided opportunities for ICT pairs to strengthen their utilization of student data and assessments to increase efficacy in meeting the needs of diverse learners, including how to distinguish between accommodations, modifications, and interventions; plan highly effective instruction that reflects IEP goals and information gathered from assessments; reflect and share best practices with others in the cohort; and build capacity for engagement and access for all students within their school communities.
- Integrated Co-Teaching: Targeting Instruction for HS Students, 9-12: Hosted by the Manhattan Borough Office on October 30, 2018, November 27, 2018, and December 18, 2018, in New York, NY. This PLO provided opportunities for high school ICT pairs to strengthen their relationships through active collaboration by exploring pedagogical content knowledge and developing a deep understanding of the six models of co-teaching and applying their knowledge: to improve instruction and student learning in the content areas they co-teach; exploring the elements of the whole ICT instructional process, including collaborative lesson planning, targeted and effective classroom instruction, and assessment of student learning; and reflect and share best practices as well as gather new resources to inform teaching.

- Writing Reboot: Creating Greater Student Engagement through Choice, Discussion, and Multi-genre Writing, 3-12: Hosted by the Manhattan Borough Office on November 19, 2018, December 5, 2018, and December 13, 2018, in New York, NY. In this workshop, teachers participated in the writing process and created their own multi-genre pieces that they can model with their students, reflecting on lesson planning and using high leverage rehearsal, drafting, revising, editing, and publishing strategies, and thoughtful planning for student choice and discussions, all leading to increased student engagement and achievement in their writing curriculum.
- Mathematics: Making Learning Visible: Hosted by the Manhattan Borough Office on October 24, 2018, November 8, 2018, and December 6, 2018. Participating teachers gained a deeper understanding of the importance of making learning visible in mathematics to ensure mathematical success for all students by exploring various learning intentions for mathematics and the importance for teacher clarity, gain strategies for selecting the appropriate math tasks that promote mathematical discussions and guide deep student learning, as described by John Hattie's Visible Learning for Mathematics.
- Math Leader Institute - District 2: Hosted by the Manhattan Borough Office on September 28, 2018, November 01, 2018, January 10, 2019, February 08, 2019, and March 22, 2019, in New York, NY. In this cycle, school math leaders participated in inter-visitations, developed collaboration among math teachers and coaches across District 2, and developed their understanding on student learning and math instruction by examining school and district data to identify and address student learning gaps, all to support math instruction and student learning.
- Manhattan School Counseling Series, K-8: Hosted by the Manhattan Borough Office on October 25, 2018, January 16, 2019, in New York, NY. School counselors and social workers were provided with support and guidance regarding the goal of improving learning outcomes and providing socio-emotional support to students. Topics included: Mindfulness, Social and Emotional Learning, managing behavior, understanding mental health conditions, setting goals, mandated counseling support, system support and goal writing, dealing with Stress and Trauma, the ASCA model of counseling support, effective school counseling, program review and development.
- Grant Writing: Find It, Write It, Win It!: Hosted by the Manhattan Borough Office on October 17, 2018, and October 19, 2018, in New York, NY. Over two half-days, DOE Senior Grants Officers (SGOs) coached school leaders and others interested in obtaining grant funding for their schools through a practical review of the grant writing and application process, including: working with stakeholders; developing a proposal; creating a project abstract; writing a program narrative; and establishing a budget and planning for project evaluation, and learning how grant applications are evaluated by potential funders.
- Internal Controls for Schools: Hosted by the Manhattan Borough Office on September 25, 2018, in New York, NY. This training provided participants with information on internal controls to implement and safeguard school assets; check for accuracy and

reliability of data; promote operational efficiency and encourage adherence to prescribed policies and procedures.

- Election Day Paraprofessional Learning Conference: Hosted by the Manhattan Borough Office on November 6, 2018, in New York, NY. Paraprofessionals attended sessions on behavior management, how to read an IEP, literacy strategies, executive functioning, autism, and how to prevent bullying, among others.
- Paraprofessional Conference (District 4/District 5 K-8 schools): Hosted by the Manhattan Borough Office on June 6, 2019, in New York, NY. District 4 paraprofessionals learned topics to support their work, including behavior support, effect of disability, the IEP process, transition, SESIS, RTI, how to read an IEP, executive functioning, and instructional best practices.
- Behavior Intervention Group - FBA/BIP Clinic AM Session (PM Session – Behavior Intervention Guidance: Classroom management at Tier 1): Hosted by the Manhattan Borough Office on various dates during the Plan year, in New York, NY. The AM Session focused on FBA/BIP support, briefly reviewing the basics behind the FBA/BIP process, building on prior knowledge and experience creating FBAs and BIPs. Participants then shared a problem of practices with the facilitators and colleagues as they refined their practice around supporting students who display intense behavior challenges. Areas of focus included baseline data collection, progress monitoring, selecting intervention strategies, and implementation. In the PM session teachers, applied Tier 1 classroom management strategies and systems to establish a positive and engaging classroom environment. Participants learned behavior management strategies that focus on prevention, explicit instruction of behavior and social emotional learning, and how to respond to both positive and unwanted behaviors. Participants brought existing challenges with them to the clinic and were provided with time to work on current behavioral issues with a Behavior Specialist and other colleagues.
- Functional Behavioral Assessment/Behavior Intervention Plan: Hosted by the Manhattan Borough Office on various dates during the Plan year in New York, NY. Participants learned the theory, process and the documentation required for the development of a FBA. Participants will use the FBA as the foundation for developing a BIP and will learn about progress monitoring and plan implementation requirements by examining the explicit connections between the NYSED Regulations and the Multi-Tiered System of Supports framework (MTSS), as well as strategies and behavioral supports at each tier, using this information and the FBA process as guidance.
- Supporting Academic Language and Content in Mathematics: A Guide for Educators of English Language Learners: Hosted by the Manhattan Borough Office on November 6, 2018, November, and December 13, 2018, in New York, NY. This two-day series provided an opportunity for ENL and Math educators to work with new resources supporting language teaching and learning in the content area. The focus will be to study a set of recommendations, teaching routines and other approaches designed to align effective instructional practices while working towards Advanced Literacy in Mathematics.

- School Business Manager Winter Workshop: Hosted by the Manhattan Borough Office on January 22, 2019, in New York, NY. Former school business managers and peers provided beginner, intermediate, and advanced school business managers with tools and skills to become more efficient and effective in their school role.
- Galaxy Hands On (for Beginners) (for intermediates): Hosted by the Manhattan Borough Office on February 1, 2019: Beginner participants were familiarized with the sections of Galaxy, a web-based system for school budgeting, human resources, payroll and procurement transactions, which are applicable to their job role. Intermediate participants were familiarized with various Galaxy functions that offer detailed budget, procurement and human resources information needed for analysis and decision-making at the school level.
- Sub Central: Hosted by the Manhattan Borough Office on January 30, 2019, in New York, NY. Participants received training on Sub Central, the DOE's automated absence management system that is available to all schools to manage the absences of their fulltime teachers and paraprofessionals, which provides absence reporting, substitute selection, notification and assignment.
- Classroom Management at Tier 1: Evidence-based foundations: Hosted by the Manhattan Borough Office on March 11, 2019, in New York, NY. This PLO explored a year-long perspective of classroom management, placing emphasis on evidence-based, instructionally oriented interventions in the classroom and behavior management for all students in the class, as successful classroom management is a precursor to successful classroom instruction.
- New Special Education Teacher Institute - District 5: Hosted by the Manhattan Borough Office on June 13, 2019, in New York, NY. During this six part series, new special education teachers in D5 increased their understanding of the foundations of special education, effective teaching practices, and tiered supports for special education students, covering topics on writing a quality IEP: developing the present level of performance (PLOP), developing aligned annual goals, elements of explicit instruction (SDI), monitoring student progress, special education 101, and multi-tiered systems of support for behavior.
- Admin Closure & Report Writing Workshop: Hosted by the Office of Equal Opportunity & Diversity Management, and attended by OEO staff on March 8, 2019, in Brooklyn, NY. OEO investigations staff were trained on the strategies and techniques of Chancellor's Regulation A-830 Report and Administrative Closure Memo writing.
- Interviewing Techniques and Best Practices Workshop: Hosted by the Office of Equal Opportunity & Diversity Management, and attended by OEO staff on April 4, 2019, in Brooklyn, NY. OEO staff received training on techniques, strategies, and best practices for conducting interviews of students and adults related to Chancellor's Regulation A-830 matters.
- OEO PD Series: Hosted by the Office of Equal Opportunity & Diversity Management, and attended by OEO staff on August 6, 2019, August 13, 2019, August 20, 2019, and August 27, 2019, in Brooklyn, NY. OEO investigations staff were given an overview of

the law on various protected categories of discrimination and sexual harassment, including the distinctions between federal, state, and city laws.

- 19th Annual School Law Institute: Hosted by the Office of General Counsel (“OGC”), presented by the Practising Law Institute (“PLI”), and attended by various attorneys from the OGC on July 25, 2019, in New York, NY. Experienced faculty examined significant developments in education law and policy, as well as the implications of these developments for clients. Topics included: the most recent Individuals with Disabilities Education Act (IDEA) and Section 504 decisions; Special education in charter schools; Sanctuary schools, education and immigrant students; Current landscape on school safety and student rights; Creating a community-based medical legal partnership to disrupt the school-to-prison pipeline; Ethics and conflicts of interest in education law.
- “2019 Inaugural Racial Justice Institute”: Hosted by New York Law School and The Lawyers’ Committee for Civil Rights Under Law and attended by staff from the OGC on June 26, 2019, in New York, NY. This conference featured a full day of CLE programming addressing some of the country’s most pressing civil rights issues, including the criminalization of race and poverty, ensuring a fair and accurate 2020 Census count, and why courts matter.
- Employment Discrimination Law & Litigation 2019: Hosted by the Practising Law Institute and attended by staff from the Office of Equal Opportunity and Diversity Management on June 17, 2019, in New York, NY. This full day CLE covered the following topics: Employment Discrimination Update; Sexual Harassment in the Era of #MeToo and #WhyIdidntreport; Investigating Race Discrimination and Retaliation Claims in the 2019 Workplace; Mediating Employment Discrimination Claims; Damages in Employment Discrimination Cases; and Diversity and Inclusion in the Legal Workplace.
- NYSASA New York City CLE Program: Hosted by the New York State Association of School Attorneys at New York Law School and attended by OGC attorneys on November 2, 2018, in New York, NY. During this half-day CLE, topics covered included, “The Legal Implications of Comfort Service Animals,” “Political Discourse in Public Schools – Complex Issues without Simple Rules,” and “Ethical Issues that Arise in NYC.”
- Journey Program meetings: Hosted by ODE and attended by DOE staff on various dates during the Plan year, in Brooklyn and New York, NY. Once matched, mentor and mentee pairs learned about effective mentoring techniques, received mentoring tools, and engaged in a collaborative goal-setting process to help guide future mentoring activities. In one session, central staff members engaged in investigating the meaning, presence and impact of bias within the culture of the organization and ways it can be disrupted and dismantled to build an environment more conducive to inclusion, diversity, belonging and inclusion.

Retention:

- Mindfulness Mondays: Hosted by DIIT and attended by its staff, in August and September 2019, in Brooklyn, NY. These sessions introduce participants to mindfulness practices to help feel empowered and to work skillfully with challenging situations.
- Paraprofessional Academy - Mindfulness in the Classroom: Hosted by Scholarship Incentives and Speech Programs (SISP) and the United Federation of Teachers (UFT) and attended by SISP staff on January 16 and 24, 2019, in Brooklyn and Queens, NY. These sessions focused on an overview of strategies to support emotional well-being of all stakeholders and included stress management, mindfulness, and positive self-talk.
- From Conflict to Collaboration & Project Management: Organized by DCAS and attended by School Wellness Programs staff, on May 6, 2019, in New York, NY. This course taught participants techniques for interacting in a positive manner when a conflict occurs with co-workers, managers and other important people in their life. Participants also learned strategies to drain the intensity out of most conflict situations and stay cool when things start to heat up.
- Build Trust & De-Escalate Conflict Using EVAPIT: Attended by DOE and held on various dates during the Plan year, in New York, NY. Participants learned the EVAPIT method of Empathy, Validation, Ally-ship, Problem-solve, Implement, and Talk to help deal with the inevitable conflict that emerges when engaging in school systems change. Participants learned to invoke the EVAPIT steps to dismantle emotionally charged and high-stress situations; identify the root cause of frustration, reluctant attitudes, gossip, and rifts; and rebuild relationships.
- International Teachers Meeting: Hosted by McCandlish Holton, PC and attended by HC School Support, on various dates throughout the Plan year in Brooklyn and Manhattan, NY. These meetings provided support to international teachers, who met with immigration attorneys regarding review and update of different visa statuses.
- Management Crash Course/ For Managers: Managing for Racial Equity, Inclusion, and Results: Hosted by The Management Center and attended by staff from the Division of Early Childhood Education on November 19, 2018, November 20, 2018, April 2, 2019, and April 3, 2019, in New York, NY. This course covered the basics of effective management on skills like delegation, using goals, hiring well, managing your own time, and participants explored how to go deeper in managing with an equity and inclusion lens.
- Motivational Interviewing: Hosted by Relationship & Psychology Consulting, PLLC and attended by staff from the Division of Early Childhood Education on October 19, 2018, January 11, 2019, and March 5, 2019, in New York, NY. This course covered strategies for navigating challenging conversations and moving people through ambiguity to make hard changes to their behavior and beliefs.
- 1-day ERG Leadership Retreat (NYC Leadership Academy): Hosted by the Office of Organizational Development, and open to all central, district, and borough offices, on June 13, 2019, in New York, NY. Full-day retreats centered around leadership and

impact. A special guest speaker, Juliana Trujillo, of the Disney Company, shared best practices and lessons learned from her experience in the ERG landscape at Disney.

- Group Coaching Session (AM) - ABLE, WIFM, DOE Moms/ (PM) - BLEND, Mindfulness, Pride!: Hosted by the Office of Organizational Development, presented by Discovery Consulting, and open to all central, district, and borough offices, on August 20, 2019, in New York, NY. This session provided ERG leaders with an opportunity to share, collaborate, and get feedback on their development as leaders and the strategies and growth of their ERGs.
- Initiating and Managing Difficult Conversations: Hosted by the Office of Organizational Development, and Effectiveness, presented by DCAS on May 29, 2019, in New York, NY. In this course, participants practiced the communication skills and techniques needed for handling difficult work issues with candor, tact, and sensitivity, and explored complex situations such as addressing performance problems, dealing with tensions among team members, and enforcing agency policies.
- Effective 1-on-1s: Unleashing Potential Through Coaching: Hosted by the Office of Organizational Development and Effectiveness, presented by gothamCulture, and open to all central, district, and borough offices, on April 5, 2019, in New York, NY. In this workshop, participants learned three leadership conversations to unleash a team's potential talent to develop a winning team, where people's unique talents are leveraged against clear performance expectations in a way that encourages responsibility and growth.
- Reflective Supervision for Mental Health Consultant Supervisors: Hosted by the Ackerman Institute and attended by staff from the Division of Early Childhood Education on October 15, 2019, in New York, NY. In this course, supervisors were trained on creating affirming, inclusive, and effective supervision spaces and discussions.
- Creating Psychologically Safe Environments Part 1: Hosted by the Office of Organizational Development and Effectiveness, presented by Dare Consulting, on December 17, 2018, and February 6, 2019, in New York, NY. Through highly engaging, hands-on, inquiry-based PD, experienced/seasoned managers will build leadership skills and begin to adopt "human- centered" management techniques. In doing so, participants learned how to build on the strengths of every team member, establish and attain ambitious team-goals and create high-achieving cultures that foster trust, innovation and success for their teams and the students that we serve.
- Creating Psychologically Safe Environments Part 2: Hosted by the Office of Organizational Development and Effectiveness, presented by Dare Consulting, on January 4, 2019, in New York, NY. Through highly engaging, hands-on, inquiry-based PD, experienced/seasoned managers will build leadership skills and begin to adopt 'human- centered' management techniques. In doing so, participants learned how to build on the strengths of every team member, establish and attain ambitious team-goals and create high-achieving cultures that foster trust, innovation and success for their teams and the students that we serve.

- Directors' Professional Development: Inspired Leadership - Managing People and Performance: Hosted by FWC Leadership, in partnership with gothamCulture (Speaker Michael Weiss) and attended by staff from the Office of Student Enrollment on May 21, 2019, in Corona, NY.
- Assistant Directors' Professional Development: Inspired Leadership - Managing People and Performance: Hosted by FWC Leadership, in partnership with NYC Well (Speaker Damon Watson), and attended by staff from the Office of Student Enrollment on June 24, 2019, in Corona, NY. Focusing on motivation, delegation, and coaching and performance management, course participants learned best management practices, discovered how to adjust their management style and tackle challenging situations they face every day. Through interactive activities, experiential learning and guided role-plays, participants built on their existing strengths and worked on areas needing further development to achieve best results.
- Manager Crash Course: Hosted by DCAS and attended by staff from the Office of Student Enrollment on November 29, 2018, in New York, NY. Participants learned how to develop basic skills as a manager.
- Session 2: Habits & Practices to Support Effective Communication (Cohort 1): Hosted by ODE, presented by Dare Consulting, and open to all central, district, and borough offices, on October 18, 2018, in New York, NY. This session focused on helping participants to develop habits for effective communication that support a smoother exchange of information, easier collaboration, better quality work, and a more joyful space - even in fast-paced organizations.
- How to Keep Your Staff Engaged, Energized and Motivated: Hosted by ODE, presented by Dale Carnegie, and open to all central, district, and borough offices on January 28, 2019, in New York, NY. In this half-day workshop, participants gained strategies to understand what their staff needs to become fully engaged and committed to their work. Participants will learn ways to help employees renew and replenish their energy throughout the day and will see the result in increased concentration, focus, and contribution.
- AP Institute: Hosted by the Bronx Borough Office, and attended by assistant principals from Bronx schools on multiple dates during the Plan year, in Bronx, NY. In this institute, assistant principals who have a strong likelihood of becoming principals in the next year were introduced to the work of the Borough Office and exposed to the need-to-know functional work areas for new principals.
- Prep for Success: On the Path towards Tenure: Hosted by the Manhattan Borough Office on July 11, 2019 and August 21, 2019, in New York, NY. In this session offered on two separate occasions, probationary teachers learned about the tenure decision making process and reviewed strong examples of tenure portfolios. Through hands-on experiences, participants also developed the skills necessary to manipulate and analyze data, with a particular emphasis on subgroups and students with learning differences.
- Diversity and Inclusion Conversations: Hosted and presented by the Office of Organizational Development and Effectiveness, and open to all central, district, and

borough offices on various dates during the Plan year throughout the five New York City boroughs. Our ability to create learning and working environments where young people and employees can show up as their core, culturally authentic selves is integral to our ability to support equity and excellence in our classrooms and workplaces. Join us during myDOE Week at Diversity & Inclusion Conversations to engage in a live dialogue about that month's particular topics.

- Early Career Teachers: Introduction to Student Engagement: Hosted by the Manhattan Borough Office on October 17, 2018, November 1, 2018, and December 6, 2018, in New York, NY. Early career teachers (years 0-5) explored the art of student engagement and its impact on all areas of the classroom by exploring and practicing with lesson planning tools, classroom management techniques, and strategies for meaningful differentiation, as well as received individualized job-embedded support from Teaching and Learning members.
- SpEd Leads Professional Learning Series: Hosted by the Manhattan Borough Office on a monthly basis throughout the Plan year, in New York, NY. The Administrators for Special Education (ASEs) and Specialized School Support Leads (SSSLs) provided the liaisons with the necessary tools in establishing and maintaining systems and structures at the school level to then effectively turn-key this information and provide support to administration and staff at their respective school.
- High Schools Special Education Liaison Meetings: Hosted by the Manhattan Borough Office on a monthly basis throughout the Plan year, in New York, NY. As part of implementing the Shared Path to Success under the DOE's Framework for Great Schools, each school's designated leader in special education attended a monthly meeting to inform and update their school community on professional responsibilities, including disseminating information learned at these monthly meetings and through MFSC blasts, implementing and maintaining systems and structures for special education, collaborative planning and learning, lead member of the School Implementation Team (SIT).
- Purchasing for New and Early Career School Secretaries: Hosted by the Manhattan Borough Office on October 2, 2018, October 4, 2018, October 3, 2019, and October 7, 2019, in New York, NY. Participants worked directly with MFSC staff who support them in procurement, and gained proficiency in ShopDOE, creation of purchase orders for both contracted and non-contracted vendors, Small Item Procurement Process (SIPP) and in the Travel Reimbursement and Certification (TRAC) System, as well as important, time sensitive information on resolving rolled open encumbrances and initiating Multiple Task Award Contracts (MTAC).
- Leadership in Action for the HS APO - Purchasing for the APO - Managing MTAC: Hosted by the Manhattan Borough Office on October 25, 2018, in New York, NY. With hands-on demonstration and exercises guided by the Division of Contracts and Purchasing, participants collaborated and contributed by bringing various relevant perspectives and backgrounds to group discussions around actual school-based operations and having the opportunity to learn and understand the purpose, advantages, and process of the MTAC.

- Dual Language Think Tank Professional Learning Community, K-8: Hosted by the Manhattan Borough Office on November 8, 2018, January 10, 2019, March 20, 2019, in New York, NY. This Professional Learning Community (PLC) provided the opportunity for educators in Dual Language programs across Manhattan to discuss challenges and solutions for effective Dual Language programs, including everything from the model of Dual Language programs, to parental concerns and collaboration, to supporting Dual Language learners who have IEPs.
- High School Counselors' Meeting: Hosted by the Manhattan Borough Office on December 12, 2018, in New York, NY. This day-long session open to all high school counselors offered an opportunity to connect with colleagues from their district and covered a variety of topics including: Academic Policy Updates, a Planning Interview Refresher and an introduction to the new Family Support Manager Program.
- Schoolwide Inquiry Process: Cycles of Inquiry, Pedagogy, and Student Achievement - District 4: Hosted by the Manhattan Borough Office on October 30, 2018, and December 11, 2018, in New York, NY. District Inquiry Coaches and school teams will engaged in collegial inquiry, conducting a deep dive of student data in order to create cycles of inquiry by identifying a problem of practice and engaging in reviews of academic literature, inter-visitation, and reflection to improve student learning, pedagogy, and school wide structures for collaboration.
- Schoolwide Inquiry Process: Cycles of Inquiry, Pedagogy, and Leadership - District Inquiry Coaches and School Team Facilitators - District 4: Hosted by the Manhattan Borough Office on November 26, 2018, and March 12, 2019, in New York, NY. District Inquiry Coaches and School Team Facilitators deepened their understanding of leadership practices and facilitation skills by thinking about ways the inquiry process can support student achievement and teacher growth, and exploring facilitation skills that will aide in leading their school teams.
- Response to Intervention: Systems and Structures - District 3: Hosted by the Manhattan Borough Office on November 19, 2018, December 17, 2018, January 14, 2019, and January 28, 2019, in New York, NY. Teacher leaders and administrators deepened their understanding of the framework and components of Response to Intervention, receiving coaching in using protocols to lead a team through creating systems and structures to begin or improve the delivery of RtI services, as well as analyzing school data to support them in creating systems and structures for school-based intervention and identifying student learning gaps. Using protocols and small group activities, participants worked with District 3 colleagues to share ideas and build resources to support students through the RtI process and expand their own leadership capacity. Participants were also introduced to new strategies and resources to support student growth through the intervention process.
- Academic Policy Workshop - Spring 2019: Hosted by the Manhattan Borough Office and presented by the Office of Academic Policy Systems (OASP) on March 29, 2019, in New York, NY. OAPS' presentation covered the following topics policy updates and

reminders: pathways to graduation for all students, transfer students, newly arrived ELLs, and students with disabilities; and best practices for certification for graduation.

- Mentor Support Workshop – Session 1: Hosted by the Division of Teaching and Learning, Mentoring and Induction, on various dates during the Plan year throughout the five boroughs. In this workshop, mentors reviewed, discussed, and created supports for strategies for teachers with immediate applicability to their transfer school classrooms, focusing on building a positive, equitable classroom culture.
- Mentor Support Workshop – Session 3: Hosted by the Division of Teaching and Learning, Mentoring and Induction, on various dates during the Plan year throughout the five boroughs. In this session open to teachers who mentor early career teachers, mentors reviewed, discussed, and created supports for strategies for new teachers with immediate applicability to their transfer classrooms, focusing on getting students to do their thinking.
- School Based Mentor Course One – Part 1: Hosted by the Division of Teaching and Learning, Mentoring and Induction, on various dates during the Plan year throughout the five boroughs. In this foundational course, employees who are teacher mentors but not yet certified as mentors, learned part one of the instructional school based mentor course and received six hours of CTLE credit. Topics covered included phases of teacher development, coaching cycle and I-C-F Model, mentoring language, mentor documentation on the Mentor Tracking System (MTS), mentoring roles and responsibilities, and adult learning – working with reluctance.
- School Based Mentor Course One – Part 2: Hosted by the Division of Teaching and Learning, Mentoring and Induction, on various dates during the Plan year throughout the five boroughs. Employees looking to become certified teacher mentors gained a deeper understanding of their role as a mentor, how to use mentoring language to support your intentions and be equipped with practical tools to strengthen the support you provide to develop a new teacher’s instructional practice.
- Reflection Event – Nurturing Self, Nurturing Students: Hosted by the Division of Teaching and Learning, Mentoring and Induction, on March 21, 2019, in New York, NY. In this per session opportunity, mentor leaders reflected and shared tolls and stories of successful mentor-moments, developing strategies that mentors can use to help them support their new teachers.
- Mentoring for Equity (MfE): Hosted by the Division of Teaching and Learning, Mentoring and Induction, on December 13, 2018, and January 10, 2019, in New York, NY. During this two-part module open to all DOE-certified mentors who are mentoring at least one new teacher, mentors learned how to initiate courageous conversations around race with their mentees, as well as learned tools and strategies to enhance awareness of race in teaching practice as well as in classrooms.
- Providing Feedback that Leads to Change Part 1&2 (Cohort 7): Hosted by the Office of Organizational Development and Effectiveness, presented by Dare Consulting, and open to all central, district, and borough offices on various dates during the Plan year, in New York, NY. Through this highly engaging, hands-on, inquiry-based two-part PD,

experienced/seasoned managers built leadership skills and began to adopt “human-centered” management techniques. In doing so, participants learned how to build on the strengths of every team member, establish and attain ambitious team-goals and create high-achieving cultures that foster trust, innovation and success for their teams and the students that we serve. In the second session, participants had the opportunity to develop and strengthen their leadership skills enabling them to take on a leadership role and/or take a lead in high-stake projects upon completing the program.

- Equal Employment Opportunity training: Hosted by OEO and attended by DOE staff on various dates during the Plan year. This training on equal employment opportunity under Chancellor’s Regulation A-830 covered topics such as discrimination, sexual harassment, and workplace accommodations.
- All Staff meeting: Hosted by the Office of Equity and Access for its staff in November 2018 and January 2019, in New York, NY. In these sessions, participants learned about how to operationalize equity and had discussions on diversity, belonging, inclusion, and equity.
- MyDOE Week Equity in Action Workshop: Hosted by ODE and open to all central, district, and borough offices on October 31, 2018, and August 28, 2019, in New York, NY. Participants had the opportunity to meet with members from the Chancellors Office team and connect with colleagues to learn about the Chancellor’s priorities that reinforce the DOE’s commitment to advancing equity, diversity and inclusion.
- Diversity and Inclusion Conversations: Unpacking Allyship: Hosted and presented by ODE and open to all central, district, and borough offices on May 22, 2019, in New York, NY. Attendees took part in a dialogue around the concept of allyship and its place inside the world of diversity and inclusion. Participants also engaged with articles, activities and video to engage with multiple perspectives around support and allyship.
- Management Skills Booster: Clarifying Your Teams Purpose and Strategy - Aligning to Achieve Success: Hosted by ODE and attended by staff from the Division of Early Childhood Education on April 8, 2019, in New York, NY. Participants focused on clarifying Your Team’s Purpose and Strategy/ Team work with purpose.
- The B.L.E.N.D. Career Pathways & Resources Fair: hosted by The B.L.E.N.D. employee resource group and DHC, from April 1 through April 5, 2019, in New York, NY. The purpose of this career fair is to empower employees of color in the DOE to connect with various offices & teams across the division, learn more about various programs & opportunities to support professional growth.

Workplace/School Inclusion:

- Implicit Bias trainings: Hosted by ODE and attended by staff across divisions throughout the Plan year in various locations. These trainings for central office personnel examined the manifestations of bias and explored how they connect to issues of equity through schools system.

- Advancing Equity, Diversity & Inclusion: Hosted by the Office of Organizational Development and Effectiveness, presented by various consulting organizations on different dates, and open to all central, district, and borough offices on multiple dates throughout the Plan year, in Brooklyn, NY. The Division of Human Capital's Office of Organizational Development & Effectiveness (ODE) launched 1-day training sessions to educate central employees on issues of diversity, equity, inclusion, bias, and on creating a workplace culture that will sustain this commitment over time. During these one-day training sessions, central staff members engaged in investigating the meaning, presence and impact of bias within the culture of the organization and ways it can be disrupted and dismantled to build an environment more conducive to inclusion, diversity, belonging and inclusion.
- Implicit Bias Awareness Workshop: Hosted by Office of Equity and Access on May 20, 2019 in New York, NY, June 6, 2019, and June 17, 2019, in Brooklyn and New York, New York. Aligned to the DOE's vision for Equity and Excellence, the DOE hosted implicit bias workshops to increase awareness and reduce the impact of implicit bias, by providing professional learning opportunities for all DOE staff members and building the capacity of central, districts, and school staff to create sustainable and coherent systems, structures, policies, and practices for equitable outcomes for all students.
- Disability Etiquette – Inclusive Workplace Strategies for People With Disabilities: Hosted by the Mayor's Office for People with Disabilities (MOPD) and attended by the Division of Facilities' (DSF) Special Projects team on September 18, 2019. In this session, participants reviewed strategies and best practices for creating an inclusive environment for people with disabilities.
- Diversity and Inclusion Conversations: Hosted and presented by the Office of Organizational Development and Effectiveness, and open to all central, district, and borough offices on April 24, 2019, in Brooklyn, NY. In this session, attendees examined Asian identity in the U.S. and its educational systems.
- Diversity and Inclusion Conversation on LGBT Community Support: Hosted by the Office of Organizational Development and Effectiveness, presented by OSYD, and open to all central, district, and borough offices on March 29, 2019, in Brooklyn, NY. Participants engaged in a dialogue with the DOE's Lesbian, Gay, Bisexual, and Transgender (LGBT) Community Liaison— focusing on supporting LGBT students, families, and staff members. This session covered terminology, key policies, and best practices to go beyond “safe” environments to create brave, affirming spaces for LGBT individuals.
- MyDOE Week Equity in Action Workshop Universal Design/ Accessibility: Hosted by the Office of Organizational Development and Effectiveness, and attended by all central, district, and borough offices on May 8, 2019, in Brooklyn, NY. This Equity In Action workshop unpacked the ways to make our workplace more inclusive and accessible, both digitally and physically, for our colleagues, students and families in the DOE. Attendees engaged around tools and strategies that empower participants to examine and transform environments into accessible spaces.

- myDOE Week – Equity in Action Workshop: Hosted by the Office of Organizational Development, presented by DARE, and open to all central, district, and borough offices, on June 27, 2019, in Brooklyn, NY. This workshop focused on building bridges across people with different belief systems within the workplace to support deeper understanding, empathy development, and healing. In this session, participants were guided through a four-step protocol to support deep listening (without defensiveness), finding shared values, and identifying new solutions to challenging problems. Participants were also shown how they can use this protocol with individuals and groups amid political and social climates that hinder vital human connection.
- Everybody Matters Citywide Diversity & Inclusion Training: Hosted by DCAS and attended by DSF's Special Projects Unit on September 12, 2019, in New York, NY. This interactive training experience was designed to develop the inclusive leadership skills required for managers to be successful in leading a diverse employee team/department.
- Advancing Equity for Central Employees training: hosted by DHC and attended by DOE staff, in January and February of 2019, in Brooklyn, NYC. This session focused on issues of diversity, equity, inclusion, bias and on creating a workplace culture that will sustain the commitment to developing an organizational culture that attracts, celebrates, and leverages diversity over time.
- MyDOE Equity in Action workshop: Hosted by OEO and attended by DOE staff on July 24, 2019, in New York, NY. This interactive workshop focused on how the DOE supports individuals with disabilities and impairments to ensure an equitable environment. In this session, participants learned about DOE's medical accommodations process and discussed disability etiquette
- Combatting Inequities in the Workplace: Hosted by ODE and attended by DOE Staff on April 19, 2019, in Brooklyn, NY. This session focused on strategies and techniques on identifying and addressing inequities in the workplace.
- Paraprofessional Academy-Overview of Common Disabilities workshop and Understanding the Levels of English as a New Language workshop: Hosted by SISP and UFT and attended by SISP staff, on February 27, 2019 and March 20, 2019, respectively, in Brooklyn, NY. The Paraprofessional Academy is a comprehensive service center where paraprofessionals can obtain help with educational and career concerns, as well as access resources and professional development opportunities via workshops to best support the students in their care.
- Inclusive Diversity Conference: Hosted by the Human Capital Institute and attended by Teacher Recruitment and Quality staff on May 6-7, 2019, in San Francisco, CA. This annual conference demonstrated to participants how to leverage neuroscience, data and simple behavioral design to make diversity and inclusion part of everyday organizational culture.
- Know Your Rights Forum: Hosted by Family Welcome Center (“FWC”) Leadership, in partnership with the Mayor’s Office of Immigrant Affairs and attended by staff from the Office of Student Enrollment on April 16, 2019, in New York, NY. Participants were given an overview of immigrants' rights and resources, along with additional services

available to immigrant communities for the Directors to then turnkey to their staff to help families.

- 55-a Disability Etiquette Training: Hosted by DCAS and attended by staff from the Office of Student Enrollment on January 29, 2019, in New York, NY. Participants learned about hiring staff under 55-a, and learned what jobs disabled staff can do while working for the City of New York.
- NYC Well Presentation: Hosted by FWC Leadership, in partnership with NYC Well (Speaker Damon Watson) operated by Vibrant Emotional Health on behalf of the NYC Department of Health and Mental Hygiene, and attended by staff from the Office of Student Enrollment on June 12, 2019, in Queens, NY. Attendees were given a presentation on what NYC Well is and does, how it operates, and whom it serves and supports.
- Core Values Trainings at Staff Meetings: Hosted by the Office of Student Enrollment on August 9, 2019, throughout New York City. In this training, staff reviewed and discussed OSE Core Values, as well as OSE's efforts to move toward a more collaborative team approach to improve the overall culture.
- MIT School Access and Quality Summit: Hosted by MIT School Effectiveness and Inequality Initiative and attended by staff from the Office of Student Enrollment on November 13, 2018, in Cambridge, MA. This daylong event, which is co-sponsored in partnership with the Massachusetts Department of Elementary and Secondary Education, brought together leaders in urban K-12 education to share strategies for improving student access to quality schools.
- "Culture Code" Book Studies: Hosted by the Office of Student Enrollment on a monthly basis during the Plan year, throughout New York City. Culture Steering Committee members shared updates from their work with gothamCulture, and took back discussions from these monthly meetings to inform their work, and participants examined how to best develop directors' and staff meetings to identify opportunities to utilize the strategies from the book to improve office culture. Participants were taught to be intentional about incorporating these strategies and holding each other accountable, as we all play a part in contributing to the culture of the office.
- Grantmakers for Education 2018 Annual Conference: Hosted by Grantmakers for Education and attended by staff from the Office of Student Enrollment on October 17, 2018 – October 18, 2018, in San Diego, CA. At this annual conference, participants investigated what it takes to foster the whole learner by exploring interventions and support structures to enhance environments within and outside of school, as well as by examining how and why to incorporate social and emotional competencies into the learning domain.
- Unified Enrollment: Hosted by Great Gains and attended by staff from the Office of Student Enrollment on October 22, 2018 – October 24, 2018, in Denver, CO. At this conference, participants learned what it means for cities to implement unified enrollment.
- NYCDOE Forum on Connecting Research, Policy & Practice: Hosted by DOE, RPSG and Regional Educational Laboratory Northeast & Islands and attended by staff from the

Office of Student Enrollment on July 29, 2019, in New York, NY. Educators and researchers were provided with a forum to share their experiences with and knowledge of doing research in and about NYC public schools, with a focus on equity and using research evidence to inform policy and practice.

- Advancing Equity, Diversity & Inclusion: Hosted by DCAS and attended by staff from the Office of Student Enrollment on November 9, 2018, in New York, NY. Participants learned about equitable practices and how they are reflected in the workplace.
- The Impact of Culturally Responsive Education in Classroom: Uncomfortable & Inconvenience Conversations Beyond Diversity: Hosted by the Queens South Field Support Center on October 15, 2018 and November 19, 2018, in Queens, NY. Participants received CTLE credit for training on how culturally responsive education affects the classroom at the elementary and middle school level (K-8).
- Leading for Equity: Culturally Responsive Education: Hosted by the Office of Equity and Access and facilitated by NYU Metropolitan Center for Research on Equity and the Transition of Schools on various dates during the Plan year, in New York, NY. The objective of this session is unpacking the tenets of culturally responsive leadership to disrupt and dismantle systems of power, privilege, and inequity in our schools and beyond.
- Respect for All - Making Schools Safe and Support for All Students: Hosted by Queens South Field Support Center on November 5, 2018, in Queens, NY. Participants received CTLE eligible training on harassment and bullying, focusing on their responsibilities as staff members (high school level – grades 9 – 12) under New York State and New York City laws.
- Respect for All: Anti-Bullying and Regulation A-832: Hosted by the Manhattan Borough Office on July 25, 2019, in New York, NY. This professional learning session provided a comprehensive review of Chancellor's Regulation A-832, covering the topics of Respect for All, Anti-Bullying and Harassment incidents, the required protocols for follow up of allegations with Online Occurrence Reporting System (OORS) reports, investigation, updates, intervention, resolution, and parental notification, as well as the difference between bullying and conflict.
- Respect for All: Confronting Bias Spring Training: Hosted by the Manhattan Borough Office on April 16, 2019, in New York, NY. Participants learned tools and techniques for identifying and addressing bias language and behavior, increasing participants' ability to interrupt and address bias and bullying, helping participants develop a common language for discussing issues of cultural competency, and providing a safe forum for participants to speak out about issues of bias and diversity.
- Confronting Bias and Implications in Practice: Hosted by the Manhattan Borough Office on July 31, 2019, in New York, NY. Through examining implications of practice, including suspension, disproportionality, and relative risk through the lens of implicit bias and racial inequity, participants developed a common language for discussing issues of cultural competency and bias, participants learned to identify and address biased language and behavior, all increasing their ability to recognize and address bias.

- Confronting Bias: Hosted by the Manhattan Borough Office on April 1, 2019, and April 8, 2019, in New York, NY. During this 2-session workshop, participants developed a common language around discussing issues of cultural competency, and were provided a forum in which participants feel safe to speak out about issues of bias and diversity. It will increase participants' ability to interrupt and address bias and bullying. Participants will learn tools and techniques for identifying and addressing bias language and behavior.
- Education Revolution Conference: Hosted by Queens South Borough Office on April 18, 2019, in Jamaica, New York. Participants included educators "from near and far," who learned from presenters and speakers how to unleash the superpowers in every student who may not use their powers in the exact same way.
- Restorative Practices 5-Day Training: Hosted by the Manhattan Borough Office on July 8, 2019 through July 12, 2019; and August 5, 2019, through August 9, 2019, in New York, NY. Principals and District team members who could not attend the 5-day training attended a 2-day Principal's Institute on July 29, 2019 through July 30, 2019, in New York, NY. This training covered research and evidence based restorative practices, including developing processes and curriculum, universal approaches, and SEL skills competency, focusing on managing feelings, triggers, and anger; relating well to others; responsible decision making; assertiveness; dealing with conflict through problem solving; examining identity, culture, bias, and racial equity.
- Diverse and Culturally Responsive Libraries: Hosted by the Manhattan Borough Office on July 11, 2019, in New York, NY. Participants engaged in hands-on investigations and protocols to audit a classroom's book collection to assess whether they properly represent, value, and develop students' cultures; presence of implicit bias; or omission of cultural (race, class, gender, language, sexual orientation, nationality, ability) perspectives.
- School-Wide Approach to SEL: Hosted by the Manhattan Borough Office on July 10, 2019, in New York, NY. Through studying their SEL work with a culturally responsive lens and discussing various ways to measure impact on students, participants reflected on their current SEL work and explored various systems and structures, as well as best practices, to strengthen/deepen their efforts in cultivating a supportive learning environment that welcomes and affirms all students.
- Therapeutic Crisis Intervention for Schools ("TCIS"): Hosted by the Manhattan Borough Office on various dates throughout the Plan year, in various locations throughout New York, NY. Over this four-day required certification course in compliance with the mandate of Chancellor's Regulation A-411, participants learned how to proactively prevent and/or de-escalate potential crisis situations with students, manage a crisis situation in a therapeutic manner, and process the crisis event with students to help improve their coping strategies.
- Life Space Crisis Intervention ("LSCI") 6 Day Training: Hosted by the Manhattan Borough Office on various dates, in New York, NY. In this evidence based course with six required sessions and two exams (written and role play) required for certification,

participants learned to identify the Conflict Cycle, escalating power struggles, and demonstrate de-escalation and intervention strategies for youth in crisis.

- Social Studies: Engaging Dual Language and Bilingual Students, K-8: Hosted by the Manhattan Borough Office on October 17, 2018, October 30, 2018, November 8, 2018, December 5, 2018, in New York, NY. Dual language and transitional bilingual K-8 teachers learned to plan instructional strategies utilizing Passport to Social Studies and student workbooks to plan and deliver instruction to engage all ELL students, and becoming familiar with the social studies scope and sequence, Passport units of study, and the six discipline practices.
- Social Studies: Engaging All Students, 6-8: Hosted by the Manhattan Borough Office on (October 10, 2018, October 23, 2018, November 29, 2018, December 5, 2018), in New York, NY. Grades 6-8 teachers learned to unpack Passport to Social Studies units while exploring strategies to assist students with close reading of primary and secondary texts, dynamic text sets, and trade books, as well as designed activities to infuse the Social Studies Practices and address the expectations for writing Enduring Issue essays.
- Restorative Practices 5 Day Training: Hosted by the Manhattan Borough Office on various dates in New York, NY. This training provided school communities with alternatives to the traditional disciplinary model, leading to potential advantages that include the creation of a safer, more caring environment, greater staff capacity to deal with challenging situations, a reduction in bullying and other interpersonal conflicts, and a reduction in incidents and suspensions.
- SEL and Restorative Practices Overview: Hosted by the Manhattan Borough Office on (2019 Spring – June 6, 2019; Fall – November 6, 2018), in New York, NY. This training provided school communities with alternatives to the traditional disciplinary model, leading to potential advantages that include the creation of a safer, more caring environment, greater staff capacity to deal with challenging situations, a reduction in bullying and other interpersonal conflicts, and a reduction in incidents and suspensions.
- Fundamentals of Behavior Support: Breaking the Conflict Cycle: Hosted by the Manhattan Borough Office on (2018 Winter – December 18, 2018; 2019 Spring – April 9, 2019; Summer July 24, 2019), in New York, NY. Participants learned how the adult response is the determining factor in the outcome of a conflict by exploring the relationships among the five interacting parts of the Conflict Cycle, identifying the most common pattern of crisis behavior, learning de-escalation techniques, understanding the importance of self-awareness and self-management in responding to challenging behaviors, and reviewing surface management strategies to prevent common behavior problems.
- Emotionally Responsive Practices (ERP) PK-2 3 Day Training: Hosted by the Manhattan Borough Office on various dates, in New York, NY. This three-day seminar for PK-2 teams focused and were familiarized with creating developmentally appropriate and emotionally responsive classroom environments that support the development of pro-social behaviors in children, offering theory and practical applications in the areas of

teacher-child interactions, classroom routines, as well as classroom curricula that assist children with expressing anger and fear in a growth promoting way.

- Social and Emotional Learning: A Call to Action: Hosted by the Manhattan Borough Office on November 6, 2018, in New York, NY. Participants learned the role of school counselors in advancing SEL, school culture, climate, equity and achievement.
- Restorative Coordinator Study Groups and Learning Walks: Hosted by the Manhattan Borough Office on October 17, 2018, December 10, 2018, and February 6, 2019, in New York, NY. During this inaugural study group for restorative practice coordinators, participants formed a support network for those who are driving the work behind creating restorative cultures, taking time to reflect, exchange, experiment, and, ultimately, surface and promote best practices for school-wide implementation.
- 2018/2019 Manhattan FSC Transition Team Leader Cohort Monthly PLO: Hosted by the Manhattan Borough Office on a monthly basis during the Plan year, in New York, NY. The Manhattan FSC Transition Team Leader Cohort met monthly from October 2018 - May 2019 to strengthen their skill sets by using hands on activities to dig deeply into all components of transition, facilitating building transition capacity in their schools. Topics covered included: Systems and Structures for Successful Transition Planning; Assessments and Connection to Quality Transition Focused IEPs; Transition in the IEP - Connecting to SPP13; Graduation Pathways/CDOS Credential & Standards/Work-based Learning Experiences; Self-Determination and Self-Advocacy; Exit Summaries; Self-Reflection and Action Planning – Moving Forward.
- School Counseling Professional Learning Series, K-8 - District 6: Hosted by the Manhattan Borough Office on October 10, 2018, December 12, 2018, and March 28, 2019, in New York, NY. During this series, attendees had the opportunity to foster comprehensive school counseling programs, gaining strategies that support a positive school culture and learn the role of social emotional learning in schools.
- Counseling Rounds, K-8 - District 1: Hosted by the Manhattan Borough Office on October 18, 2018, January 31, 2019, April 11, 2019, and June 13, 2019. School counselors from around the district went to a host school (representative of various demographics) and observed student behavior, strategies used to support students and relationships, examined innovative counseling practices that are unique to host counselors, as well as shared innovative practices and learned from the Principal lens how to cultivate a supportive school culture. The host schools are representative of various demographics, have developed innovative systems, structures, and/or strategies to support the social emotional learning of students, and seek ways to support stakeholders by thinking outside-of-the-box.
- Comprehensive Literacy and Learner Agency, K-5: Hosted by the Manhattan Borough Office on November 8, 2018, December 13, 2018, and January 8, 2019, in New York, NY. Participants re-visited and adjusted familiar Comprehensive Literacy instructional practices such as Read Aloud, Shared Reading, Guided Reading, and Independent Reading to let students assume more of the work, reframing the teacher's role in the

classroom to increase student agency through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated.

- Healthy Relationships for School Social Workers Series: Hosted by the Manhattan Borough Office on December 4, 2018, and January 28, 2019, in New York, NY. This workshop series led by Day One covered the definition, forms, and dynamics of intimate partner violence, particularly dating violence among young people, as well as offered strategies for providing trauma-informed care, and resources and support to young people who may have experienced this type of violence in various forms.
- Positive Behavior Interventions and Supports: Principal's/Administrative Overview: Hosted by the Manhattan Borough Office on February 7, 2019, in New York, NY. School administrators learned about the Multi-Tiered System of Support for behavior, Positive Behavior Interventions and Supports (PBIS), which is an evidence-based framework for delivering behavioral interventions utilizing the integrated elements of: (a) data-based decision-making, (b) evidence-based practices that emphasize behavioral interventions, and (c) systems that efficiently and effectively support implementation of these practices. Participants also learned about what implementation means for their schools, as well as their roles as administrators throughout implementation.
- Positive Behavior Interventions and Supports (PBIS): Tier 2 Interventions - Check-In Check-Out: Hosted by the Manhattan Borough Office on February 26, 2019, in New York, NY. School teams consisting of 3-5 staff members from varied professional backgrounds learned how to implement the evidence-based intervention Check-In Check-out method within the Positive Behavior Interventions and Supports (PBIS) framework, using behavioral science to help teach behavior, prompt positive behavior, reinforce desired behavior and communicate progress to the Tier 2 team and to families, and receive an introduction to other Tier 2 interventions that their schools may want to explore.
- Writing Your Language Allocation Policy (LAP) (AM & PM Sessions) (High Schools): Hosted by the Manhattan Borough Office on March 14, 2019, April 4, 2019, April 8, 2019, April 15, 2019, and April 18, 2019, in New York, NY. During this half-day workshop, participants were familiarized with/refreshed their knowledge of the Language Allocation component of the CEP, and gained an understanding of the importance of the LAP as a school guidance document for the delivery of instruction and planning for Multilingual Learners (MLLs).
- Unpacking the NYSESLAT: Data Analysis and Instructional goal-setting: Hosted by the Manhattan Borough Office on January 31, 2019, and February 1, 2019, in New York, NY. Participants learned to use tools to support them as teachers in analyzing their own students' language proficiency levels, as well as creating next steps for learning, and gained an overview of the NYSESLAT modalities with a focus on using data to identify patterns to inform instructional goal-setting. Participants also unpacked the NYSESLAT Writing Rubric through the lens of the Performance Level Descriptions (PLDs) and the Targets of Measurement (TOMs) to inform participants of the writing requirements expected at the Entering – Commanding levels.

- MNBO Multilingual Learner: Preparing for 2019 NYSESLAT Information Session: Hosted by the Manhattan Borough Office on various date in New York, NY. During this informational session, attendees throughout the Manhattan district were provided with state-provided sample responses to gain an understanding of the speaking and writing rubrics of New York State English as a Second Language Achievement Test (NYSESLAT), which all ELL students must take each year to measure progress and determine continued eligibility for ELL services for the following year.
- Leveraging Instructional Technology to Support ELLs: Hosted by the Manhattan Borough Office on November 20, 2018, and November 21, 2018, in New York, NY. Participants learned how to use multimedia tools (using NYS standards aligned unit of study: Google Classroom, Quizlet, Kahoot!, Padlet, Kowtoon, Prezi, Vimeo, and Powtoon) to support English language development by providing ELLs with needed contextual cues to understand new concepts, and providing a bridge or scaffold between everyday language and the more difficult academic language, enabling these students to collaborate, discuss, and show what they have learned in multiple ways, and offering a more accurate assessment of their growth.
- Leveraging Instructional Technology to Support MLLs: Hosted by the Manhattan Borough Office on February 7, 2019, February 14, 2019, February 28, 2019, and March 6, 2019, in New York, NY. Aligned to Advanced Literacy’s hallmarks for strengthening the instructional core, participants were taught how to use multimedia tools (using a NYS standards aligned unit of study such as: Google Classroom, Quizlet, Padlet, Vimeo, and Powtoon), to enhance English language development, providing a needed bridge between the use of everyday language and the more difficult academic language by providing supports such as contextual cues to understand new concepts, and leveraging instructional technology, participants learned strategies that provide engaging opportunities for student collaborations, discussions, and demonstrations of learning in multiple ways.
- Leveraging Instructional Technology to Support MLLs - Part 2: Hosted by the Manhattan Borough Office on March 20, 2019 and March 21, 2019, in New York, NY. This two-day professional learning opportunity continued the series from the fall by introducing more multimedia tools that support English language development. Participants learned tools to create online lessons that incorporate strategies for student collaboration, discussions, and demonstrations of learning in multiple ways. In addition, through multimedia technology (Google Classroom, Screencastify, Kahoot, WIX, and Quill using a NYS standards aligned unit of study), participants learned ways to assess and diagnose writing skills and provide targeted language support.
- Creating Access Points for ELLs During Writing Workshop: Districts 1 and 2: Hosted by the Manhattan Borough Office on June 6, 2019, in New York, NY. This full-day workshop provided an overview of the knowledge-building approach as a framework for supporting MLLs in accessing content and develop language within instructional units of study, using this approach to create entry points for MLLs during workshop model instruction and providing actionable feedback to support student growth across

proficiency levels. Participants actively planned supports and scaffolds and adapted a unit of study to meet the needs of their MLL student population.

- Data Specialist Professional Learning Series, Spring 2019 - District 5: Hosted by the Manhattan Borough Office on March 25, 2019, April 16, 2019, May 20, 2019, and June 10, 2019, in New York, NY. This four-part series, designed, in partnership with District 5, directly supports the goal of ensuring equity and access for all learners, by using an array of state and city data sources to connect current school performance to instructional needs of subgroup(s) by creating hands-on experiences, actively engaging with a variety of data sources through structured and unstructured data dives and protocols, while reflecting on and sharing their schools' practices with their colleagues.
- [District 5] MLL/ELLs & SWDs Programming and STARS: Hosted by the Manhattan Borough Office on August 29, 2019, and September 27, 2019, in New York, NY. In this session, participants learned to build their official class schedules and create student programs that reflects student service requirements by reviewing academic requirements and elements of programming for English Language Learners (ELLs) and Students with Disabilities (SWDs), as well as reviewing SWD and ELL/MLL compliance reports and student needs.
- Crisis Review and Support Planning - District 5: Hosted by the Manhattan Borough Office on June 5, 2019, in New York, NY. Attendees reviewed crisis procedures and best practices.
- Gender and Sexuality Alliance (GSA) Summit: Hosted by the Office of Safety and Youth Development (OSYD), and open to the entire DOE community on January 28, 2019, in New York, NY. This Summit provided an organized opportunity for students and faculty advisors of GSA clubs to celebrate, network, and learn from one another. GSAs are student-run, extracurricular clubs that exist in many middle and high schools. At the Summit, an exhibitor area and workshops were offered for student leaders and faculty advisors. For example, in one session, OEO presented students with an informative documentary and ensuing discussion, leaving students with an understanding of the legal effects of bullying and their rights and responsibilities under the law, as well as learned different ways in which they can promote a more diverse culture in their schools. OEO also presented another comprehensive workshop to adults where participants learned to identify behaviors that constitute discrimination or unlawful harassment against LGBTQ communities and what to do about them under DOE regulations, as well as "Do's" and "Don'ts," etiquette questions, and ways to best support our LGBTQ communities.
- NYC Department of Education Sexuality, Women, and Gender (SWaG) Instructional Equity Conference: Hosted by the Office of Safety and Youth Development (OSYD) on June 6, 2019, in New York, NY, and attended by DOE staff. During this conference, teachers, librarians, counselors, and all education professionals (including community based organizations) learned about building equity for people of all gender identities and sexual orientations in school, whether in STEM, ELA, Social Studies, Health, or more through workshops presented by community partners and experienced educational

professionals. For example, OEO presented a workshop where participants learned how to identify behaviors and actions that constitute discrimination, sexual harassment, and bullying (students only) under federal, state, and city laws, as well as under the Chancellor's regulations, focusing on gender discrimination, sexual orientation discrimination, and sexual harassment, including reporting requirements under the related Chancellor's regulations, as well as best practices in supporting LGBTQ students and ways to foster safer environments for all students.

- Doing Business with NYC Public Education: Hosted by OEO and CUNY on April 24, 2019. The conference consisted of a conversation between DOE/CUNY leadership, industry-specific workshops, and an inter-agency exhibiting area. The event provided Minority/Women-Owned Business Enterprises (MWBES) with an opportunity to connect with key procurement decision-makers and network with business development resource organizations.
- Diversity & Inclusion in Law Practice 2019: Hosted by PLI and attended by staff from the Office of Equal Opportunity and Diversity Management on April 26, 2019, in New York, NY. Recent legal developments in the area of diversity in law practice, Emerging Trends and Innovations to Reset/Refocus How Law Thinks and Acts About Diversity & Inclusion Efforts, and Better Practices: A Roundtable Discussion on Diversity & Inclusion in Law Practice.
- Beyond Diversity: hosted by the Office of Equity and Access, and facilitated by Courageous Conversations (formerly known as Pacific Educational Group, PEG) during the 2018-2019 Plan year, in New York, NY. Beyond Diversity was facilitated by Courageous Conversations, an organization that works with educators and mental health professionals to learn about the ways that race matters in achieving racial equity in our educational systems. The objective of the "Beyond Diversity" workshop was to introduce the protocol, "Courageous Conversations about Race," which helps educators develop a shared language to talk about race, implicit bias, and its impact on students of color in school. This training was intended to support NYC early childhood educators in engaging in conversations about race in order to improve outcomes for all NYC children and families. During these seminars, AP for All colleagues were also introduced to the CCAR Protocol - the 4 Agreements, 6 Conditions, and the Compass - and explored the use of the Protocol when engaging in courageous conversations centered around race and racism.
- Time to Thrive: Organized by the Human Rights Coalition and attended by School Wellness Programs staff on February 15 – 17, 2019, in Anaheim, CA. The convention was a valuable opportunity for youth-serving professionals to build awareness and cultural competency, learn current and emerging best practices and gather resources from leading experts and national organizations in the field.
- 2019 SHAPE America Professional Learning Institute: Organized by SHAPE America and attended by School Wellness Programs staff in April 9 – 15, 2019, in Tampa, FL. In these sessions, participants explored social and emotional learning competencies and identified ways to teach and assess SEL skills in the health, physical education and physical activity settings.

- Gender Conference NYC Professional Symposium: Organized by PFLAG NYC and attended by School Wellness Program staff on May 31, 2019, in Queens, NY. This Gender Conference NYC provided a supportive space for transgender and gender expansive youths, their families, allies and the professionals in their lives. The Professional Day and Family Day Conference brought together connection, education and empowerment for community members of all ages.
- Implicit Bias – Train the Trainer: Hosted by Office of Equity and Access and the Perception Institute on December 20, 2018 – December 21, 2018, in New York, NY. This two-day training provided an opportunity to practice not only the IB content but also effective facilitation strategies, as well as receive colleague feedback.
- School Chancellor Richard A. Carranza & A School Diversity & Integration Panel for DOE Employees: Hosted by DOE Employee Resource Groups on May 14, 2019, in New York, NY. Four DOE Employee Resource Groups (ERGs); DOE Moms, Mindfulness, Pride and The B.L.E.N.D collaborated on and hosted this workshop and panel to raise awareness, and empower current DOE staff members on issues of Diversity and Integration.
- Navigating the Workplace as a Women/Femme and of Color: Hosted by the B.L.E.N.D. ERG and attended by employees of various central offices on April 3, 2019, in New York, NY.
- Gender Inclusion and Support: Train-the-Trainer: Hosted by OSYD on July 9, 2019 and July 10, 2019, in New York, NY. This training was led by DOE staff members who created the DOE's Guidelines on Gender Inclusion, and covered terminology, best practices, and difficult scenarios.

Appendix J

Employee Engagement & Development Initiative

During the course of the 2017-2018 Plan year, over 7,600 DOE employees participated in 240 learning and engagement opportunities offered by the Office of Organizational Development and Effectiveness (ODE). During the course of the 2018-19 Plan year, over 5,600 DOE employees participated in 191 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. These continued through the 2018-19 Plan year. In the 2018-19 Plan year, ODE also added the Implicit Bias and Culturally Responsive Environments initiative.

Implicit Bias and Culturally Responsive Environments: In the 2018-19 Plan Year, ODE created the Implicit Bias and Culturally Responsive Environments initiative, with the goal of raising awareness of bias and equity. The initiative included 36 workshops attended by 2,385 employees. Workshops provided a foundational background in implicit bias and offered opportunities for participants to engage in dialogue about general concepts related to bias and equity. In addition, eight Diversity and Inclusion Conversations facilitated deeper dives into more specific topics, with 246 total participants.

EE&D Programs: During the course of the 2017-2018 and 2018-2019 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. During the 2017-2018 Plan Year, this series provided Central employees with 59 professional learning opportunities. During the 2018-2019 Plan Year, this series provided an additional 43 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 program has since become open to district and borough office employees. The MDP is a formal training program for building and strengthening management skills.

During the 2017-2018 Plan Year, participants attended four sessions from February through May 2018 that focused on management style, effective delegation, influencing skills, conflict management, and giving and receiving feedback. During the 2018-2019 Plan Year, participants attended an additional 18 sessions. 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 65 graduates of the MDP program during the 2017-2018 Plan Year and a total of 84 graduates during the 2018-2019 Plan Year. In the 2018-19 Plan year, the EE&D initiative also added a new program, the Aspiring Manager Program (AMP) for individuals not currently managing direct reports. Four sessions of AMP trained 25 participants in delegation, communication, influencing skills, and implicit bias awareness.

Employee Surveys: Employee feedback obtained from the Annual Employee Survey is a critical tool in developing programs and engagement opportunities to ensure a diverse and inclusive work culture. In November and December 2017, DOE hosted five borough-based town halls to provide a deeper understanding of the survey results and the DOE's priority to support the growth and development of its employees. The town halls brought together over 400 participants. In August through December 2018, DOE hosted three interactive sessions (two "Culture Conversations" and one panel with DOE leaders) that brought together 100 managers and leaders for the opportunity to gain a deeper understanding of the 2018 Annual Employee Survey results and share best practices in employee engagement.

Managerial Competencies: The DOE continued 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.

The Employee Feedback Cycle (EFC), first launched during the course of the 2012-2013 Plan year, was again launched in fall 2017 and fall 2018. The EFC provides supports and resources for supervisors and employees 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. The ongoing feedback supports strengths-based development and fosters an inclusive work environment. EFC incorporates explicit diversity and inclusion goals guided by the Chancellor's priorities, as well as individual-level competencies including embracing inclusion, diversity, belonging, and equity. In the 2018-19 Plan year, ODE additionally hosted two, two-day "The Power of Feedback" train-the-trainer workshops with 29 participants.

Emerging Leaders 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, incorporated into the Employment Engagement & Development Initiative, 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. 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.

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 2017-2018 *LeadDOE* class produced 40 graduates who represented various divisions across the DOE. The 2018-2019 *LeadDOE* class produced 39 graduates who represented various divisions across the DOE. Currently, the Emerging Leaders Program is in the planning phase of launching its 2019-2020 cohort.

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, and a second cohort in 2017-2018 included an additional 40 participants. In the 2018-19 Plan year, the program expanded to include a total of 52 participants, bringing the total since the program's launch to 132. The 2018-19 program also targeted mentors and mentees from one sub-division in addition to participants from across all central, district, and borough offices. The specific sub-division was selected because it had a high attrition rate and would benefit especially from the program.

Appendix K

Community:

We are committed to partnering with and strengthening our community.

Below are related events and trainings with a focus on collaborating with and strengthening our school community.

2017-2018:

- College Access for All: Middle School Parent Coordinator Institute: facilitated by College Access for All: Middle School on February 21 and 22, 2018, in Bronx, NY. College Access for All: Middle School parent coordinators participated in a two-day training to gain presentation and facilitation skills and to feel empowered to facilitate family engagement workshops and activities at their schools. Participants earned an Early College Awareness Certification upon completion.
- College Access for All: Middle School – Parent Coordinator Summer Training: hosted by College Access for All: Middle School on July 18, 2018, in Brooklyn, NY. During this professional development opportunity, parent coordinators learned how to incorporate activities from the Family-U curriculum into existing parent events.
- Superintendent and District 25 Community Education Council event: held on October 21, 2017 for the District 25 Community, in Queens, NY. This free family and community event brought families from across District 25 schools together to celebrate and strengthen diversity and inclusivity.
- Empowering Students: Social Emotional Learning for School Staff - Confronting Religious Bias: hosted by the Queens North Field Support Center on November 7, 2017 for school staff in districts 24, 25, 26 and 30, in Queens, NY. Educators explored current societal issues arising from bias, bigotry and discrimination, improving critical thinking skills, examining diverse viewpoints, and taking leadership roles in promoting justice and equity in their schools, communities and society-at-large.
- Empowering Students: Social Emotional Learning for School Staff - Gang Awareness & Prevention, Teen Substance Abuse and Trauma-Informed Practice: hosted by the Queens North Field Support Center on November 7, 2017 for school staff in districts 24, 25, 26 and 30, in Queens, NY. Through the collaboration with QNFSC's Student Services and the School Mental Health Consultant Program, participants learned the importance of having students actively engaged in social emotional learning. Participants also received various resources to support families.
- Empowering Students: Social Emotional Learning for School Staff - Child Abuse, Violence Intervention, Self-Care: hosted by the Queens North Field Support Center on November 7, 2017 for school staff in districts 24, 25, 26 and 30, in Queens, NY. Through the collaboration with QNFSC's Student Services and the School Mental Health Consultant Program, participants learned the importance of having students actively engaged in social emotional learning. Participants also received various resources to support families.

- Diversity in Educational Leadership: hosted by the District 26 Superintendent on November 8, 2017, January 24, 2018, March 21, 2018, in Queens, NY. With a focus on building an inclusive vision for diversity and equity in District 26, District 26 school leaders, teachers, parent coordinators, guidance counselors and parents were provided with the opportunity to reflect, discuss and share personal experiences with equity and access at various levels within the workplace.
- Special Education Discussion for Parent Coordinators: hosted by the Queens North Field Support Center on December 6, 2017, in Queens, NY. This presentation for District 26 Parent Coordinators (PCs) provided support to PCs in their ability to gain a greater understanding of special education. This meeting enabled the audience to meet the District 26 Administrator of Special Education and the Community Support Coordinator for Queens North and gather information/best practices in supporting families regarding special education. This vital information served as a review and dispelled myths for some of the more seasoned PCs. It also served as an opportunity to provide guidance to the newer PCs. The parent coordinators had an opportunity to review case studies of actual situations involving special education that occurred in their schools. The discussion that ensued served as a good opportunity to have their questions answered.
- Celebrating Diversity & Inclusivity at Queens Zoo event: hosted by District 25, in Queens, NY. This event encouraged participants to learn and engage in diversity and inclusion progress.
- “Closing the Educational Opportunity Gap” My Brother’s Keeper (“MBK”) forum: Organized with the assistance of the School Design and Charter Partnerships, on April 16, 2018, in New York, NY. This program brought participants including students, parents, DOE staff and community-based organizations, together under the MBK banner to brainstorm ways to close the gap in education for Black and Hispanic students, who graduate at lower rates than student of other races. First launched in 2014, the MBK initiative sought to improve outcomes for boys and young men of color in schools across the country.
- myDOE Week Equity/Workshop: Students First! Promoting Equity: presented by Student & Family-School Partnerships on May 21, 2018, in New York, NY. This workshop focused on building a strong, empowered parent community considered to be the crux of successful schools. This workshop engaged families as partners in meaningful ways via DOE’s work in order to build a culture around collaboration, support and transparency. This after work session brought families, educators and administrators together to address students’ overall needs and foster a culture of equity and empowerment.
- Stand Up, Sit Tall for Inclusion Summit for Inclusive Education: hosted by the DOE on November 29, 2017 in New York, NY. The theme of the summit was Inclusive Schools Week, and brought together students with and without disabilities. Students learned how to identify bias and the tools necessary to act when faced with it.
- DREAM Parent Orientation: hosted by the Office of Equity and Access on February 3, 2018, in New York, NY. This parent engagement event was geared toward supporting

students and families participating in the 21-month long DREAM Specialized High School Institute (SHSI).

- DREAM Parent Orientation: hosted by the Office of Equity and Access on July 7, 2018 in New York, NY. This parent engagement event aimed to provide support for students and families participating in the Summer DREAM intensive program.
- My Brother's Keeper Summit: hosted by the New York State Department of Education in February 2018 and April 2018 in Albany, NY. Young men participating in the NYC Urban Ambassadors program were invited to a summit dedicated to young men of color.
- NYC GREAT! Leadership Series: hosted by Women in the World (Tina Brown Live Media) during April 2018 throughout New York City. NYC GREAT! participants attended the Women in the World Summit, which presented powerful new female role models whose personal stories illuminated the most pressing international issues.
- NYC Great! Leadership Series: hosted by Google during summer 2018. During this opportunity, NYC GREAT! participants visited Google to speak directly to women in leadership and to better understand the role of women in STEM fields/businesses.
- My Brother's Keeper Initiative: hosted by the New York State Department of Education and DOE between November 2017 and May 2018. DOE implemented a monthly committee meeting to allow participants to create and launch innovative programming connected to the My Brother's Keeper initiative, with a focus on New York City. A variety of stakeholders convened in Brooklyn, NY in February 2018 and in Staten Island, NY in May 2018 to discuss the current state of boys of color in Brooklyn and Staten Island schools, respectively. During these sessions, a panel of youth and other experts shared interests and best practices.
- Coalition of Schools Educating Boys of Color (COSEBOC) Annual Gathering: hosted by COSEBOC from May 29, 2018 to May 31, 2018, in Boston, MA. At this event, NYC Urban Ambassador participants led a workshop for adults that unpacked the program's pedagogy and goals. Additionally, the Office of Equity and Access' Expanded Success Initiative (ESI) team attended.
- Celebrating Strong Roots & Strong Schools: hosted by District 25 Superintendent and the District 25 Community Education Council (CEC) on October 14, 2018, in Queens, NY. This free family and community event for District 25 will bring families from across District 25 schools together to celebrate their strong roots and schools.
- Healthy Relationships Academy and Genders and Sexuality Alliance (GSA) Events: hosted by OSYD on November 29, 2017, March 6, 2018, April 11, 2018, April 12, 2018, May 1, 2018, and June 5, 2018 in various locations throughout the five boroughs. The LGBT Community Liaison and Gender Equity Coordinator partnered to bring the Healthy Relationships Training Academy to gatherings of GSAs across the five boroughs. The Healthy Relationships Training Academy educates New York City youth in developing healthy relationships, and offers trainings to adolescents, parents, and organizations.
- NewFest GSA Movie Screenings: hosted by OSYD on May 23, 2018 and June 6, 2018, in New York, NY. Schools were invited to attend movie screenings held for GSAs

through a partnership between the DOE and NewFest. NewFest is dedicated to LGBT film and media arts and known for producing the LGBT film festival in New York City.

- NewFest Transgender Families Event: hosted by OSYD on June 9, 2018, in New York, NY. The DOE partnered with NewFest to hold an afternoon program for transgender youth and their families titled “Visible Voices: Trans Stories on Film.” The event screened three short films, a Q&A with guests, and a post-conversation reception.
- Cops and Conversation: hosted by OSYD on various dates during the Plan year, in New York, NY. This program was offered to GSAs through a partnership between the DOE and the New York Police Department. Officers from the Community Affairs Bureau - LGBT Outreach Unit attended GSA meetings to build an understanding of law enforcement, reporting of possible bias incidents, and building ties between GSAs and their local precinct.
- LGBTQ Youth & Family Empowerment Resource Fair: hosted by the NYC Commission on Human Rights on June 19, 2018 in New York, NY. Attendees interacted with city agencies and community-based organizations providing information and resources on issues that included discrimination protection, employment and education.
- Cultural Competency: Welcoming Immigrant Families and Youth: Hosted by the New York Immigration Coalition and attended by the Division of Early Childhood and Education staff on June 14, 2018, in New York, NY. This partnership with NYIT further supported the Office of Student Enrollment’s work in creating a welcoming environment for immigrant families and connecting families with community-based resources.
- Clinton Foundation Staff Discussion on Partnerships: held by the Clinton Foundation and Alliance for Healthy Generation and attended by staff from the Office of School Wellness Programs on May 17, 2018, in New York, NY. Clinton Foundation staff meeting with min-panel discussions on partnerships.
- Stonewall Symposium: organized by the GSA Network and attended by staff from the Office of School Wellness Programs from April 16, 2018 through April 18, 2018, in Austin, TX. The symposium reconnected colleagues from school districts, state leadership, and organizations leading LGBTQ youth advocacy across the country.
- Children’s Health Network Nutrition and Wellness Advisory Board Meeting: held by the Children’s Health Network and attended by staff from the Office of School Wellness Programs on March 16, 2018, in New York, NY. The meeting included a coalition of organizations that work on wellness and nutrition in schools as well as with students in an advisory board capacity.
- US Conference on AIDS: held by NMAC and attended by staff from the Office of School Wellness Programs from September 5, 2018 through September 8, 2018, in Orlando, FL. The USCA is one of the largest HIV and AIDS conferences in the US and gathers 3,000 HIV advocates, educators, and leaders yearly. Conference attendees network with and learn from professionals in the fields of HIV education, health care, housing, policy, etc.
- APE Presentation: held by District 31 and attended by staff from the Office of School Wellness Programs on April 4, 2018, in Staten Island, NY. Staten Island Special Education Family Conference

- FACE: Elementary and Middle School Conference: held by Family and Community Empowerment (“FACE”) and attended by staff from the Office of School Wellness Programs on March 12, 2018, in Brooklyn, NY. This conference included a presentation on School Wellness Council (“SWC”) best practices. SWCs engage School Leadership Teams (SLTs), students, parent associations, and community members in setting up physical activity clubs and fitness events, developing healthy snack policies, promoting inclusivity, and making sure physical education and health education instruction are valued subjects in schools. The DOE’s Wellness Policy promotes and protects students’ health, well-being and ability to learn and encourages all schools to have a School Wellness Council.
- NYC HIV Planning Group: ongoing initiative facilitated by Terrance Gardet from the Department of Health & Mental Hygiene’s BHIV and attended by staff from the Office of School Wellness Programs on an ongoing basis on multiple dates during the Plan year, in New York, NY. External workgroup whose primary goal is to reduce the incidence of new HIV infections in New York City. The group is a joint effort of community and governmental representatives and agencies that works to inform the development and update of a comprehensive Integrated HIV Prevention and Care Plan. The New York City HIV Planning Group ensures that critical HIV prevention programs are informed by and succeed in reaching New York City’s diverse populations.
- Convening to Discuss “Empowered Eaters: A Road Map for Stronger NYC Nutrition Education Policies and Programs”: organized by the Laurie M. Tisch Center for Food, Education & Policy (Tisch Food Center) at Columbia University Teachers College and attended by staff from the Office of School Wellness Programs on October 25, 2017, in New York, NY. The “Empowered Eaters: A Road Map for Stronger New York City Nutrition Education Policies and Programs” report was presented at this event. The report provides road maps to empower New York City (and a separate report for New York State) eaters throughout their lives, in all of the places where they live, work, learn, worship, and play.
- Teen Vogue Summit TurnUp: held by Teen Vogue and attended by staff from the Office of School Wellness Programs on June 1, 2018, in New York, NY. Teen activists and change-makers offered their insights on advocacy on being a leader and empowering others. Participants (no age cap as long as participant is over 13 and accompanied by a parent/legal guardian, and is open to parents, teachers, and chaperones) attended workshops on topics such as, “Don’t Want to Talk to Your Kids About Sexual Harassment? Time’s Up!,” “What Does Queer Mean?,” “Inside the Movement to Advance Trans Equality,” “Why We Need to Turn Up #4intersex,” and “On Culture + Identity in America.”
- Providing Culturally Competent Legal Services to the LGBTQ+ Community: hosted by the OGC and attended by staff from OGC on June 7, 2018, in New York, NY. Christina Golkin, Esq. presented a workshop on “Providing Culturally Competent Legal Services to the LGBTQ+ Community.”

- School Diversity Advisory Group/ Town Hall Facilitator: hosted by SDAG on April 20, 2018, in Queens, NY. The School Diversity Advisory Group is working to reshape citywide policies and practices such as admissions and program planning. The goal of these town halls is to create a forum for community members to share their perspectives on issues of school diversity and to inform the Advisory Group's policy recommendations.
- SUNY and National Association of Attorneys General Present U.S. Commission on Civil Rights Chair Catherine Lhamon Keynote Address: hosted by SUNY and the National Association of Attorneys General on December 7, 2017, in New York, NY. Attendees had the opportunity to hear Catherine Lhamon, the Chair of the United States Commission on Civil Rights, speak about forging a path forward on eradicating campus sexual violence, at an event organized by the SUNY Sexual and Interpersonal Violence Prevention Project. The SUNY Sexual and Interpersonal Violence Prevent Project develops training sessions and resources to promote evidence-based and promising approaches to violence reduction.

2018-2019:

- School Diversity Advisory Group (SDAG) Community Conversations: Hosted by the Office of Student Enrollment on December 13, 2018, in various New York City locations. The goal of these sessions is to create a forum for community members to share their perspectives on issues of diversity that will serve to inform the School Diversity Advisory Group's recommendations and begin conversations of what meaningfully integrated schools might look like across NYC.
- Borough Student Advisory Council (BSAC) – Monthly Meeting: Hosted by the Manhattan Borough Office on a monthly basis during the Plan year, in New York, NY. Once a month, student representatives from Manhattan high schools attended a meeting with other student representatives, where they had an opportunity to share their stories, weigh in on citywide issues, learn from their peers and organize together, and bring back ideas to share with their own school communities, serving as a critical channel for youth voice in our schools system.
- Conflicts of Interest Trainings at Staff Meetings: Hosted by Family Welcome Center (FWC) Leadership, in partnership with gothamCulture (Speaker Michael Weiss) and attended by staff from the Office of Student Enrollment on April 26, 2019, throughout New York City. In this training, staff reviewed and signed the Conflicts of Interest memo, as well as discussed how the FWC assists families with admissions and enrollment transactions, and how conflicts of interest may occur whenever an employee's interest in an enrollment transaction may lead them to actions, activities or relationships that undermine the integrity of the FWC, OSE, or DOE as a whole.
- Child Abuse and Neglect Prevention Designated Liaison Training: Hosted by the Manhattan Borough Office on (District 6 – September 17, 2019) (Districts 1 & 3 – September 26, 2019), in New York, NY. A designee from each school's Child Abuse and Prevention Team

attended this annual training that is required for all schools to comply with the New York State law and Chancellor's Regulation A-750.

- Child Abuse and Neglect Prevention: Hosted by the Manhattan Borough Office on November 19, 2018, in New York, NY. This training covered staff members' mandated responsibilities in reporting child abuse and neglect, as well as provided an overview of Chancellor's Regulation A-750's protocol and next steps, by reviewing the physical and behavioral indicators of abuse and/or neglect tips for communicating with children, how to call Central Registry and complete LDS 2221-A form, and what takes place after a report is filed.
- Language Access Training: Hosted by the Manhattan Borough Office on October 3, 2018, October 15, 2018, October 29, 2018, November 19, 2018, October 11, 2019, and October 16, 2019, in New York, NY. School-based Language Access Coordinators (LACs) learned about the translation of critical school documents, interpretation for important school-community communication, and how to understand their school's language data and assistance funding.
- Family Engagement: Cultural Humility & Language Access: Hosted by the Manhattan Borough Office on October 31, 2018, November 5, 2018, and December 10, 2018, in New York, NY. Participants learned about the guiding skills and principles of the cultural humility framework, including multiculturalism and intersectionality, and the role of language access in family engagement, in an effort to work effectively with families that are culturally different from them.

Appendix L

DOE's MWBE Outreach Efforts

2017-2018:

DOE Staff Exhibited at the Following MWBE Vendor Fairs:

- NYS Empire State Procurement Fair: held on October 4-5, 2017
- Department of Design and Construction MWBE Conference: held on November 2, 2017
- Fire Department of NY and Sanitation Department MWBE Fair: held on October 31, 2017
- LaGuardia Business Services 5th Annual Small Business & Government Matchmaker: held on November 3, 2017
- Service-Disabled Veteran-Owned Business Networking Forum: with Competitive Edge Committee and Office of General Services' SDVOB, held on March 29, 2018
- Department of Correction's M/WBE Vendor Fair: held on March 29, 2018
- Small Business Administration's International B2B Forum 2018: held on May 2, 2018
- Small Business Services and Project HOPE M/WBE Procurement & Business Expo: held on May 7, 2018
- LaGuardia Business Services' 16th Annual Small Business & Procurement Expo: held on June 8, 2018
- Small Business Services Citywide Procurement Fair: held on June 27, 2018

DOE Staff Participated or Spoke at the Following MWBE Events:

- PASSPort User Agency Training: held on October 11, 2017
- E-rate training: held on October 24, 2017
- How to Do Business with NYC Police Department: held on October 19, 2017
- Small Business Services Goods and Services Mentorship Program: on November 9, 2017
- Harlem Vendor Fair: held on December 15, 2017
- Small Business Services New Year, New Business MWBE Networking Event: held on January 24, 2018
- City & State Magazine's P3 Summit Panel: held on January 31, 2018
- Small Business Services Strategic Steps for Growth Panel: held on February 7, 2018
- Centennial Talk: Borough of Diversity 5 Chamber Alliance M/WBE Awards: held on March 13, 2018
- M/WBE Outreach Event Training - Networking Through Procurement Initiative (NTPDI): held on March 20, 2018

- Small Business Expo 2018: held on May 3, 2018
- Small Business Services NYC Goods & Services Mentorship: held on May 30, 2018
- Small Business Services Government Contracting panel for M/WBEs: held on May 31, 2018
- Best Practices for Identifying MWBEs: DCAS workshop held on June 7, 2018
- Meeting with the Office of Senator James Sanders Jr.: held on June 12, 2018

“How to Do Business with the NYC DOE” Workshops During Plan Year:

- October How to Do Business with the DOE presentation with NYS Senator Leroy Comrie and Valerie Samuel on October 25, 2017
- November How to Do Business with the DOE presentation with America’s Small Business Development Center of Brooklyn, held on November 10, 2017
- December How to Do Business with the DOE presentation with Business Outreach Center/Women's Business Center, held on December 7, 2018
- January How to Do Business with the DOE presentation with Queens Economic Development Corporation and Queens Borough President Melinda Katz, held on January 23, 2018
- February How to Do Business with DOE presentation with America’s Small Business Development Center of Brooklyn, held on February 9, 2018
- March How to Do Business with the DOE presentation with SoBro, held on March 20, 2018
- April How to Do Business with DOE presentation with the Brooklyn Hispanic Chamber of Commerce, held on April 27, 2018
- May How to Do Business with the DOE presentation with Project HOPE, held on May 17, 2018
- June How to do Business with DOE presentation with Staten Island Business Outreach Center, held on June 26, 2018

DOE Hosted the Following Roundtables:

- Doing Business in Public Education Conference with City University of New York, held on April 17, 2018
- M/WBE Roundtable on Health and Wellness held on May 18, 2018
- MWBE Roundtable on Working in Special Needs held on June 14, 2018

MWBE Presentations at Pre-Bid and Pre-Proposal Conferences:

- Pre-Proposal Conference R1084: Professional Civil Engineering Consultant Services on 10/2/2017

- Pre-Bid Conference B3152: Water Treatment of Cooling Tower on 10/23/2017
- Pre-Bid Conference B3135: Safety Surface and Sport Surface on 10/23/2017
- Pre-Bid Conference B3123 Repair of Cafeteria and Kitchen Equipment on 10/25/2017
- Pre-Bid Conference B3146: HVAC Energy Efficiency Projects on 10/26/17
- Pre-Bid Conference B3140: Green Infrastructure Schoolyard Retrofit on 10/26/17
- Pre-Bid Conference B3116: Tree Removal and Pruning on 11/13/17
- Pre-Proposal Conference R1211: Title I Supplemental Instructional Services on 11/20/17
- Pre-Bid Conference B3118: Installation and Replacement of Glass and Synthetic Lights on 12/8/2017
- Pre-Bid Conference B3175: Repair, Replacement and Installation of Synthetic Turf Systems on 12/18/17
- Pre-Bid Conference B3122: Pick Up and Delivery of Meals on 12/19/2017
- Pre-Bid Conference B3171: Water Treatment of Steam Boiler Systems, Chilled and Hot Water Hydronic Systems on 12/27/17
- Pre-Bid Conference B3119: Stainless Steel Toilet Partitions on 12/29/2017
- Pre-Bid Conference B3120: Repair, Replacement and Installation of Phenolic and High Density Polyethylene (HDPE) Toilet Partitions on 1/8/18
- Pre-Bid Conference B3190: Repair, Maintenance, Replacement and Installation of Fire Alarm Systems on 1/8/18
- Pre-Bid Conference B3165: - Thermal Bags on 1/8/2018
- Pre-Bid Conference B3191: Repair and Installation of Rolling Doors, Rolling Grills and Shutters on 1/8/18
- Pre-Bid Conference B3192: Repair, Replacement and Installation of Pneumatic Temperature Control Systems on 1/8/18
- Pre-Proposal Conference R1058: Translation and Interpretation Services on 1/9/2018
- Pre-Proposal Conference R1187: P-Card Program on 1/10/2018
- Pre-Bid Conference B3133: Asbestos Abatement on 1/16/18
- Pre-Bid Conference B3117: Repair and Maintenance of Emergency and Exit Lighting Systems on 1/16/18
- Pre-Bid Conference B3070: NYS Frozen Vegetables on 1/17/2018
- Pre-proposal Conference R1148: Learning to Work on 1/18/2018
- Pre-Bid Conference B3115: Concrete Repairs on 1/19/18
- Pre-Bid Conference B3182: Pupil Transportation on 1/19/2018
- Pre-Bid Conference B3156: Nursery Suppliers on 1/29/2018
- Pre- Bid Conference B2966: Blood Borne Pathogens Inoculation Services on 2/5/2018

- Pre-Bid Conference B3143: Fluorescent Light Diffusers on 2/5/2018
- Pre-Proposal Conference R1222: Wireless Infrastructure and Access Point 2/8/2018
- Pre-Proposal Conference R1200: Assessment on 2/26/2018
- Pre-Bid Conference B3157: Transport of Goods and Equipment on 2/27/2018
- Bid-Conference B3143: Furnishing and Delivering of Fluorescent Light Diffusers on 2/28/18
- Pre-Bid Conference B3179: Poultry Products on 3/9/2018
- Pre-Proposal Conference R1164: School Wellness Services on 3/9/2018
- Pre-Proposal Conference R1163: Tilted Elevators/Escalator on 3/14/18
- Pre-Bid Conference B3208: External Inspection of Boilers on 3/20/18
- Second Pre-Proposal Conference R1163: Elevators / Escalator Consultants Services 3/23/2018
- Pre-Bid Conference B3210: Internal Inspection of Boilers on 4/2/18
- Pre-Bid Conference B3217: Repair and Installation of Ironwork and Welding on 4/9/18
- Pre-Bid Conference B3132: Repair and Inspection of De-Watering Systems at Q008 on 4/11/2018
- Pre-Proposal Conference R1236: On-Call Management Consulting Services on 4/27/2018
- Pre-Bid Conference B3218: Cleaning Kitchen Exhaust Duct Systems on 5/2/18.
- Pre-Bid Conference B3158: Asbestos Bulk and Air Sampling, Analysis and Project Monitoring on 5/7/18
- Pre-Bid Conference B3215: Repair and Installation of Electrical Feeders on 5/7/18
- Pre-Bid Conference B3031: Repair and Replacement of Ceramic Tile on 5/30/2018
- Pre-Bid Conference B3299: Elevator/Escalator Repair 5/31/18
- Pre-Proposal Conference R1243: Elevator/Escalator Inspection & Consulting Services on 6/4/2018
- Pre-Bid Conference B3214: Roof Repairs on 6/11/2018
- Pre-Bid Conference B3260: Repair and Replacement of Interior and Exterior Stone Steps on 6/11/18
- Pre-Bid Conference B3246: Frozen French Toast Sticks on 6/13/2018
- Pre-Bid Conference B3261: Repair and Replacement of Wire Mesh Partitions on 6/13/18.
- Pre-Bid Conference B3104: General Construction on 6/15/2018
- Pre-Bid Conference B3180: Cleaning Supplies on 6/19/2018
- Pre-Bid Conference B2608: Disposable Food Service Products and Misc. Items on 6/22/2018
- Pre-Proposal Conference R1220: Affinity Group Organizations on 6/22/2018

- Pre-Bid Conference B3219: HD Cafeteria and Kitchen Equipment on 6/25/2018
- Pre-Bid Conference B3259: Repair of Split Air Conditioning Systems on 6/26/18
- Pre-Bid Conference B3216: Repair and Maintenance of Cooling Towers on 6/29/18
- Pre-Bid Conference B3263: Metal Window Repair on 6/27/2018

2018-2019:

DOE Staff Exhibited at the Following MWBE Vendor Fairs:

- Competitive Edge Conference: held on July 25, 2018
- City University of New York/City University Construction Fund Annual MWBE/SDVOB Conference: held on August 8, 2018
- SoBro MWBE Expo: held on September 6, 2018
- Department of Citywide Administrative Services MWBE Procurement Fair: held on September 12, 2018
- Fire Department of New York and Department of Sanitation MWBE Event: held on November 2, 2018
- LaGuardia PTAC Annual Government and Business Matchmaker: held on November 2, 2018
- New York City Housing Authority Procurement Fair: held on November 15, 2018
- Bronx LGBTQ Business Development Convening: held on December 7, 2019
- Brooklyn MWBE Borough Forum: held on January 23, 2019
- Brooklyn Community Board 4 MWBE Procurement and Resource Expo: held on February 13, 2019
- Department of Health and Mental Hygiene Annual MWBE networking Event: held on March 7, 2019
- Department of Corrections MWBE Event: held on March 28, 2019
- Competitive Edge MWBE and SDVOB Conference: held on April 9, 2019
- ContractHER MWBE Event: held on April 10, 2019
- SCA MWBE Procurement Fair: held on April 11, 2019
- Parks Department Meet the General Contractors MWBE Event: held on April 23, 2019
- Doing Business in Public Education MWBE Conference in conjunction with CUNY: held on April 24, 2019
- Comptrollers MWBE University: Market Analysis: Understanding the MWBE Market and Industry Trends: held on April 30, 2019
- NYCHA MWBE Procurement Fair: held on May 2, 2019
- Brooklyn Small Business Development Center MWBE Fair: held on June 5, 2019

- LaGuardia PTAC Annual Small Business and Procurement Expo: held on June 7, 2019
- SBS Citywide MWBE Procurement Fair: held on June 11, 2019
- Project HOPE MWBE Procurement Fair: held on June 28, 2019
- Interagency Competitive Edge MWBE Conference: held on July 23, 2019
- CUNY MWBE Opportunities Conference: held on July 31, 2019
- SoBRO MWBE Expo: held on September 12, 2019
- DCAS MWBE Procurement Fair: held on September 19, 2019
- MWBE Procurements and Resources Workshop with Senator Brian Benjamin: held on September 27, 2019

DOE Staff Participated or Spoke at the Following MWBE Events:

- M/WBE Goalsetting and Online Directory workshop: held on July 12, 2018
- Diversity Summit & Awards: held on August 9, 2018
- M/WBE Program Best Practices training: held on September 13, 2018
- Small Business Services Goods and Services Mentorship class: held on September 12, 2018
- Small Business Administration's Emerging Leaders CEO Training Program: held on September 18, 2018
- Small Business Administration's Emerging Leaders CEO Training Program: held on September 20, 2018
- Comptroller's Future of MWBEs in NYC Event: held on December 14, 2019
- Columbia University's Harlem Buyer Fair: held on January 15, 2019
- Comptroller's Best Practices for Incorporating the MWBE Program into the Procurement Process workshop: held on February 14, 2019
- ContractHER presentation with the NYC Women's Chamber of Commerce: held on February 20, 2019
- SBS's Goods and Services Mentorship panel: held on March 20, 2019
- SBA Women's History Month Government Contracting, Financing, and Marketing Strategies Panel: held on March 21, 2019
- Mayor's Women in Professional Services Roundtable: held on March 24, 2019
- Comptroller's MWBE University: Accelerate the Digital Transformation of NYC: held on April 3, 2019
- SBS Construction Mentorship Program: held on May 9, 2019
- ContractHER Speaking Engagement: held on May 17, 2019
- NYS Forum's IT Procurement: Enhancing MWBE and SDVOB Participation workshop: held on June 13, 2019

“How to Do Business with the NYC DOE” Workshops During Plan Year:

- July How to do Business with DOE presentation America’s Small Business Development Center of Brooklyn: held on July 20, 2018
- August How to Do Business with DOE presentation with Queens Chamber of Commerce: held on August 8, 2018
- September How to Do Business with DOE presentation with NYC Business Solutions Upper Manhattan Center: held on September 26, 2018
- October How to Do Business with DOE presentation with America’s Small Business Development Center of Brooklyn: held on October 19, 2018
- November How to Do Business with DOE presentation with Senator James Sanders Office: held on November 5, 2018
- December How to Do Business with DOE presentation with NYC Small Business Services (Manhattan): held on December 5, 2018
- January How to Do Business with DOE presentation with the Brooklyn SBDC: held on January 18, 2019
- February How to Do Business with DOE presentation with LaGuardia PTAC: held on February 4, 2019
- February How to Do Business with DOE presentation (2nd edition) with SoBRO: held on February 21, 2019
- March How to Do Business with the DOE presentation with BOC Women's Business Center: held on March 29, 2019
- April How to Do Business with the DOE presentation with Brooklyn SBDC: held on April 12, 2019
- May How to Do business with the DOE presentation with the Staten Island PTAC: held on May 29, 2019
- June How to Do Business with the DOE presentation with the NY Women’s Chamber: held on June 24, 2019

DOE Hosted the Following Roundtables:

- M/WBE Roundtable on Transportation: held on July 12, 2018
- M/WBE Roundtable on Athletics: held on August 6, 2018
- M/WBE Roundtable on Plumbing: held on September 24, 2018
- MWBE Roundtable on Staffing: held on December 4, 2018
- MWBE Roundtable on HVAC: held on January 31, 2019
- MWBE Roundtable on Arts Education: held on February 14, 2019
- MWBE Roundtable on Sustainability: held on March 28, 2019
- MWBE Roundtable with Community Schools: held on May 31, 2019

MWBE Presentations at Pre-Bid and Pre-Proposal Conferences:

- Pre-Bid Conference B3262: Testing and Balancing of Air and Water Systems on 7/29/18
- Pre-bid Conference B3276: Sheet Metal Repair on 7/16/2018
- Pre-Bid Conference B3145: Rental Services of Dust Mops, Shop Towels, Wipes, and Walk-off Mats on 8/13/18
- Pre-Bid Conference B3318: Repair of Plumbing Systems on 8/21/18.
- Pre-proposal Conference R1188: Degree and Certification Services for Teachers and Teacher Candidates on 8/23/2018
- Pre-Bid Conference R1246: Information Tech and Asset Management on 9/13/2018
- Pre-Bid Conference B3162: PSAL Insurance on 12/7/2018
- Pre-Bid Conference B3353 - Requirements Contract for Repair and Installation of Rolling Doors, Rolling Grills and Shutters on 12/11/2018
- Pre-Bid Conference B3306: Masonry Repairs on 1/8/2019
- Pre-Bid Conference B3341: Asbestos Medical Exams on 1/14/2019
- Pre-Bid Conference B3375: Requirements Contract for Air Duct Cleaning on 1/31/2019
- Pre-Bid Conference B3358: Job Order Contract for General Construction on 2/20/2019
- Pre-Bid Conference B3339: Requirements Contract for Furnishing and Installing Window Shades and Related hardware on 3/6/2019
- Pre-Proposal Conference R1272: Bus Fleet Tracking, Ride Management and Notification System for NYC Schools on 3/13/2019
- Pre-Bid Conference B3377: Job Order Contract for HVAC Work on 3/20/2019
- Pre-Bid Conference B3325: Requirements Contract for Supply and Delivery of Custodial Building Repair and Maintenance Supplies on 3/27/2019
- Pre-Bid Conference B3340: Removal of Plumbing Obstructions on 4/3/2019
- Pre-Bid Conference R1246: Pre-Proposal Conference Special Education Data Management System on 4/16/2019
- Pre-Bid Conference B3206: Requirements Contract for Electrical Installation and Repair on 4/25/2019
- Pre-Bid Conference B3322 - Testing and Analysis of Drinking Water and Indoor Air Quality on 4/30/2019
- Pre-Bid Conference B3138 - Mechanics Materials on 5/8/2019
- Pre-Bid Conference B3351 - Contract Direct Misc. Food Products on 5/29/2019
- Pre-Bid Conference B3330: Requirements Contract for Supply and Delivery of Custodial Janitorial and Sanitation Supplies on 5/29/2019

- Pre-Bid Conference R1130: Recruiting & Staffing Services. for Temp Professionals
on 6/5/2019

Appendix M

| DOE Office(s) in Attendance | Event Name/Title | Event Date(s) | Event Location (City, State) | Event Hosted by/Presented by |
|---|--|---------------|------------------------------|------------------------------------|
| D75 Office of Autism | Rockland Autism Symposium | 10/20/2018 | Pearl River, NY | Venture Foundation, Ltd |
| Transition, neuropsychology updates & ABA. | | | | |
| D75 HR Staff | The Critical Facets of the Hiring and Interview Process from an Employee Relations Perspective | 11/1/2018 | Brooklyn, NY | Division of Human Capital |
| Hiring managers had an opportunity to learn new strategies for reviewing resumes, interviewing, checking references, and effective hiring. | | | | |
| D75 BCO/Labor Staff | Election Day - Implicit Bias Workshop | 11/6/2018 | Brooklyn, NY | Office of Equity and Access |
| Aligned to the DOE's vision for Equity and Excellence, the DOE hosted implicit bias workshops to increase awareness and reduce the impact of implicit bias, by providing professional learning opportunities for all DOE staff members and building the capacity of central, districts, and school staff to create sustainable and coherent systems, structures, policies, and practices for equitable outcomes for all students. | | | | |
| D75 HR/ Labor and new D75 Principals | New Principal PD | 11/7/2018 | New York, NY | D75 HRD and Attorney |
| Leadership development for principals. | | | | |
| D.75 Equity Team | Implicit Bias Cohort 1 Districts Convening | 11/8/2018 | New York, NY | Office of Equity and Access |
| Implicit Bias training for members of the District 75 Equity Team. | | | | |
| District 75 | 3rd Annual TeachNYC Conference | 12/4/2018 | Brooklyn, NY | Office of TRQ |
| The conference for all individuals curious about teaching in a NYC public school included three breakout sessions to learn about the topics and pathways that are of the attendee's greatest interest. | | | | |
| Dr. Folkes-Bryant Principal Cohort | Courageous Conversations | 1/23/2019 | Bronx, NY | D.75 and Center for Racial Justice |
| Training for principals that addresses the relationship between race and achievement. | | | | |
| D75 HR Staff | D75 Student Teacher Field Placements | 2/25/2019 | New York, NY | Touro College and D75 HR Staff |
| Training for student teachers. | | | | |
| D.75 Principals | Implicit Bias Awareness | 3/1/2019 | New York, NY | Office of Equity and Access |
| Training for principals that addresses the relationship between race and achievement. | | | | |

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| D.75 Principals | Implicit Bias Awareness | 3/1/2019 | New York, NY | Office of Equity and Access |
| Training for principals that addresses the relationship between race and achievement. | | | | |
| D75 Equity Team | Implicit Bias Cohort 1 Districts Convening | 3/8/2019 | Bronx, NY | Office of Equity and Access |
| Implicit Bias training for members of the District 75 Equity Team. | | | | |
| DOE HR Staff from BCOs and Central | Human Resources Director Professional Development | 3/14/2019 | New York, NY | DHRT |
| | | | | |
| Bronx Principals - Bronx HRDs - D75 HR | Bronx Early Hire Event | 3/21/2019 | Bronx, NY | Office of TRQ |
| Job Fair for all Bronx schools in Districts 7 – 12 to recruit teachers for vacancies. | | | | |
| DOE HR Staff from BCOs and Central | DHC Training Series for HR Professionals - Teachers' Retirement System (TRS) Training | 3/26/2019 | TRS Offices | Division of Human Capital and TRS |
| Overview of Retirement System Benefits | | | | |
| School Secretaries - D75 HR and HRConnect and Workers Comp Office | School Secretary Professional Development | 3/28/2019 | New York, NY | D75 HR Staff and UFT |
| | | | | |
| Teachers and D 75 Staff | Aspiring AP Institute | 4/17/2019 | New York, NY | D75 Staff |
| PD for Teachers - Pathway to School/District Administration | | | | |
| Bronx Principals - Bronx HRDs - D75 HR | Bronx Early Hire Event | 4/18/2019 | Bronx, NY | Office of TRQ |
| Job Fair for all Bronx schools in Districts 7 – 12 to recruit teachers for vacancies. | | | | |
| Bronx Principals - Bronx HRDs - D75 HR other DOE Offices | Teach BX Expo | 4/23/2019 | Bronx, NY | Office of TRQ |
| Attendees learned about teaching opportunities available to them in the Bronx under the Bronx Plan's hard-to-staff salary differential. | | | | |

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| DOE HR Staff from BCOs and Central | DHC Training Series for HR Professionals Spring 2019 | 5/1/2019 | Brooklyn, NY | Division of Human Capital |
| HR Connect Portal Training Session for HR Professionals | | | | |
| District 75 Principals | Equity and Access Training | 5/3/2019 | New York, NY | District 75 |
| Equity training for principals in education learning how to put systems in place to ensure that every child has an equal chance for success | | | | |
| DOE HR Staff from BCOs and Central | CTE Networking Fair | 5/7/2019 | New York, NY | Office of TRQ, DHC and OSPR CTE Team |
| This event is targeted industry professionals interested in CTE teaching positions and offer HRDs an opportunity to connect with potential candidates. | | | | |
| D75 Superintendent's Office | New Teacher Symposium - Brooklyn/SI | 5/8/2019 | Brooklyn, NY | District 75 |
| Training for teachers who received tenure. | | | | |
| Bronx Principals - Bronx HRDs - D75 HR | Bronx Plan Teacher Recruitment Fair | 5/13/2019 | New York, NY | Office of TRQ |
| Under the Bronx Plan, hard-to-staff differentials, including in ten Bronx District 75 schools. | | | | |
| District 75 Superintendent's Office | New Teacher Symposium - Bronx | 5/14/2019 | Bronx, NY | District 75 |
| Training for Teachers who received tenure. | | | | |
| Budget Office, BCO Operations Staff- OFDC - DHC - TRQ | FY20 Annual Budget and Human Resources Conference | 5/16/2019 | Flushing, NY | DOE Budget Office and OFDC |
| | | | | |
| District 75 Superintendent's Office | New Teacher Symposium - Manhattan | 5/21/2019 | P79M- New York NY | District 75 |
| Training for Teachers who received tenure. | | | | |
| District 75 Superintendent's Office | New Teacher Symposium - Queens | 5/30/2019 | P721Q- Queens NY | District 75 |
| Training for Teachers who received tenure. | | | | |
| Teachers, D 75 Staff and UFT | District 75 Tenure Celebration | 6/11/2019 | New York, NY | D75 Staff and UFT |

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| Celebrating Tenure. | | | | |
| D 75 STEM | Implicit Bias Training | 7/1/2019 | New York, NY | District 75 |
| Implicit Bias training. | | | | |
| D75Principals, HR Staff and TRQ | District 75 Teacher Job Fair | 7/17/2019 | New York, NY | D75 and TRQ |
| Job Fair for new teachers. | | | | |
| D 75 STEM | enVision Training - Admin workshop | 7/17/2019 | New York, NY | District 75 |
| New core Math curriculum. | | | | |
| D75 Borough Liaison | CEI Summer Leadership Conference | 7/26/2019 | Tarrytown, NY | CEI |
| Equity & Diversity Strategies at the District & School Level. | | | | |
| D75 Principals | Equity and Action - Part II | 1/7/2019 | New York, NY | Office of Equity and Access |
| Equity & diversity strategies training for principals. | | | | |
| D75 Early Childhood | Leadership & Communication Effectiveness Training | 1/22, 1/25, 2019 | New York, NY | Ariel & Shya Kane, Catalysts for Instantaneous Transformation |
| Participants received training on how to improve their leadership and communication effectiveness. | | | | |
| D75 Inclusive Education & Superintendent & Dep. Superintendent | Visit to see Effective Inclusive Schools Programs | 1/7 - 1/8, 2019 | Boston, MA | Boston Public Schools |
| Visit to 3 Boston Public Schools to meet school leaders and see inclusion programs in practice. | | | | |
| D 75 Office of Literacy & Social Studies | Advancing Thinking through Writing | 10/12, 11/2 & 12/4, 2018 | New York, NY | The Writing Revolution |
| Conference for educators to learn writing strategies for students. | | | | |
| D 75 STEM | Google for Education Certified Innovator Program | 10/2 - 10/4, 2019 | New York, NY | Google |
| Instructor and Mentor to other educators chosen for this program. | | | | |
| D 75 Superintendent & Deputy Superintendent | Courageous Conversations about Race | 10/20 - 10/24, 2018 | Philadelphia, PA | Courageous Conversations |

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| Effectively engaging, sustaining and deepening interracial dialogue, is dedicated to helping educators address persistent racial disparities intentionally, explicitly, and comprehensively. | | | | |
| D75 Superintendent & Deputy Superintendent | Urban Collaborative Conference | 11/13 - 11/16, 2018 | Ft. Lauderdale, FL | Broward County Public Schools |
| Conference Theme: Inclusive Practices: Belonging, Embracing, Sharing, and Celebrating! | | | | |
| D 75 STEM | International Society of Technology in Education (ISTE) Conference | 11/23 - 11/26, 2018 | Rochester, NY | ISTE |
| Experience over 120 presentations given by teachers and technology experts over the three day period, and dive-deep into learning with half- and full-day hands-on workshops, which take place on the first two days of the conference. | | | | |
| D75 Paraprofessionals - D75 and TRQ staff | Paraprofessional to Teacher Pipeline Training | 12/10 and 12/17 2018 | P.79M | District 75 |
| PD for Paraprofessionals - Pathway to teaching. | | | | |
| D 75 MLL/ELL Programs | NYSELAT Training | 2/26 - 2/27, 2019 | Troy, NY | New York State Education Department |
| NYSESLAT Training of scorers of the test. | | | | |
| D75 Office of STEM | National Conference on Science Education | 4/11 - 4/14, 2019 | St. Louis, MO | National Science Teachers Association (NSTA) |
| Focuses on the implementation of new State Science Standards. | | | | |
| D 75 Office of STEM | NCTM 2019 Annual Meeting & Exposition | 4/3 - 4/6, 2019 | San Diego, CA | NCTM |
| This meeting brings together classroom teachers; school, district, and state mathematics education leaders; administrators; mathematics teacher educators. | | | | |
| D75 Office of Assessment & Accountability | Spring Conference: The Power of Social and Emotional Learning | 5/1 - 5/3, 2019 | Pittsburgh, PA | Pittsburgh Public Schools |
| The Power of Social and Emotional Learning. | | | | |
| D 75 Office of Transition Services | New York State Association for College Admission Counselling | 6/4 - 6/7, 2019 | Syracuse, NY | Le Moyne College |
| Professional development opportunities related to admission in higher education. | | | | |
| D75 STEM | Apple Distinguished Educator Institute | 7/15 - 7/17, 2019 | Bethesda, MD | Apple Inc. |
| Attendees explored and learned about new tools and applications to impact learning. | | | | |
| D 75 Borough Liaison | Community Building Restorative Circles | 7/29 - 7/31, 2019 | Garden City, NY | New York State Education Department |

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| Restorative justice training. | | | | |
| D 75 Office of Inclusive Education | Launching & Leading Inclusive Schools: Summer Leadership Institute | 8/5 - 8/7, 2019 | Syracuse, NY | Syracuse University |
| Student-centered approach to making schools inclusive. | | | | |
| D 75 STEM | enVision Training - Admin workshop | 8/6 - 8/8, 2019 | New York, NY | District 75 |
| New core math curriculum. | | | | |
| D.75 Principals | Equity and Action | 10/12/2019 | New York, NY | Office of Equity and Access |
| Equity training for principals in education learning how to put systems in place to ensure that every child has an equal chance for success. | | | | |
| DOE New Hires - D75 Staff | D75 New Hire Event | 10/15/2019 | New York, NY | UFT |
| D75 New Hire - Meet and Greet. | | | | |