



NEW YORK CITY DEPARTMENT OF EDUCATION
2013-2014 DIVERSITY AND INCLUSION
ANNUAL REPORT

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REPORTING TIMEFRAME: October 15, 2013 – October 15, 2014

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A. PREFACE

The New York City Department of Education (DOE) prepared this fourth annual Diversity and Inclusion Report in compliance with the 2009 amendments to the School Governance Law (2009 N.Y. ALS 345; also referred to as N.Y. ED. LAW § 2590). On an annual basis, pursuant to the amendments to the School Governance Law, the DOE Chancellor is required to:

- (1) Issue a report outlining the initiatives taken to enhance diversity and equity in workforce recruitment and retention as well as the impacts of such initiatives to the workforce at the city district, community district and school level;
- (2) 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;
- (3) Issue an annual report on the participation of minority and women-owned business enterprises (MWBEs) in the procurement process including: (a) the number of contracts awarded to MWBEs, (b) the percent of contracts awarded to MWBEs of the total number of all DOE contracts, (c) the aggregate value of all contracts awarded to MWBEs, and (d) the percent of the aggregate value of contracts awarded to MWBEs of the total aggregate value of all DOE contracts; and
- (4) 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 fourth annual Plan represents the DOE's ongoing commitment to and support for diversity and inclusion. Recruiting, hiring, and retaining the best qualified workforce and enhancing opportunities for all vendors are crucial to the DOE's success in providing a world-class education for a diverse student body. In the annual Plan, the DOE seeks to identify areas where the organization can incorporate reforms to enhance diversity and inclusion agency-wide.

B. MESSAGE FROM THE CHANCELLOR

In a City and school system as vast and wonderfully diverse as ours, it is particularly important that we embrace our diversity as a core strength. With over 1,800 schools, a body of approximately 1.1 million students, and over 130,000 employees, the DOE is not only the largest public school system in the country, but also one that reflects great diversity. Our ability to offer students a world-class education depends on maintaining a workplace where all of our employees can thrive.

I am proud to reaffirm the DOE's continued commitment to diversity, inclusion, equal employment opportunities for employees, equal educational opportunities for students, and equal procurement opportunities for vendors. We have an unwavering commitment to ensure that every student has the opportunity to thrive and that every employee has the opportunity to work in an environment that values his or her individual contributions.

Enclosed is the agency's fourth annual Diversity and Inclusion Plan. The Plan is designed to advance diversity and inclusion in workforce recruitment and retention. When our employees succeed, our students succeed. The DOE continues to expand options for professional development, collaboration, and leadership development across the agency. This includes new opportunities for school staff to attend professional development and to learn from each other's experiences, content seminars for field staff, and a new employee engagement and development initiative for employees in central offices. By embracing employees' different experiences, skills and ideas, we can provide our students with the best education.

Procurement can strengthen the economic vitality of the communities surrounding our schools which, in turn, benefits our students. The DOE will continue to cast a wide net for qualified suppliers from all segments of the community. I am committed to ensuring that all businesses, including minority and women-owned business enterprises, have an equal opportunity to compete for DOE contracts.

Diversity and inclusion remain ongoing goals for the DOE. Creating inclusive school and work environments ensures that our students can thrive both personally and academically. I am committed to creating a welcoming culture of respect and understanding for all students, employees and vendors. The agency will continue to support these goals.

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

Promoting a continuing culture of respect is crucial to ensuring academic excellence. As the Executive Director of the Office of Equal Opportunity and Diversity Management (OEO), I am proud to present the DOE's fourth annual Diversity and Inclusion Plan. In the 2013-2014 Plan year, the DOE commitment to a diverse and inclusive environment remained unwavering.

During the 2013-2014 Plan year, the OEO Diversity Management Unit continued to implement agency-wide diversity and inclusion initiatives. By recognizing the connection between diversity and inclusion competencies and the DOE's commitment to stellar academics for our students, these reforms prepare our workforce for the future. During the course of the Plan year, the agency implemented two monumental pilot programs to enhance MWBE participation in DOE procurement. These pilot programs, proposed by the DOE's first MWBE Diversity Council, are designed to increase equity for all vendors, including MWBEs, in both small and large procurements. There is a connection between strengthening MWBE participation and the communities surrounding our schools. As a result, procurement can benefit our students. The DOE will continue to cast a wide net for qualified suppliers from all segments of the community. We are proud to reconvene the MWBE Diversity Council during the 2014-2015 school year.

OEO remains dedicated to supporting 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. The units within OEO ensure compliance with these policies: the OEO Disability Unit investigates complaints of employment discrimination based on disability and facilitates requests for disability accommodations in the workplace, the Contract Compliance Unit reviews, monitors, assists and maintains all documents relating to vendor submissions of Affirmative Action Plans and Workforce Profile Forms, the Complaint Unit investigates complaints of educational and employment discrimination and sexual harassment, the Training Unit trains DOE employees on equal employment opportunity, accommodation matters, and reporting obligations surrounding student bullying, and the Diversity Management Unit implements, directs and monitors the Diversity and Inclusion Plan. During the course of the next Plan year, OEO will continue to educate students, parents, teachers, administrators and DOE staff members regarding the importance of equal employment and educational opportunity, as well as diversity and inclusion.

Valuing the experiences, perspectives and contributions of all employees, applicants, students, and families helps the DOE retain the best and brightest employees. The DOE recognizes the immense benefits of supporting diversity and inclusion and will continuously strive to support diversity and inclusion, as well as equal opportunity for all vendors.

D. DESIGNATION OF RESPONSIBILITY FOR IMPLEMENTATION

The OEO Diversity Management Unit has primary responsibility for implementing, directing and monitoring the Diversity and Inclusion Plan. The Diversity and Inclusion Plan is prepared and implemented under the direction of the Diversity Management Unit Chief. 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 (DHR), to effectively implement the diversity and inclusion initiatives set forth in this Plan, including the development of agency-wide policies.
- II. Working with leaders within all divisions, including, but not limited to, DCP, DHR, the Office of General Counsel, the Office of School and Youth Development (OSYD), the Public Schools Athletic League (PSAL), the Office of School Support (OSS), the Division of Teaching and Learning (DTL), the Division of Instructional and Information Technology (DIIT), and the Office of School Improvement and State and Federal Education Policy, 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

Pursuant to the 2009 amendments to the School Governance Law, 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 accordingly.

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 taking steps to refine the agency's data collection methods and ensure that the collected data is as accurate as possible.¹ During the last Plan year, the DOE successfully procured a vendor with expertise in developing human resources information system (HRIS) for the DOE.² OEO continues to work closely with DHR to develop a custom HRIS capable of synchronizing with the DOE's existing information systems in order to track applicants, new hires and all other required data. DHR has requested funding to move forward with this project. OEO and DHR will develop a project plan for the development and implementation of the HRIS upon receipt of funding. Once the requisite data has been collected and analyzed, subsequent DOE Diversity and Inclusion Plans will include data on central managerial employees, central staff, school-based managers and school-based staff.

II. Participation of MWBEs

- a. As required by the amendments to the School Governance Law (N.Y. ED. LAW § 2590), the DOE collected the following data:³

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 Teachers Support Network (TSN) is the vendor that was awarded a requirement contract with the DOE for HRIS development.

³ 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, 2013 through June 30, 2014 (the agency's 2014 fiscal year). For this Plan year, DCP used the following three data sources: (1) full value contracts, (2)

- i. The number of contracts⁴ awarded to MWBEs: **704**
 - ii. The percent of contracts⁵ awarded to MWBEs of the total number of all DOE contracts: **2.12%**
 - iii. The aggregate value of all contracts⁶ awarded to MWBEs: **\$169,196,930**
 - iv. The percent of the aggregate value of contracts⁷ awarded to MWBEs of the total aggregate value of all DOE contracts: **7.24%**
- b. The DOE continues to engage in efforts to ensure the meaningful participation of MWBEs in the DOE's procurement process. Notably, over the course of the Plan year, the DOE awarded several large contracts to MWBE vendors. Out of the 50 highest valued contracts awarded during the 2014 fiscal year, four were awarded to MWBEs: a contract for transportation services valued at \$48.8 million; a contract for trade books valued at \$39 million; one contract for electrical work valued at \$23.8 million; and one contract for electrical work valued at \$23 million.

requirement contracts, and (3) non-contracted purchase orders. The DCP data reflected in this Plan references the total aggregate value of these contracts and the total encumbered amount of non-contracted purchase orders awarded during the reporting period against contracts and purchase orders awarded to MWBEs that are certified with New York City 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 the data for non-contracted purchase orders reflects the encumbered amount per purchase order. In accordance with best practices, the DCP data does not reflect expenditures for contracts and non-contracted purchase orders. The data provided by DCP excludes categories, including, but not limited to, the following: emergency procurements, negotiated services, procurements through New York State and federal contracts, expedited solicitations, listing applications, and sole source goods. In addition, the data excludes contracts and non-contracted purchase orders awarded to charities, non-profit and cultural institutions.

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.

⁷ Reference to "contracts" includes full value contracts, requirement contracts, and non-contracted purchase orders.

F. DIVERSITY INITIATIVES

Over the course of the 2013-2014 Plan year, the DOE launched, and will continue to develop, a series of strategic diversity and inclusion initiatives designed to implement best practices. These initiatives, designed to comply with the amendments to the School Governance Law, include a thorough review of the DOE's policies and practices relating to diversity, inclusion, and equal employment opportunity. Described below are the diversity initiatives undertaken by the DOE, as well as initiatives the DOE will consider on a go forward basis:

I. Diversity and Inclusion Policy and Procedures:

- a. **DOE Policy:** The DOE continues to support and value the promotion of an inclusive workplace. Applicant and employee diversity at the DOE will improve the agency's ability to provide the best educational services possible for our diverse student body. In compliance with 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. The DOE will present an updated version of the Policy to the Panel alongside this Plan at the December 2014 Panel meeting. A copy of the DOE's Diversity and Inclusion Policy, reflecting recent updates in EEO law, is attached as *Appendix A*.
- b. **Dissemination and Discussion:** Providing information and educational resources are key factors in increasing awareness about diversity and inclusion at the DOE. Because diversity applies to all of us, the Diversity and Inclusion Policy is disseminated via the following channels:
 - i. To alert employees, applicants, parents, and members of the public about the Diversity and Inclusion Policy, a copy of the Policy is permanently posted on the OEO website at

<http://schools.nyc.gov/Offices/GeneralCounsel/Investigative/OE/O/KeyDocuments/DiversityandInclusionPolicy.htm>

- ii. DOE's Diversity and Inclusion Policy, as well as additional diversity and inclusion resources, are available on the DOE's intranet. At the intranet site (<http://intranet.nycboe.net/default.htm>), DOE employees can learn about how diversity and inclusion are defined at the DOE and review frequently asked questions about diversity and inclusion.
 - iii. On an annual basis, the Chancellor distributes an email disseminating the Diversity and Inclusion Policy to DOE employees. In relevant part, the Chancellor's email highlights the agency's commitment to fostering a culture of mutual respect, understanding, and recognition of different and diverse perspectives at the DOE. Furthermore, the email includes a link to the DOE's Diversity and Inclusion Policy and invites employees to review the diversity and inclusion resources on the DOE's intranet.⁸ A copy of the email from Chancellor Carmen Fariña forwarding the Diversity and Inclusion Policy is attached as *Appendix B*.
- c. **Training:** OEO conducts outreach and provides training regarding the Diversity and Inclusion Policy by incorporating the Policy into ongoing training efforts:
- i. During the 2013-2014 Plan year, the official DOE orientation was updated to include a presentation about the DOE's commitment to diversity and inclusion. The presentation defines diversity and inclusion at the DOE and emphasizes that diversity and inclusion are important values at the DOE. During the orientation, employees are directed to the Diversity and Inclusion Policy on the DOE's intranet website and the OEO website.
 - 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

⁸ The email from Chancellor Carmen Fariña forwarding the Diversity and Inclusion Policy was sent to all DOE employees on November 19, 2014.

EEO training, and ensuing discussion about diversity and inclusion, will help ensure appropriate Policy enforcement throughout the DOE.

II. Procurement Policy and Procedures:

- a. **DOE Policy:** In 2010, DCP updated the DOE's Procurement Policy and Procedures to comply with the amendments to the School Governance Law. The Panel for Educational Policy adopted the revised Procurement Policy and Procedures in the same year. 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:** The 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:** 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, unemployment status, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, status as a victim of domestic violence, sexual offenses and stalking, or weight

(for students only),⁹ and to maintain an environment free of harassment on any of the above-noted grounds, including sexual harassment or retaliation. A copy of the DOE's Non-Discrimination Policy is 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, DOE managers are directed to provide a copy of the Non-Discrimination Policy and complaint procedures whenever an allegation of unlawful discrimination, harassment or retaliation is brought to their attention. Furthermore, Chancellor Carmen Fariña distributed the Non-Discrimination Policy and DOE's complaint filing procedures (Chancellor's Regulation A-830) via e-mail to all employees in November 2014.
- b. **Complaint Procedure:** The Non-Discrimination Policy also identifies the DOE's complaint procedure. DOE students, parents of DOE students, applicants for employment, DOE staff members, and those who interact with students or staff, may file complaints of discrimination and unlawful harassment by contacting OEO. Complaints may be filed by completing 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 180 in-person training sessions for 5,335 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

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

training. During the course of the Plan year, OEO provided 152 EEO trainings for 3,957 staff members and 1 disability training for administrators. Additionally, in collaboration with OSYD, OEO offers training¹⁰ regarding the DOE's policies related to the New York State Dignity for All Students Act, where participants are educated about their reporting responsibilities and the circumstances under which off-school and on premises behavior may be covered by the Chancellor's Regulations. The OEO training program highlights the following Chancellor's Regulations: A-831 Student-to-Student Sexual Harassment; A-832 Student Discrimination, Harassment, Intimidation and/or Bullying; and the portions of A-830 that address Staff-to-Student Discrimination and Sexual Harassment. During the course of the Plan year, OEO provided 28 trainings for 1,378 staff members.

IV. Contract Compliance Unit

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

V. Title IX Compliance

- a. **Title IX Overview:** The OEO's Diversity Management Unit houses the agency's Title IX Coordinator. The Title IX Coordinator bears

¹⁰ The first training workshop was held on November 4, 2013.

responsibility for agency-wide compliance with Title IX of the Educational Amendments of 1972. 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 enhance the agency's diversity and inclusion initiatives, particularly initiatives regarding 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;¹¹ PSAL;¹² the Middle School Sport and Fitness League ("CHAMPS");¹³ the Office of Career and Technical Education ("CTE");¹⁴ the General Practice Unit ("GPU");¹⁵ and the Office of Special Investigations ("OSI");¹⁶ 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. Under the law, the DOE must regularly evaluate the impact of its policies and practices, including hiring practices and employment environments, on the basis of gender. During the course of the 2012-2013 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

¹¹ 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.

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

¹³ "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.

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

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

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

and the Title IX Coordinator’s contact information were added to the agency’s Pregnant and Parenting Students Handbook,¹⁷ the Public Notification of Non-Discrimination Policy, and several Chancellor’s Regulations.¹⁸ The above-mentioned Title IX information was also added to the Principal’s Portal,¹⁹ the Parents and Families website,²⁰ as well as the OEO, OSYD, PSAL, CHAMPS and OSI internet websites. During this Plan year, the Title IX Coordinator partnered with CTE and the Office of Digital Communication Policy and Strategy to feature CTE’s updated Notification of Non-Discrimination Policy in the “Top Stories” spotlight series on the DOE’s website. All of these actions served to promote the agency’s existing diversity and inclusion initiatives by educating prospective or existing DOE students, parents, as well as DOE employees regarding their rights to an environment free of gender-based discrimination or sexual harassment.

VI. Trainings and Educational Opportunities Attended by DOE Staff

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

¹⁷ 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.

¹⁸ Information prescribed by Title IX was added to the Chancellor’s Regulation A-421, A-601, A-830, A-740, A-831 and A-832.

¹⁹ The Principal’s Portal is an internet support resource for principals and administrators regarding a broad range of issues.

²⁰ The Parents and Families website is an internet resource for the families of DOE students. The Parents and Families website aims to strengthen parent involvement in students’ academic experiences in order to support student achievement.

other diversity and procurement professionals and learn about best practices at their respective agencies and companies.

b. **Educations Events and Trainings Attended:** DOE staff members engaged in the following:

- i. DOE Division of Academics, Performance, and Support (DAPS) Mentoring Program Meetings: held at the DOE and attended by DOE staff in New York, NY from October 2013 to December 2013. DAPS matched division leaders with interested mid-level staff members for mentorships. At monthly program meetings, mentors provided their mentees with ongoing counsel and guidance surrounding career development. The meetings cultivated professional relationships and provided a supportive and inclusive environment for employees. This initiative was designed to promote employee engagement and retention.
- ii. DOE DAPS Project Management Seminars: held at the DOE in New York, NY, from October 2013 to December 2013. The monthly professional development seminars were designed to build leadership and project management skills across the DOE, provide intensive professional growth opportunities for employees, provide a forum to share project management resources, and develop relationships across teams to create a more inclusive work environment with the goal of enabling employees to understand each other's work and serve as resources for knowledge sharing.
- iii. Annual Employment Law Institute 2013: held at the Practising Law Institute (PLI) in New York, NY, on October 21-22, 2013. This two-day seminar, attended by DOE staff, provided a comprehensive review of legal and regulatory developments in employment law as well as emerging issues and best practices in the workplace. Panelists addressed legal issues arising from legal considerations for employers in the age of telecommuting, the American Disabilities Act, accommodations for employees with mental disorders, and assessing retaliation claims under Title VII.
- iv. A Manager's Guide to Employee Feedback, Discipline and Managing Different Employee Types: held at the DOE in Brooklyn, NY on October 23, 2013 and March 25, 2014. This training, presented to DOE managers and supervisors by the

DOE's Office of Employee Relations, provided tools for effective supervision of employees, including tips on managing different types of employees as well as ensuring that effective feedback is an integral part of supervision. Attendees were also offered the opportunity to ask questions and engage in dialogue concerning employee feedback and the management of employees with diverse styles and perspectives.

- v. DOE Welcome Sessions: held at the DOE in New York, NY on October 29, 2013, November 19, 2013, and December 17, 2013. In preparation for the DOE's Employee Engagement and Development Initiative, as described on pages 60-61 of the Plan, the DOE held welcome sessions for new employees to learn about the DOE's mission, organizational structure and initiatives. The welcome sessions include a presentation about diversity and inclusion at the DOE, as well as the agency's commitment to fostering a culture of mutual respect and understanding. New employees are directed to the DOE's Diversity and Inclusion Policy on the OEO website and the DOE's intranet. In addition, Chancellor's Regulation A-830, which reinforces the agency's Diversity and Inclusion Policy, is distributed to new employees.
- vi. Building Organizational Alignment for Staff Members: held at the DOE in Brooklyn, NY on October 30, 2013 and November 1, 2013. This professional development session, presented by the DOE's Office of Organizational Services, focused on the Employee Feedback Cycle (described on pages 63-64 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. The October 30, 2013 session aimed to connect employees with the DOE's organizational priorities, encourage open and frequent dialogue, and ensure that all DOE students are college ready. The November 1, 2013 session provided training to supervisors on their roles and responsibilities in leading the organizational change.
- vii. Urban Education on the Rise: hosted by the Council of the Great City Schools & Albuquerque Public Schools in Albuquerque, NM from October 30, 2013 to November 3, 2013. This conference featured workshops led by experts in education, including DOE's

Deputy Chief Academic Officer for Leadership Marina Cofield. Relevant sessions included, “Expanding Opportunities in Gifted Education for African American Males in Urban Schools,” “Common Core Success for Students with Disabilities in Urban Settings,” “Inclusive Practices + Common Core + SEL = Better Learning Through Integration,” “Automating School Assignment: Factors to Consider While Keeping Schools Diverse,” “PICTURE PERFECT PARTNERSHIP! Fostering a Relationship Between Bilingual Families and Schools,” and “Racial Equity Transformation: Theory to Practice.”

- viii. Paraprofessional Academy – Why Do Children Behave the Way They Do? Understanding Behaviors of Children with Special Needs: held at the United Federation of Teachers (UFT) Brooklyn Borough Office in Brooklyn, NY on November 6, 2013. This professional development workshop, presented by the DOE in conjunction with the UFT Paraprofessional Chapter and the UFT Teacher Center, was designed to help paraprofessionals understand the causes of challenging student behavior, the reinforcements for behavior, communication styles and valuable strategies to successfully educate children with special needs in an inclusive classroom environment.
- ix. American Speech Language Hearing Association (ASHA) Conference: held from November 12-17, 2013 in Chicago, IL. This annual conference for speech-language pathologists, audiologists, and speech, language and hearing scientists, was attended by DOE staff. Conference sessions covered topics that included, but were not limited to, communication disorders in children, strategies for working with culturally and linguistically diverse populations who have speech sound disorders, and addressing the speech, language and social communication development of children adopted from outside the United States.
- x. Education Pioneers Meet and Greet Luncheon with Divisional Leads: held at the DOE in New York, NY on November 14, 2013. Education Pioneers is an organization that recruits and supports talented and diverse leaders for short and long-term career opportunities in education. The DOE partners with Education Pioneers to select top graduate students in business, law and policy from elite universities for competitive fellowship

opportunities at the DOE. Fellows are placed in the DOE to advance or complete strategic initiatives within an accelerated, 10 week timeframe. In addition, Education Pioneers prepares fellows for permanent education leadership careers by providing full-day professional development sessions where fellows learn directly from industry leaders, connect with a diverse peer group, and optimize their skills in the context of K-12 urban education. At the luncheon on November 14, 2013, fellows met with education leaders from different offices within the DOE, including the Office of the Chief Operating Officer, to network and begin cultivating relationships.

- xi. Stress Management: presented by the DOE in Brooklyn, NY on November 19, 2013. This in-house workshop, presented by the DOE's HR Connect, assisted staff members in understanding the reactionary nature of stress. During the workshop, participants learned about management and coping skills they can apply to their own experiences to reduce daily stress. The techniques provided at this workshop promoted strategies for creating an inclusive work environment that encourages employee enthusiasm, dedication and collaboration.
- xii. Employee Feedback Cycle – Management Training Series – Building Organizational Capacity: presented by Targeted Business Solutions in New York, NY on November 20, 2013, December 6, 2013, December 13, 2013, and December 19, 2013. This training series for managers and supervisors covered various topics relating to the Employee Feedback Cycle, described on pages 63-64 of the Plan, which incorporates diversity and inclusion best practices. By recognizing and addressing differing management styles, the training promoted inclusion.
- xiii. Leading Through Transition: presented by the New York City Department of Citywide Administrative Services (“DCAS”) in New York, NY on December 6, 2013. This workshop for leaders, managers, and supervisors focused on ways to effectively handle change and guide staff members through periods of transition. The strategies discussed at the workshop promoted the maintenance of an inclusive work environment through periods of change.

- xiv. Resilience at Work: presented by DCAS in New York, NY on December 10, 2013. This experiential training program focused on enabling participants to master the competencies of professional resilience during times of external change. The program also focused on skills to enhance understanding, teamwork, and a dynamic work environment.
- xv. School Performance Retreat: this event, attended by DOE staff from the Division of Teaching and Learning (DTL), was held in New York, NY, on January 14, 2014. The retreat focused on leadership development, team-building and strategy-planning. DTL staff gathered to reflect on divisional accomplishments; discuss work surrounding race, equity, and the effect of bias in the workplace; understand the interplay between the initiatives of different offices within the division in pursuit of common goals; and strengthen the division's community.
- xvi. DOE DTL Quarterly Meet & Greet: this event, attended by DTL staff in New York, NY on January 31, 2014, promoted inclusive culture-building. All DTL staff were invited and encouraged to interact with each other and senior leaders in an informal setting. The purpose of the meet and greet was to foster collaboration between offices within the division and inspire an inclusive and diverse work environment to share best practices. The event featured remarks by Deputy Chancellor Phil Weinberg.
- xvii. Diversity & Inclusion in Law Practice 2014: held at the PLI in New York, NY on February 20, 2014. This seminar featured legal practitioners and diversity experts for a discussion of recent legal developments impacting diversity and inclusion in law practice. Topics included strategies for diversity recruiting, diversity and inclusion in corporate environments, and challenges and best practices for achieving a diverse and inclusive work environment.
- xviii. Reasonable Accommodations for Pregnancy: Amendment to the New York City (NYC) Human Rights Law: held at the DOE in New York, NY on February 26, 2014. This in-house training workshop, conducted by OEO for selected legal staff, focused on the requirements of a recent amendment to the NYC Human Rights law prohibiting employment discrimination on the basis of pregnancy, childbirth, or related medical conditions.

Additionally, the training reviewed best practices with respect to assessing and responding to employees' requests for accommodations for these conditions.

- xix. DOE DTL Meeting: this meeting, attended by DTL staff in New York, NY, on March 6, 2014, addressed the transition to a new administration and focused on collaboration towards achieving common goals. This meeting promoted open dialogue to create an inclusive environment where diverse perspectives are valued and respected. DTL staff had the opportunity to engage with Deputy Chancellor Phil Weinberg during a question and answer session at the conclusion of the meeting.
- xx. New York State Association for Bilingual Education's 2014 Annual Conference: held at the LaGuardia Airport Marriot Hotel in Queens, NY on March 7, 2014. Staff members from the DOE's Bilingual Pupil Services program, which prepares and trains bilingual paraprofessionals to support and serve English Language Learners (ELLs), attended this event. The conference was designed to engage educators in considering strategies and approaches to educate a new generation of bilingual citizens. Experts in the field gave presentations covering a multitude of topics, including the following: "The Bilingual Common Core Initiative (BCCI): Integrating Content and Language," "From Speaking to Writing: Using Academic Language Strategies to Scaffold Writing with ELLs," and "Visual Tool as Approaches for Language Literacy and Cognition."
- xxi. 2014 Business Expo and Conference: held at the Sheraton LaGuardia East Hotel in Queens, NY on March 14, 2014. This conference, attended by DOE staff, was hosted by the United States Small Business Administration (SBA) and the Zhejiang Chamber of Commerce of America. Attendees participated in workshops aimed at supporting MWBE vendors in doing business with government agencies. The workshops focused on social media marketing, securing financing, expanding business globally, and resources for securing government contracts.
- xxii. Raising the Bar (Exam): Strategies for Increasing the Minority Law Student Bar Exam Pass Rate: The DOE attended this March 27, 2014 event in New York, NY. The New York City Bar Association's Office of Diversity and Inclusion and Practicing

Attorneys for Law Students hosted this annual forum to support diverse attorneys and students. The event brought together educators, employers, and law students to discuss techniques for increasing the bar exam pass rate of minority exam takers. Representatives from the DOE learned about diversity pipeline initiatives and networked with attendees.

- xxiii. Understanding Employment Law 2014: held at the PLI in New York, NY on March 28, 2014. This seminar provided an overview of federal anti-discrimination laws and legal developments in the employment law realm. The program included a discussion of leave laws, and ethical practices in employment negotiations and investigations. Additionally, the seminar focused on best practices for detecting and avoiding workplace discrimination.
- xxiv. Fundamentals of Supervision: presented by DCAS in New York, NY on April 2, 2014. This course, designed for city employees in managerial and supervisory positions, aimed to introduce participants to the challenges related to supervising employees. The course emphasized the role of a supervisor as part of a management team committed to developing excellence in government, and proposed strategies to effectively work with a diverse workforce. Course participants also learned about developing leadership practices that encourage teamwork, and mastering conflict management skills.
- xxv. Reframing Difficult Workplace Conversations for Positive Outcomes: held in New York, NY on April 8, 2014. This course, hosted by DCAS, was based on the Harvard Negotiation Project, an organization known for developing the theory of “principled negotiation.” According to the theory, negotiators separate power dynamics in the workplace from substantive work conversations, invent options for mutual gain, and use independent standards of fairness to avoid conflict. The course introduced participants to a structured approach for dissecting difficult workplace communications and transforming them into conversations that lead to positive resolutions and a more harmonious workplace.
- xxvi. Adaptive Leadership: presented by DCAS in New York, NY on April 30, 2014. This interactive workshop aimed to help managers vary their approach when working with a diverse range

of performers. Participants learned how to develop strategies to raise their employees' motivational and skill levels on different tasks and assignments.

- xxvii. Higher Education Law 2014: held at the PLI in New York, NY on May 8, 2014. This seminar focused on best practices in higher education law and covered topics including, but not limited to, Title IX, sexual harassment policies, and disability discrimination. Panelists discussed sexual harassment and sexual violence in higher education within the context of Title IX, a recent report from the White House Task Force to Protect Students from Sexual Assault, and developments in disability discrimination law.
- xxviii. Influencing Without Authority: presented by DCAS in New York, NY on May 15, 2014. DOE staff attended this workshop, which helped participants learn how to use influencing skills in situations where they may have minimal authority. Designed for both managerial and non-managerial employees, the workshop provided strategies for those who need to influence their superiors and subordinates. The workshop aimed to empower participants in a positive way to accomplish workplace goals.
- xxix. Neuroscience & Management: held in New York, NY, on May 15, 2014. This course, hosted by DCAS, introduced participants to basic traits and approaches at the core of high impact leadership. Participants learned an inclusive approach to successfully move past obstacles and achieve productive results. The course addressed having shorter, but more meaningful, workplace conversations; managing priorities more effectively; dealing effectively with conflict; improving relationships with subordinates, peers and supervisors; and becoming a more effective agent for positive change.
- xxx. Chancellor's Principal Conference: held at Brooklyn Technical High School in Brooklyn, NY on May 17, 2014. This conference, geared at DOE administrators, included remarks from Chancellor Carmen Fariña about citywide instructional expectations for the 2014-2015 school year. Relevant breakout session topics included, but were not limited to, plans for meeting the needs of all students, and fostering a collaborative school culture that enables DOE staff and students to thrive.

- xxxi. Building Collaborative, Productive & Cohesive Teams: presented by DCAS in New York, NY on May 20, 2014. This highly interactive course promoted inclusive workplace behaviors by focusing on elements needed to build collaborative, productive and cohesive teams. The course provided training regarding the importance of interdependence, conflict management, transparency, vision and clearly defined roles. During the training, attendees were given the opportunity to practice skills associated with these characteristics.
- xxxii. Best Practices in Local Public MWBE and SBE Programs Webinar: presented on May 29, 2014 by the Insight Center for Community Economic Development, which is a national research, consulting and legal organization dedicated to building economic health and opportunity in vulnerable communities. The webinar, viewed by DOE staff, focused on strategies to increase the effectiveness of city and county MWBE and small business enterprise (SBE) programs. Lecturers from Houston, Texas and Washington State discussed the success of MWBE programs in increasing contract opportunities.
- xxxiii. Interpersonal Strategies: held in New York, NY, on June 11, 2014. This class, hosted by DCAS, focused on assessing participants' current communication and behavioral styles. Through the use of a self-assessment tool, participants were able to differentiate behavioral styles, identify inclusive approaches to real-world situations, and develop interpersonal strategies to achieve positive outcomes.
- xxxiv. Diversity & EEO Basic Training: held at the DCAS offices in New York, NY on June 17, 2014, June 19, 2014, June 23, 2014, June 25, 2014, and June 27, 2014. This five-day training focused on diversity and inclusion, EEO laws, EEO protections, theories of discrimination and sexual harassment prevention. 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 NYC EEO responsibilities.
- xxxv. Employment Discrimination Law & Litigation 2014: held at the PLI in New York, NY on June 18, 2014. This seminar included a series of interactive discussions on topics such as disability

discrimination and accommodation, age discrimination, and retaliation claims. Panelists discussed proactive measures to address potential employment discrimination issues in the workplace and engaged participants in hypothetical workplace situations.

- xxxvi. 14th Annual School Law Institute: held at the PLI in New York, NY on June 19, 2014. This seminar, attended by DOE staff, provided a comprehensive review of case law and regulatory developments in Title IX, as well as a discussion of the Individuals with Disabilities Education Act (IDEA), decisions regarding Section 504 of the Rehabilitation Act, and significant issues impacting special education practice. Panelists also discussed ethical challenges facing school law attorneys and explored legal theories for addressing disability and special education issues.
- xxxvii. Society for Human Resource Management (SHRM) Annual Conference and Exposition: held from June 21-25, 2014 in Orlando, FL. The annual conference, which brings together human resource professionals from around the world, included staff from DHR. Sessions from the 2014 conference addressed topics in employment law, talent acquisition and retention, and leadership development. Participants learned about practical applications of employment law principles; ways to engage and develop high potential employees; strategies for cultivating social capital with human capital; and creating a high trust workplace. Keynote speakers included Laura Bush, former First Lady of the United States, and Robin Roberts, co-anchor of the television show, *Good Morning America*.
- xxxviii. Creating a Collaborative Workplace: presented by DCAS in New York, NY on June 23, 2014. This course outlined inclusive practices and strategies for successfully collaborating with teams. Attendees learned about the hallmarks of high performing teams, including seamless collaboration, communication, and leveraging others' knowledge and talents to increase team capacity. This course examined the complexities, opportunities and desired conditions and skills needed for transitioning into a collaborative workplace.

- xxxix. Equal Employment Opportunity and Diversity Management: this mandatory online training, as discussed on page 77, was sent to all DOE supervisors and managers in June 2014. The comprehensive training presented real-life workplace situations and covered federal, state, and city EEO laws; the DOE's regulations prohibiting unlawful harassment and discrimination; reporting procedures for managers, complainants and third parties; and diversity and inclusion in the workplace. The training also required that all supervisors and managers complete a mastery test about the information.
- xi. Design Gym Facilitator Training: presented by Design Gym in New York, NY on June 25, 2014. Attendees at this workshop learned how to facilitate teamwork and to cultivate a work environment that values diverse perspectives. The workshop highlighted the importance of creating a safe environment where individuals with diverse mindsets and ways of learning may collaborate.
- xli. Preparing for Supervision: presented by DCAS in New York, NY on July 18, 2014. This course, specifically designed for employees newly transitioning into the role of supervisors, discussed strategies for making a successful transition from "co-worker" to "supervisor." The course provided strategies and insights for supervising former peers and aimed to assist participants in developing a positive and inclusive management style that helps accomplish workplace goals.
- xlii. School Technology Summit: held at Murry Bergtraum High School in New York, NY on July 30, 2014. The summit, presented by the DOE's DIIT, aimed to connect educators, administrators, and other staff to technology experts and thought leaders. DOE staff attended workshops, including a session titled, "Creating a New Mindset NAO," which explored how NAO, a humanoid robot could be used to inspire changes in school culture by altering negative perceptions. The workshop focused on schools as diverse educational and workplace environments where NAO can be used as a catalyst to create positive perceptions of errors as products of a diverse approach to problem-solving.

- xliii. U.S. Equal Employment Opportunity Commission (EEOC) Training Institute: The DOE participated in this August 5-6, 2014 event hosted by the EEOC. The two-day workshop focused on the 50th Anniversary of Title VII of the Civil Rights Act of 1964. Panelists discussed best practices for investigating employment discrimination complaints, advocating for all workers, including undocumented populations, and creating effective anti-harassment models in the workplace. The event featured remarks by former Newark Regional Director of the EEOC, Corrado Gigante.
- xliv. DOE DTL All-Staff Meeting: the purpose of this meeting, held in New York, NY on August 6, 2014, was to inform DTL staff of the division's new values, which include, but are not limiting to supporting collaborative culture, encouraging information sharing between offices and schools, and promoting diversity of culture, beliefs, perspectives, and experiences.
- xlv. Dignity for All Students Act (DASA) Workshop: held at St. Francis College in Brooklyn, NY on August 12, 2014, August 19, 2014, August 25, 2014, September 8, 2014, September 11, 2014, and September 13 2014, and at the DOE in Brooklyn, NY on September 25, 2014. This in-house workshop hosted by the DOE provided DOE staff members with coursework and training relating to issues of harassment, bullying, cyberbullying and discrimination in schools. Additionally, the workshop outlined effective prevention and intervention strategies.
- xlvi. City & State 4th Annual On Education Forum: held at CUNY in New York, NY on August 28, 2014. This event featured remarks by Chancellor Carmen Fariña and panel participation from education leaders, including New York State (NYS) Department of Education Commissioner John King, NYS Board of Regents Chancellor Merryl Tisch, and Richard Buery, NYC Deputy Mayor for Strategic Policy Initiatives. Panelists discussed, among other topics, the implementation of universal pre-Kindergarten in NYC and the selection of pre-Kindergarten service providers, including MWBE vendors.
- xlvii. Stonewall Democratic Club of NYC Lesbian, Gay, Bisexual, and Transgender (LGBT) Panel Discussion: held in New York, NY, on September 17, 2014. The panel discussed DOE's transgender

student guidelines which were issued in March 2014. Elayna Konstan, the Chief Executive Officer of OSYD, participated on the panel and answered questions about bullying in connection with LGBT issues. The event featured remarks by Chancellor Carmen Fariña, who stressed the importance of having open conversations about LGBT issues with students.

- xlviii. Disability Employment Awareness Month Web Seminar: DOE staff participated in this October 7, 2014 webinar hosted by DCAS. The webinar discussed best practices to successfully recruit, retain, and promote individuals with disabilities. The webinar also examined how employers can educate employees to become strong workforce allies.

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's procurement process. The DOE will continue to seek new methods to expand opportunities for MWBE participation. During the 2013-2014 Plan year, as described below, the DOE's outreach efforts included attending and sponsoring various MWBE vendor fairs. At these events, DOE procurement and diversity experts met with MWBE vendors, provided information about the DOE's procurement process, and shared information about current DOE solicitations. Documentation of the DOE's involvement with MWBE vendor fairs is attached as *Appendix D*.
- ii. **DOE Staff Attended the Following MWBE Vendor Fairs**:
 - 1. Government and Business Matchmaker 2013: The DOE participated in this December 4, 2013 event in New York, NY as an exhibitor. LaGuardia Community College Procurement Technical Assistance Center (PTAC), an organization committed to making procurement opportunities available to small business owners in Queens, hosted the event. The event invited MWBEs to explore contract opportunities with federal, state and city

agency representatives, as well as prime contractors. The DOE participated as an exhibitor by staffing a table at the event. DOE representatives networked with MWBE attendees, answered questions about the DOE's procurement process, and provided information about current DOE solicitations. In addition, the DOE invited attendees to the next "How to Do Business with the NYC DOE" workshop.

2. 2014 Business Expo and Conference: The DOE participated in this March 14, 2014 event in Queens, NY as an exhibitor. SBA and the Zhejiang Chamber of Commerce of America hosted the expo to connect local small business owners with federal, state and city agencies, as well as prime contractors. The DOE participated as an exhibitor by staffing a table at the event. DOE representatives networked with MWBE attendees, answered questions about the DOE's procurement process, and provided information about current DOE solicitations. In addition, the DOE invited attendees to the next "How to Do Business with the NYC DOE" workshop.
3. 5th Annual Brooklyn Business Expo: The DOE participated in this April 22, 2014 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 business participants from the New York area to both public and private organizations. Attendees participated in workshops that focused on MWBE certification, securing financing and selling to city agencies. The DOE participated as an exhibitor by staffing a table at the event. DOE representatives networked with MWBE attendees, answered questions about the DOE's procurement process, and provided information about current DOE solicitations. In addition, the DOE invited attendees to the next "How to Do Business with the NYC DOE" workshop.

4. “ChallengeHER”: The DOE participated in this May 21, 2014 event in New York, NY. Women Impacting Public Policy (WIPP) and American Express OPEN partnered to host this event for women business owners. The event focused on informing women business owners about contracting opportunities with the federal government. DOE representatives networked with MWBE attendees, answered questions about the DOE’s procurement process, and provided information about current DOE solicitations. In addition, the DOE invited attendees to the next “How to Do Business with the NYC DOE” workshop.
5. “CAFECITO”: The DOE attended this May 30, 2014 event in Manhattan, NY. “Cafecito” is comprised of a legal professionals dedicated to the advancement of the Hispanic community. The group meets on a monthly basis to network and discuss current events. The DOE attended the “Cafecito” meeting on May 30, 2014 to provide information about DOE procurement opportunities for small business owners and MWBEs.
6. Asian Women in Business Annual Procurement Conference for MWBEs: The DOE participated in this June 3, 2014 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 event. DOE representatives networked with MWBE attendees, answered questions about the DOE’s procurement process, and provided information about current DOE solicitations. In addition, the DOE invited attendees to the

next “How to Do Business with the NYC DOE” workshop.

7. 12th Annual Queens Small Business and Procurement Expo: The DOE participated in this June 6, 2014 event in Queens, NY as a workshop facilitator and exhibitor. The event provided attendees with an opportunity to meet procurement representatives from government agencies, locate potential subcontract opportunities, network with other small businesses, and attend workshops offered throughout the day. This year, the DOE facilitated a workshop presentation on “How to Do Business with the NYC DOE” at the expo. The DOE also participated as an exhibitor by staffing a table at the event. DOE representatives networked with MWBE attendees, answered questions about the DOE’s procurement process, and provided information about current DOE solicitations. In addition, the DOE invited attendees to the next “How to Do Business with the NYC DOE” workshop.

8. 21st Annual Competitive Edge Conference: The DOE participated in this July 15, 2014 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 participated as an exhibitor by staffing a table at the event. DOE representatives networked with MWBE attendees, answered questions about the DOE’s procurement process, and provided information about current DOE solicitations. In addition, the DOE invited attendees to the next “How to Do Business with the NYC DOE” workshop.

9. Partnering for Opportunities: A Conference for Minority & Women-Owned Business Enterprises: The DOE participated in this August 14, 2014 conference in New York, NY as an exhibitor. The City University of New York (CUNY) & the City University Construction Fund (CUCF) partnered to host this conference for MWBEs. MWBEs networked with representatives and decision-makers from CUNY colleges, CUCF, as well as state and city agencies. The conference provided attendees with an opportunity to meet CUCF's construction managers, architects and engineers. The DOE participated as an exhibitor by staffing a table at the event. DOE representatives networked with MWBE attendees, answered questions about the DOE's procurement process, and provided information about current DOE solicitations. In addition, the DOE invited attendees to the next "How to Do Business with the NYC DOE" workshop.

10. Chamber Business Expo: The DOE participated in this September 18, 2014 event in New York, NY as an exhibitor. The event was hosted by the Greater New York Chamber of Commerce, a not-for-profit organization that is committed to improving the business climate and the quality of life. The expo attracted vendors at all levels, including entrepreneurs, startups, small businesses, major corporations, foreign consulates, public officials as well as federal, state and city agencies. The DOE participated as an exhibitor by staffing a table at the event. DOE representatives networked with MWBE attendees, answered questions about the DOE's procurement process, and provided information about current DOE solicitations. In addition, the DOE invited attendees to the next "How to Do Business with the NYC DOE" workshop.

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. At the conclusion of each workshop, representatives from DCP and OEO hold an open discussion session to answer any questions MWBE vendors may have about solicitations and the DOE’s procurement process. In addition to providing valuable information to MWBEs, these workshops help foster strong relationships with community organizations that work closely with MWBE vendors and 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 Held the Following “How to Do Business with the NYC DOE” Workshops During the 2013-2014 Plan Year:**

1. 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 at creating and retaining jobs, growing the Queens community, and assisting MWBEs and small businesses by promoting tourism and business development. Following the workshop, the DOE networked with MWBEs and answered their questions about the DOE’s procurement process.
2. Bronx Chamber of Commerce: On November 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 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 DOE's procurement process.

3. Business Outreach Center Network: On December 5, 2013, the DOE partnered with the Business Outreach Center (BOC) Network to host a "How to Do Business with the NYC DOE" workshop in Brooklyn, NY. The BOC Network is a micro-enterprise/small business development organization that provides customized business services to underserved entrepreneurs in NYC. The BOC Network connects local entrepreneurs to business assistance services, financial, legal and other resources. At the conclusion of the workshop, the DOE networked with MWBEs and answered their questions about the DOE's procurement process.
4. New York Small Business Development Center: On January 23, 2014, the DOE partnered with the New York Small Business Development Center (SBDC) to host a "How to Do Business with the NYC DOE" workshop in Brooklyn, NY. The New York SBDC offers services to businesses that are interested in selling to local, state and federal government organizations. The SBDC provides free services to all small business populations, including MWBEs throughout the state. The DOE networked with MWBEs at the workshop and answered procurement related questions from the attendees.
5. New American Chamber of Commerce: On February 27, 2014, the DOE partnered with the New American Chamber of Commerce (NACC) to host a "How to Do Business with the NYC DOE" workshop in Brooklyn, NY. NACC is a not-for-profit organization founded in 2005 to advance, promote and facilitate the success of new businesses. NACC provides a comprehensive range of business services specifically geared to the needs of the business community. Following the workshop, the DOE networked with MWBEs and answered their questions about the DOE's procurement process.

6. West Brighton Community Local Development Corporation: On March 25, 2014, 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. WBCLDC offers programming and seminars on timely business topics to assist MWBEs, new entrepreneurs and existing businesses. In addition, WBCLDC offers counseling for MWBEs that focuses on 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 DOE’s procurement process.
7. U.S. General Services Administration: On April 17, 2014, 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 New York, NY. GSA provides counseling, training and information on subcontracting opportunities for small business owners seeking 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 the opportunity to learn about federal as well as city procurement within a single forum.
8. New York Women’s Chamber of Commerce: On May 20, 2014, 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 foster 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 DOE's procurement process.

9. South Bronx Overall Economic Development Corporation: On June 19, 2014, the DOE partnered with the South Bronx Overall Economic Development Corporation (SoBRO) to host a "How to Do Business with the NYC DOE" workshop in 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, the DOE networked with MWBEs and answered their questions about the DOE's procurement process. MWBEs also had an opportunity to network with SoBRO staff.
10. Queens Chamber of Commerce: On July 10, 2014, the DOE partnered with the Queens Chamber of Commerce and the BOC Network – Queens to host a "How to Do Business with the NYC DOE" workshop in Queens, NY. The Queens Chamber of Commerce fosters economic growth and prosperity in the Queens business community. The Chamber provides members with access to educational classes, forums and workshops to support their growth. The BOC Network connects local entrepreneurs to business assistance services, financial, legal and other resources. At the conclusion of the joint workshop, the DOE networked with MWBEs and answered questions about the DOE's procurement process.
11. Business Outreach Center Network: On August 27, 2014, the DOE partnered with the BOC Network and the Brooklyn Public Library (BPL) to host a "How to Do Business with the NYC DOE" workshop in Brooklyn, NY. The BPL serves Brooklyn's 2.5 million residents, offering thousands of public programs, millions of books and use of more than 1,100 free Internet-accessible computers. BPL connects thousands of people to the resources and tools that they need to achieve their goals. At the conclusion of the joint workshop, the DOE

networked with MWBEs and answered questions about the DOE's procurement process.

12. Queens Economic Development Corporation: On September 22, 2014, the DOE partnered with the QEDC to host a "How to Do Business with the NYC DOE" workshop in Queens, NY. Based in Queens, QEDC assists MWBEs and small businesses by promoting tourism and business development, offering one-on-one business counseling and assisting business owners with the process of MWBE certification. Following the workshop, the DOE and QEDC networked with MWBEs and answered their questions about the DOE's 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 seeks referrals of qualified job applicants from various diverse organizations and educational institutions. As an equal opportunity employer, the DOE believes that recognizing and respecting diverse backgrounds and ideas are crucial to promoting academic excellence. Throughout the course of the next Plan year, the DOE will continue to contact diversity recruitment sources on a regular basis. These efforts are designed to develop lasting relationships with recruitment sources as well as attract a qualified applicant pool reflecting diversity of background, talent and experience.
- b. **Diversity Outreach**: The DOE actively searches for a diverse pool of candidates with talent, skills, and development potential. Documentation of the DOE's outreach during the 2013-2014 Plan year is attached as *Appendix F*.
 - i. To enlarge the pipeline of qualified applicants, the DOE has contacted the following recruitment sources seeking referrals for qualified applicants:
 1. Albany State University, College of Education
 2. American Association of People with Disabilities

3. Association of Latino Professionals in Finance and Accounting, New York Chapter
4. Brooklyn Law School Black Law Students Association
5. Brooklyn Law School Latin American Law Students Association
6. City University of New York — Lehman College
7. The College of Mount Saint Vincent, Department of Teacher Education
8. Columbia 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**: the DOE launched a fully funded diversity recruitment pilot program for managerial and non-managerial openings at the DOE. The agency participated in Monster.com's Diversity Job Network. Any DOE job posting placed in the DOE's designated job "slot" is simultaneously posted on all the diversity partner websites. Job postings included in Monster's Diversity Job Network target a wide audience, including, but not limited to, disabled individuals,

veterans and members of the military, the LGBT community, minorities, and women. The Diversity Job Network consists of 200 professional networking sites and job boards partnered with Monster.com, including, but not limited to, 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, the DOE renewed the pilot program for the 2012-2013 and 2013-2014 Plan years. During the course of this Plan year, the pilot program was renewed. To publicize this resource, during the course of this Plan year, OEO and DHR disseminated information about the pilot program to encourage DOE hiring managers to further the DOE’s commitment to a diverse and inclusive workplace by posting eligible positions on the Diversity Job Network. Furthermore, OEO continued to track the progress and use of the diversity recruitment pilot program. The impact of the pilot program, as well as hiring managers’ feedback, will continue to be evaluated and analyzed.
- c. **Teacher Recruitment:** Hiring, training, and retaining highly qualified teachers from a wide variety of diverse backgrounds and experiences remains of utmost importance. The DOE seeks bright, motivated and dedicated teachers who will work to improve student achievement. During the course of the Plan year, in order to attract the best candidates, the DOE engaged in the following diversity initiatives:
- i. **I Teach NYC tours:** The DOE, through the Office of Teacher Recruitment and Quality, 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’s recruitment staff. Outreach was conducted with local schools and applicants were invited by the

DOE to attend “I Teach NYC Tours” based on their teacher certification area.

- ii. **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 showing 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.
- iii. **Outreach to Local Colleges and Universities:** The DOE conducts outreach to colleges and universities in the New York metropolitan area, including Brooklyn College, City College, Lehman College, and Hunter College. The DOE conducted on-campus information sessions regarding employment opportunities at the DOE and hosted webinars with information about DOE employment. 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, Lehman College, St. John’s University, New York University, and Hunter College. Students from Queens College, Columbia University’s Teachers College, City College, and Manhattan College were also invited to 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. The Principal Panels were held on March 13, 2014, March 19, 2014, March 27, 2014, April 1, 2014, and April 29, 2014.
 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 these campuses as an employer of choice. Responsibilities included assisting with DOE marketing and advertising efforts at the colleges, including Principal Panels, “I TeachNYC Tours,” campus-

based information sessions, and the teacher application process.

iv. **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 fellows that began training in June 2014, 54% self-identified as people of color, an increase of three percentage points from the previous year. In addition, the 2014 fellows hailed from several 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 Historically Black Colleges and Universities (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.

v. **NYC Teaching Collaborative**: In addition to traditional teacher recruitment, the DOE's NYC Teaching Collaborative (NYCTC)

recruits highly effective educators to help improve learning in schools in our highest need communities. NYCTC seeks to recruit passionate teachers who are prepared to turn around student performance in NYC’s lowest performing schools. The program fast-tracks participating teachers, called Partner Teachers, into full-time teaching positions by providing an intensive pre-service training program. NYCTC seeks candidates from a diverse community of skilled professionals as well as recent college graduates with a passion for education. Candidates from a broad range of backgrounds bring their diverse abilities, perspectives, and experiences to the highest needs classrooms. Of the 2014 NYCTC cohort, 55% self-identified as people of color. Participants from NYCTC hailed from different industries, including engineering, healthcare, finance, advertising and the arts.

- vi. **2014 Noyce Northeast Conference:** On March 21, 2014, the DOE conducted an information session entitled “Teaching STEM in New York City” at the 2014 Noyce Northeast Conference held in Philadelphia, PA. Attendees at this annual conference included Noyce Scholars, aspiring middle and high school science teachers with an interest in teaching in high-need rural or urban school districts. At the event, the DOE gave aspiring teachers, including Noyce Scholars, an overview of working in NYC schools, as well as information on the DOE’s teaching opportunities, leadership pathways, and innovative programs.
- vii. **Community Outreach Efforts:** The DOE conducts information sessions at local colleges and universities, including institutions with diverse student populations, to attract talented candidates for teaching positions. The DOE held the following information sessions during the 2013-2014 Plan year:
 - 1. On November 7, 2013 and April 3, 2014, the DOE conducted information sessions at St. Joseph’s College. At the information sessions, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.

2. On November 25, 2013, the DOE conducted an information session at St. John's University. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
3. On December 2, 2013, the DOE conducted an information session at Mercy 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.
4. On December 3, 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.
5. On December 4, 2013, the DOE conducted an information session at the State University of New York Urban Teacher Education Center (SUTEC). SUTEC provides assistance to the 17 State University of New York (SUNY) campuses that offer teacher preparation programs in the placement of teacher candidates in NYC public schools. SUTEC's mission includes preparing prospective teachers to become competent and confident professionals in urban, multicultural environments. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
6. On December 4, 2013, the DOE conducted an information session at Manhattan 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.

7. On December 4, 2013, the DOE conducted an information session at Long Island University's Brooklyn campus. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
8. On December 4, 2013, the DOE conducted an information session at St. Francis 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.
9. On December 4, 2013, the DOE conducted an information session at Columbia University's Teacher 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.
10. On December 5, 2013, December 12, 2013, and April 24, 2014, the DOE conducted information sessions at Brooklyn College, a local college with a diverse student body. In order to encourage Brooklyn College graduates to apply for positions at the DOE, the agency held this information session to encourage Brooklyn College students to consider future employment opportunities at the DOE. The session covered topics including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
11. On December 5, 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.

12. On December 6, 2013, the DOE conducted an information session at Adelphi University. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
13. On December 6, 2013, the DOE conducted an information session at Hunter College, a local college with a diverse student body. In order to encourage Hunter College graduates to apply for positions at the DOE, the agency held this information session to encourage Hunter College students to consider future employment opportunities at the DOE. The session covered topics including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
14. On December 6, 2013, the DOE conducted an information session at City College of New York. 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.
15. On December 9, 2013 and February 18, 2014, the DOE conducted information sessions at New York University. At the information sessions, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
16. On December 10, 2013, the DOE conducted an information session at Fordham University. At the

information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.

17. On December 11, 2013 and April 30, 2014, the DOE conducted an information session at Pace University. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
18. On December 12, 2013, the DOE conducted an information session at Hofstra University. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
19. On December 16, 2013, the DOE conducted an information session at Queens College. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.
20. On January 8, 2014, the DOE conducted an information session at Touro College, a local college with a diverse student body. In order to encourage Touro College graduates to apply for positions at the DOE, the agency held this information session to encourage Touro College students to consider future employment opportunities at the DOE. The session covered topics including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.

21. On January 17, 2014, the DOE conducted an information session at the American Museum of Natural History's Master of Arts in Teaching Urban Residency Program, an alternative teacher certification program for aspiring science teachers interested in NYC schools. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.

22. On January 30, 2014, the DOE conducted an information session at Long Island University's Long Island campus. At the information session, the DOE gave a presentation covering a variety of topics, including how to apply for teaching positions with the DOE, high-need subject areas, and geographic areas that have the highest educational needs.

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 Principles of Adult Learning," which gave mentors the tools to effectively mentor new teachers who have different learning styles, and "Mentoring New Special

Education Teachers,” which focused on the particular classroom challenges faced by special education teachers.

- 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/Office of School Design:** During the Plan year, the Office of New Schools (ONS), which transitioned into the newly created Office of School Design (OSD) in May 2014, strived to continually improve access to high-quality education for all students by selecting and training effective leaders. ONS administered a rigorous selection and training process that provided educators with the opportunity to propose and open a new district school. Approved candidates participated in the New School Intensive, a six-month training program that provides participants with access to successful principals, operations support, feedback and coaching. OSD, launched during the Plan year, continues the work of ONS, but with an increased emphasis on community input in the creation of new schools and the selection of school leaders. OSD’s New School Design program provides support for aspiring leaders as they develop a blueprint for a new school and learn the design and operational steps necessary to implement and sustain the new school. ONS engaged in the following outreach efforts to encourage current DOE teachers, assistant principals, and principals to apply to the ONS program:

- 1. **Outreach Efforts:** During the Plan year, in an effort to attract a diverse pool of candidates with talent, skills and development potential, ONS held eight open houses throughout NYC. At the open houses, ONS gave presentations detailing the ONS program and the application process. In the fall of 2014, OSD administered a nomination process for leaders of new schools, providing an opportunity for existing and aspiring

school leaders to be nominated to develop community-based schools.

2. **Support Initiatives:** ONS partnered with the New York City Leadership Academy (NYCLA), the DOE's primary external provider of school leadership development services, to provide training to principals interested in creating new schools. During the Plan year, program participants were offered 15 professional development sessions designed and implemented to provide leadership and operational support in creating new schools from inception to completion.

- ii. **Expanded Success Initiative School Design Fellowship:** During the Plan year, the Office of Postsecondary Readiness (OPSR) engaged in the Expanded Success Initiative (ESI), which is the educational component of the Mayor's Young Men's Initiative.²¹ The ESI aims to set a high bar for the long-term educational outcomes of the City's black and Latino young men, ensuring that they are prepared to graduate high school prepared for college and career pathways. The ESI targets and conducts research in 40 public high schools that have shown promise in reversing the broad disparities slowing the advancement of black and Latino young men. OPSR developed the ESI School Design Fellowship to recruit, train and sustain a cohort of school designers to develop a new school model that can achieve breakthrough results in terms of college and career outcomes for black and Latino youth. The ESI School Design Fellowship brings together a diverse cadre of emerging school leaders who bring unique, complementary and diverse talents to the school design process. Through the outreach efforts described below, OPSR successfully recruited eight fellows to work full-time for one year to develop elements of the model and become a pipeline of school leaders that lead new and existing schools serving high numbers of black and Latino young men in poverty. Additionally, the fellowship provided professional development and support to these aspiring leaders. During the

²¹ Launched by the City of New York in 2011, the Young Men's Initiative is a cross-agency enterprise committed to finding new ways to tackle issues affecting young black and Latino men in the areas of education, health, employment and the criminal justice system.

Plan year, OPSR engaged in the following outreach efforts in connection with the ESI:

1. **Outreach Efforts**: OPSR recruited fellowship applicants from a wide variety of organizations including, the Coalition of Schools Educating Boys of Color, LaRaza, Hispanic Federation, Open Society of Black Male Achievement, EdSurge, Stanford Design School, NYC Charter Center, New York University Metro Center, Technical Assistance Center for Disproportionality, and Educating Children of Color affiliates. OPSR also recruited applicants from organizations affiliated with the Young Men’s Initiative, including the Children’s Aid Society, Committee for Hispanic Children and Families, Brotherhood/Sister Sol, Community Service Society, and the Eagle Academy Foundation, among others.

- iii. **Mentoring Excellence Initiative**: 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 replicate successful practices in new district schools. During the Plan year, six aspiring new school leaders were selected through the Mentoring Excellence initiative to open new schools in September 2014.

- iv. **Office of Leadership Initiatives**: The Office of Leadership strives to increase the number of high-quality candidates who are well-prepared to become principals in NYC public schools. The Office of Leadership identifies talented educators at early points in their careers and nurtures their leadership skills while they remain in teaching roles. This strategy enables the Office of Leadership to develop a strong and sustainable leadership pipeline for NYC’s public schools. The Office of Leadership administers the DOE’s Principal Pipeline Initiative, a leadership pipeline program made possible by a grant from the Wallace Foundation. As one of six urban school districts in the United States selected to participate in the Initiative, the DOE has fully engaged in the opportunity to reassess the DOE’s existing leadership pipeline and to strengthen it with an emphasis on

teacher leadership and school leadership roles. The DOE's internal principal pipeline program includes the Leaders in Education Apprenticeship Program (LEAP), which is described below. During the Plan year, the Office of Leadership engaged in the below outreach efforts to encourage aspiring leaders to explore opportunities available through the DOE's Principal Pipeline Initiative.

1. **Leaders in Education Apprenticeship Program (LEAP)**: LEAP is a 12-month, on-the-job, leadership development program focused on developing DOE employees who have demonstrated leadership capacity and readiness to engage in school leadership positions. LEAP develops aspiring school leaders within their existing school environments. The LEAP curriculum differentiates learning based on individual needs and provides LEAP participants with intensive mentoring and coaching.
 2. **Outreach Efforts**: During the Plan year, in an effort to attract a diverse pool of candidates with talent, skills and development potential, the Office of Leadership held information sessions at events hosted by Teach for America, Fordham University and the Wallace Foundation.
- v. **Principal Pipeline Partners**: The DOE partners with organizations that support the DOE's efforts to create strong leaders for NYC public schools and outstanding role models for DOE students through the DOE's Principal Pipeline Initiative. During the Plan year, the DOE worked closely with the following principal pipeline partners:
1. **Bank Street Principals Institute**: The DOE partnered with the Bank Street Principals Institute, which trains current DOE teachers and guidance counselors to work as assistant principals and principals in NYC schools. The DOE, through a 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 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.

2. **New York City Leadership Academy – Aspiring Principals Program:** As the DOE's primary external provider of school leadership development services, 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 high-need NYC public schools. APP selects a diverse and talented group of educators, including former teachers, coaches, guidance counselors and assistant principals. The curriculum provides coaching and support services. Participants spend 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.
3. **New York City Leadership Academy – NYC DOE Leadership Advancement Program:** The Leadership Advancement Program (LAP) is a collaborative effort by the DOE and NYCLA. 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.

4. **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 APP. The Emerging Leaders Program provides current educators with 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 APP, 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.

5. **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.

- vi. **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 NYC citywide instructional expectations. Upon successful completion of the program, participants receive a master's degree in school leadership and SBL certification.
- vii. **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 experience 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 recruitment events to attract qualified candidates with diverse backgrounds and to raise the DOE's profile as an employer of choice. For instance, many of the recruitment events enabled the DOE to attract talented bilingual professionals from diverse backgrounds. DOE staff will continue to attend recruitment events that expose the DOE to applicants with the diverse experiences and skills. During the course of the Plan year, the DOE participated in the following recruitment activities:
 - i. **Teacher Center Open House – Western Kentucky University:** The DOE attended hiring fairs held on October 19, 2013 and January 7, 2014 by the UFT in New York, NY to recruit speech language pathologists. At the hiring fairs, DHR 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.

- ii. **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 ELLs, 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 students at Queensborough Community College (October 23, 2013), City College of New York (April 30, 2014), York College (April 24, 2014), Hostos Community College (May 1, 2014), and Brooklyn College (May 8, 2014).
- iii. **DOE Bilingual Pupil Services Open House:** DOE staff from the DOE's Office of School Based Support Services held open houses on December 10, 2013 and May 6, 2014 at St. Francis College in Brooklyn, NY to recruit bilingual candidates for paraprofessional, speech, and pupil personnel service positions at the DOE and provide information about the Bilingual Pupil Services program.

VIII. **Progress Report: 2013-2014 Plan Year Updates Regarding Recruitment and Retention Diversity Initiatives**

- a. The DOE's previous Diversity and Inclusion Plans described forward looking reforms and diversity initiatives designed to promote the recruitment and retention of a diverse workforce. As the previous Plans included both short and long-term goals for diversity and inclusion, the DOE will continue to work on implementing these initiatives on a go forward basis. DOE's strategies to accomplish these initiatives are reflected in the 2013-2014 Plan year progress report below:
 - i. **Job Vacancy Posting Requirements:** The DOE committed to post opportunities on the DOE website for a minimum of 10 days to ensure that external and internal DOE candidates have ample

notice about new positions. This diversity initiative was designed to promote inclusion by encouraging current employees to grow their careers at the agency. A mandatory job posting policy requiring that all positions²² be posted on the DOE website for a minimum of 10 days was implemented in the 2011-2012 Plan year. In the 2012-2013 Plan year, the DOE developed a Central Staffing Guide on the DOE's intranet website that provided information to hiring managers on staffing their teams and fostering a positive workplace climate. The Central Staffing Guide reminded hiring managers that, with the exception of Cabinet level positions, all vacant DOE positions (including positions the agency seeks to fill externally and internally), must be posted on the DOE website for a minimum of 10 calendar days before an offer of employment can be made.

1. **Status:** During the course of the 2013-2014 Plan year, the DOE continued to implement the mandatory posting policy. All positions below cabinet level are posted on the DOE website for a minimum of 10 days.
- ii. **Diversity Recruitment:** The DOE committed to explore posting opportunities on websites and publications that cater to a diverse applicant pool. This strategic outreach was designed to identify and build out the external pipeline of qualified diverse candidates. DOE launched a fully funded diversity recruitment pilot program for managerial and non-managerial openings at the DOE.
 1. **Status:** During the 2013-2014 Plan year, as described on pages 40-41 of this Plan, the DOE continued to utilize the Monster.com Diversity Job Network. All DOE positions posted on the Diversity Job Network were simultaneously posted on all the diversity sites associated with the Diversity Job Network. As a result, DOE openings reached a wide range of qualified applicants with diverse backgrounds, viewpoints and experiences. DOE renewed its contract and will continue to utilize the Monster.com Diversity Job Network over the next Plan year.
- iii. **Targeted Outreach to Diversity Recruitment Sources:** In the previous Diversity and Inclusion Plans, the DOE committed to

²² Below cabinet level.

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 2013-2014 Plan year, as described on pages 38-40, 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 the DOE's commitment to equal employment opportunity, was provided a link to available opportunities, and was encouraged to refer qualified applicants.
- iv. **Internal Distribution of Job Postings:** The DOE committed to supporting the career growth of existing DOE employees. In the 2012-2013 Plan year, to ensure that all DOE employees are aware of available job openings, the agency developed a diversity and inclusion site on the DOE's intranet. Employees were encouraged to review internal job openings, posted on the DOE website, on a regular basis. Moreover, when employees call the HR Connect helpline, a message encourages employees to review and apply for current opportunities on the DOE website.
1. **Status:** During the course of the 2013-2014 Plan year, employees can visit the diversity and inclusion portal on the DOE's intranet. The intranet website was promoted in an email sent by Chancellor Carmen Fariña to non-pedagogical employees in November 2014. In addition, a message on the HR Connect helpline continues to encourage DOE employees to review and apply for current opportunities.
- v. **Voluntary Employee Re-survey:** In the previous Diversity and Inclusion Plans, the DOE committed to conduct a voluntary re-survey of the agency's workforce to ensure that 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,²³ will 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 2013-2014 Plan year, OEO worked closely with DHR on this initiative. During the last Plan year, DHR procured a vendor with expertise in developing human resources information systems (HRIS) for DOE. OEO continues to work closely with DHR to develop a new HRIS capable of synchronizing with the DOE's existing information systems in order to collect and analyze applicant hiring and retention data. Once the HRIS implementation is complete, the DOE will proceed with the employee re-survey.
-
- vi. **Employee Engagement & Development Initiative:** During the 2013-2014 Plan year, the DOE developed the Employee Engagement & Development Initiative,²⁴ which is a talent management strategy designed to provide performance management, professional development, leadership development and engagement opportunities for all non-pedagogical employees. The initiative features a week of activities every month, including a general welcome session for new and existing employees. The welcome session will familiarize employees with the agency's organizational goals and values, including diversity and inclusion. The Employee Engagement & Development Initiative will also feature orientations hosted by individual DOE divisions to align employees with divisional goals and priorities; school visits for employees to visualize the DOE's mission and interact with students, teachers and administrators; networking socials for new and existing employees to build their professional networks; and a guest speaker series hosted by Chancellor Carmen Fariña for

²³ An applicant flow report is a collection of data that tracks applicants as they proceed through the DOE's application process.

²⁴ The Employee Engagement & Development Initiative is expected to launch in November 2014.

employees to engage with key internal and external leaders from the education community. An Employee Engagement & Development Advisory Committee comprised of senior DOE leaders, including OEO's Executive Director, will meet monthly to leverage internal capacity, support the implementation of the Employee Engagement & Development Initiative, and measure its effectiveness.

vii. **Emerging Leaders Program:** In the previous Diversity and Inclusion Plans, the DOE committed to explore developing a mentorship program. One initiative involved creating an Emerging Leaders Program (formerly referred to as the Emerging Leadership Symposium), designed to build and strengthen leadership capabilities for high performing employees in the DOE's talent pipeline. The program was designed to target high potential employees from all backgrounds and experiences, whose next career assignment will be a managerial or supervisory role with greater impact on the DOE's strategy, policy or operations. Selection criteria would include, among other factors, a commitment to diversity and inclusion in the workplace. The program would also include strategies to create a workplace climate that values diversity of experience, thought and ideas to help achieve innovative results. During the course of the 2012-2013 Plan year, 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 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 2013-2014 Plan year, the DOE incorporated the Emerging Leaders Program into the Employment Engagement & Development Initiative, described in section vi above. The six-month program will be offered twice a year and include a series of workshops and training sessions focused on developing and building the leadership capacity of mid-level employees who exhibit high performance in their current positions. In addition, through this program, selected

employees will participate in formal mentorships and receive coaching sessions from senior leaders on topics focused on leadership and career development, leadership competencies, job-related skills competencies, effective project management, education reform policies and strategies, and career paths. The DOE is in the process of identifying funding for the Emerging Leaders Program.

viii. **DOE Internships:** In the previous Diversity and Inclusion Plans, the DOE committed to encourage hiring managers to post all DOE internships on the DOE website and engage in outreach regarding DOE internships. Internships play a valuable role in increasing opportunities by enhancing the pipeline of future qualified applicants and educating a new generation of potential employees about public service opportunities with the DOE. During the 2012-2013 Plan year, OEO worked with DHR and other DOE offices to develop written guidelines to ensure the DOE's compliance with employment and labor laws in the hiring and employment of paid and unpaid interns.

1. **Status:** During the course of the 2013-2014 Plan year, OEO continued to work with DHR and other DOE offices to develop a written internship posting policy. 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. On March 14, 2014, DHR sent an email to all heads of offices inviting DOE offices to sponsor interns for the DOE's 2014 summer internship program. The summer internship program, which is run by DHR in collaboration with the Mayor's Office of Special Projects and Community Events, is a unique opportunity for college students to gain experience working in public education, as well as a prime opportunity for the DOE to establish a talent pipeline of potential employees with demonstrated skills and knowledge of the DOE.

ix. **Diversity and Inclusion Employee Resource Groups:** In the previous Diversity and Inclusion Plans, 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:** During the course of the 2013-2014 Plan year, OEO and DHR collaborated and are working to develop a written policy and guidance surrounding the formation of employee resource groups. OEO and DHR are in the process of establishing the written policy, application process, and oversight for employee resource groups. In addition, the DOE is currently seeking funding for this proposal.
- x. **Managerial Competencies:** In the previous Diversity and Inclusion Plans, the DOE committed to prepare managerial competencies (used to identify the competencies and attributes important to the performance of managers) that incorporate diversity best practices. These competencies are designed to improve equity in hiring practices by providing feedback to managers on their diversity and inclusion efforts. Furthermore, the competencies will strengthen supports for managers to more effectively develop and retain diverse employees. During the course of the 2012-2013 Plan year, the DOE launched the Employee Feedback Cycle, which provides comprehensive qualitative feedback for managerial 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.
1. **Status:** During the course of the 2013-2014 Plan year, the Employee Feedback Cycle was incorporated into the Employment Engagement & Development Initiative,

described in section vi above. The Employee Feedback Cycle will continue to encourage supervisors and employees to meet periodically throughout the year for goal setting, midyear feedback, and end of year feedback to reflect on progress and identify areas and plans for growth.

- xi. **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 pages 38-40 of this Plan, the DOE contacted multiple institutions that serve diverse student populations. Each recruitment source was informed about the DOE's commitment to equal employment opportunity, included a link to available opportunities, and encouraged the referral of qualified applicants.

IX. Progress Report: 2013-2014 Plan Year Updates Regarding Procurement Related Diversity Initiatives

- a. The DOE's previous Diversity and Inclusion Plans described forward looking reforms and diversity initiatives designed to promote equal opportunity for MWBEs to participate in the procurement process. As the previous Plans included both short and long-term goals in the procurement realm, the DOE will continue to work on implementing these initiatives. With this foundation, the DOE will ensure that equal opportunity for MWBEs remains a top priority for the DOE. Our broad based strategies to accomplish these initiatives are reflected in the 2013-2014 progress report below:
 - i. **Tracking MWBE Data:** To ensure that all vendors doing business with the DOE are accurately captured as MWBEs in the agency's data, the DOE committed to track MWBE status in-house. This diversity initiative was designed to increase the number of MWBEs certified by NYC and NYS. There may be MWBEs that contract with the DOE, but are not certified by NYC or NYS, and therefore are not captured as being MWBEs. In-

house tracking is beneficial because it allows the DOE to identify MWBEs that are not certified by NYC or NYS and provide them with information about certification. 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 and 2013-2014 Plan years, OEO collaborated with DCP and the Division of Financial Systems and Business Operations (FSBO) to implement this reform. Specifically, in order to identify all potential MWBE vendors, the DOE devised a two-phase strategy that would enable both new and existing vendors to identify whether or not they are MWBEs. In the first phase, implemented in November 2013, new vendors registering on Vendor Portal receive notices at the end of the registration process, as well as via email, encouraging any MWBE vendors to become NYC- or NYS-certified and directing them to the SBS and DMWBD websites. 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. OEO, DCP and FSBO continue to collaborate on implementation of the second phase, which is scheduled to launch in spring 2015.
- 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 2012-2013 Plan, the DOE held the agency's first MWBE vendor fair, which focused

on micro purchases²⁵ and was a prime opportunity for school purchasers to connect with certified MWBE vendors who specialized in providing goods and services purchased by schools.

1. **Status:** During the course of the 2013-2014 Plan year, OEO continued working with DCP to schedule another vendor fair. In addition, OEO and DCP collaborated on a new initiative to make schools and other DOE buyers aware of the MWBE vendors that currently have contracts with the DOE. OEO and DCP devised a strategy, described on page 78, that would enable principals, their designees, and other DOE purchasers to easily identify MWBE vendors in the ShopDOE purchasing planning portal. ShopDOE is a web-based tool that allows users to browse a catalog of products offered by DOE-contracted vendors available at DOE-contracted prices.

- iii. **Partnership with 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 previous Diversity and Inclusion Plans, 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 NYC DOE” seminars. In the 2012-2013 Plan year, 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 the DOE. In addition, the DOE shared flyers for upcoming “How to Do Business with the NYC 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 contained initiatives to help MWBEs compete for NYC procurements. The DOE and SBS focused on the Technical Assistance Workshop, where SBS provides individual or group assistance to vendors in preparing specific bids or proposals for NYC procurements.

²⁵ 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.

1. **Status:** During the course of the 2013-2014 Plan year, the DOE continued to collaborate with SBS. The DOE shared with SBS information regarding vendor attendance at the DOE's pre-bid conferences, which enabled SBS to conduct targeted outreach to those vendors and offer them one-on-one technical assistance regarding specific DOE procurements. SBS also marketed technical assistance services to MWBEs in connection with a number of DOE procurement opportunities that were "unbundled" pursuant to the DOE's "unbundling" pilot program (described in section vii below), including contracts for heating, ventilation, and air conditioning systems, snow removal, and moving services. In addition, the DOE and SBS worked together to update the materials for the DOE's "How to do Business with the NYC DOE" seminar, and explored the possibility of advertising the seminar on the SBS website and other publications or communications distributed by SBS. The DOE will continue to work with SBS on a regular basis to identify DOE solicitations that would be suitable for the SBS' Technical Assistance Workshop.

iv. **MWBE Certification Reciprocity:** The DOE explored the possibility of offering reciprocity to MWBE vendors certified by NYS. The purpose of this reform was to increase the number of MWBE vendors doing business with the DOE. In addition, some of the agency's vendors, who were certified by NYS, but not 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. In order to simplify the process and encourage additional MWBE participation, the DOE has been accepting both NYC and NYS MWBE certifications. In addition, the DOE conducts outreach targeting the certified MWBE community by posting available procurement opportunities on the NYS Contract Reporter website.

1. **Status:** During the course of the 2013-2014 Plan year, the DOE continued to recognize vendors who are certified by either NYC or NYS as MWBEs. The DOE actively encouraged uncertified MWBE vendors to become

certified and directed uncertified vendors to the NYC SBS website for information about NYC certification or the NYS DMWBD for information about NYS certification. Furthermore, available procurement opportunities were 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 the DOE's first vendor fair (described in section ii above). In addition, the DOE secured copies of the NYC and NYS MWBE disparity studies in order to study the availability of local MWBE vendors. In the 2012-2013 Plan year, the DOE utilized the MWBE availability data from the NYC and NYS disparity studies to research and develop two procurement-related pilot programs (described 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.

1. **Status:** During the course of the 2013-2014 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 searched the list of MWBE vendors on the DOE's bidder's list, the NYC Online Directory of Certified Companies²⁶ and the NYS MWBE Directory²⁷ regularly for MWBE vendors. These resources for researching MWBE availability were frequently utilized by the DOE to: (1) facilitate review of large procurements for potential "unbundling" opportunities as part of the DOE's "unbundling" pilot program (described in section vii below); (2) solicit bids from MWBE vendors on certain

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

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

small purchases as part of the DOE's MWBE solicitation pilot program (described in section vii below); and (3) engage in good faith efforts to contract with MWBEs in order to comply with MWBE requirements on NYS Education Department grant applications (described on pages 79-80).

- 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 the DOE's procurement process. In the previous Plan years, the DOE regularly emailed information about the DOE's current solicitations to local diverse organizations in the procurement realm, including, but not limited to, chambers of commerce and other MWBE 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 the DOE's procurement process. In the 2012-2013 Plan year, the DOE also began sending monthly emails to the members of the DOE MWBE Diversity Council (described in section vii below).
 1. **Status:** During the course of the 2013-2014 Plan year, the DOE continued to send emails with information about the DOE's current solicitations to diverse organizations on a monthly basis. Sample emails are attached as *Appendix G*. The DOE also continued to send the monthly emails to the members of the DOE MWBE Diversity Council for distribution to the MWBEs in their networks.
- vii. **Empanel 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. The agency convened the first DOE MWBE Diversity Council in October of 2012.²⁸ In the 2012-2013 Plan year, the Council met

²⁸ 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

on a regular basis to study the DOE's procurement process and meet with the DOE's leadership. With the Council's guidance, the DOE developed two important MWBE reforms: (1) a strategy for "unbundling" large procurements into smaller contracts, and (2) a pilot program requiring DOE purchasers in central offices to attempt to solicit at least one bid from a MWBE vendor when engaging in certain small purchases. OEO and DCP collaborated to implement these reforms. OEO and DCP created an internal process for OEO to strategically evaluate all procurements over \$100,000 for possible "unbundling," which involved dividing the procurements into more economically accessible opportunities for new vendors as well as MWBEs. In addition, OEO and DCP structured a small purchasing pilot program for central office purchasers around simplified procurements.²⁹

1. **Status:**

- a. **Diversity Council:** DOE will re-empanel the Diversity Council during the course of the Plan year. The first meeting is scheduled to take place in December 2014.
- b. **Pilot Programs:** OEO and DCP began implementing the "unbundling" strategy for all procurements over \$100,000 on October 18, 2013. The strategy is a two-step review process in which DCP and the DOE office requesting the procurement preliminarily assess the viability of "unbundling" the procurement. As a second level of review, OEO determines whether the procurement can be "unbundled" further. During the course of the 2013-2014 Plan year, OEO and DCP evaluated several large procurements that were subsequently broken down into smaller

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).

²⁹ Simplified procurements are purchases of goods between \$250.01 and \$15,000, and purchases of services between \$5,000.01 and \$25,000.

contracts. For instance, a substantial procurement for universal pre-kindergarten (UPK) services, which was reviewed by OEO and DCP through the “unbundling” pilot program, resulted in contracts with MWBE vendors. In order to have the broadest reach, OEO extensively advertised procurements reviewed through the “unbundling” process by engaging in the following outreach methods: OEO forwarded solicitations directly to MWBE vendors; OEO notified the Diversity Council and MWBE organizations about procurements and requested that they inform MWBEs within their networks of the opportunities; and OEO collaborated with SBS, which promoted DOE solicitations and offered one-on-one technical assistance to MWBEs and small businesses in order to help them develop and submit bids and/or proposals in response to DOE solicitations. In addition to the “unbundling” pilot program, OEO and DCP launched the small purchasing pilot program on November 6, 2013. Prior to the launch of the pilot, OEO and DCP conducted two training sessions on October 28, 2013 and October 30, 2013 for the 10 central offices participating in the pilot.³⁰ During the trainings, OEO advised participants on how to engage in good faith efforts to locate and solicit bids from MWBE vendors. OEO and DCP also provided participants with resources for finding MWBE vendors, as well as activity logs for participants to document good faith efforts made to solicit bids from MWBE vendors. Throughout the Plan year, OEO and DCP monitored the small purchasing pilot program through quarterly reviews of the activity logs by OEO, and monthly statistics from DCP on central office purchasing.

³⁰ 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, OSYD, and the Office of School Support, which includes the Office of Pupil Transportation, the Office of School Food, and PSAL.

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:** During the 2013-2014 Plan year, the DOE continued to support the Competitive Edge conference and remained an active member of the planning committee. As described in the Plan on page 32, the DOE participated in this year's annual conference, held on July 15, 2014, as an exhibitor and program sponsor. The DOE will maintain the same high level of involvement for the 2015 Competitive Edge conference.
2. **DOE Purchaser 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 the 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 DOE also developed a training program for the Vendor Hotline staff, which was held on September 14, 2012. 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. In 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 collaborated with the Office of School Support (OSS) to identify training opportunities for school-based purchasers.

- a. **Status:** During the course of the 2013-2014 Plan year, OEO will continue to work with OSS to identify future opportunities to train school-based staff responsible for purchasing. 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 will continue to work together to explore potential opportunities in the next Plan year to train school-based staff responsible for purchasing. 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. **Redesigned MWBE Procurement Website:** In the 2011-2012 Plan year, the DOE redesigned 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 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.

- 1. **Status:** The DOE continues to regularly update the procurement resources for MWBE vendors on the DOE website. The DOE also directs MWBE vendors to the website during the DOE’s “How to Do Business with the NYC DOE” workshops, and in outreach materials.

- xi. **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 email to all the MWBE vendors certified by New York State. The purpose of the email was to encourage state certified MWBEs to consider opportunities with the DOE. The June 14, 2013 email 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."

1. **Status:** During the 2013-2014 Plan year, the DOE regularly utilized an internal list of all MWBE vendors on the DOE's bidder's list to directly inform NYS-certified MWBEs of contract opportunities through the DOE's "unbundling" pilot program (described on pages 70-71). The internal list was also used to locate and directly solicit bids from NYS-certified MWBEs in connection with the DOE's MWBE solicitation pilot program (described on pages 70-71), as well as the DOE's good faith efforts to comply with the MWBE requirements of SED grant applications (described on pages 79-80). 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.

X. Additional Strategies for Change

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

- i. **Commitment to Equal Educational Opportunity for Students:**
An important part of the DOE's commitment to diversity and

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

- ii. **Monthly Taskforce Meetings:** Because diversity and inclusion initiatives can only be effective when the entire organization is involved in implementation, OEO established two taskforces that meet on a monthly basis to advance diversity and inclusion initiatives. The first taskforce, comprised of OEO staff members and DCP staff members, meets to discuss and implement initiatives relating to MWBE outreach and all procurement related reforms. The second taskforce, comprised of OEO staff members and members of DHR, meets 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.
- iii. **Messaging and Informing Employees about Diversity and Inclusion:** In addition to the messaging to DOE employees about diversity and inclusion referenced above, the DOE has explored and will continue to explore additional ways to communicate the importance of diversity and inclusion to all employees. To further this goal, the DOE employs the following:
 1. **Employee Engagement and Development:** During the 2013-2014 Plan year, OEO continued liaising with various offices to provide professional development regarding diversity and inclusion during the next Plan year. OEO will offer Diversity and Inclusion training as part of the Employee Engagement and Development initiative.

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 for 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 an email from Chancellor Carmen Fariña to DOE staff in November 2014.
3. **Diversity Training for DOE Managers:** The DOE implemented an online diversity training program for all DOE managers and supervisors. The training program, which was launched in 2014, introduced managers to the concept of diversity and inclusion and provided them with the skills to promote an inclusive work environment. The training program also encompassed harassment and EEO components to foster a safe and respectful workplace and academic environment. The training provided employees with copies of the Diversity and Inclusion Policy and reinforced the importance of diversity and inclusion in recruitment and retention.
- iv. **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. In the 2013-2014 Plan year, the Chancellor's Fellowship program was

incorporated into the Employee Engagement and Development Initiative, described on pages 60-61. OEO will continue to partner with the Fellowship program on a go forward basis.

- v. **MWBE Status on ShopDOE**: ShopDOE is a web-based tool that allows users to browse a catalog of products offered by DOE-contracted vendors available at DOE-contracted prices. During the Plan year, OEO and DCP collaborated to identify vendors' MWBE status on ShopDOE to better connect DOE purchasers with MWBE vendors. The MWBE vendors who offer products through ShopDOE will be identified as MWBEs in the "seller information" sections of those product pages, as well as in initial search results listing those products. When searching for goods and services, schools and other DOE buyers will be able to easily locate MWBE vendors, thereby enhancing the ability of MWBEs to do business with the DOE.³¹
- vi. **MWBE Partnerships with Outside Agencies**: The DOE seeks to expand and further develop existing relationships with external agencies to expand opportunities for MWBEs. The DOE is committed to developing partnerships with other government agencies and organizations to advance diversity and inclusion initiatives. On a go forward basis, the DOE will explore expanding partnership opportunities with SBA, GSA, SBS, (including the *Compete to Win* capacity building program for MWBEs), the School Construction Authority, the Office of the New York City Comptroller, and other city, state and federal agencies.
- vii. **Division of Instructional and Information Technology (DIIT) Diversity and Inclusion Strategic Plan**: DIIT will implement a division-specific diversity and inclusion strategy over the course of the next Plan year. The strategy will be informed through staff surveys, focus groups, and one-on-one discussions to understand perceptions of diversity and inclusion within DIIT. From the information gathered, DIIT will develop diversity and inclusion programs and initiatives targeting staff employee engagement needs, communication, awareness, and organizational effectiveness. In addition, DIIT will continuously measure

³¹ The DOE is working to implement this strategy in late 2014.

diversity and inclusion within DIIT to streamline programs and initiatives. OEO will work with DIIT to support these initiatives.

viii. **MWBE Diversity Council Pilot Programs:** As described on pages 70-71, during the course of the 2012-2013 Plan year, the DOE's MWBE Diversity Council proposed two monumental pilot programs designed to increase equity for all vendors including MWBEs. Both pilot programs were launched in the 2013-2014 Plan year. The first pilot program presents the opportunity to strategically examine all procurements over \$100,000 for potential unbundling opportunities. This program presents the opportunity to ensure that all vendors, including MWBEs and small businesses, have an equal opportunity to compete for DOE contracts. The second pilot program, geared at smaller purchases, encourages all participating offices to make good faith efforts to solicit at least one bid from a MWBE vendor. During the course of the next 6 months, OEO and DCP will study these programs and prepare forward looking recommendations. 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.

ix. **Ensure Compliance with MWBE Requirements of New York State Education Department (SED) Grant Applications:** The DOE, in applying for SED grants to fund educational initiatives, is required to comply with MWBE requirements specified in the grant applications. In particular, the DOE must demonstrate good faith efforts to satisfy specific MWBE participation goals established by SED to improve the ability of MWBEs to compete for grant-funded contracts. OEO ensures adherence to MWBE requirements in SED grant applications by providing guidance to DOE offices on best practices for making good faith efforts to locate and solicit MWBE vendors. During the course of the 2013-2014 Plan year, OEO collaborated with the DOE's Office of School Improvement & State/Federal Education Policy on the following:

1. Developing an internal process for submitting SED grant applications in compliance with MWBE requirements.

OEO provided DOE program offices applying for SED grants with guidance on complying with the MWBE requirements. This guidance included resources to search for MWBE vendors and also assisted with outreach to the MWBE vendor community regarding upcoming procurement opportunities.

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

- x. **Initiatives Relating to the Prohibition of Discrimination in Employment Based on Pregnancy, Childbirth, or a Related Medical Condition:** during the Plan year, the NYC Council passed a law amending the NYC Human Rights Law prohibiting employment discrimination on the basis of pregnancy, childbirth

or a related medical condition. Recognizing the important impact this law has on supporting a diverse workforce, OEO conducted trainings of the DOE's legal staff on the requirements of the law. Additionally, OEO partnered with the DOE's Office of Employee Relations and HR Connect Medical Administration Office to develop an agency-wide policy implementing the requirements of the law and offering guidance on best practices. This policy, which is in the process of being finalized, is expected to be distributed to DOE managers, supervisors, principals and heads of office by the end of 2014.

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, unemployment status, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, or status as a victim of domestic violence, sexual offenses and stalking.

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

H. APPENDICES