

ESBOCES DEI Policy 5124 Annual Board Report June 2023

*Presented by
April Francis-Taylor
Director of DEI*



ESBOCES Office of DEI



Eastern Suffolk BOCES



Hines Administration Center
201 Sunrise Highway
Patchogue, NY 11772



K12 Component Enrollment = 145,788 (51 districts)
American Indian/Alaska Native = 0.3%
Black = 6.9%
Hispanic = 39.4%
Asian/Pacific Islander = 3.7%
White = 47.0%
Multiracial = 2.7%

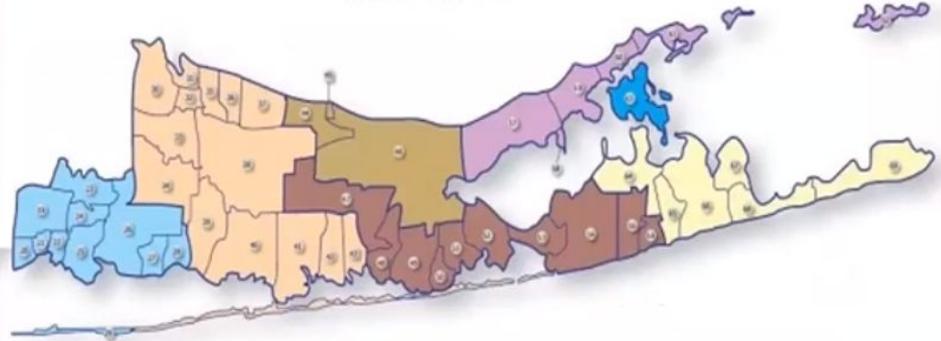
Source: NYSED 2021–22
preliminary district data



Other K12 Student Demographics
Economically Disadvantaged = 42.3%
English Language Learners = 12.9%
Students with Disabilities = 15.6%

Employees
Full Time = 2,061
Part Time = 1,867

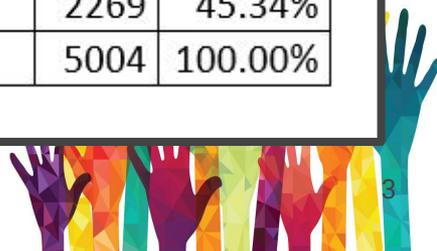
Source: NYSED 2021–22
preliminary district data



ESBOCES Student Demographics

2022 Demographics	#	%
Asian	90	1.83%
Black or African American	625	12.69%
Hispanic or Latino	1640	33.31%
American Indian or Alaskan Native	26	0.53%
Two or More Races	124	2.52%
Pacific Islander or Hawaiian Native	2	0.04%
White	2417	49.09%
Total	4924	100.00%

2023 Demographics	#	%
Asian	94	1.88%
Black or African American	598	11.95%
Hispanic or Latino	1890	37.77%
American Indian or Alaskan Native	23	0.46%
Two or More Races	126	2.52%
Pacific Islander or Hawaiian Native	4	0.08%
White	2269	45.34%
Total	5004	100.00%



ESBOCES Staff Demographics

June 30, 2022 – All ESBOCES

Self-Identified	Number	Percentage
Two or More Races	20	0.54%
Asian	42	1.14%
Black or African American	183	4.99%
Declined to Answer	28	0.76%
Hispanic of Latino	237	6.46%
American Indian or Alaskan Native	4	0.11%
Native Hawaiian or Pacific Islander	1	0.03%
White	3136	85.43%
Blank	20	0.54%
Grand Total	3671	100.00%

Admin Council / Cabinet Level

Job Categories	2010		2015		2020		2022	
White	10	91%	10	91%	12	86%	12	86%
Black or African American	1	9%	1	9%	2	4%	2	4%
Hispanic or Latino	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%
American Indian or Alaskan Native	0	0%	0	0%	0	0%	0	0%
Two or More Races	0	0%	0	0%	0	0%	0	0%
Total Staff / % Minority	11	9%	11	9%	14	14%	14	14%



ESBOCES DEI Journey

ESBOCES DEI TASK FORCE

Dr. Lutz and Dave Wicks lead an agency and regional Task Force. Complete a SWOT analysis and develop DEI goals to infuse into the agency's 2017-2024 strategic plan

DIRECTOR OF DEI HIRED

Director of DEI onboards and begins to implement DEI goals within the strategic plan. Researches DEI assessment tool to measure the impact of goals, uses **NERCHE DEI self-assessment tool**

2019-2020

2021-2022

2018-2019

2020-2021

DEVELOPMENT OF DIRECTOR OF DEI ROLE

ESBOCES Board and COO develop Director of DEI role to support the Board, Task Force and agency implement and measure DEI goals set forth in the strategic plan

BOARD ADOPTS DEI POLICY 5124

Board adopts DEI policy 5124 and the **Office of DEI with Cabinet align the NERCHE tool to the Board DEI policy** to continue to measure the impact of agency DEI goals set by the original Task Force



DEI Report Binders



Sections

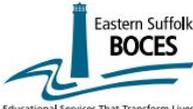
- **Section I:** DEI Board Regulation, Policy and NERCHE Self-assessment Tool
 - **Section II:** ESBOCES DEI Assessment Analysis
 - **Section III:** DEI Artifacts
 - **Section IV:** Program/Building DEI Highlights
 - **Section V:** DEI District Shared Service (CoSer) Highlights
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Section I: DEI Board Policy/Regulation 5124, NERCHE DEI Self- Assessment and Crosswalk



ESBOCES DEI Policy 5124 and NERCHE DEI Self-Assessment

New England Resource Center for Higher Education



Eastern Suffolk
BOCES
Educational Services That Transform Lives

5124
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Board Policy

Equity, Inclusivity, and Diversity in Education

First Supervisory District of Suffolk County
201 Sunrise Highway
Patchogue, New York 11772

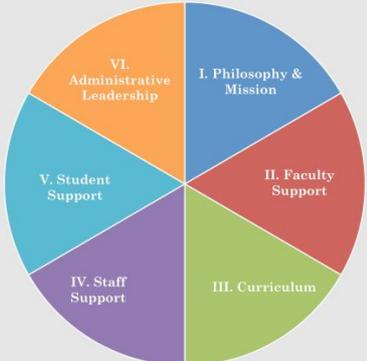
Eastern Suffolk BOCES is committed to creating and maintaining a positive and inclusive academic and professional environment where all students and employees, especially those currently and historically marginalized, feel safe, included, welcomed, and accepted, and experience a sense of belonging and academic success.

Generally Accepted Beliefs and Agreements

All students and employees deserve to have equal access to opportunity. This freedom is fundamental to our mission and is extended to everyone without exception. However, ESBOCES also recognizes that students and employees have been historically marginalized due to inequities associated with aspects of their identities and their contexts, including, but not limited to, race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression). Racism, discrimination, and marginalization of any people or groups of people, whether intentional or not, have no place in ESBOCES or our community. Such actions damage not only those individuals and groups at which they are directed, but also our community as a whole. ESBOCES is committed to addressing these inequities and helping each and every student and employee to equitably access learning and professional opportunities to enable them all to thrive and to build a better society.

Goals

NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

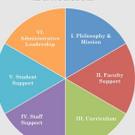


College of Education and Human Development
University of Massachusetts Boston



Combining NERCHE's DEI Self-Assessment Rubric & ESBOCES DEI Regulation 5124 (pg.34)

NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education



NERCHE DEI Self-Assessment Rubric (2020-2021)

6 Dimensions
31 Components

ESBOCES Board Policy

Equity, Inclusivity, and Diversity in Education

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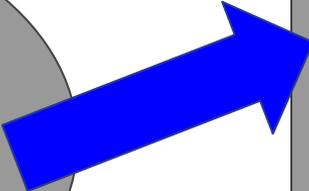
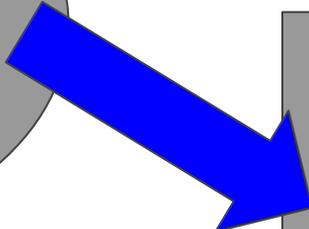
Generally Accepted Beliefs and Agreements

All students and employees deserve to have equal access to opportunity. This freedom is fundamental to our mission and is extended to everyone without exception. ESBOCES also recognizes that students and employees have been historically marginalized due to their race/ethnicity, gender, sexual orientation, and physical ability. We are committed to creating an environment where all students and employees, especially those currently and historically marginalized, feel safe, included, respected, and accepted, and experience a sense of belonging and academic success.

ESBOCES is committed to addressing these inequalities and helping each and every student and employee to realize their academic and professional opportunities to enable them all to thrive and to build a better society.

ESBOCES DEI Regulation 5124

3 Parts (A, B, C)
28 Components



Combined Assessment Tool

- Follows ESBOCES 3 Parts (A, B,C)
- Uses NERCHE Dimensions/Components (3) stages of development (**emerging**, **developing**, **transforming**)

= Baseline and Monitoring Data Collection Tool

BOE Regulation 5124R.1	Aligned to Assessment-Dimensions & Components	Status 2020-2022	Indicators/Evidence	Next Steps (2023-2025)
A.1 Lead and inspire by example by examining personal biases and the way we may be privileged or unaware, building empathy and respect for others, becoming comfortable with vulnerability, and creating a culture of deliberate inclusion and diversity;	8.5	3	<ul style="list-style-type: none"> DEI internal workshops DEI Regional workshops and conferences DEI Cultural Heritage Virtual Events Board DEI Committee Book Study ESBOCES Administrators Book Study Instructional Mentoring Program Induction Program, DEI topics infused 	<ul style="list-style-type: none"> Continue to lead the region in DEI workshop/conference offerings Yearly Board DEI Book study Yearly ESBOCES Administrators Book Study Instructional Mentoring Program Induction Program will embed yearly DEI/ESBOCES Training DEI segment at annual leadership workshop

Crosswalk

NERCHE Six Dimensions aligned with ESBOCES DEI Regulation 5124

The self-assessment rubric contains six dimensions, each which includes a set of components that characterize the dimension. The six dimensions of the rubric and their respective components are listed below.



Dimensions	Components	ESBOCES DEI Regulation 5124
I. Philosophy and Mission of Diversity, Equity, and Inclusion	1. Definition of diversity, inclusion and equity	A.5 C.2
	2. Strategic Planning	A.3
	3. Alignment with Institutional Mission	C.1 C.2
	4. Accreditation	C.3
	5. Historical and Geographical Context	A.2
II. Administrative Leadership and Institutional Support for Diversity, Equity, and Inclusion	1. Coordination of Institutional Efforts	B.4
	2. Policy-Making Entities	A.7, B.6
	3. Diversity-Focused Staff Positions	A.4
	4. Hiring and Retention	B.9 B.12
	5. Professional Development	A.1, B.6
	6. Funding	B.8
	7. Senior Administrative Leadership	B.5
	8. Institutional Evaluation and Assessment	A.6, A.10
	9. Institutional Research	
	10. Institutional Resource Management	B.8
	11. Specialized Initiative	
III. Faculty Support for and Involvement in	1. Faculty Knowledge and Awareness	A.11, B.11, B.13, B.14



Section II: ESBOCES DEI Assessment



ESBOCES Stakeholder Groups Participation in DEI Self-Assessment Process (pg. 38)

Cabinet and
Administrative
Council

Agency DEI
Advisory
Council

Building/
Program
Leaders

DEI Liaisons
(instructional and
non-instructional)

Parent-Family
DEI Advisory
Council

Student
Groups (i.e.
PowerTeam)

Agency
Strategic
Planning
Steering
Committee

Central
Shared
Decision
Making
Committee



Reviewed the NERCHE Tool and Stages to Measure

The self-assessment rubric contains six dimensions, each which includes a set of components that characterize the dimension. The six dimensions of the rubric and their respective components are listed below.

Six Dimensions

Dimensions	Components
I. Philosophy and Mission of Diversity, Equity, and Inclusion	<ul style="list-style-type: none"> · Definition of diversity, inclusion and equity · Strategic Planning · Alignment with Institutional Mission · Alignment with Education Reforms Efforts · Accreditation · Historical and Geographical Context
II. Administrative Leadership and Institutional Support for Diversity, Equity, and Inclusion	<ul style="list-style-type: none"> · Coordination of Institutional Efforts · Policy-Making Entities · Diversity-Focused Staff Positions · Hiring and Retention · Professional Development · Funding · Senior Administrative Leadership · Institutional Evaluation and Assessment · Institutional Research · Institutional Resource Management · Specialized Initiative
III. Faculty Support for and Involvement in Diversity, Inclusion, and Equity	<ul style="list-style-type: none"> · Faculty Knowledge and Awareness · Faculty Involvement and Support · Faculty Leadership · Faculty Development and Incentives · Academic Departments

Three-stages of Development

For each component, three-stages of development have been established: emerging, developing, and transforming. Progression through the stages suggests that the institution is moving closer to fully institutionalizing diversity, inclusion and equity in the agency. Also, for each component, there must be accompanying indicators provided which is evidence of change in policy, practices, structures, culture and climate. Indicators may range from formal indicators that can be both qualitative, such as agency climate surveys, equity/diversity/inclusive professional development schedules, and quantitative, such as student outcomes and EEOC data.

- **Stage One: Emerging**—at this stage, the agency is beginning to recognize diversity, inclusion and equity as strategic priorities and is building an agency-wide constituency for the effort.
- **Stage Two: Developing**—at this stage, the agency is focused on ensuring the development of its institutional and individual capacity to sustain the diversity, inclusion and equity effort.
- **Stage Three: Transforming**— at this stage the agency has fully institutionalized diversity, inclusion and equity into the fabric of its institution, and continues to assess its efforts to ensure progress and sustainability.



Process: Let's do the work...

Between 2021-2022, each group was asked to:

1. Review each component of the Dimension
2. Discuss each stage of that component.
3. Where do you believe the agency falls? (1-2-3)
4. What indicators support that rating?
5. What is one next step to support the agency's growth in this area? How can we operationalize that?

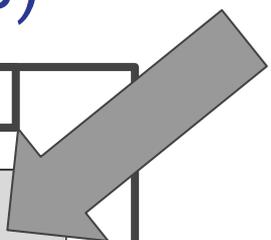
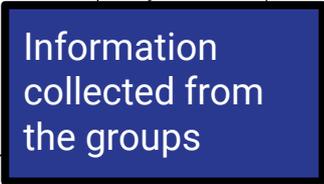


ESBOCES DEI Self-Assessment Tool (pgs. 41-60)

(Status Key: 3 = Transforming, 2 = Developing, 1 = Emerging)

BOE Regulation 5124R.1	Aligned to Assessment-Dimensions & Components	Status 2020-2022	Indicators/Evidence	Next Steps (2023-2025)
A.1 Lead and inspire by example by examining personal biases and the way we may be privileged or unaware, building empathy and respect for others, becoming comfortable with vulnerability, and creating a culture of deliberate inclusion and diversity;	II.5	3	<ul style="list-style-type: none"> • DEI internal workshops • DEI Regional workshops and conferences • DEI Cultural Heritage Virtual Events • Board DEI Committee Book Study • ESBOCES Administrators Book Study • Instructional Mentoring Program Induction Program, DEI topics infused 	<ul style="list-style-type: none"> • Continue to lead the region in DEI workshop/conference offerings • Yearly Board DEI Book study • Yearly ESBOCES Administrators Book Study • Instructional Mentoring Program Induction Program will embed yearly DEI/CR-SE Training • DEI segment at annual leadership workshop • DEI segment at annual Superintendent's Conference Day

Information collected from the groups


ESBOCES Annual DEI Policy 5124 Report 2023 (pg. 38-39)

Analysis of the Data:

1. Of the 28 BOE Regulations that were aligned to the NERCHE, 14 out of 28, or 50% were **Developing**.
2. Of the 28 BOE Regulations that were aligned to the NERCHE, 8 out of 28, or 28.5%, were rated a 1, **Emerging**.
3. Of the 28 BOE Regulations that were aligned to the NERCHE, 6 out of 28, or 21.4%, were rated a 3, **Transforming**.



Key Areas of Strength

Areas of Strength

- A.1 Lead and inspire by example by examining personal biases and the way we may be privileged or unaware, building empathy and respect for others, becoming comfortable with vulnerability, and creating a culture of deliberate inclusion and diversity;
- A.5 Develop a shared ESBOCES and community understanding and definition of equity, inclusion and diversity;
- B.4. Aim to ensure each program is welcoming and inclusive to all who enter;
- C.1 Identify clear goals, objectives, and measurable outcomes
- C.2 Provide a common vocabulary and protocol for evaluating policies, programs, practices, and decisions for racial equity; and
- C.3 Produce policies, programs, practices, and decisions which result in more equitable outcomes



Key Areas in Need of Growth

Areas in Need of Growth

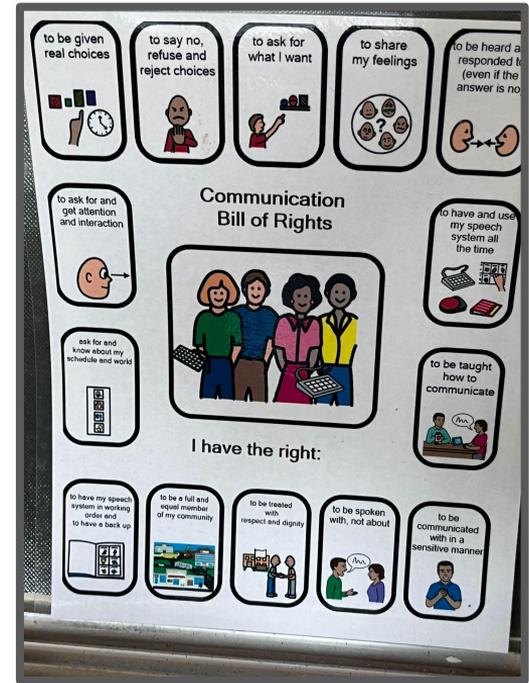
- A.3 Promote and publicly announce actions that address systemic inequities at both the building and ESBOCES levels;
- A.8 Eliminate practices including policies and procedures, that result in predictable lower academic achievement for any student group, especially those historically marginalized groups, compared to other student groups;
- A.9 Model racial and ethnic equity, inclusion, and diversity in business and operational practices;
- B.7. Remedy the practices, including assessment, that may lead to the over-representation of student groups in areas such as special education and discipline, and the under representation of groups in programs such as talented and gifted and Advanced Placement;
- B.8. Provide every student, regardless of the color of their skin, their gender, their sexual orientation, their ability, their language, the way they speak or their background with equitable access to high quality and relevant instruction, curriculum, support, facilities, and other educational resources, even when this means differentiating resources to accomplish this goal;

- B.10. Aim to ensure a positive, supportive and academically rigorous school environment that engages all students and includes multiple pathways for success;
- B.13. Create multiple pathways to success in order to meet the needs of students, and will actively encourage, support, and expect high academic achievement for students from all student groups. ESBOCES will not let implicit or explicit biases prevent every student from graduating ready to succeed in a diverse society.
- B.14. Provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity, and other differences that contribute to the uniqueness of each student and staff member.



Pointed Next Steps

- Review of academic and discipline data across all programs to set a baseline
- Full data analysis with an equity focus in the DEI 2025 annual report
- Development of an agency Student Advisory Council for all middle level, high school level, and adult programs to meet 4 times per year
- Annual development of school building equity plans inclusive of student academic and discipline data where appropriate
- Create an action tool using DEI Regulation 5124 section C to review agency policies and procedures
- Continue to lead the region in DEI workshop/conference offerings
- Office of DEI internal and external staff support to increase by 50% by 2025



Thank You!

Q & A

