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Chancellor

NEW YORK CITY DEPARTMENT OF EDUCATION
2012-2013 DIVERSITY AND INCLUSION
ANNUAL REPORT

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A. PREFACE

In order to comply with the 2009 amendments to the School Governance Law (2009 N.Y. ALS 345; also referred to as N.Y. EDN. LAW § 2590), the New York City Department of Education (DOE) prepared this third annual Diversity and Inclusion Report. Pursuant to the amendments to the School Governance Law, the DOE Chancellor is required to issue an annual 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. In addition, the Chancellor is required to 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.

Furthermore, the Chancellor is also required to issue an annual report on the participation of minority and women owned business enterprises (MWBE) in the procurement process including: (1) the number of contracts awarded to MWBEs, (2) the percent of contracts awarded to MWBEs of the total number of all DOE contracts, (3) the aggregate value of all contracts awarded to MWBEs, and (4) the percent of the aggregate value of contracts awarded to MWBEs of the total aggregate value of all DOE contracts. Finally, the Chancellor is required to 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. In order to ensure compliance with these requirements, the DOE develops a Strategic Diversity and Inclusion Plan to be included in the Annual Report.

This third annual Plan represents the DOE's ongoing commitment to diversity and inclusion. Recruiting, hiring and retaining the best qualified workforce and enhancing opportunities for all vendors are crucial to the DOE's success in providing a world class education for a diverse student body. In each annual Plan, the DOE seeks to identify areas where the agency can incorporate reforms to enhance diversity and inclusion. On an annual basis, the DOE will prepare a Strategic Diversity and Inclusion Plan to foster diversity and inclusion agency-wide.

B. MESSAGE FROM THE CHANCELLOR

As the Chancellor, I oversee over 1,800 schools with a diverse body of approximately 1.1 million students and over 130,000 employees. I fully support the DOE's commitment to diversity and inclusion for all employees, applicants, and vendors. At the DOE, every person brings a different portfolio of talents and expertise based upon his or her background. The DOE seeks to foster a participatory and inclusive workplace that values the skills, strengths, and perspectives of all employees, which will allow us to accomplish our common goal of putting children first.

Enclosed is the agency's third annual Diversity and Inclusion Plan designed to advance diversity and inclusion in workforce recruitment and retention. The Plan is also designed to advance equal opportunity in vendor procurement. The DOE offers an enriching workplace for our employees to realize their full potential and remains committed to hiring and retaining a diverse workforce. The DOE also recognizes the significance of diversity among DOE suppliers.

The DOE recognizes the importance of diversity in DOE schools, DOE offices, and among DOE suppliers. The DOE is not only the largest public school system in the country, but also one that reflects great diversity. Diversity and inclusion are not about erasing our differences. Instead, we should learn how to benefit from them and use them to provide a world class education for all New York City public school students.

My support for the DOE's commitment to diversity and inclusion for all employees, applicants, and vendors remains steadfast. As we know, seeking a participatory and inclusive workplace that values the skills, strengths, and perspectives of all employees helps us provide our students with the best education. The reforms and collaboration efforts highlighted within this Plan support the academic success of our students. As a result, diversity and inclusion remain ongoing goals for the DOE. The agency will continue to support policies and programs that further these important goals.

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

As the Interim Acting Executive Director/Senior Associate Counsel of the Office of Equal Opportunity and Diversity Management (OEO), I am proud to present the DOE's third annual Diversity and Inclusion Plan. In the 2012-2013 Plan year, the DOE continued to support and develop initiatives to advance the agency's commitment to a diverse and inclusive environment that values the experiences, perspectives, and contributions of all employees, applicants, students, families, and vendors. Diversity and inclusion are not just a part of our present, but also represent the DOE's future. Respect for diverse backgrounds and ideas remains crucial to academic excellence.

During the 2012-2013 Plan year, the OEO Diversity Management Unit continued to develop and implement agency-wide diversity initiatives. These reforms are designed to change more than just policies and practices. Instead, the goals are to implement programs connected to future success by recognizing the connection between diversity and inclusion competencies and the DOE's commitment to stellar academics for students. The DOE's first MWBE Diversity Council, established during the 2011-2012 Plan year to guide the DOE in enhancing MWBE participation in DOE procurement, proposed two monumental pilot programs designed to increase equity for all vendors including MWBEs. The Chancellor supported both pilots and they were launched in late 2013. This commitment demonstrates the connection between MWBE procurement and DOE's students. By strengthening MWBE participation in DOE procurement, communities around our schools will also benefit, resulting in a greater positive impact on our students.

OEO continues to support workplace policies that reinforce the DOE's commitment to diversity and inclusion, including the DOE's Non-Discrimination Policy and Chancellor's Regulation A-830. Furthermore, the units within OEO ensure compliance with these policies: the OEO Disability Unit investigates complaints of employment discrimination based on disability and facilitates requests for disability accommodations in the workplace; the Contract Compliance Unit reviews, monitors, assists and maintains all documents relating to vendor submissions of their Affirmative Action Plans and Workforce Profile Forms; the Complaint Unit investigates complaints of educational and employment discrimination and sexual harassment; and the Training Unit trains DOE employees on equal employment opportunity matters as well as student bullying. During the course of the next Plan year, OEO will continue to educate students, parents of students, teachers, administrators, and DOE staff members regarding equal employment and educational opportunity, as well as diversity and inclusion rights and responsibilities.

D. DESIGNATION OF RESPONSIBILITY FOR IMPLEMENTATION

The Diversity Management Unit has the primary responsibility for implementing, directing, and monitoring the Diversity and Inclusion Plan. The Diversity and Inclusion Plan is prepared and implemented under the direction of the Senior Associate Counsel for EEO and Diversity Management. The Diversity Management Unit's responsibilities may include:

- I. Partnering with key divisions, including the Division of Contracts and Purchasing (DCP) and the Division of Human Resources (DHRT), to effectively implement the diversity and inclusion initiatives set forth in this Plan, including the development of agency-wide policies.
- II. Working with leaders within all divisions, including, but not limited to, the Chief Operating Officer (COO), the Office of Legal Services, the Office of School and Youth Development (OSYD), Public Schools Athletic League (PSAL), and the Office of School Support, 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 all enforcement 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, the Diversity Management Unit will stress the importance of diversity, inclusion, and non-discrimination.

IX. Providing training for managers on diversity and inclusion best practices.

E. DATA REPORTING

This Diversity and Inclusion Plan will be updated annually. After each review, the DOE will analyze the progress made during the current plan year and develop recommendations to advance diversity and inclusion. The Diversity Management Unit will also review progress on the objectives set forth herein on a periodic basis. As needed, the diversity initiatives described in this Plan will be adjusted.

In order to comply with the amendments to the School Governance Law, the DOE will review and analyze the agency data as described below:

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

- a. The DOE plans to review applicant, hiring, promotion and retention data to comply with the amendments to the School Governance Law. The DOE is currently taking steps to refine the agency's data collection methods and ensure that the collected data is as accurate as possible.¹ During the course of this Plan year, the DOE successfully procured a new Human Resources Information System (HRIS). The HRIS will allow the DOE to track applicants, new hires, and all other required data. Once the requisite data has been collected and reviewed, subsequent DOE Diversity and Inclusion Plans will include data on central managerial employees, central staff, school-based managers and school-based staff. OEO continues to work closely with DHRT to develop the new HRIS, which is expected to be implemented in October or November 2014.

II. Participation of MWBEs

- a. As required by the amendments to the School Governance Law (N.Y. EDN. LAW § 2590), the DOE collected the following data:²

¹ Data integrity and accuracy are crucial and necessary to allow the DOE to review the impacts of initiatives taken to enhance diversity and equity in recruitment and retention.

² 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, 2012 through June 30, 2013 (the agency's 2013 fiscal year). For this Plan year, DCP used the following three data sources: (1) full value contracts, (2) requirement contracts, and (3) non-contracted purchase orders. The DCP data reflected in this Plan references the total aggregate value of these contracts and the total encumbered amount of non-contracted purchase orders awarded during the reporting period against contracts and purchase orders awarded to MWBEs that are certified with NYC Small Business Services (SBS) as well as MWBEs certified by New York State Empire State Development Corporation. 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

- i.** The number of contracts³ awarded to MWBEs: **334**
- ii.** The percent of contracts⁴ awarded to MWBEs of the total number of all DOE contracts: **2.57%**
- iii.** The aggregate value of all contracts⁵ awarded to MWBEs: **\$20,134,952**
- iv.** The percent of the aggregate value of contracts⁶ awarded to MWBEs of the total aggregate value of all DOE contracts: **0.99%**

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, leases, negotiated services, Office of General Services (OGS) commodity/OGS fast track/OGS service contracts, government agency contracts (other than OGS), grants, expedited solicitations, listing applications, and sole source goods.

³ Reference to “contracts” includes full value contracts, requirement contracts, and non-contracted purchase orders.

⁴ Reference to “contracts” includes full value contracts, requirement contracts, and non-contracted purchase orders.

⁵ Reference to “contracts” includes full value contracts, requirement contracts, and non-contracted purchase orders.

⁶ Reference to “contracts” includes full value contracts, requirement contracts, and non-contracted purchase orders.

F. DIVERSITY INITIATIVES

Over the course of the 2012-2013 Plan year, the DOE launched, and will continue to develop, a series of strategic diversity initiatives to implement diversity and inclusion best practices. These diversity initiatives, designed to comply with the amendments to the School Governance Law, include a thorough review of the DOE policies and practices relating to diversity, inclusion, and equal employment opportunity. Described below are the diversity initiatives undertaken by the DOE, as well as initiatives the DOE may consider on a go forward basis:

I. Diversity and Inclusion Policy and Procedures:

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

- ii. On an annual basis, Chancellor Dennis Walcott distributes an e-mail disseminating the Diversity and Inclusion Policy to DOE employees. In relevant part, the Chancellor's e-mail highlights that he is "[d]eeply committed to fostering a culture of mutual respect, understanding, and recognition of all our individual attributes. Our diversity is our strength – it enriches the agency and is integral to providing a world-class education for our diverse student body and the vibrant communities we serve." Furthermore, the e-mail includes a link to DOE's Diversity and Inclusion Policy and invites employees to review the diversity and inclusion resources on the DOE's intranet. The e-mail also states that "[f]ostering a diverse and inclusive workplace will help ensure that DOE remains a top innovator in the 21st century." A copy of the Chancellor's e-mail forwarding the Diversity and Inclusion Policy is attached as *Appendix B*.
- c. Training: OEO conducts outreach and provides training regarding the Diversity and Inclusion Policy by incorporating the Policy into ongoing training efforts:
 - i. In order to ensure that all new DOE employees are familiar with the Diversity and Inclusion Policy, the Policy is distributed to all new employees during their official DOE orientation.
 - ii. OEO conducts outreach to DOE schools and other central offices to provide Equal Employment Opportunity (EEO) training, which includes distribution of the Diversity and Inclusion Policy. The training, and ensuing discussion about diversity and inclusion, will help ensure appropriate Policy enforcement throughout the DOE.

II. Procurement Policy and Procedures:

- a. DOE Policy: In order to comply with the amendments to the School Governance Law, the DOE's DCP updated the Procurement Policy and Procedures. In 2010, the Panel for Educational Policy adopted the revised Procurement Policy and Procedures. In addition to complying with the mandate in the 2009 amendments to the School Governance Law, this Policy demonstrates the DOE's commitment to continue advancing diversity and inclusion in the procurement realm. The DOE is committed to ensuring that MWBEs fully participate in the procurement

process. Section 1-06 of the Policy addresses Equal Opportunity and Section 1-07 of the Policy addresses MWBEs. The DOE's Procurement Policy and Procedures is available on the DOE website at: <http://schools.nyc.gov/Offices/dcp/DepartmentofEducationProcurementPolicyandProcedures.pdf>

- b. Dissemination: The Procurement Policy and Procedures are posted on DCP's website.
- c. Outreach: DOE staffs a Vendor Hotline where current and prospective vendors, including MWBEs, can contact trained procurement specialists regarding any procurement related questions.

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

- a. DOE Policy: The DOE's OEO enforces the DOE's Non-Discrimination Policy. The DOE is committed to establishing a workplace free of unlawful discrimination and harassment. Accordingly, it is the DOE's policy to comply with all applicable federal, state, and local laws pertaining to discrimination and equal employment opportunity. Pursuant to the Non-Discrimination Policy, it is the policy of the DOE to provide educational and employment opportunities without regard to race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, disability, sexual orientation, gender (sex), military 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),⁷ and to maintain an environment free of harassment on any of the above-noted grounds, including sexual harassment or retaliation. A copy of the DOE's Non-Discrimination Policy is attached as *Appendix C*.
 - i. Dissemination and Discussion: The Non-Discrimination Policy is posted on the OEO website. This Policy is also distributed to all new employees during their official DOE orientation. In addition, during the official DOE orientation, OEO trainers provide a presentation regarding the Policy, emphasizing the DOE's commitment to equal employment opportunity. DOE managers are also directed to provide a copy of the Non-

⁷ Weight is a protected category for students in accordance with the New York State Dignity for All Students Act.

Discrimination Policy and complaint procedures whenever an allegation of unlawful discrimination, harassment, or retaliation is brought to their attention. Furthermore, Chancellor Dennis Walcott distributed an e-mail disseminating the Non-Discrimination Policy as well as the DOE's complaint filing procedures (Chancellor's Regulation A-830) to DOE employees. A copy of the Chancellor's e-mail forwarding the Non-Discrimination Policy is attached as *Appendix B*.

- b. Complaint Procedure: The Non-Discrimination Policy also identifies the DOE's complaint procedure. DOE students, parents of DOE students, applicants for employment, DOE staff members, and those who interact with students, 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. Additionally, complaints may be filed online by utilizing the Complaint Web Form located on OEO's website.
- c. Training: OEO provides on-site training, upon request, for school-based and central-based employees regarding equal employment and educational opportunity. OEO implements an extensive training program for public schools and central offices throughout the five boroughs. During the course of this Plan year, the OEO conducted 138 training sessions for school-based and central-based staff. Additionally, the OEO requires that all managers complete an online training course regarding equal employment in the workplace and equal educational opportunities.
 - i. Staff Development Workshop Series: OEO's Training Unit offers a Staff Development Workshop Series, which includes several school-based and central-based trainings on issues including basic EEO training as well as disability accommodation training. During the course of this Plan year, OEO collaborated with OSYD to develop a new training workshop⁸ regarding the DOE's policies related to the New York State Dignity for All Students Act. At these OEO trainings, participants are educated about their reporting responsibilities and the circumstances under which off-school premises behavior may be covered by the Chancellor's Regulations. The OEO training program highlights the following

⁸ The first training workshop was held on November 4, 2013.

Chancellor's Regulations: A-832 Student Discrimination, Harassment, Intimidation, and/or Bullying; A-831 Student-to-Student Sexual Harassment; and the portions of A-830 that address Staff-to-Student Discrimination and Sexual Harassment.

IV. Contract Compliance Unit

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

V. Title IX Compliance

- a. Title IX Overview: The agency's Title IX Coordinator, who bears responsible for agency-wide compliance with Title IX of the Educational Amendments of 1972, is housed within OEO's Diversity Management Unit. Title IX prohibits sexual harassment or discrimination on the basis of gender in any federally funded educational program or activity. The Title IX Coordinator is devoted to developing and monitoring DOE policies that complement the agency's diversity and inclusion initiatives, especially initiatives concerning gender.
- b. Title IX within the DOE: the Title IX Coordinator liaises with various DOE divisions and offices to ensure that agency environments are inclusive as well as free of sexual harassment and gender discrimination. The Title IX Coordinator works particularly closely with the leaders of

OSYD;⁹ PSAL;¹⁰ the Middle School Sport and Fitness League (“CHAMPS”);¹¹ the Office of Career and Technical Education (“CTE”);¹² the General Practice Unit (“GPU”);¹³ and the Office of Special Investigations (“OSI”);¹⁴ as these offices each address matters involving sexual harassment and/or gender discrimination.

- c. Self-Evaluation and Remediation: Title IX is an integral part of the agency’s Diversity and Inclusion Plan because it requires that the DOE regularly evaluate the impact of its policies and practices, including hiring practices and employment environments, on the basis of gender. During the course of the Plan year, the DOE sought to ensure that information about Title IX, including procedures for filing a Title IX complaint, was easily accessible. As a result, information about Title IX and the Title IX Coordinator’s contact information were added to the agency’s Pregnant and Parenting Students Handbook,¹⁵ the Public Notification of Non-Discrimination Policy, and several Chancellor’s Regulations.¹⁶ The above-mentioned Title IX information was also

⁹ OSYD is a DOE office charged with the implementation of integrated safety, discipline and intervention policies and procedures and the promotion of diversity initiatives within academic environments.

¹⁰ PSAL is the agency’s athletics and fitness program for DOE high school students.

¹¹ “CHAMPS” is an acronym for the five values that define the Middle School Sport and Fitness League participants: Cooperative, Healthy, Active, Motivated and Positive Students. CHAMPS is the agency’s athletics and fitness program for DOE middle school students.

¹² CTE offers vocational programs that prepare students for college and careers via curricula aligned to labor market demands.

¹³ GPU is a division of the DOE’s General Counsel’s office charged with provision of legal advice to schools and administrative offices on a broad range of issues, including, but not limited to, federal and state education law; labor and employment law; student safety, health, and discipline; laws concerning accommodations for individuals with disabilities; and school governance.

¹⁴ OSI is a division of the DOE’s General Counsel’s office charged with the investigation of allegations of improper and unlawful behavior, including corporal punishment and verbal abuse against students.

¹⁵ The Pregnant and Parenting Student Handbook is a resource tool designed to clarify the role and responsibility of school personnel during and after a student’s pregnancy.

¹⁶ Information prescribed by Title IX was added to the Chancellor’s Regulations A-421, A-601, A-830, A-740, A-831 and A-832 as well as OEO, OSYD and OSI training materials and handouts.

added to the Principal's Portal,¹⁷ the Parents and Families website,¹⁸ as well as the OEO, OSYD, PSAL, CHAMPS and OSI internet websites. These actions all served to promote the agency's existing diversity and inclusion initiatives by educating prospective or existing DOE students, parents of students, as well as DOE employees regarding their rights to an environment free of gender-based discrimination or sexual harassment.

VI. Training and Educational Opportunities Attended by DOE Staff

- a. Importance of Training and Educational Events: the DOE seeks to learn from innovators in the diversity realm and benchmark innovative diversity practices to better implement a robust and evolving Diversity and Inclusion Plan. During the course of the Plan year, DOE staff attended a variety of trainings and educational events to learn about best practices, legal developments, and diversity and inclusion efforts in the hiring, retention, equal employment opportunity, and procurement realm. On a go forward basis, DOE staff will continue to attend trainings to learn about advances in this arena. In addition, the trainings provide DOE staff with the opportunity to connect with other diversity professionals and learn about best practices at their respective agencies and companies.
- b. Trainings Attended: DOE staff members completed the following trainings:
 - i. Annual Employment Law Institute 2012: held at the Practising Law Institute in Manhattan, NY on October 22-23, 2012. This two-day seminar provided a comprehensive review of case law and regulatory developments in employment law, as well as a discussion of emerging issues and best practices in the workplace. Panelists addressed recent guidance and rules from the U.S. Equal Employment Opportunity Commission (EEOC) regarding the consideration of arrest and conviction records in employment decisions, Title II of the Genetic Information Nondiscrimination

¹⁷ The Principal's Portal is an internet support resource for Principals and Administrators regarding a broad range of issues.

¹⁸ The Parents and Families website is an internet resource for the families of DOE students. The Parents and Families website aims to strengthen parent involvement in the student's academic experience in order to support student achievement.

Act of 2008, and the Age Discrimination in Employment Act of 1967. Panelists also addressed topics including managing disability accommodations, as well as litigating age discrimination and retaliation claims.

- ii. DOE Investigations & Prosecutions: Everything You Ever Wanted to Know: held at the DOE in Manhattan, NY on November 15, 2012. This in-house training seminar conducted by OSI, OEO, the Administrative Trials Unit and the Teacher Performance Unit provided administrators with information about internal investigations of discrimination and harassment. The seminar covered best practices, reinforced existing investigation procedures pursuant to Chancellor's Regulation A-830, and provided a refresher on the equal employment opportunity laws. Furthermore, this advanced training utilized real-world exercises to give administrators hands-on experience for addressing discrimination and harassment in the workplace.
- iii. Cornell University School of Industrial and Labor Relations: Employee Complaints and Investigations: held at the New York City ILR Conference Center in Manhattan, NY on November 27-28, 2012. Hosted by Cornell University, this two-day workshop focused on the internal handling of EEO complaints. The workshop provided attendees with a practice-based, step-by-step approach to enhance their understanding of: the internal complaint-handling process, the legal requirements organizations must observe and the necessary technical and communication skills.
- iv. Brooklyn Law School: Professional Responsibility in Different Practice Settings: held at Brooklyn Law School on November 28, 2012. DOE participated in this event as a panelist to discuss legal opportunities and responsibilities at the DOE. Attendees included law students, academic faculty, and other legal professionals. The panel also discussed practice-related ethical issues and conflicts that may arise in different legal settings. The DOE panelist discussed the structure and culture of working in a government office with attendees. This event was an effort to promote the DOE as an employer of choice and support the applicant pipeline.

- v. Cornell University School of Industrial and Labor Relations: Writing Effective Investigation Reports: held at the New York City ILR Conference Center in Manhattan, NY on December 10-11, 2012. Hosted by Cornell University, this two-day professional development workshop was geared towards EEO investigators with extensive experience conducting EEO investigations. The workshop focused on how to write an effective investigative report. Participants learned how to take effective notes during an interview, how to write effective investigative analyses, how to analyze witness statements and how to address credibility issues during an investigation.
- vi. Experimental Spaces for Social Innovation: hosted by the Social Innovation Exchange in Manhattan, NY on December 14, 2012. Participants in this virtual conference exchanged ideas and solutions about developing spaces for “social innovation.” This concept involves the creation of new ideas, concepts, and strategies for addressing societal challenges. Participants debated important questions, including how to engage multiple and diverse actors in social innovation, and the effectiveness of social innovation spaces in addressing social issues affecting the homeless, the disabled, and other marginalized groups. The Office of Innovation participated in this interactive session by pointing out the difficulties of creating space for social innovation in the government and public sector.
- vii. What Works in Urban Schools Conference: hosted by the Knowledge is Power Program NYC in Manhattan, NY on January 5, 2013. This conference featured workshops led by experts in education and also included Chancellor Dennis Walcott as the keynote speaker. Relevant sessions included, but were not limited to, “Even Us? An Introduction to Implicit Racial Bias,” which focused on implicit racial biases and their impact on educators and students; “The War on Youth,” which challenged misconceptions about America’s youth as social burdens; “The Classroom and the Cell: Conversations on Black Life in America,” which explored causes of the school-to-prison pipeline; and “Student Learning Communities: A ‘Whole Child’ and ‘Every Child’ Approach to Literacy Instruction in the Inclusive Classroom,” which covered best practices in preparing

students for 21st century learning in an inclusive classroom environment.

- viii. Transforming Our Future – The State of Education in Minnesota: held at the Saint Paul RiverCentre on January 23, 2013 in Saint Paul, MN. The Greater Twin Cities United Way presented this conference, which focused on the overall impact of poverty on student achievement. Panelists discussed the achievement gap between students who live in poverty and students from higher economic backgrounds with access to higher quality education. The conference featured Alberto Carvalho, the Miami-Dade County Schools Superintendent, and Andrea Coleman, DOE’s Chief Executive Officer for the Office of Innovation, as keynote speakers.
- ix. DOE Division of Academics, Performance and Support Project Management Seminar: held at the DOE in Manhattan, NY on February 12, March 12, and April 9, 2013. The professional development seminar was designed to build 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.
- x. Diversity & Inclusion in Law Practice 2013: held at the Practising Law Institute in Manhattan, NY on February 21, 2013. This seminar covered recent legal developments that impact diversity, including the U.S. Supreme Court case *Fisher v. State of Texas*¹⁹ regarding affirmative action and the race-conscious admissions policy of the University of Texas. Panelists also discussed immigration-related aspects of diversity and inclusion, how to prepare the next generation for a diverse workplace, best practices for promoting diversity and inclusion in legal environments, and Executive Order 13583, which establishes a coordinated

¹⁹ In *Fisher v. State of Texas*, the University of Texas admissions policy considered race as one of various factors for admission. The Petitioner, who is Caucasian, sued the University after she was denied admission, alleging that the University’s race-conscious policy violated the Equal Protection Clause of the Fourteenth Amendment. The Supreme Court remanded the case and it is currently pending before the United States Court of Appeals for the Fifth Circuit.

government-wide initiative to promote diversity and inclusion in the federal workforce.

- xi. Separate and Unequal: Education, Race, and the Law: held at the New York University (NYU) School of Law on February 21, 2013 in Manhattan, NY. The seminar, hosted by the NYU Black Allied Law Students Association, explored the continued *de facto* segregation of American public schools almost 60 years after the U.S. Supreme Court held in *Brown v. Board of Education* that “separate but equal” segregation of public school students was unconstitutional. Panelists addressed the concentration of Latino and black children in underfunded institutions and the school-to-prison pipeline. Participants learned about equitable reforms and strategies for promoting educational equality through law and policy.
- xii. Building Organizational Alignment: Engage – Dialogue – Empower: held at the DOE in Manhattan, NY on March 1, April 10, April 16, April 25, and April 26, 2013. These trainings, sponsored by the DOE’s COO, aimed to connect employees with DOE’s organizational priorities, encourage open and frequent dialogue, and impact the goal of ensuring that all DOE students graduate college and are career ready. The trainings centered on DOE’s new Employee Feedback Cycle, described on page 60 of the Plan, which will provide employees with feedback on developing DOE competencies. Such competencies include, but are not limited to, creating an inclusive environment where diverse perspectives are valued, and treating others with respect.
- xiii. The Future of Education: Innovation in K-12 Learning: hosted by Be Social Change and the Centre for Social Innovation at Avenues: the World School in Manhattan, NY on March 7, 2013. This event focused on innovative education reform to prepare students for living in a global society. Panelists discussed the development of students’ 21st century skills, such as language learning, technology, cross-cultural understanding, and social-emotional awareness. In addition, panelists addressed strategies to keep marginalized students in school by using an assets-based approach that turns traits that have led to failure into assets that lead to achievement.

- xiv. New York State Division of Human Rights: Women in the Workplace: Yesterday, Today, and Tomorrow: the DOE attended this March 28, 2013 event in Brooklyn, NY. The New York State Division of Human Rights (DHR) is a state agency charged with enforcing the New York State Human Rights Law. DHR sponsored this event to discuss Governor Cuomo’s Women Equality Agenda.²⁰ The panelists discussed personal experiences related to gender/sex discrimination and how discrimination has changed throughout the years.
- xv. Yale School of Management 7th Annual Education Leadership Conference 2013: held from April 4-5, 2013 at the Omni Hotel in New Haven, CT. The conference focused on inspiring reforms including, but not limited to, diversity and inclusion in education reform and the recruitment and retention of diverse leadership. In particular, the conference session, “How Do We Build Diverse Coalitions that Address Issues of Race and Poverty to Close the Achievement Gap?” engaged participants in a conversation about the diverse perspectives and approaches needed to advance education reforms for students from all backgrounds. Additional sessions such as, “How Can We Develop Diverse Pipelines in Education Reform Leadership?” discussed the importance of diverse leadership in education and the strategies and challenges of building diverse leadership pipelines.
- xvi. Understanding Employment Law 2013: held at the Practising Law Institute in Manhattan, NY on April 5, 2013. At this seminar, participants were given an overview of federal anti-discrimination laws, major regulations, case law, and legal developments in the employment law realm. The program included a discussion of the Americans with Disabilities Act, the Americans with Disabilities Act Amendments Act, the Family Medical Leave Act, the Uniformed Services Employment and Reemployment Rights Act, and other laws relating to employee leaves. In addition, participants learned best practices for

²⁰ The Women Equality Agenda is based on Governor Cuomo’s June 2013 Women’s Equality Act Legislation.

detecting and avoiding workplace discrimination as well as other employment law violations.

- xvii. Coaching and Counseling for Improved Job Performance: presented by the New York City Department of Citywide Administrative Offices (DCAS) in Manhattan, NY on April 9, 2013. This course, designed for city employees in managerial and supervisory positions, aimed to develop effective coaching and counseling skills for handling employee performance problems. Participants learned inclusive techniques for addressing employee performance problems, including analyzing causes of performance problems, providing constructive feedback, and motivating employees to achieve desired outcomes.
- xviii. Leadership 101 Professional Development Series: held at the DOE in Manhattan, NY on April 10, April 24, and May 8, 2013. The Office of Teacher Recruitment and Quality designed this three-part professional development series for project leaders and team managers. The sessions covered the fundamentals of management and leadership, as well as best practices. Participants learned to apply their individual skills towards group-oriented goals, such as problem solving, developing a vision for a team or a project, and facilitating a group towards achieving a common goal.
- xix. 13th Annual School Law Institute: held at the Practising Law Institute in Manhattan, NY on April 16, 2013. This seminar examined developments in education law and policy. Relevant topics included, but were not limited to, the bullying of children with disabilities, and issues impacting lesbian, gay, bisexual and transgender (LGBT) youth in schools. Panelists explored legal theories for addressing bullying and protecting LGBT students.
- xx. The African Descent & LGBT Affinity Groups Present: Brother Outsider: held at New York Law School in Manhattan, NY on April 16, 2013. This event featured a screening of a documentary about Bayard Rustin, a leading civil rights activist for African Americans, gays, lesbians and the poor. Following the film, a panel discussion, facilitated by Monroe France, Assistant Vice President for Student Diversity at New York University, focused on the intersectionality of race, sexual orientation, and class.

- xxi. Global Education Leaders' Program (GELP) Sydney Event: held in Sydney, Australia from May 6-10, 2013. GELP is a partnership of education leaders who aim to transform education on a global level for learning in the 21st century. This event featured workshops on education system leadership and 21st century learning systems, among others. Relevant topics included, but were not limited to, the development of metrics to assess learning and life outcomes, including being open to and respectful of diverse points of view and the ability to appreciate diversity.
- xxii. Chancellor's Principal Conference: held at Brooklyn Technical High School in Brooklyn, NY on May 18, 2013. This conference, geared at DOE administrators, included an address from Chancellor Dennis Walcott about instructional expectations for the 2013-2014 school year, as well as sessions on challenging issues. Relevant breakout session topics included, but were not limited to, plans for meeting the needs of all students, strategies for serving students with disabilities, and steps that can be taken to create an inclusive culture that engages teachers, families, students, and all members of the school communities.
- xxiii. Gender and the Workplace: Dealing with Complex and Cutting Edge Issues 2012: presented by the Practising Law Institute via a webcast on May 21, 2013. This briefing provided a review of case law and recent litigation regarding gender discrimination, with an emphasis on issues surrounding equal pay, equal promotional opportunities, and pregnancy discrimination. Panelists reviewed the legal frameworks for gender discrimination claims under Title VII of the Civil Rights Act of 1964 and the Equal Pay Act, and recommended best practices for meeting legal obligations under the federal anti-discrimination laws.
- xxiv. DCAS Diversity & EEO Basic Training: held at the DCAS offices in Manhattan, NY on June 4, 6-7, 11 and 13, 2013. Hosted by DCAS, the five-day training focused on EEO laws and the diversity data collected and submitted by city agencies. During the training session, participants learned about the historical and legal evolution of civil rights laws affecting workplace rights, received an overview of federal, state and local

anti-discrimination laws, and reviewed New York City EEO responsibilities.

- xxv. DOE Division of Academics, Performance and Support (DAPS) Brown Bag Lunch Series: Expanded Success Initiative (ESI): held at the DOE in Manhattan, NY on June 11, 2013. This professional development session centered on the Expanded Success Initiative (ESI), an education component of the New York City Young Men's Initiative aimed at improving college and career readiness for black and Latino young men. ESI focused on strengthening the college and career readiness practices of 40 DOE schools. Participants in this session learned about the progress and goals of ESI at these schools as well as ESI's research on successful educational models.
- xxvi. International Employment Law 2013: held at the Practising Law Institute in Manhattan, NY on June 11, 2013. The seminar covered various topics of U.S. and overseas employment law. Attendees included experienced legal practitioners, in-house counsel, and senior human resources executives. Attendees learned how to advise employers on critical employment issues, specifically, global discrimination and retaliation laws, union and work councils, best practices in avoiding criminal and civil liabilities, and international whistleblowers.
- xxvii. Engaging, Energizing, and Motivating Your Staff: presented by DCAS in Manhattan, NY on June 17, 2013. This workshop for leaders, managers, and supervisors addressed the negative impact that employee disengagement has on organizational performance and productivity. The workshop identified causes and signs of employee disengagement, motivational behaviors for overcoming job distress, and strategies for creating an inclusive work environment that encourages employee enthusiasm, dedication, and collaboration.
- xxviii. LinkedIn Streaming Event – Diversity Recruiting: Tips & Tools for Success –Webinar: DOE participated in this June 18, 2013 webinar hosted by LinkedIn. LinkedIn is a professional social network that allows users to build a professional identity online and stay in touch with colleagues and classmates. The webinar featured diversity expert Neddy Perez, Vice President of Global

Diversity & Inclusion at Ingersoll Rand. The webinar discussed top global diversity trends that will impact diversity strategy in the workplace. The host offered tips on how to develop a diversity recruiting strategy (including how to get executive buy-in for programs), and how to gain new tools for finding diverse candidates.

- xxix. Employment Discrimination Law & Litigation 2013: held at the Practising Law Institute in Manhattan, NY on June 20, 2013. This seminar included a series of interactive discussions on topics such as disability discrimination and accommodation, age discrimination, discrimination class actions, and retaliation and harassment claims. Participants reviewed hypothetical workplace situations that can evolve into discrimination claims. The panels were comprised of employment law experts and members of the judiciary, including the Honorable Denny Chin, Circuit Judge for the United States Court of Appeals for the Second Circuit; the Honorable Loretta A. Preska, Chief Judge of the United States District Court, Southern District of New York, and the Honorable James C. Francis IV, Magistrate Judge for the United States District Court, Southern District of New York.
- xxx. Strategies for Engaging and Motivating Staff: presented by the NYC Leadership Academy at the DOE in Manhattan, NY on June 20, 2013. The NYC Leadership Academy is a non-profit organization dedicated to preparing educators with real-world skills for leading and changing school systems. In this session, staff from the NYC Leadership Academy promoted inclusive thinking about the different motivations that drive employees in their professional lives. Discussions included whether monetary incentives were primary employee motivators, as well as other incentives, such as family, wellness, and access to leadership opportunities.
- xxxi. U.S. EEOC NYC Technical Assistance Seminar: hosted by the EEOC New York District Office in Manhattan, NY on June 25-26, 2013. The two-day seminar, designed for EEO practitioners and human resources professionals, provided a review of current EEO laws and employment discrimination issues. Participants attended EEOC centered workshops and discussions on the latest developments in EEO laws. The workshops included best

practices for conducting internal investigations, recent Supreme Court employment discrimination decisions, and EEOC systemic and class-action cases.

- xxxii. Webinar: Sexual Stereotyping & Gender Identity in the Workplace: this webinar, presented by Jackson Lewis on July 10, 2013, discussed why it is important for an employer to have a clear understanding of the responsibilities and expectations of transitioning transgender employees, their supervisors, colleagues, and other staff. The webinar included the following topics: A review of sexual orientation and transgender terminology; an overview of gender discrimination laws, as well as sexual stereotyping and transgender cases; a discussion of how these laws and cases impact workplace policy; recommendations for employers on how to prepare for on-the-job transitions and how to enhance an inclusive, respectful culture. The webinar was presented by Jackson Lewis Partner Michelle Phillips, a leading attorney on LGBT issues nationwide.
- xxxiii. National Black Prosecutors Association (NBPA) 30th Annual Conference: held at the Rosen Shingle Creek Resort in Orlando, Florida. DOE staff attended this conference, “The NBPA at 30: Examining Our Past; Enhancing Our Present; Ensuring Our Future,” on July 17-20, 2013. Panels comprised of prosecutors, law professors, and legal experts addressed topics that included, but were not limited to, mentoring and retaining black prosecutors as well as strategies for increasing diversity in the legal profession.
- xxxiv. PS 2013 Education Action Summit: held at Brooklyn Borough Hall in Brooklyn, NY on July 24, 2013. A+ NYC, a coalition of education reform organizations, hosted the event, which featured workshops surrounding an education “roadmap” for the next New York City mayor. Workshops covered topics such as providing students with safe environments that can support all students, including students with disabilities, English language learners, and students of color.
- xxxv. DOE Division of Academics, Performance and Support (DAPS) Retreat: held at the Barnard College Diana Center in Manhattan, NY on August 5, 2013. DAPS staff gathered for a professional

development session to reflect on accomplishments, discuss ways to broaden work on ensuring college and career readiness for all students, understand the interplay between the division's initiatives in pursuit of common goals, and strengthen the DAPS community.

- xxxvi. MWBE Program Review and Updates: presented by the New York City (NYC) Department of Small Business Services (SBS) in Manhattan, NY on September 12, 2013 and October 10, 2013. This seminar for NYC employees in contract compliance, procurement, and contract administration roles provided an overview of the requirements for MWBEs to become certified by SBS. Participants learned about Local Law 129, the City's prime and subcontractor goals for MWBE participation, and best practices for utilizing MWBEs in NYC procurement.
- xxxvii. Minority Corporate Counsel Association (MCCA) 14th Annual Creating Pathways to Diversity Conference: held at the Marriott Marquis Hotel in Manhattan, NY on September 16, 2013. The conference was sponsored by the MCCA, an organization working to advance the hiring, retention, and promotion of diverse attorneys. The full-day conference educated participants regarding the advancement of diversity in the legal profession, provided strategies to advance diversity initiatives, identified emerging trends in diversity, and explored resources that can be used to overcome the challenges of creating a more diverse workforce. In addition, panel discussions emphasized methods to advance diversity initiatives during an economic downturn. The DOE networked with diversity leaders in the private sector to discuss diversity initiatives and best practices.
- xxxviii. MicroTriggers: Their Impact on the Work Environment: held at the DCAS offices in Manhattan, NY on September 24, 2013. The training was hosted by DCAS and focused on creating an inclusive workplace where everyone has an opportunity to fully participate and where each person is valued for her or his distinctive skills, experiences, and perspectives. During the training session, participants learned about personal "MicroTriggers," which are subtle or not so subtle behaviors, annoying phrases, and micro-inequities that cause employees to disengage. Participants had an opportunity to examine their own

personal “MicroTriggers” and learn how to recognize individual responsibility associated with creating an inclusive work environment.

- xxxix. Taking Your Team to the TOP: presented by DCAS in Manhattan, NY on September 24, 2013. This workshop focused on developing trust, open communication, and purpose (TOP) as three key elements for building an inclusive, collaborative, and cohesive team. Participants had the opportunity to practice team-building skills associated with inter-dependence, conflict management, and transparency.
- xi. Getting Results When You’re Not in Charge: presented by DCAS in Manhattan, NY on September 25, 2013. This workshop centered on creating an inclusive, constructive, and effective team atmosphere using four “Rs:” results, relationships, relativity, and reality. Participants learned to better understand their own and others’ diverse talents as well as how to apply those talents to maximize everyone’s strengths on a team.
- xli. Regional Conference for Elementary and Secondary School Districts: Identifying and Addressing Potential Civil Rights Issues Before You Receive a Complaint: held at the U.S. Department of Education Office for Civil Rights (OCR) in Manhattan, NY on September 26, 2013. This conference included an in depth discussion of the regulations implementing Title VI of the Civil Rights Act, Title IX, Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act as they pertain to school districts’ responsibilities to address harassment and bullying. Participants learned how to access and analyze data from OCR’s Civil Rights Data Collection as well as best practices for addressing potential areas of discrimination regarding access to college and career readiness programs.
- xlii. The Mayor’s Office for People with Disabilities - Agency Liaisons First Meeting: held at the Mayor’s Office for People with Disabilities (MOPD) office in Manhattan, NY on October 7, 2013. MOPD Coordinating Council invited Agency Liaisons for all New York City agencies, including the DOE, to attend a meeting to discuss how to effectively develop, coordinate, and formulate city policies relating to the needs of people with

disabilities. Participants learned about current trends affecting people with disabilities and the development of upcoming MOPD programs around New York City.

- xliii. Aligning Our Focus: Developing a Platform for Success: held at St. Francis College in Brooklyn, NY on October 15, 2013. The DOE's Office of Organizational Services presented this professional development session for DOE staff to share the division's vision and to engage staff in team-building exercises. Activities included the use of DiSC (dominance, influence, steadiness, and conscientiousness) personality assessment cards to enable staff to identify attributes that were of value to their teams. This exercise aimed to promote respect for individual differences as well as recognizing the contributions of individual differences to team success.

c. MWBE Outreach

- i. Introduction: The DOE is committed to enhancing the ability of MWBEs to compete for DOE contracts and to ensure their meaningful participation in the procurement process. Pursuant to the amendments to the School Governance Law, the DOE engaged in outreach efforts designed to ensure that MWBEs are informed and educated about the DOE procurement process. The DOE will continue to seek new methods to expand opportunities for MWBE participation. During the 2012-2013 Plan year, as described below, DOE outreach efforts included attending and sponsoring various MWBE vendor fairs. At these events, DOE procurement and diversity experts met with MWBE vendors, provided information about the DOE procurement process, and shared information about upcoming and current DOE solicitations. Documentation of the DOE's involvement with MWBE vendor fairs is attached as *Appendix D*.

- ii. DOE Staff Attended the Following MWBE Vendor Fairs:

- 1. MTA Long Island Railroad Discretionary Procurement Outreach Event: The DOE attended this February 28, 2013 event in Queens, NY. The MTA Long Island Railroad (LIRR) hosted the event to educate small businesses and MWBEs about doing business with LIRR

via discretionary procurements.²¹ The DOE attended this event to learn how state agencies and authorities utilize discretionary procurements to increase MWBE participation in state procurement. At this event, LIRR presented information on the LIRR's Small Business Development Program, and discussed the "debundling" of large contracts into smaller procurements and the establishment of loan and internal bond programs as a way to increase MWBE participation in LIRR procurement.

2. New York City School Construction Authority: The DOE attended this March 6, 2013, "How to Do Business with the NYC School Construction Authority (SCA)" workshop in Bronx, NY. The event was hosted by South Bronx Economic Development Corporation (SoBRO), a not-for-profit organization dedicated to the revitalization of the South Bronx and nearby communities. The event featured a discussion surrounding how to navigate SCA's procurement process. The DOE attended the event to learn about SCA's procurement process as well as network with MWBEs.
3. New York Women Chamber of Commerce: State of Women in Business Forum: The DOE attended this March 22, 2013 event in Manhattan, NY. The New York Women Chamber of Commerce (NYWCC) hosted this open discussion with elected officials to discuss the state of women in business, the obstacles they face, the lack of opportunities, and what can be done on the legislative level to assist small businesses and MWBEs. Keynote speaker Christine Quinn discussed Local Law 129, and how the recent changes affected small businesses and MWBEs. The DOE met with MWBE vendors and shared information about how MWBEs can participate in DOE's procurement process.

²¹ At the MTA LIRR, discretionary procurements are estimated awards at or below \$200,000. The MTA LIRR engages in efforts to reserve discretionary procurements for qualified small businesses or certified MWBEs.

4. 4th Annual Brooklyn Business Expo: The DOE participated in this April 4, 2013 event in Brooklyn, NY as an exhibitor. The event was hosted by the Brooklyn Hispanic Chamber of Commerce and the Business Department of St. Joseph's College. The Expo was designed to introduce MWBEs and small businesses from the New York area to both public and private organizations. The attendees participated in workshops that focused on MWBE certification, how to secure financing, and how to sell to city agencies. The DOE participated as an exhibitor and staffed a table where agency representatives spoke with MWBE attendees about the DOE procurement process, answered questions, and provided information about current solicitations.
5. Small Business Services "Selling to Government": The DOE attended this April 9, 2013 event in Manhattan, NY. Small Business Services (SBS) hosted a workshop to teach small businesses and MWBEs how to sell to government agencies. The workshop provided information about purchasing practices, how to register with various government agencies, how to identify your target market, where to find procurement opportunities, understanding the bidding process from the beginning to the end, and how to assess your company's potential for success in government contracting. Attendees had an opportunity to ask questions and set up individual appointments to talk with procurement specialists. DOE networked with MWBEs and invited attendees to attend DOE's monthly MWBE seminars.
6. 7th Annual Citywide Procurement Fair: The DOE participated in this May 16, 2013 event in Manhattan, NY as an exhibitor. SBS, a city agency that provides direct assistance to business owners, fosters neighborhood development in commercial districts, and links employers to a skilled and qualified workforce, sponsored the event. Over 500 city-certified MWBEs attended the annual conference, which included exhibitor tables and workshops staffed with procurement personnel from over

50 state and city agencies, public authorities, and prime contractors. The DOE participated as an exhibitor by staffing a table at the event and speaking with attendees about the DOE procurement process. DOE procurement specialists answered vendors' questions about current solicitations and provided information on how to do business with the DOE.

7. Asian Women in Business Annual Procurement Conference for MWBEs: The DOE participated in this June 6, 2013 event in Manhattan, NY as an exhibitor. Asian Women in Business is the only non-profit, tax-exempt organization in the country with the primary mission of assisting Asian women entrepreneurs. The organization assists MWBEs with identifying and exploring procurement opportunities and facilitates dialogue between buyers and suppliers. The annual conference attracted participants from the New York tri-state area and across the Northeast. The event invited all MWBE vendors to learn more about specific procurement opportunities with various corporations and government agencies including the DOE. The DOE participated as an exhibitor by staffing a table at the conference. DOE representatives met with MWBEs to discuss how to do business with the DOE, and answered vendors' questions about current solicitations.
8. 11th Annual Queens Small Business and Procurement Expo: The DOE participated in this June 7, 2013 event in Queens, NY as an exhibitor. The LaGuardia Procurement Technical Assistance Center (PTAC), an organization committed to making procurement opportunities available to small business owners in Queens, sponsored the event. The event also provided attendees with an opportunity to meet government procurement representatives, locate potential subcontract opportunities, network with other small businesses, and attend workshops. This year, PTAC Director Edgard Hernandez was honored by Diana Reyna, City Council Member and Chair of NYC Council's Committee on Small Business. The DOE participated as

an exhibitor by staffing a table at the event and speaking with MWBE attendees about DOE procurement opportunities. The DOE also networked with small business owners and MWBEs.

9. U.S. Small Business Administration (SBA) Government Contracting “8(a) Program Boot Camp”: The DOE attended and participated in this July 8, 2013 workshop hosted by SBA. SBA was created to aid, counsel, assist and protect the interests of small business concerns, to preserve free competitive enterprise, and to maintain and strengthen the nation’s economy. The 8(a) Development Program was created to help aspiring entrepreneurs gain a foothold in government contracting. The 8(a) Program offers a broad scope of assistance to firms that are owned and controlled at least 51% by socially and economically disadvantaged individuals. DOE staff attended the presentations and participated in a panel discussion about the DOE’s procurement process. The DOE networked with MWBEs and encouraged attendees to attend the “How to do Business with DOE” seminar.
10. SBA Government Contracting “HUBZone Program Boot Camp”: The DOE attended this July 17, 2013 workshop hosted by SBA. The workshop discussed The Historically Underutilized Business Zones (HUBZone) program. The HUBZone program was enacted into law as part of the Small Business Reauthorization Act. The purpose of the program is to encourage economic development in historically underutilized business zones by helping small businesses in urban and rural communities gain preferential access to federal procurement opportunities. The workshop outlined the benefits of participating in the HUBZone program, eligibility requirements, and how to become a HUBZone certified firm. At the conclusion of the workshop, the DOE networked with MWBEs and encouraged attendees to register on the DOE’s bidder’s list.
11. 20th Annual Competitive Edge Conference: The DOE participated in this July 25, 2013 event in Manhattan, NY

as an exhibitor and program sponsor. The DOE served on the Competitive Edge Planning Committee and played an integral role in planning and sponsoring the annual conference. The event was hosted by the Competitive Edge, a consortium of public and private partners working to increase the roster of MWBEs and create procurement and contracting opportunities for qualified firms. The annual conference included exhibitor tables, seminars, and workshops. The DOE staffed a table, assisted in moderating the panel discussions, and provided attendees with current procurement opportunities. The DOE encouraged attendees to register on the DOE's bidder's list.

12. Partnering for Opportunities: A Conference for Minority & Women-Owned Business Enterprises: The DOE attended this August 12, 2013 conference hosted by the City University of New York (CUNY) & the City University Construction Fund (CUCF) in Manhattan, NY. MWBEs networked with representatives and decision-makers from CUNY Colleges, Central Procurement Office, CUCF, New York State & New York City agencies. The attendees attended workshops about procurement assistance and development programs. The conference provided attendees with an opportunity to meet CUCF's Construction Managers, Architects and Engineers. The DOE networked with MWBEs and provided MWBEs with information about the procurement process.
13. City & State presents: The New Agenda: The DOE attended this September 24, 2013 forum hosted by City & State in Manhattan, NY. City & State is a publication devoted solely to covering government and politics in New York. This year, the publication hosted a half-day forum that featured leaders in New York City and New York State government, business, and policy arenas. The purpose of the forum was to foster thoughtful discussions on the role of MWBEs in our City and State economy. Mayoral candidate Joe Lhota addressed the participants.

The forum included informational sessions on topics covering New York City Local Law 1, New York State Scaffold Law and how it affects the MWBE community and the impact of city and state budgets on MWBE related procurement projects. The DOE networked with business leaders, government officials, and MWBEs.

14. SoBRO 16th Annual Bronx Business Expo: The DOE participated in this October 10, 2013 event in Bronx, NY as an exhibitor. The event was hosted by SoBRO, a not-for-profit organization dedicated to the revitalization of the South Bronx and nearby communities. The annual conference was designed to introduce MWBEs and small businesses from the South Bronx and the New York area to public and private organizations. Participants attended seminars on how to become MWBE certified, how to obtain funding, and how to take a small business to the next level. The DOE participated as an exhibitor, staffed a table at the event, provided MWBEs with information about the DOE procurement process, and encouraged participants to register on the DOE's bidder's list.

iii. Outreach to the MWBE Community - Monthly Workshop Series on How to Do Business with the NYC DOE: As part of the DOE's continued MWBE outreach, OEO developed a monthly workshop and outreach program for the MWBE community. On a monthly basis, the DOE partners with various community organizations to host workshops on "How to Do Business with the NYC DOE." The purpose of these workshops is to explain the agency's procurement process, advise MWBEs about current solicitations, and provide assistance with the procurement process. Participants learn about how to market their business to the DOE, the importance of becoming MWBE certified, and gain exposure to the types of goods and services purchased by the DOE. Following each workshop, representatives from DCP and OEO hold an open discussion session to answer any questions MWBE vendors may have about solicitations and the DOE procurement process. In addition to providing valuable information to MWBEs, these workshops help the DOE form strong relationships with community organizations that work

closely with MWBE vendors and learn about best practices in expanding equal opportunity in the procurement realm. Documentation of all these workshops is attached as *Appendix E*.

iv. DOE Staff Hosted the Following “How to Do Business with the NYC DOE” Workshops During the 2012-2013 Plan Year:

1. Brooklyn Economic Development Corporation: On November 19, 2012, the DOE partnered with SCA to host a “How to Do Business with the NYC DOE and SCA” workshop in Brooklyn, NY. Brooklyn Economic Development Corporation (BEDC) is a multi-service business and community development organization serving over 1000 clients per year throughout New York City. BEDC provides training, technical assistance, and counseling to established and potential business owners. BEDC seeks to create and expand economic opportunity throughout Kings County by implementing business and neighborhood development, as well as planning activities to support and create sustainable jobs, industries and communities. As MWBE certification and outreach assistance are a major component of the program, BEDC partners with the NYC SBS to provide various services to MWBEs. Following the workshop, the DOE networked with MWBEs and answered their questions about the procurement process. Hosting joint workshops with the SCA benefits MWBEs by providing the opportunity to learn about construction related procurement (which is handled by the SCA) as well as the maintenance related and general procurement (handled by the DOE) within a single forum.
2. Manhattan Chamber of Commerce: On February 20, 2013, DOE partnered with the Manhattan Chamber of Commerce (MCC) to host a “How to Do Business with the NYC DOE” workshop in Manhattan, NY. MCC is a non-profit member organization which serves as a primary resource for small and mid-size firms doing business in Manhattan. The Chamber supports the business community by advocating for positive business

legislation. MCC's mission is to advocate for, connect, and educate the business community in Manhattan. MCC is also focused on providing opportunities for women and minority business owners, veterans and workforce development. Following the workshop, the DOE networked with MWBEs and answered their questions about the procurement process.

3. Bronx Chamber of Commerce: On March 19, 2013, the DOE partnered with the Bronx Chamber of Commerce (BCC) to host a "How to Do Business with the NYC DOE" workshop in the Bronx, NY. BCC plays an active and significant role in the economic development of the Bronx. BCC offers MWBE counseling to assist business owners with the process of becoming MWBE certified and also provides one-on-one assistance with any procurement related issues businesses may encounter. Following the workshop, the DOE networked with MWBEs and answered their questions about the procurement process.
4. West Brighton Community Local Development Corporation: On April 18, 2013, the DOE partnered with the West Brighton Community Local Development Corporation (WBCLDC) to host a "How to Do Business with the NYC DOE" workshop in Staten Island, NY. WBCLDC provides business services to the Staten Island business community by offering programming to assist MWBEs, new entrepreneurs, and existing businesses. WBLDC offers seminars on timely business topics. In addition, WBLDC offers MWBEs counseling that assists business owners with the process of becoming certified and addresses issues related to procurement. Following the workshop, the DOE networked with MWBEs and answered their questions about the procurement process.
5. New York Women's Chamber of Commerce: On May 7, 2013, the DOE partnered with the New York Women's Chamber of Commerce (NYWCC) to host a "How to Do Business with the NYC DOE" workshop in Manhattan, NY. NYWCC is the only women's chamber of commerce

in New York dedicated to assisting women, minorities, and other disadvantaged individuals achieve success and economic independence through business, micro-enterprise ownership, and self-employment. NYWCC advocates and actively works to create equal and fair business opportunities and fostering an environment that nurtures the growth of MWBEs in the city and state of New York. Following the workshop, the DOE networked with MWBEs and answered their questions about the procurement process.

6. Claimant Church Avenue Merchants Block Association, Inc.: On June 27, 2013, the DOE partnered with Claimant Church Avenue Merchants Block Association, Inc. (CAMBA) to host a “How to Do Business with the NYC DOE” workshop in Brooklyn, NY. CAMBA is a non-profit agency that promotes economic revitalization by providing services specially tailored to the needs of entrepreneurs in Brooklyn. CAMBA provides business counseling, entrepreneurial training, technical assistance, access to low-income grants, microloans and linkages with other business development partners. Following the workshop, the DOE networked with MWBEs and answered their questions about the procurement process.
7. Columbia University Harlem Small Business Development Center: On July 18, 2013, the DOE partnered with Columbia University - Harlem Small Business Development Center (CHSBDC) to host a “How to Do Business with NYC DOE” workshop in Manhattan, NY. The DOE presented to Columbia Business School students and local vendors about DOE’s procurement process and how to become MWBE certified. Following the workshop, DOE held a question and answer session and networked with attendees. OEO and DCP answered questions and invited attendees to register on the DOE’s bidder’s list.
8. South Bronx Overall Economic Development Corporation: On August 28, 2013, the DOE partnered with SoBRO to host a “How to Do Business with the

NYC DOE” workshop in the Bronx, NY. SoBRO is a not-for-profit organization dedicated to the revitalization of the South Bronx and nearby communities by offering MWBE counseling that assists business owners with the certification process and issues related to procurement. Following the workshop, DOE staff networked with the MWBEs and answered their questions about the procurement process.

9. U.S. General Services Administration: On September 9, 2013, the DOE partnered with the U.S. General Services Administration (GSA) to host a “How to Do Business with the NYC DOE and GSA” workshop in Manhattan, NY. GSA provides counseling, training, and subcontracting opportunities for small business owners that want to do business with the federal government. Following the workshop, the DOE conducted a brief question and answer segment and networked with MWBEs. Hosting joint workshops with the GSA benefits MWBEs by providing an opportunity to learn about federal as well as city procurement within a single forum.
10. Queens Economic Development Corporation: On October 17, 2013, the DOE partnered with the Queens Economic Development Corporation (QEDC) to host a “How to Do Business with the NYC DOE” workshop in Queens, NY. QEDC is a non-profit aimed to create and retain jobs, grow the Queens community, and assist MWBEs and small businesses by promoting tourism and business development. Following the workshop, the DOE networked with MWBEs and answered their questions about the procurement process.

VII. Diversity Outreach

- a. Introduction: In order to further the agency’s ongoing goals of diversity, inclusion, and equal employment opportunity, the DOE contacts diverse organizations and educational institutions to seek referrals of qualified job applicants. As an equal opportunity employer, the DOE believes that recognizing and respecting diverse backgrounds and ideas are crucial to

promoting academic excellence. Throughout the course of the next Plan year, the DOE will continue to contact diversity recruitment sources on a regular basis. These efforts are designed to develop lasting relationships with recruitment sources as well as attract a qualified applicant pool reflecting diversity of background, talent, and experience.

- b. Diversity Outreach: The DOE actively searches for a diverse pool of candidates with talent, skills, and development potential. Documentation of the DOE's outreach during the 2012-2013 Plan year is attached as *Appendix F*.
 - i. In order to enlarge the pipeline of qualified applicants, the DOE has contacted the following recruitment sources seeking referrals for qualified applicants:
 1. Albany State University, College of Education
 2. American Association of People with Disabilities
 3. Association of Latino Professionals in Finance and Accounting, New York Chapter
 4. Brooklyn Law School Black Law Students Association
 5. Brooklyn Law School Latin American Law Students Association
 6. City University of New York — Lehman College
 7. The College of Mount Saint Vincent, Department of Teacher Education
 8. Columbia Latin American Business Law 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. Hampton University, Department of Education
15. Hispanic National Bar Association, Region II
16. Howard University, School of Education
17. National Alliance of Black School Educators
18. NAACP – Mid-Manhattan Branch
19. National Association of Asian American Professionals,
New York
20. National Association of Asian MBAs
21. National Association for Bilingual Education
22. National Association of Black Accountants Inc.
23. National Black Law Students Association
24. National Black MBA Association, New York Metro Area
Chapter
25. National Conference of Black Lawyers
26. National LGBT Bar Association
27. National Native American Law Students Association
28. National Society of Hispanic MBAs, New York Chapter
29. New Jersey City University, Center for Teacher
Preparation and Partnerships
30. NYS OCFS Commission for the Blind and Visually
Handicapped
31. New York University Muslim Law Students Association
32. NYU OUTLaw
33. New York Urban League
34. New York Women’s Bar Association

35. North Carolina A&T State University, School of Education

36. North Carolina Central University, Teacher Education and Licensure

37. Pace Law School, Director of Diversity Initiatives

38. Spelman College, Education Studies Program

39. University of the District of Columbia, National Center for Urban Education

ii. Diversity Recruitment Pilot Program: During the course of the 2011-2012 Plan year, the DOE launched a fully funded diversity recruitment pilot program for managerial and non-managerial openings at the DOE. During the first year of the program, the DOE purchased six diversity recruitment job “slots” to be utilized on Monster.com’s Diversity Job Network. Any DOE job posting that is placed in one of the DOE’s designated job “slots” is simultaneously posted on all the diversity partner websites. Job postings included in Monster’s Diversity Job Network target a wide audience, including, but not limited to, disabled individuals, veterans and members of the military, the GLBT community, minorities, and women. The Diversity Job Network consists of 200 professional networking sites and job boards partnered with Monster.com, including, but not limited to, iHispano.com, a leading site for Latino professionals; AMightyRiver.com, a prominent resource for African American professionals; the Women’s Career Channel, a valuable tool for female professionals; OutProNet.com, a vital community for LGBT professionals; and ProAble.net, an important venue for professionals with disabilities.

1. Pilot Program Renewal: After evaluating the impact of the pilot program, on August 20, 2013, the DOE renewed the pilot program for the 2012-2013 Plan year. During the course of this Plan year, the pilot program was adapted to better meet the recruitment and operation needs of the DOE. The DOE currently utilizes one job slot on the Diversity Job Network. In order to publicize this

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

- c. Teacher Recruitment: Hiring, training, and retaining highly qualified teachers from a wide variety of diverse backgrounds and experiences remains of utmost importance. The DOE seeks bright, motivated, and dedicated teachers who will be inspiring leaders for students and who will work to improve student achievement. During the course of the Plan year, in order to attract the best candidates, the DOE engaged in the following diversity initiatives:
 - i. Today's Students Tomorrow's Teachers: The DOE continued its partnership with Today's Students Tomorrow's Teachers, a career development program designed to mentor and recruit culturally diverse students into the teaching profession. The program encourages high school students to enter the teaching profession by providing internships, scholarships, mentoring opportunities, and assistance with SAT preparation. Participating DOE schools include the Bronx Academy of Health Careers and the Eagle Academy for Young Men.
 - ii. I Teach NYC tours: The DOE, through the Office of Teacher Recruitment and Quality, invited applicants to network with principals and schools through "I Teach NYC Tours." On these tours, applicants met principals and teachers, experienced their neighborhoods, and received advice on interviewing and job searching from the DOE recruitment staff. Outreach was conducted with local schools and Historically Black Colleges and Universities (HBCUs). Applicants from HBCUs were invited by the DOE to attend "I Teach NYC Tours" based on their teacher certification area.

- iii. TeachNYC Select Recruits: The DOE, through the Office of Teacher Recruitment and Quality, manages a program for top-tier applicants called TeachNYC Select Recruits. Candidates with diverse attributes, experiences, and backgrounds who show a high potential for teaching, improving student achievement, and contributing to their school community participate in the program. Select Recruits work with a DOE recruitment manager in their job search, receive assistance with certification paperwork, and are invited to recruitment events. In 2013, the percentage of Select Recruits who self-identified as people of color was 37%, an increase of 12 percentage points from the previous year.
- iv. 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 applicants from these schools were also invited to attend “I Teach NYC Tours.” In addition, the DOE engaged in the following outreach efforts:
 1. Principal Panels: the DOE co-hosted Principal Panels at Brooklyn College, Teachers College, Lehman College, St. John’s University, and Hunter College. New York University and Queens College also participated in the Principal Panels. At the Principal Panels, principals spoke about their experiences working in schools and offered advice to students aspiring to join the DOE.
 2. Campus Ambassadors: the DOE appointed a student Campus Ambassador at Brooklyn College, Hunter College, New York University and Teachers College. The Campus Ambassador worked closely with the DOE to raise the DOE’s profile on campus as an employer of choice. Responsibilities included assisting with DOE marketing and advertising efforts at the college, including Principal Panels, “I TeachNYC Tours,” campus-based information sessions, and the teacher application process.

3. Mathematics Achievement with Teachers of High Need Urban Population: the DOE continued its partnership with Mathematics Achievement with Teachers of High Need Urban Population (MATH UP), a program at Lehman College dedicated to preparing 125 pre-service teachers with specialized expertise in mathematics, teaching English language learners, and working with special needs students. On March 18, 2013 and August 20, 2013, the DOE held information sessions for MATH UP students. At the information sessions, the DOE presented on how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.

- v. Teaching Fellows Program: In addition to traditional teacher recruitment, the DOE's NYC Teaching Fellows Program (NYCTF) recruits high-quality teachers in the classrooms and neighborhoods that need them most. The program fast-tracks Fellows into full-time teaching positions by providing an intensive pre-service training program. Fellows work towards a subsidized master's degree while teaching at a DOE school. The DOE seeks candidates from a diverse community of skilled professionals as well as recent college graduates with a passion for education. Fellows from a broad range of backgrounds bring their diverse abilities, perspectives, and experiences to the classroom. Of the June 2013 Fellows that began training, 51% self-identified as people of color, an increase of 16 percentage points from the previous year. In addition, the 2013 Fellows hailed from different industries, including engineering, healthcare, finance, advertising, and the arts.
 1. NYCTF Outreach: the NYCTF also engaged in advertising in order to reach a broad and diverse pool of applicants. NYCTF advertised on HBCU job boards, including the job boards of Spelman College, Morehouse College, Howard University, North Carolina A&T State University, Delaware State University, Florida A&M University, Morgan State University, and Lincoln University. As a result of that outreach, NYCTF successfully enrolled students/alumni of Spelman College,

Howard University, North Carolina A&T State University, Florida A&M University, and Morgan State University. In addition to the foregoing, NYCTF also advertised on diversity websites, including Latpro.com and IMdiversity.com. Furthermore, NYCTF also worked with local volunteer organizations, including Scholars for Educational Opportunity, an organization that provides educational and career programs to young people from underserved communities. NYCTF also attended numerous job fairs, including the May 6, 2013 NAACP Professional & Technology Diversity Career Fair in New York City.

vi. Community Outreach Efforts

1. On February 20, 2013, the DOE conducted an information session at Metropolitan College of New York (MCNY), a local college with a diverse student body. In order to encourage MCNY graduates to apply for positions at the DOE, the agency held this information session to encourage MCNY students to consider future employment opportunities at the DOE. The session covered topics including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
2. On March 18, 2013, the DOE conducted an information session at Lehman College. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
3. On March 19, 2013, the DOE conducted an information session at Medgar Evers College, a local college with a diverse student body. In order to encourage Medgar Evers College graduates to apply for positions at the DOE, the agency held this information session to encourage Medgar Evers College students to consider future employment opportunities at the DOE. The session covered topics including how to apply for teaching positions with the

DOE, high-needs subject areas, and geographic areas that have the highest educational needs.

4. On July 30, 2013, the DOE held a teacher recruitment event entitled “Citywide Teacher Recruitment Fair” at Columbia University for prospective teachers, including ESL and bilingual certified teachers. At this event, the DOE provided prospective applicants with information about teaching opportunities in various subject areas, including special education and bilingual education.
 5. On April 24, 2013, the DOE held an information session at Boricua College, a local college with a diverse student body. In order to encourage Boricua College graduates to apply for positions at the DOE, the agency held this information session to encourage Boricua College students to consider future employment opportunities at the DOE. The session covered topics including how to apply for teaching positions with the DOE, high-needs subject areas, and geographic areas that have the highest educational needs.
- d. Teacher Mentorship Program: the DOE’s mentorship program assigns mentors to teachers who are new to the teaching profession. A school administrator matches the new teacher with a mentor in the Mentor Tracking System, the DOE’s online mentor documentation system, upon hire. The mentor’s overall role is to promote the growth and development of the new teacher, which will improve student learning as well as foster new teacher retention rates. Mentors are preferred to have five years of teaching experience in DOE schools. Mentors should also demonstrate mastery of pedagogical and subject matter skills, evidence of excellent interpersonal skills, and a commitment to participate in professional development. The mentorship is designed to provide new teachers with personalized support through their first year of teaching. The mentor meets with the new teacher for regularly scheduled structured meetings for a minimum of two periods per week, for a minimum of 10 months. Meetings must include both in-classroom support and one-on-one conferences. Mentors help orient new teachers to the school community and to teaching in general. Throughout the school year, mentors are provided trainings to explore the most effective ways to support their new teacher colleagues. During the Plan year,

training topics included “Mentoring Based on Principals of Adult Learning,” which gave mentors the tools to effectively mentor new teachers who have different learning styles and “Mentoring New Special Education Teachers,” which focused on the particular classroom challenges faced by special education teachers.

e. Principal Recruitment: The DOE is committed to the development and support of new, aspiring, and experienced school leaders from a wide variety of diverse backgrounds and experiences. The DOE strives to continuously identify aspiring leaders who demonstrate commitment, innovation, and a relentless pursuit to meet the social and academic needs of our students. During the Plan year, the DOE engaged in the following programs to provide professional development experiences and opportunities for new, aspiring, and experienced school leaders:

i. Office of New Schools: the Office of New Schools (ONS) strives to continually improve access to high-quality education for all students by selecting and training effective leaders. ONS administers a rigorous selection and training process that provides educators with the opportunity to propose and open a new district school. Approved candidates participate in the New School Intensive, a six-month training program that provides participants’ access to successful principals, operations support, feedback, and coaching.

1. Outreach Efforts: ONS engages in outreach efforts to encourage current DOE teachers, assistant principals, and principals to apply to the program. During the Plan year, in an effort to attract a diverse pool of candidates with talent, skills, and development potential, ONS held 10 open houses throughout all five boroughs of New York City. At the open houses, ONS gave presentations detailing the ONS program and the application process. On February 26, 2013, at an information session entitled “Brown Bag Info Session for Tweed Staff,” ONS provided a presentation about the program to DOE staff members. On July 13, 2013, ONS provided a presentation detailing the program for the 2013 New York City Leadership Academy Aspiring Principal Program cohort and the 2013 Leaders in Education Apprenticeship Program cohort. On September 17, 2013, ONS hosted an

information session about the program for Teach for America alumni at the Teach for America Regional Office in New York City. ONS also engaged in advertising in order to reach a broad and diverse pool of applicants. ONS advertised in over 15 publications, including the Teach for America Alumni Newsletter and the New York City Teaching Fellows Alumni Newsletter, whose readership includes professionals from a broad range of backgrounds, with diverse abilities, perspectives, and experiences.

- ii. Mentoring Excellence: ONS developed the Mentoring Excellence initiative, which recognizes rising talent within the DOE and provides aspiring school leaders with the mentoring and support needed to become highly effective principals. The Mentoring Excellence initiative invites successful principals to nominate and mentor aspiring leaders within their schools to open new district schools. If the aspiring leader is selected, the mentor supports the mentee, providing the unique opportunity to be coached in what it takes to run a successful school. On January 23, 2013, ONS hosted the “Mentoring Excellence Kick-Off,” a recruitment and informational event for prospective Mentoring Excellence mentors.
- iii. Bank Street Principals Institute: the DOE partnered with the Bank Street Principals Institute,²² which trains current DOE teachers and guidance counselors to work as assistant principals and principals in New York City schools. The DOE, through its Principal Pipeline Initiative grant from the Wallace Foundation, provides funding for a select group of program participants, known as “Wallace Fellows.” The DOE provides Wallace Fellows with professional development, networking opportunities, and support with placement into administrative positions upon completion of the program. Participants who complete the 18 month program earn a master’s degree in educational leadership and a New York State School Building Leader (SBL) certification. The program focuses on instructional leadership, including special education leadership. Classes are

²² Bank Street Principals Institute is an external program administered by the Bank Street Graduate School.

scheduled in the evening and summer to allow participants to continue working while completing the program. Participants focus on the challenges of urban education and on effective strategies for educating diverse learners.

- iv. Leaders in Education Apprenticeship Program: DOE's Leaders in Education Apprenticeship Program (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 and creates opportunities to harness existing relationships with current principals and school communities. The LEAP curriculum differentiates learning based on the individual needs and provides LEAP participants with intensive mentoring and coaching.
- v. New Leaders - Emerging Leaders Program and Aspiring Principals Program: In an effort to strengthen the DOE leadership pipeline, the DOE partnered with New Leaders, a national non-profit focused on ensuring high academic achievement for all children, particularly students in poverty and students of color, by developing school leaders. The DOE, through its Principal Pipeline Initiative grant from the Wallace Foundation, provides funding to support both the Emerging Leaders and the Aspiring Principals Program. The Emerging Leaders Program provides current educators on-the-job training that deepens their adult leadership skills and prepares them for future leadership roles. Each New Leader Principal continues to receive professional development and support through the Principal Institute. Successful participants may be selected to participate in the Aspiring Principals Program, a rigorous principal residency program designed to train principals to turn around underperforming schools. The DOE also provides participants with professional development, networking opportunities, and support with placement into administrative positions upon completion of the program.
- vi. New York City Leadership Academy – Aspiring Principals Program: As the DOE's primary external provider of school leadership development services, the New York City Leadership

Academy (NYCLA) focuses on supporting high-quality school leadership in traditionally low-performing schools. NYCLA's Aspiring Principals Program (APP), an external program funded by the DOE, is a 14-month leadership development program designed to prepare participants to lead instructional improvement efforts in New York City's high-need public schools. APP selects a diverse and talented group of educators, including former teachers, coaches, guidance counselors, and assistant principals. The curriculum provides coaching and support services. Participants spend 10 months working with an experienced mentor principal in a school. The DOE also provides participants with professional development, networking opportunities, and support with placement into administrative positions upon completion of the program.

- vii. New York City Leadership Academy – NYC DOE Leadership Advancement Program: The Leadership Advancement Program (LAP) is a collaborative effort by the DOE and New York City Leadership Academy. LAP focuses on preparing teachers to become school administrators. Participants who successfully complete the program, which includes coursework and a part-time residency, earn their SBL certification. The DOE also provides these participants with professional development, networking opportunities, and support with placement into administrative positions upon completion of the program.
- viii. Teachers College Summer Principals Academy – Columbia University: In an effort to strengthen the leadership pipeline, the DOE partnered with the Summer Principals Academy at Teachers College, Columbia University. The DOE, through its Principal Pipeline Initiative grant from the Wallace Foundation, provides funding to pay part of the tuition for Wallace Fellows. The DOE provides Wallace Fellows with professional development, networking opportunities, and support with placement into administrative positions upon completion of the program. Participants are encouraged to construct transforming possibilities for social equity, student learning, school improvement, and opportunity. Graduates of the program earn a master's degree and receive an institutional recommendation for SBL certification upon successful completion of the program.

- ix. Relay Graduate School of Education Instructional School Leadership Pilot: During the Plan year, the DOE partnered with Teach for America NY for the Relay Graduate School of Education Instructional School Leadership Pilot. The program provides current DOE teachers with the opportunity to develop their instructional and cultural leadership skills and explore school leadership as a potential career. Participants engage in a two-year, job-embedded program, aligned with the New York City citywide instructional expectations. They receive a master's in School Leadership and SBL certification upon successful completion of the program.
 - x. Advanced Leadership Program for Assistant Principals – Executive Leadership Institute: During the Plan year the DOE promoted the Advanced Leadership Program for Assistant Principals (ALPAP). ALPAP, sponsored by the Council of School Supervisors and Administrators, 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 experiences, and networking sessions.
- f. General Recruitment Outreach: In order to create an inclusive and multi-talented workplace best prepared to educate DOE students, DOE staff attended several recruitment events to broaden access to qualified candidates with diverse backgrounds and to raise the DOE's profile as an employer that embraces diversity and inclusion. For instance, many of the recruitment events enabled the DOE to attract talented bilingual professionals from diverse backgrounds. DOE staff will continue to attend recruitment events that expose the DOE to applicants with the diverse experiences, strengths, and skills that will help the DOE provide a world-class education to its students. During the course of the Plan year, the DOE participated in the following recruitment activities:
- i. NAACP Professional & Technology Diversity Career Fair: On May 6, 2013, the DOE participated as an exhibitor at the New York City NAACP 2013 Professional & Technology Diversity Career Fair. The Career Fair, which was limited to applicants with a minimum four-year college degree, attracted over 500

candidates. DOE representatives from OEO, DHRT, and the NYCTF engaged in one-on-one information sessions with diverse candidates to discuss both teaching and non-teaching opportunities at the agency. Candidates learned about available opportunities, certification requirements, and the application process. At the Career Fair, the DOE collected the resumes of nearly 400 candidates.

- ii. Teacher Center Open House – Western Kentucky University: held on October 4, 2012, October 18, 2012, December 6, 2012, December 17, 2012, and September 30, 2013 by the United Federation of Teachers in Manhattan, NY. The DOE attended these hiring fairs to recruit speech language pathologists. At the hiring fairs, DHRT staff met with prospective job candidates in the Western Kentucky University Speech-Language Pathology Program, collected resumes, and focused on the recruitment of speech language pathologist applicants who spoke a second language.
- iii. DOE Incentive Orientation: Throughout the Plan year, representatives from the DOE’s Office of School Based Support Services attended recruitment events and career information sessions to recruit bilingual candidates for paraprofessional, speech, and pupil personnel service positions. At these events, the DOE held information sessions about the Bilingual Pupil Services program, a program that prepares and trains bilingual paraprofessionals to support and serve English Language Learners, as well as the Scholarship Program, which provides individuals an opportunity to pursue a master’s degree in specified bilingual and monolingual areas of education and pupil personnel services. The DOE held Incentive Orientations, targeting college sophomore and seniors, at Queensborough Community College (October 17, 2012), LaGuardia Community College (October 18, 2012 and April 9, 2013), Manhattan Community College (November 15, 2012), Lehman College (November 28, 2012), City College (December 3, 2012), York College (February 13, 2013 and April 17, 2013), Hostos Community College (March 21, 2013), and Brooklyn College (May 14, 2013).

- iv. DOE Bilingual Pupil Services Open House: held on December 4, 2012, March 5, 2013, and May 21, 2013 at St. Francis College in Brooklyn, NY. Staff from the DOE's Office of School Based Support Services held open houses to recruit bilingual candidates for paraprofessional, speech, and pupil personnel service positions at the DOE and provide information about the Bilingual Pupil Services program.
- v. National Black Prosecutors Association 30th Annual Conference & Job Fair: held from July 17, 2013 to July 20, 2013 in Orlando, FL. The National Black Prosecutors Association, comprised of law students, current and former prosecutors, and law enforcement personnel, holds an annual conference and job fair. At the job fair, staff from the DOE Office of General Counsel attended conference sessions and worked to recruit diverse legal candidates by collecting resumes and interviewing candidates one-on-one.

VIII. Progress Report: 2012-2013 Plan Year Updates Regarding Recruitment and Retention Diversity Initiatives

- a. The DOE's second annual Diversity and Inclusion Plan, presented to the Panel for Educational Policy on June 19, 2013, described forward looking reforms and diversity initiatives designed to promote the recruitment and retention of a diverse workforce. As both the inaugural and second Plan included both short and long-term goals for diversity and inclusion, the DOE will continue to work on implementing these initiatives on a go forward basis. With this foundation, the agency will continue to make diversity and inclusion a top priority. Our broad based strategies to accomplish these initiatives are reflected in the 2012-2013 Plan year progress report below:
 - i. Job Vacancy Posting Requirements: In the 2011-2012 Plan, to ensure that external and internal DOE candidates have ample notice about new positions, the DOE committed to post opportunities on the DOE website for a minimum of 10 days. This diversity initiative was designed to promote inclusion by encouraging current employees to grow their careers at the agency.

1. Status: During the course of the 2012-2013 Plan year, the DOE continued the implementation of a mandatory posting policy, enacted during the second Plan year, requiring that all positions²³ be posted on the DOE website for a minimum of 10 days.
- ii. Diversity Recruitment: In both the inaugural and second Plan, the DOE committed to explore posting opportunities on websites and publications that cater to a diverse applicant pool. This strategic outreach was designed to identify and build out the external pipeline of qualified diverse candidates.
 1. Status: During the course of the 2012-2013 Plan year, as described on page 42 of this Plan, the DOE launched a fully funded diversity recruitment pilot program for managerial and non-managerial openings at the DOE. The DOE continues to utilize the Monster.com Diversity Job Network. All DOE positions posted on the Diversity Job Network are simultaneously posted on all the diversity sites associated with the Diversity Job Network. As a result, DOE openings are reaching a wide range of qualified applicants with diverse backgrounds, viewpoints, and experiences.
 - iii. Targeted Outreach to Diversity Recruitment Sources: In both the inaugural and second Plan, the DOE committed to engage in targeted outreach to diverse professional associations, educational institutions and other diversity recruitment sources regarding available opportunities.
 1. Status: During the course of the Plan year, as described on page 40, the DOE contacted multiple professional associations, educational institutions and other diversity recruitment sources, including, but not limited to professional associations and educational institutions. Each recruitment source was informed about DOE's commitment to EEO, was provided a link to available opportunities, and was encouraged to refer qualified applicants.

²³ Below cabinet level.

iv. Internal Distribution of Job Postings: In the 2011-2012 Plan, in order to grow the careers of existing DOE employees, the DOE distributed, via e-mail, available openings to all DOE staff. In addition, the DOE committed to work with hiring managers to improve equity and access to the selection of internal talent for key managerial positions.

1. Status: During the course of the 2012-2013 Plan year, to ensure that all DOE employees are aware of available job openings, the agency developed a diversity and inclusion portal on the DOE's Intranet website with the following information: (1) reminding managers that, with the exception of Cabinet level positions, all vacant DOE positions (including positions the agency seeks to fill externally and internally), must be posted on the DOE website for a minimum of ten calendar days before an offer of employment can be made, and (2) encouraging non-managerial employees to review internal job openings, posted on the DOE website, on a regular basis. The intranet website was also promoted in an e-mail sent by Chancellor Walcott to non-pedagogical employees on June 11, 2013.²⁴ Furthermore, communications were also sent to school-based staff via the weekly e-mail sent to all principals (Principal's Weekly) and through School Support Weekly. Moreover, when employees call the HR Connect helpline, a message encourages employees to review and apply for current opportunities on the DOE website.

b. Voluntary Employee Re-survey: In both the inaugural and second Plan, the DOE committed to conduct a voluntary re-survey of the agency's workforce to ensure that the race, ethnicity and gender data collected by the agency is accurate. Accurate reporting is crucial as the DOE examines the agency's data collection methods for applicant, hiring and retention data as described above. Analyzing data, such as an applicant flow report,²⁵ will

²⁴ See *Appendix B*.

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

allow the DOE to make the best strategic decisions regarding where the diversity resources should be utilized. Moreover, these reports will allow the agency to analyze the impact, efficiency and effectiveness of the diversity recruitment tools. The voluntary employee re-survey will increase the accuracy of these reports and analyses in accordance with best practices.

1. Status: During the course of the 2012-2013 Plan year, OEO worked closely with DHRT to work on this initiative. During the last plan year, the initiative was on hold because the DOE needed to procure a new HRIS to house the revised employee data. This Plan year, the DOE successfully procured a new HRIS. OEO continues to work closely with DHRT to develop the new HRIS, which is expected to be implemented in October or November 2014. Once the HRIS implementation is complete, the DOE will proceed with the employee re-survey.

- ii. Emerging Leaders Symposium and Mentorship Program: In both the inaugural and second Plan, the DOE committed to explore developing a mentorship program. One initiative involved creating an Emerging Leadership Symposium, designed to build and strengthen leadership capabilities for high performing employees in the DOE's talent pipeline. The program was designed to target high potential employees, from all backgrounds and experiences, whose next career assignment will be a managerial or supervisory role with greater impact on DOE 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. The DOE also committed to explore a broader mentorship program, pairing high potential employees with managers, to strengthen the leadership capability of high performing employees in the talent pipeline and further the internal advancement of current employees within the DOE.

1. Status: During the course of 2012-2013 Plan year, after engaging divisions across multiple disciplines, including representatives from DHRT, OEO, and the COO's team, the DOE developed and completed a proposal for the Emerging Leaders Program (formerly referred to as the Emerging Leadership Symposium). The proposal outlines a formal leadership development program for high potential employees, from all backgrounds and experiences, whose next career assignment will be a managerial or supervisory role with greater impact on DOE strategy, policy or operations. The DOE is coordinating these efforts with the agency's larger human capital development plan. On October 30, 2013, the Panel for Educational Policy approved a request for authorization to procure vendors, through a Multiple Task Award Contract (MTAC), to provide support services for this initiative. The DOE anticipates that the procurement process will be finalized by either the end of 2013 or the beginning of 2014.

iii. Internships: In both the inaugural and second Plan, the DOE committed to encourage hiring managers to post all DOE internships on the DOE website and engage in outreach regarding DOE internships. Internships play a valuable role in increasing opportunities by enhancing the pipeline of future qualified applicants and educating a new generation of potential employees about public service opportunities with the DOE. During the second Plan year, on July 31, 2012, OEO sent a memo to all Chiefs of Staff and Chief Operating Officers encouraging the development of internship programs within DOE offices. In addition to internal efforts, the DOE also engaged in external efforts to increase internship opportunities at the DOE.

1. Status: During the course of the 2012-2013 Plan year, OEO worked with DHRT and other DOE offices to develop written guidelines to ensure DOE's compliance with employment and labor laws in the hiring and employment of paid and unpaid interns. These guidelines remain under development. Furthermore, to attract a broader, more diverse, and more robust applicant pool, it

is a continued requirement that all internships are posted on the DOE's website at <http://schools.nyc.gov/Careers/Internships>, a webpage dedicated exclusively to DOE internships. Additionally, the DOE made significant efforts to expand outreach regarding DOE internships by coordinating and communicating with other New York City agencies, including DCAS. During the Plan year, OEO and DHRT participated in several meetings with DCAS representatives to explore the possibility of the DOE participating in the DCAS Citywide Summer Internship program and the Public Service Corps program. Furthermore, the DOE is working towards strengthening its partnership with the Mayor's Office Internship Program. Specifically, while the DOE has hired interns through the Mayor's Office Internship Program in the past, DHRT is planning to expand its outreach by including information about DOE internships in the Mayor's Office Internship Program catalogue of 2014 summer internships. With this anticipated outreach, the DOE plans to seek approval to include a link to the Mayor's Office Internship Program on the DOE internship webpage.

- iv. Diversity and Inclusion Employee Resource Groups: In both the inaugural and second Plan, the DOE committed to explore the creation of employee resource groups based on large scale job classifications. These groups will allow employees interested in diversity and inclusion to meet, network, and share ideas.
 1. Status: The DOE is currently seeking funding for this proposal.
- v. Managerial Competencies: In both the inaugural and second Plan, the DOE committed to prepare managerial competencies (used to identify the competencies and attributes important to the performance of managers) that incorporate diversity best practices. These competencies are designed to improve equity in hiring practices by providing feedback to managers on their diversity and inclusion efforts. Furthermore, the competencies

will strengthen supports for managers to more effectively develop and retain diverse employees.

1. Status: During the course of the 2012-2013 Plan year, on March 19, 2013, the DOE launched a new Employee Feedback Cycle, which provides comprehensive qualitative feedback for managerial pay plan employees. This customized professional development tool is comprised of three segments: a goal setting segment, a midyear feedback segment and an end of year feedback segment. Managers will provide qualitative feedback for employees and employees will also have the opportunity to prepare a self-assessment. This Employee Feedback Cycle will incorporate diversity and inclusion best practices. Under the new system, a component of the feedback cycle will include diversity considerations such as, whether the employee facilitates discussions to guide groups toward sound conclusions/builds consensus, whether the employee develops mutually beneficial relationships and partnerships/models collaboration, and whether the employee creates an inclusive environment where diverse perspectives are valued. This Employee Feedback Cycle will be conducted on an annual basis. In March and April of 2013, DOE employees, including staff from the DOE Office of General Counsel and the DOE Office of the COO, attended trainings regarding the Employee Feedback Cycle.
- vi. Outreach to Historically Black Colleges and Universities and CUNY Schools: In the inaugural plan, the DOE committed to engage in outreach efforts to Historically Black Colleges and Universities, as well as CUNY schools that serve diverse student populations.
1. Status: During the course of the Plan year, as described on page 40 of this Plan, the DOE contacted multiple institutions that serve diverse student populations. Each recruitment source was informed about the DOE's commitment to EEO, included a link to available

opportunities, and encouraged the referral of qualified applicants.

IX. Progress Report: 2012-2013 Plan Year Updates Regarding Procurement Related Diversity Initiatives

a. The DOE's 2010-2011 and 2011-2012 Diversity and Inclusion Plans described forward looking reforms and diversity initiatives designed to promote equal opportunity for MWBEs to participate in the procurement process. As the previous Plans included both short and long-term goals in the procurement realm, the DOE will continue to work on implementing these initiatives. With this foundation, the DOE will ensure that equal opportunity for MWBEs remains a top priority for the DOE. Our broad based strategies to accomplish these initiatives are reflected in the 2012-2013 progress report below:

i. Tracking MWBE Data: To ensure that all vendors doing business with the DOE are accurately captured as MWBEs in DOE's data, the DOE committed to track MWBE status in-house. This diversity initiative was designed to increase the number of MWBEs certified by New York City (NYC) and New York State (NYS). There may be MWBEs that contract with the DOE, but are not certified by NYC or NYS, and therefore are not captured as being MWBEs. In-house tracking is beneficial because it allows the DOE to identify MWBEs that are not certified by NYC or NYS and provide them with information about certification. In the 2011-2012 Plan, the DOE proposed to internally track MWBE data via Vendor Portal (the DOE's online management tool for vendors) by adding a question to the registration process prompting new vendors to identify whether or not they are MWBEs. The purpose of this reform was to identify all potential MWBEs and connect uncertified vendors who identify as MWBEs with the NYC Department of Small Business Services (SBS) or the NYS Division of Minority and Women's Business Development (DMWBD) for certification.

1. Status: During the course of the 2012-2013 Plan year, OEO collaborated with DCP and the Division of Financial Systems and Business Operations to implement this reform. Specifically, in order to identify all potential MWBE vendors, the DOE devised a two-phase strategy

that would enable both new and existing vendors to identify whether or not they are MWBEs. In the first phase, new vendors registering on Vendor Portal will receive notices at the end of the registration process, as well as via e-mail, encouraging any MWBE vendors to become NYC- or NYS-certified and directing them to the SBS and DMWBD websites.²⁶ In the second phase, a new section will be added to vendors' profiles on Vendor Portal that will contain similar language as the notices in the first phase. New and existing vendors will be prompted, upon logging in to Vendor Portal, to indicate whether they are certified MWBEs.²⁷

ii. Facilitate MWBE Vendor Participation at the School Level: The DOE strives to provide principals with access to MWBE vendors because principals, and their designees, can purchase certain goods and services directly. In the 2011-2012 Plan, the DOE proposed an initiative to plan a MWBE vendor fair where school purchasers could meet MWBE vendors who provide the types of goods and services schools typically purchase. The vendor fair would focus on micro purchases.²⁸

1. Status: During the course of the 2012-2013 Plan year, on April 9, 2013, OEO held the DOE's first MWBE vendor fair at the Brooklyn Museum. The event, which was held in conjunction with DCP's Core Curriculum Showcase for school purchasers, was a prime opportunity for school purchasers to connect with certified MWBE vendors who specialized in providing goods and services purchased by schools. Certified MWBE vendors also had the opportunity to directly market their products to school purchasers. OEO invited 20 certified MWBE vendors to attend the fair and present their goods and services, including school furniture, food, athletic apparel, printing, Internet services, and consulting services. School purchasers and MWBE vendors provided positive

²⁶ The first phase is expected to be implemented in November 2013.

²⁷ The DOE is working to implement the second phase by early 2014.

²⁸ Micro purchases apply to commodity purchases of \$250.00 or less and professional services purchases of \$5,000.00 or less. They are non-contracted purchase orders for commodities or services that do not require any competitive bidding.

feedback and showed significant interest in future collaborations. As a result, OEO will work with DCP to schedule a second vendor fair in the next plan year.

iii. Partnership with the New York City SBS on MWBE certification:

The DOE partnered with SBS to encourage new MWBE vendors to become NYC-certified and to ensure MWBE vendors maintain updated certifications. As reported in the 2011-2012 Diversity and Inclusion Plan, the DOE worked closely with SBS on MWBE certifications. Furthermore, the DOE promoted SBS services for MWBEs, including certification, at the monthly “How to Do Business with the DOE” seminars.

1. Status: During the course of the 2012-2013 Plan year, the DOE collaborated with SBS to ensure that MWBEs received all relevant information about DOE procurement. First, the DOE worked with SBS to update the presentation materials in the SBS “Selling to Government” course to provide new vendors with information about doing business with DOE. The monthly course introduces vendors to government contracting and explains, among other things, how to register with government agencies and where to find procurement opportunities. The DOE and SBS worked to ensure that vendors attending the course would have updated information about registering on DOE’s Vendor Portal and contacting DOE’s Vendor Hotline for assistance. Second, the DOE shared flyers for upcoming “How to Do Business with the DOE” seminars and SBS promoted the events to a wider audience. Finally, the DOE and SBS partnered through the SBS *Compete to Win* program, which contains initiatives to help MWBEs compete for NYC procurements. The DOE and SBS are focusing on the Technical Assistance Workshop, where SBS provides individual or group assistance to vendors in preparing specific bids or proposals for NYC procurements. The DOE and SBS communicate on a regular basis to identify DOE solicitations that would be suitable for the Technical Assistance Workshop.

iv. MWBE Certification Reciprocity: The DOE explored the possibility of offering reciprocity to MWBE vendors certified by New York State (NYS). The purpose of this reform was to increase the number of MWBE vendors doing business with the DOE. In addition, some of the agency's vendors, who were certified by NYS, but not New York City (NYC), would become recognized as MWBEs by the agency. However, because MWBE vendors would have had to complete additional paperwork in order to be certified by both NYC and NYS, the DOE changed its practices. During the last plan year, in order to simplify the process and encourage additional MWBE participation, the DOE began accepting both NYC and NYS MWBE certifications. In addition, the DOE conducted outreach targeting the NYS-certified MWBE community by posting all available procurement opportunities on the NYS Contract Reporter website.

1. Status: During the course of the 2012-2013 Plan year, the DOE continues to recognize vendors who are certified by either NYC or NYS as MWBEs. The DOE actively encourages uncertified MWBE vendors to become certified and directs uncertified vendors to the NYC SBS website for information about NYC certification or the NYS Division of Minority and Women's Business Development (DMWBD) for information about NYS certification. Furthermore, all available procurement opportunities are posted on the NYS Contract Reporter website.

v. Research Availability of MWBEs: As the largest school district in the country, the DOE requires specialized goods and services. The DOE aimed to identify the types of goods and services required by the school system and research MWBEs that have the capacity to provide these goods and services. In the 2011-2012 plan year, OEO reviewed the non-contracted purchasing activity of three schools (an elementary school, a middle school, and a high school) to determine the types of goods and services purchased by schools in preparation for DOE's first vendor fair (described in section ii above). In addition, the DOE secured copies of the New York City and New York State MWBE

disparity studies in order to study the availability of local MWBE vendors.

1. Status: During the course of the 2012-2013 Plan year, the DOE continued to actively review the availability of MWBEs in order to connect MWBEs with DOE procurement opportunities. For example, the DOE searches the NYC Online Directory of Certified Companies²⁹ and the NYS MWBE Directory³⁰ regularly for MWBE vendors. In addition, the DOE utilized the MWBE availability data from the NYC and NYS disparity studies to research and develop two procurement-related pilot programs (described in section vii below). In connection with the pilot programs, DCP generated a list of all MWBE vendors on the DOE's bidder's list, which pilot participants refer to when seeking available vendors who can fulfill DOE procurements.
- vi. MWBE Outreach: The DOE committed to forward solicitations posted on the DCP website to diverse organizations in the procurement realm. This outreach was designed to facilitate participation by MWBEs in DOE's procurement process. In the previous plan year, the DOE regularly emailed information about DOE's current solicitations to local diverse organizations in the procurement realm, including, but not limited to, chambers of commerce and other MWBE organizations. The emails requested that these diverse organizations inform MWBEs in their networks of the DOE solicitations, and also advertised upcoming DOE MWBE events and provided additional information about DOE's procurement process.
1. Status: During the course of the 2012-2013 Plan year, the DOE continues to send emails with information about DOE's current solicitations to diverse organizations on a monthly basis. A sample e-mail is attached as *Appendix G*. The DOE also began sending the monthly emails to the members of the DOE MWBE Diversity Council

²⁹ The NYC Online Directory of Certified Companies is available at <http://mtprawvwsbswtp1-1.nyc.gov/>.

³⁰ The NYS MWBE Directory is available at <https://ny.newnycontracts.com/FrontEnd/ VendorSearchPublic.asp>.

(described in section vii below) for distribution to the MWBEs in their networks.

vii. Form a Diversity Council to Study the DOE's Procurement Process: The DOE proposed forming a strategic Diversity Council, staffed by diversity leaders from the public and private realm, to engage in a comprehensive study of the agency's MWBE procurement policies and suggest best practices. In the 2011-2012 Plan year, the agency convened the first DOE MWBE Diversity Council. The Council, which first convened in October of 2012, met on a regular basis, with meetings scheduled every other month (and more often when needed).³¹

1. Status: During the course of 2012-2013 Plan year, the Council met on a regular basis to study the DOE's procurement process and meet with DOE's leadership, including the Chancellor, the General Counsel, and the Chief Operating Officer. Representatives from other DOE offices were also invited to provide the Council with specialized insights into DOE's procurement process. For example, at the December 19, 2012 Council meeting, Sophia Pappas, Executive Director of the Office of Early Childhood Education, spoke to the Council about DOE's procurement process for Universal Prekindergarten programs and highlighted an upcoming procurement that would be of interest to MWBE vendors. Similarly, at the February 20, 2013 Council meeting, Laurie Price, Chief of Staff for the Office of Charter Schools, presented an overview of charter school procurement.³² In April 2013, the Council recommended three MWBE reforms to the

³¹ Members of the Council included: Chairperson Reverend Jacques DeGraff (One Hundred Black Men), Crystal Barnes (Nielsen), Danny Camacho (Metropolitan Transit Authority), Diane Crothers (former New York City Chief Diversity Officer), Walter Edwards (Full Spectrum NY), Bill Howell (Howell Industries), Lynda Ireland (New York and New Jersey Minority Supplier Development Council, Inc.), Rabbi Robert Kaplan (CAUSE-NY), Sheena Wright (United Way), Lourdes Zapata (South Bronx Overall Economic Development Corporation), as well as representatives from the Office of Equal Opportunity and Diversity Management (OEO) and the Division of Contracts and Purchasing (DCP).

³² Following Ms. Price's presentation, OEO collaborated with the Office of Charter Schools to add language to their website and weekly electronic newsletter, informing charter school purchasers of the NYC Online Directory of Certified Companies as a resource for contracting with MWBEs.

Chancellor: (1) an agency-wide directive reinforcing the importance of providing MWBEs an equal opportunity in procurement; (2) a strategy for breaking down large procurements into smaller contracts; and (3) a pilot program requiring DOE purchasers in central offices to attempt to solicit at least one bid from a MWBE vendor when engaging in certain small purchases. The Chancellor fully supported these reforms. On June 11, 2013, Chancellor Walcott sent an email to all DOE staff restating DOE's commitment to diversity, inclusion, and equal opportunity, including equal opportunity in procurement for all vendors. A copy of the agency-wide message is attached as *Appendix B*. Furthermore, at the Chancellor's request, OEO and DCP collaborated to implement the two pilot programs recommended by the Council.³³ OEO and DCP created an internal process for strategically evaluating all procurements over \$100,000 for possible "unbundling" which involved dividing the procurements into more economically accessible opportunities for new vendors as well as MWBEs. In addition, OEO and DCP structured a small purchasing pilot program for central office purchasers around simplified procurements.³⁴ OEO presented the small purchasing program to DOE's Cabinet in September 2013, and several central offices volunteered to participate.³⁵ OEO and DCP also developed training materials, resources, and activity logs for monitoring both pilot programs. In order to evaluate the pilot programs and determine whether they will be permanently implemented agency-wide, OEO will review the activity logs for the pilot programs on a regular basis, and DCP will provide monthly statistics on central office purchasing to assess

³³ Both pilot programs launched in November 2013.

³⁴ Simplified procurements are purchases of goods between \$250.01 and \$15,000, and purchases of services between \$5,000.01 and \$25,000.

³⁵ The central offices participating in the small purchasing pilot program are: The Division of Nonpublic Schools, the Division of School Facilities, the Office of the Deputy Chancellor for Operations, the Office of Public Affairs, the Office of School Health, the Office of Space Planning, the Office of Safety & Youth Development, and the Office of School Support Services, which includes the Office of Pupil Transportation, the Office of School Food, and the Public Schools Athletic League.

the impact of the programs on MWBE participation in DOE procurement.

viii. Continued Support for the Annual Competitive Edge Conference: The DOE has provided long-standing support of the Competitive Edge conference. The DOE serves on the Competitive Edge Planning Committee and plays an integral role in planning and promoting the annual conference.

1. Status: The DOE continues to support the Competitive Edge conference and remains an active member of the planning committee. As described in the Plan on page 33, the DOE participated in this year's annual conference, held on July 25, 2013, as an exhibitor, program sponsor, and panel moderator. The DOE will maintain the same high level of involvement for the 2014 Competitive Edge conference.

2. Buyer Training and Vendor Hotline Training: The DOE committed to developing a training program for DCP staff members as well as school-based staff who make purchasing decisions. The purpose of this reform is to increase awareness regarding the implications of diversity and inclusion, as well as ensure the meaningful participation of MWBEs in DOE's procurement process. The trainings aimed to encompass compliance as well as best practices. As reported in the 2011-2012 Plan, OEO held trainings in September 2012 for all agency buyers within DCP. The trainings provided buyers with information about the DOE's commitment to equal opportunity; diversity initiatives; the DOE's proposed MWBE initiatives; MWBE certification; the DOE's new MWBE website; resources available to MWBEs; and how buyers can assist MWBEs. As reported in the 2011-2012 Plan, the DOE developed a training program for the Vendor Hotline staff. The training was held on September 14, 2012.

a. Status: During the course of the 2012-2013 Plan year, the DOE worked to expand the training program to central and school-based staff

responsible for purchasing. OEO identified purchasers in central offices and plans to train them by borough in the next Plan year. In order to train school-based purchasers, OEO collaborated with the Office of School Support (OSS) to identify training opportunities. Over the course of the next plan year, OEO will work with OSS to train school purchasers on professional development days. The training sessions will include best practices for providing all vendors, including MWBEs, equal opportunities in procurement as well as resources to locate local MWBEs. Furthermore, OEO and OSS are also exploring potential opportunities to train procurement staff within DOE's school support networks and clusters.

- b. The DOE plans on expanding this training program to central-based and school-based staff responsible for making purchasing decisions. The DOE expects to complete these trainings within the next Plan year.

ix. Ensure that DOE Solicitation Materials Include Language Concerning the Meaningful Participation of MWBEs in the Procurement Process: In order to encourage MWBEs to participate in the procurement process, the DOE will ensure that all procurement websites, materials and postings contain language concerning the meaningful participation of MWBEs in the DOE's procurement process. This will convey a message that the DOE is "open for business" and is committed to removing barriers that may prevent qualified MWBEs from participating in the process.

- 1. Status: The DOE continues to utilize language in all solicitation materials, including DOE solicitations, to encourage vendors, including MWBEs, to participate in the procurement process. As of February 2013, all DCP solicitations include the following statement: *"The New York City Department of Education (DOE) has contracts with vendors to purchase the goods and services necessary to ensure that students receive the quality*

education they deserve. The agency strives to give all businesses, including Minority and Women-Owned Business Enterprises (MWBEs), an equal opportunity to compete for DOE procurements. The agency casts a wide net in search of talented vendors, seeking qualified suppliers from all segments of the community. The DOE's mission is to provide equal access to procurement opportunities for all qualified vendors including MWBEs. The DOE works to enhance the ability of MWBEs to compete for contracts and DOE is committed to ensuring that MWBEs fully participate in the procurement process. Accordingly, the DOE encourages the participation of MWBEs in this engagement. For evaluation purposes, no rating points will be assigned for MWBE status.”

X. Additional Strategies for Change

- a. During the course of the next Plan year, the DOE seeks to continue the above referenced reforms as well as engage in new forward looking diversity initiatives to advance diversity and inclusion. In addition to the reforms referenced above, the DOE is currently working on the following initiatives:
 - i. Monthly Taskforce Meetings: Because diversity and inclusion initiatives can only be effective when the entire organization is involved in implementation, OEO established two taskforces that meet on a monthly basis to advance diversity and inclusion initiatives. The first taskforce, comprised of OEO staff members and DCP staff members, meets to discuss and implement initiatives relating to MWBE outreach and all procurement related reforms. The second taskforce, comprised of OEO staff members, members of DHRT and other representatives from the Office of Legal Services, meets to discuss and implement initiatives relating to diversity, inclusion, recruitment, retention, and employee development. The DOE will continue to convene these taskforces on a regular basis to ensure an efficient, successful, and collaborative diversity and inclusion program.
 - ii. Messaging and Informing Employees about Diversity and Inclusion: In addition to the messaging to DOE employees about diversity and inclusion referenced above, the DOE explored and

will continue to explore additional ways to communicate to all employees about the importance of diversity and inclusion. To further this goal, the DOE employs the following:

1. Tweed Policy Talks: During the course of the next Plan year, OEO plans to host a “Policy Talk” at Tweed and have a high level conversation with DOE leaders about the Diversity and Inclusion Plan as well as the related reforms.
 2. Intranet Channel Devoted to Diversity and Inclusion: During the course of the 2011-2012 Plan year, the DOE developed and launched an intranet channel, geared at DOE employees, solely devoted to diversity and inclusion. The intranet channel explains the agency’s commitment to diversity and inclusion, defines what these terms mean at the DOE, responds to frequently asked questions, and contains a message from the Chancellor regarding the importance of diversity and inclusion. These resources were promoted via the June 11, 2013 email from the Chancellor to DOE staff.
 3. Diversity Training for DOE Managers: The DOE contracted with a vendor to create an online diversity training program for DOE managers. The training program is designed to introduce managers to the concept of diversity and inclusion and provide them with the skill set to promote an inclusive work environment. The training program will also encompass harassment and EEO components. The training, scheduled to launch in December of 2013, will provide employees with copies of the Diversity and Inclusion Policy and reinforce the importance of diversity and inclusion in recruitment and retention.
- iii. Chancellor’s Fellowship: The Chancellor’s Fellowship is a leadership development opportunity for top talent. The program is designed for managerial employees who are committed to public education reform and have a proven record of success. The Fellowship provides tangible tools including professional development, executive coaching, career guidance and a network

of peers and alumni. Participants are matched to an executive coach whose role it will be to help find meaning from the review and produce a development plan based on its results, as well as provide ongoing professional mentoring and support. As the elective Fellowship is a key part of DOE's diversity and inclusion retention initiatives, OEO worked with the program directors to include diversity and inclusion language into the application form. Furthermore, the Executive Director of OEO serves on the selection committee for the Fellowship program. OEO will continue to partner with the Fellowship program on a go forward basis.

- iv. Redesigned MWBE Procurement Website: The DOE continues to redesign the procurement resources for MWBE vendors on the DOE website. The new site, located at <http://schools.nyc.gov/Offices/DCP/MWBE/default.htm>, contains information for MWBE vendors about DOE events, how to get started as a new vendor, defines procurement terms, answers frequently asked questions, and contains all the links a new MWBE vendor would require to do business with the DOE. The DOE is also working with members of the Diversity Council to continue refining the messaging on the MWBE website. The DOE continues to include a link for MWBE vendors on the DOE website's main landing page to connect MWBE vendors with the above-referenced resources.
- v. Direct Communication with MWBE Vendors: In order to ensure that MWBEs are encouraged to do business with the DOE, the agency utilized various methods of communication with the vendor community. During the course of the 2012-2013 Plan year, the DOE sent an e-mail to all the MWBE vendors certified by New York State. The purpose of the e-mail was to encourage state certified MWBEs to consider opportunities with the DOE. The June 14, 2013 e-mail included the following language: *“The New York City Department of Education (DOE) is committed to equal opportunity. The agency strives to give all businesses, including Minority and Women-Owned Business Enterprises (MWBEs), an equal opportunity to compete for DOE procurements. The DOE is committed to ensuring that MWBEs fully participate in the procurement process. As such, DOE*

encourages all MWBE vendors interested in doing business with the agency to register with DOE's Vendor Portal at <https://vendorportal.nycenet.edu>. The free registration takes minutes to complete. Registering for Vendor Portal connects your firm to information about the wide range of goods and services purchased by the DOE. Once registered, your firm will receive e-mails whenever new bidding opportunities become available at the DOE. If you have any questions about the registration process or DOE procurement, please contact the DOE Vendor Hotline for assistance at (718) 935-2300 or VendorHotline@schools.nyc.gov. Live representatives are available Monday through Friday from 8:00 a.m. – 5:00 p.m. to respond to vendor inquiries. For additional information about DOE procurement, including frequently asked questions and MWBE resources, please visit <http://schools.nyc.gov/Offices/DCP/MWBE/default.htm>. Please feel free to share this information with your business network.” The DOE will continue to explore additional methods to connect with the MWBE vendor community and provide information about how to do business with the agency.

- vi. MWBE Partnerships with Outside Agencies: The DOE seeks to expand and further develop existing relationships with external agencies to expand opportunities for MWBEs. The DOE is committed to developing partnerships with other New York City agencies, state agencies, and other organizations to advance diversity and inclusion initiatives. On a go forward basis, the DOE will explore expanding partnership opportunities with SBS, (including the Compete to Win capacity building program for MWBEs), SCA, and other city, state, and federal agencies.
- vii. Sharing MWBE Resources with Charter Schools: Charter School purchasing is completely separate from DOE procurement. However, in order to share information about best practices, during the course of the 2012-2013 Plan year, the DOE disseminated general information about MWBE resources. The DOE Office of Charter Schools added language about MWBE resources to their website. Furthermore, information was sent to Charter School purchasers through a weekly electronic newsletter in April and May 2013 regarding how Charter Schools can locate

MWBE vendors and included links to the NYC Online Directory of Certified Companies as a resource for contracting with MWBEs.

- viii. Diversity Council Pilot Programs: As described on pages 66-67, during the course of the 2012-2013 Plan year, the DOE's Diversity Council proposed two monumental pilot programs designed to increase equity for all vendors including MWBEs. With the Chancellor's support, both pilot programs were launched in late 2013. The first pilot program presents the opportunity to strategically examine all procurements over \$100,000 for potential unbundling opportunities. This program presents the opportunity to ensure that all vendors, including MWBEs and small businesses, have an equal opportunity to compete. The second pilot program, geared at smaller purchases, encourages all participating offices to make good faith efforts to solicit at least one bid from an MWBE vendor. During the course of the next Plan year, OEO and DCP will continue to monitor these pilot programs and assess their effectiveness. If successful, these programs will be implemented agency-wide. These programs have the potential to significantly expand equal procurement opportunities for all vendors including MWBEs. The increased competition can have cost related savings. Furthermore, because increased MWBE participation will benefit communities around our schools, this reform can also result in a greater positive impact on our students.

G. NON-ADMISSION STATEMENT

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

Copies of this Diversity and Inclusion Annual Report and Plan, and all related documents and support data, are prepared pursuant to the amendments to the School Governance Law.

H. APPENDICES