



VILLAGE OF DOBBS FERRY BOARD OF TRUSTEES AGENDA

MEETING DATE: NOVEMBER 23, 2021

AGENDA ITEM SECTION: DISCUSSION ITEMS

AGENDA ITEM NO. : 6

AGENDA ITEM: CONTINUATION OF DISCUSSION ON DIVERSITY AND EQUITY TRAINING OPPORTUNITIES FOR VILLAGE STAFF AND COMMITTEES

ITEM BACKUP DOCUMENTATION:

1. MEMORANDUM DATED NOVEMBER 17, 2021 FROM OFFICE OF THE ADMINISTRATOR TO MAYOR ROSSILLO AND THE BOARD OF TRUSTEES
2. LEADERS2C LCC WORKSHOP OUTLINE
3. LEADERS2C LCC POWERPOINT PRESENTATION
4. NYU PROPOSAL FOR DOBBS FERRY HUMAN RIGHTS AND DIVERSITY COMMITTEE \$8,600.00
5. NYU PROPOSAL FOR DOBBS FERRY HUMAN RIGHTS AND DIVERSITY COMMITTEE \$23,250.00

Village of Dobbs Ferry

Mayor
Vincent Rossillo

Board of Trustees
Donna Cassell – Deputy Mayor
Maura Daroczy
Christy Knell
Michael Patino
Nicole Sullivan
Lawrence Taylor



MEMORANDUM

Village Administrator
Richard Leins

Village Treasurer
Jeff Chuhta

Village Clerk
Elizabeth Dreaper

Village Justice
David Koenigsberg

From: Office of the Village Administrator

To: Mayor Rossillo and the Board of Trustees

Re: Diversity Training

Date: November 17, 2021

The Board has reviewed two presentations for Diversity Training for Village staff, Boards and Committees. Both proposals have merit. A decision is requested at this time because one of the proposals involves collaboration with multiple area communities who are prepared to move forward as a group.

The first proposal presented at the July 13th Board meeting by Leaders2C would train staff, Board and Committee members from seven Villages and the cost would be shared across municipalities. The PowerPoint presentation from July as well as an outline for a one-day workshop are attached here as a refresher. Leaders 2C has reduced their price substantially now that the workshops can largely be conducted in person. The seven communities – Ardsley, Dobbs Ferry, Elmsford, Hastings, Irvington, Sleepy Hollow, and Tarrytown – have also reduced proposed participant numbers.

The new proposed cost for the training of approximately 425 municipal staff and committee members in seven Villages over a span of 6-8 workshops would not exceed \$41,775 and would be shared among the seven communities. There is a possibility that the cost would come down depending on the facility identified and the number of people participating in each session. The approximate cost therefore per person trained would be less than \$100 for a full-day workshop. We anticipate training no more than 120 people in Dobbs Ferry.

The second proposal presented at the November 9th meeting by NYU Metro Center's Center for Strategic Solutions (CSS) would cover a total of 9 sessions. The proposal is attached, as is the presentation given on November 9th. The NYU proposal is structured as one introductory session for all participants, two workshop sessions for three cohorts of staff and one cohort of the Human Rights and Diversity Committee, followed by tailored consultation sessions depending on need. The cost for the proposal is \$23,250 but there could be room for price adjustment.

The NYU Metro Center has also proposed a series of workshop sessions with reduced scope for Human Rights and Diversity Committee members and Village leaders only. The cost for that proposal is \$8,600. The proposal is attached for your review.

At this time, we need a decision as to whether the Board would like to move forward with the Leaders2C proposal. This joint effort has been in discussion for almost two years and the collective communities are eager to proceed with shared training.

**Leaders2C, LLC Workshop Outline:
Leading with Values, Not Bias
June 28, 2021**

The workshop proposed by Leaders2C, LLC is based on the premise that most people believe in fairness and justice. Collectively, we have shared values of unalienable rights as reframed over the past two and half centuries to be inclusive of all people. Yet, despite these shared values of equality, life, liberty, and happiness, there exist continuing inequities among different populations such that these fundamental rights are not a reality for all.

In 2020, people were distressed by the video of George Floyd having the life choked out of him by a nonchalant Minneapolis, Minnesota police officer while other officers watched with complicity despite bystanders pleading for the murder to stop. People were disturbed by the vigilante killing of Ahmaud Arbery in Glynn County, Georgia, and by the death of Breonna Taylor by police invading her home in Louisville, Kentucky. These are but some of the most recent incidents that require examination by society.

Racial inequities exist in income, health care, educational attainment, wealth, employment, incarceration, and voter disenfranchisement among others. People of color disproportionately die from COVID-19. Appropriately, much attention has focused on race for obvious reasons. At the same time, it is important to recognize that inequities exist based on gender, gender identity, sexual orientation, disability, language, culture, and religion. People have multiple identities and experience bias differently. This phenomenon is known as intersectionality.

While many variables contribute to societal inequities, a core variable is bias. For much of U.S. history, biases were enshrined in laws and policies of the country, the various states, and local governments. Laws and policies were explicit in their discriminatory intent. We have seen progress over the years as we strive to create a “more perfect union.” Sometimes, however, the progress is with a step forward and then another one back. The journey toward equity has had high and low points, but what is distinguishing about the United States is its continuing commitment to a diverse society, its continuing efforts to achieve inclusion and equity, and its resilience when confronted with obstacles. Thus, we know that change and progress are possible.

The first step in the change process is gaining awareness and knowledge, which is the purpose of this workshop. The workshop will extend to the workforce of the participating Villages the training that was offered to elected and senior administrative officials in the summer of 2020. This regional approach presents a unique opportunity to build inter-jurisdictional awareness and the development of inter-jurisdictional connections.

The workshop is structured to be foundational; that is, to provide support for people who may have not been exposed to the topics or may be reluctant to do so. The presenters aim to meet people where they are, creating a respectful environment where people can learn without judgment. Borrowing from Stephen Covey, we seek to create a discussion where all participants seek first to understand and then to be understood.

Background of Presenters

This workshop is designed specifically for local government, presented by people who had careers in local government. Before joining Old Dominion University in Norfolk, Virginia as an assistant professor in 2016, Ron Carlee served in three localities: City Manager of Charlotte North Carolina; County Manager (and other senior positions) in Arlington, Virginia; and Assistant to the Mayor of Birmingham, Alabama. He was also Chief Operating Officer for the International City-County Management Association (ICMA). Cheryl Orr is a human resource professional, who recently retired as the Vice President of Human Capital for Dallas Area Rapid Transit (DART). She held senior HR positions in several local governments, a university, and a small business. For the City of Dallas, Texas, she established the City's Ethics and Diversity program under the auspices of the City Manager. In addition to equity training, Ms. Orr provides other training related to human resources, strategic planning, facilitation, and consultation on workplace subjects and issues.

The development of the content on which this workshop is based began in 2016 when ICMA asked Dr. Carlee to develop a pre-conference workshop for its annual international conference with material designed for local government personnel. Since that time, versions of this work were presented to a second ICMA annual conference, at six regional conferences in 2019, and to multiple local governments. Dr. Carlee and Ms. Orr joined forces in the fall of 2020 to provide equity training for the staff of ICMA. Subsequently, they made presentations at five of the 2021 ICMA Regional Conferences. Together, Ms. Orr and Dr. Carlee continuously update the content, which was recently presented to the senior leadership of the Town of Holly Springs, North Carolina. They will be presenting at the annual conference of the Local Government Hispanic Network and at the winter conference of the North Carolina Government Finance Officers Association.

Learning Objectives

1. Establish connections and build networks across the Villages.
2. Understand how our brains create biases through System 1 thinking.
3. Gain self-awareness about how to control biases through System 2 thinking.
4. Introduce how racism has been systematically part of government in the U.S.
5. Understand the difference between intent and impact, developing the ability to recognize, avoid, and respond to microaggressions.
6. Create a personal growth plan.
7. Commit to action at work.



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8:15	Informal gathering and coffee
8:30	Welcome – Purpose & Background Objective – establish connections and network across the Villages Introductions: Share your name, Village, and one of your core values
8:45	Tools for Conversation Objective – create a positive environment for discussion and growth. Conversations about issues of bias, race, gender, and similar areas can be intense and emotional. Often, we do not have the conversation for fear that we will say the wrong things and make matters worse. This opening discussion explores mindsets and skills for having productive, honest, and inclusive conversations. Exercise: Yes, And
9:15	Module 1. System 1 Thinking: Cognitive Fallacies & Biases Objective - understand how our brains create biases through System 1 thinking. When the issue of bias is raised, there is a natural tendency to react defensively. We don't think we are biased, and we don't want to be biased. This module explores the broader field of critical thinking and how biases and cognitive fallacies cross all parts of our lives and are an inherent part of being human. Nobel prize-winning economist Daniel Kahneman refers to this process as System 1 Thinking. It is a way that our brains create mental shortcuts that mostly help us but sometimes can lead us astray. Exercise: 9 dots.
10:00	Module 2. Implicit Biases & Stereotypes Objective - gain self-awareness about how to control biases through System 2 thinking. Implicit bias is a term used to describe cognitive biases related to people. When we see someone, our brains automatically perceive gender, race, age, height, weight. It searches our mental files to find a way to classify the person. When clothing is added, our brains begin to develop a narrative about who the person is, what they do, and whether they may be a threat. These stories are not based on any real knowledge about the person, they are based on what we have seen and experienced in the past by people with similar appearances. When generalized narratives are developed across a group of people, they can become what are known as stereotypes. Exercise: What makes me, me? How has my worldview been shaped and what biases might I have?

11:00	<p>Module 3. A Brief Racial History of the U.S.</p> <p>Objective - introduce how race has been consciously and intentionally part of governmental policies and systems in the U.S.</p> <p>While bias and stereotypes exist across a range of different people, events of our recent past and present compel us to develop a better understanding of society's relationship with African Americans. This can only be done by looking at the unique history of the United States. For only about the last 15% of the time that African Americans have been in what is now the U.S. has it been illegal to discriminate against them. Only with the adoption of the Civil Rights Act in 1964 did it become illegal, for example, to deny food or hotel service to an African American. Of course, the mere adoption of the Civil Rights Act did not change people's hearts and unconscious minds. Our history of government-sanctioned discrimination is the foundation for the systemic disparities in society that we face today.</p> <p>Open Discussion: Questions and Perspectives on History</p>
12:00	Working Lunch – Continuing discussion of history and reflections on the morning session.
1:00	<p>Module 4. Microaggressions</p> <p>Objective – understand the difference between intent and impact, developing the ability to recognize, avoid, and respond to microaggressions.</p> <p>Microaggressions are the day-to-day slights or insults, often delivered as “humor.” The term originated with Dr. Chester M. Pierce of Harvard in the 1970s and has been extensively researched by Dr. Derald Wing Sue of Columbia. While insults can be targeted at anyone, repetitive microaggressions by people in the majority culture upon people over whom they may have power can be highly destructive. Microaggressions are subtle and not so subtle words and actions that create a culture of othering rather than a culture of belonging.</p> <p>Exercise: What microaggressions have you experienced, committed, or observed. How should we respond when microaggressions occur at work?</p>
1:45	<p>Module 5. Personal Action</p> <p>Objective - personal action.</p> <p>Areas for personal development explores in this module are self-awareness, circle of influence, empathy, and allyship.</p> <p>Exercise: Based on what I have learned, what is my personal plan for growth?</p>
2:00	<p>Module 6. Organizational Action</p> <p>Objective – commitment to create an inclusive culture of belonging at work.</p> <p>The Wharton School recommends these actions to create a workplace with a culture of belonging: listen to everyone's insights, stories, and perspectives; articulate values of belonging; promote compassion and acceptance; value employees for who they are.</p> <p>Exercise: In what areas in my workplace could we enhance a culture of belonging for co-workers and for the public we serve? What actions can we take?</p>
3:00	Reflections
3:30	Adjourn

Leading With Values, Not Bias

Presentation to the Village of Dobbs Ferry
Board of Trustees

Ron Carlee & Cheryl Orr

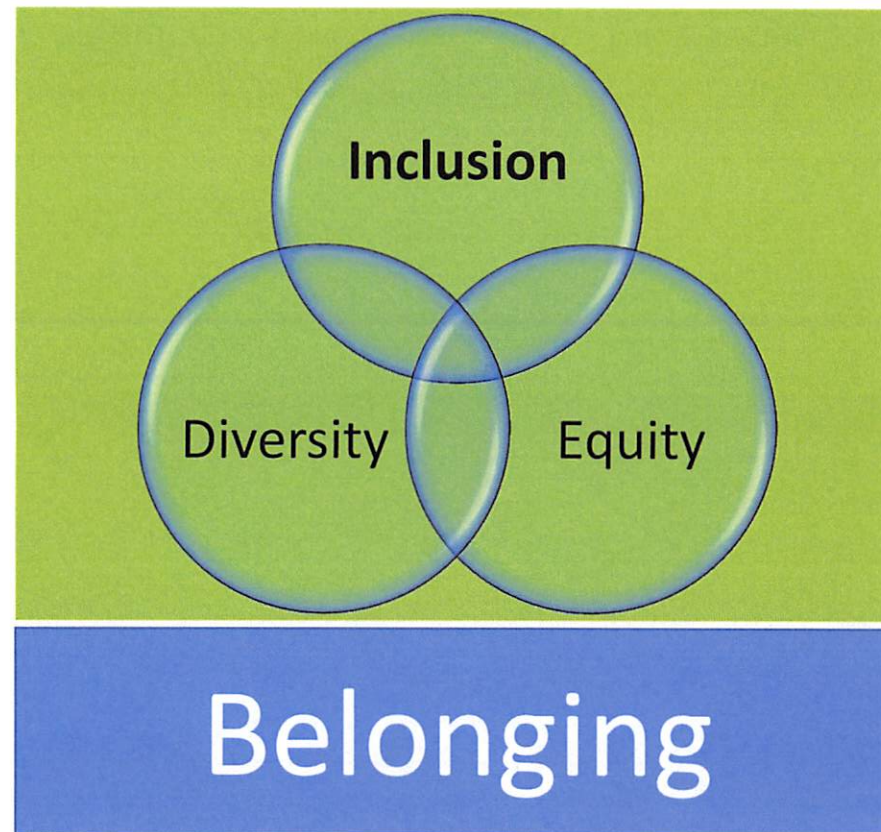
July 13, 2021



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Inclusion
Kindness
LevelThePlayingField HelpPeople DoTheRightThing
Equity Ethics Awareness
Freedom Equality
Honesty
Fairness Humility
Dependability Building Community
Diversity Integrity
Diplomacy

Word/Out

Workshop Topics

- Tools for Conversation
- Module 1. System 1 & System 2 Thinking
- Module 2. Implicit Biases & Stereotypes
- Module 3. Racial History of the U.S.
- Module 4. Microaggressions & Macroaggressions
- Module 5. Personal Action for Inclusion
- Module 6. Organizational Action for Inclusion

Can we talk?

Ground Rules / Norms / Values

1. Listen with Respect
2. Seek First to Understand
3. Do Not Expect Perfection; Assume Goodwill.
4. Use "I" language rather than "You" language.
5. Use **AFFIRMING** language

Module 1. Critical Thinking

1. Representativeness
2. Affinity
3. Confirmation
4. Framing
5. Status Quo

Chatfield, Tom. 2018. Critical Thinking. Sage Publishing

Mental
Shortcuts:
Intuition
Instinct
Heuristics
Fallacies
Preferences
Gut Feelings

Module 2. Implicit Bias & Stereotypes

Gender
Age
Race
Height
Weight
Clothing



Module 3. Racial History of the U.S.

**402 Years
1619 to 2021**

246

99

57

Module 4. Microaggressions



By Kiyun Kim, 2013. Fordham University
<https://nortonism.tumblr.com/>

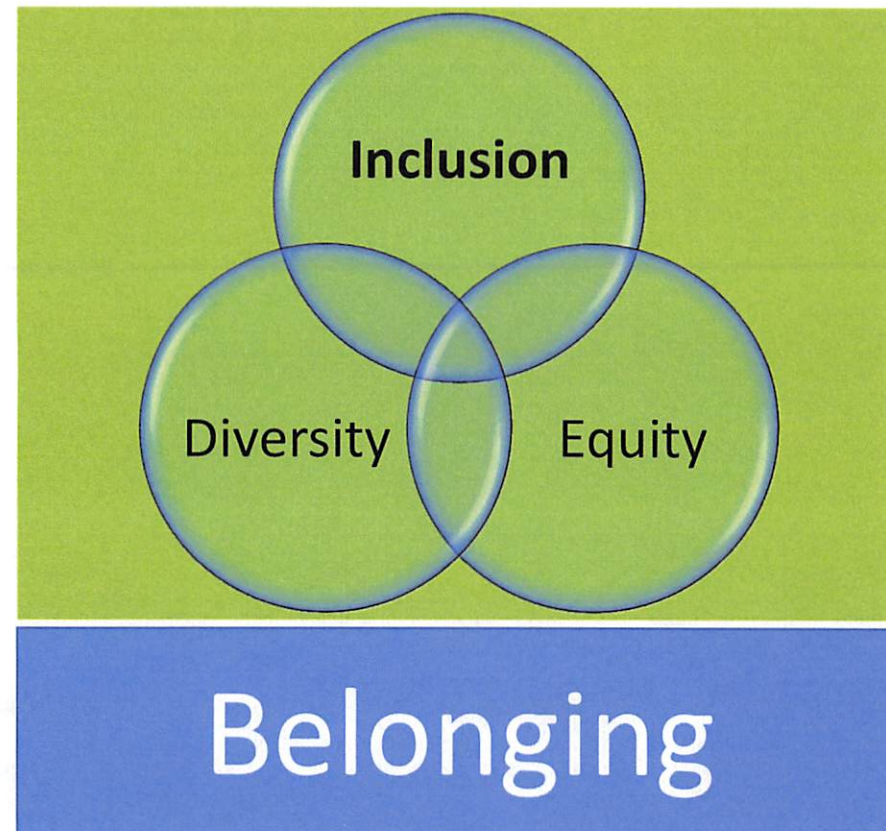
- Words or actions
- Brief and commonplace; often daily
- Intentional or unintentional
- Often framed as “humor” or a “compliment”
- Felt as Indignities and insults
- Have a cumulative impact

Module 5. Personal Action

1. Self-Awareness
2. Circle of influence
3. Empathy
4. Allyship



Module 6. Organizational Action Action





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Partnership Proposal for the Dobbs Ferry Human Rights and
Diversity Committee



Metropolitan Center for Research on
Equity and the Transformation of Schools

November 9th, 2021

New York University's (NYU) Metropolitan Center for Research on Equity and the Transformation of Schools ([Metro Center](#)) in the Steinhardt School of Culture, Education, and Human Development provides a variety of services. These include an array of facilitated dialogues to support embedding a commitment to racial equity in policy and practice and ongoing support with strategic planning. This proposal outlines a sample of these services, which are tailored and responsive to the needs of the Dobbs Ferry Human Rights and Diversity Committee.

Who We Are

[Metro Center](#) believes that change in equitable practices is not just possible, it is probable. The question we confront is not why does equity matter but why doesn't it matter, *more*? To transform systems we must peer deeply into the conditions upon which structures were created, and interlocked by policies, beliefs, and behaviors related to power, privilege, and identity. For change to *really* occur, we have to shift conditions that continue to maintain structural inequities. This work matters deeply.

Changes cannot occur though without shifting mindsets, policies, practice, and relationships and we know from past practices that changes in policies don't guarantee mindsets will shift. So, to do this work, we put into motion a research-based framework around what impacts dispositions to changes. Our framework is informed by equity, and is based in socially-just, culturally relevant, and anti-oppressive practices. Metro Center's Center for Strategic Solutions (CSS) has developed national expertise in supporting folx to consider the impact of race, power, and privilege on the work they do. By offering support that delves into the deep historical entanglements of racial inequity, CSS centers the dialogue in developing a shared understanding of the systems that impact our cross racial, cross-ethnic, and cross-cultural understandings. Support is designed to offer multiple points of entry for participants of all backgrounds.

Foundations in Research

An equitable and just society loves and invites its members to be their authentic selves and openly reflects how disparities and historical inequities contradict the principles of racial justice. Our team promotes this by building the capacity of stakeholders to challenge assumptions and embedded bias, building relationships that create pathways toward equity. Our focus is to draw from the local context, provide tailored technical assistance and/or professional development to advance stakeholder capacities by:

1. Building intentional relationships;
2. Leveraging the assets of communities; and
3. Developing critical consciousness to confront and challenge the existing social order of the intersections between race, gender, sexuality, power and privilege in society.

Organizations and Stakeholders We Have Served/Do Serve

- K12 districts, in New York and nationally
- K12 public, private, parochial, and charter schools
- Early childhood programs and pre-Ks
- Colleges and Universities
- Teacher preparation programs

- City and government agencies
- Non-profit organizations
- Libraries, historical societies, and museums
- Community-based organizations
- Food justice organizations
- Advocacy organizations
- National organizing collaboratives
- Assessment organizations

Topics of Engagement

- Race, power, and privilege in the workplace
- Developing and operationalizing an anti-racist mission and vision
- Implicit bias in the context of systemic inequity
- Workplace climate assessments
- Leadership development training and coaching
- Executive coaching
- Company retreats and community-building forums
- Developing critical consciousness
- Coaching for Board members and senior leadership
- Facilitating community conversations
- Restorative practices and racial justice
- Developing an equity policy
- Healing centered, humanizing practices

Dobbs Ferry Human Rights and Diversity Committee Framework

What is most unique about the CSS service delivery model is that it is tailored to the specific needs of our individual partners. While CSS focuses explicitly on race, the Center's work is not exclusively about addressing racial inequity. CSS believes that for all stakeholders to be best served, included, and honored by their office, school, organization or community, an intersectional approach to addressing disparities related to race, ethnicity, language, culture, gender, sexual orientation, dis/ability, religion, and socioeconomic status is required.

Based on the initial conversation with members of the committee, potential options for partnership include: (1) capacity-building for members of the committee including Village Trustees and the Mayor, and (2) strategic support and consultation for sub-committees. The goals of this partnership might include:

- ❑ building shared individual and collective understanding of language and action to operationalize racial equity in the village through a clear manifestation of centering human rights of the most marginalized community residents,
- ❑ consultation around strategic planning for individual and collective reflection, intentional anti-bias, anti-racist policy and practice shifts in a number of areas.

Sessions with members of the committee will be focused on building and leveraging self-awareness, fostering community around the work of promoting equity as a collective, and identifying impacts in the role of committee members to this work. Common outcomes from this type of commitment include shifting protocols for decision-making including

regular reflection on gatekeeper positionality, greater alignment to committee mission and specific commitments to promoting equity and racial justice, increased attention to community dynamics influenced by the sociopolitical climate, and deepening connections to the most marginalized populations. Level-setting engagements around language, opportunities to develop critical self-awareness and support in intentionally situating this work in the current socio-political context, is primary, with recommended follow up consultations to deepen actionable steps and support strategic planning in turn. Part of what will naturally emerge is clarity around the purpose, form, function, and values of this committee, its members, and their relationships with Village leadership. To this end, NYU Metro Center would request that at a minimum, the Village Mayor and half of the Village Trustees attend capacity-building sessions, with a preference that all Village Trustees attend.

Additionally, NYU Metro Center proposes to offer learning series opportunities to all Village employees broken down into the structure below. Ideally, the learning journey is established to build foundational knowledge, leverage that knowledge through individual and collective self-reflection, and transfer that self-reflection into collective action. The Human Rights and Diversity Committee requested a scope that addresses these learning goals:

1. Establish a **foundational understanding** of human rights, diversity, inclusion, equity, implicit bias, racism, etc.
2. Acquire and/or build **dialogue and discussion skills** to use Village-wide. Strengthen **working relationships and partnerships** throughout the Village.
3. Develop an **action-oriented roadmap** for enhancing Dobbs Ferry as an inclusive, equitable, and just community.

The ask is that sessions will facilitate the move from conceptual understanding to action (i.e., *praxis*).

The Proposed Learning Journey

	Objectives	Terms/concepts	Application
Session 1: Building Equitable Communities	Understand how who I am informs what I do. Build collective awareness of equity, transparency, hierarchical power. Examine engrained dynamics of race, power, and privilege.	Equity Racial Justice Race Power Privilege Marginalization Positionality Human rights	Self-reflection Collective reflection Community relations Relationships, Team-building
Session 2: Community Conversation	Interrogate the impact of bias in the context of structural inequity. Define mechanisms to reduce the emotional burden on BIPOC staff, LGBTQ+ staff, disabled staff, and staff who are distanced from positional power, who often are the ones calling out issues or calling in colleagues.	Implicit bias Racism Microaggressions Macro harms Inclusivity	Workplace climate Supervision and Feedback Repairing and restoring after harm Bias mitigation strategies
Session 3: Community Conversation	Examine and unpack the role I play in disrupting and dismantling racism and inequity within my sphere of influence. Identify policy gaps, propose ways to address gaps.	Institutional oppression Culture of power Performative allyship White saviorism Brave spaces Courageous conversations and actions	Policy and governance Data collection and analysis Hiring, retention, and leadership development
Individualized Consultation(s):	Follow up for small sub-committees and/or the whole cohort to take a deeper dive into application and reflection once changes are made	Disruption Operationalizing a commitment to equity, racial justice, and human rights	Communication, public-facing persona Ongoing professional learning, onboarding

Pricing Structure Below

The Center for Strategic Solutions will provide the following scope of work to the Human Rights & Diversity Committee and Dobbs Ferry leaders. We propose 4 hours of basic training for up to 20 village leaders (Human Rights & Diversity Committee, Mayor, Board of Trustees, Department/Board/Committee Leaders), accompanied by 4 hours of community engagement that can serve up to 150-200 individuals at different times, flexibly scheduled to accommodate your schedule. Additionally, we can provide 2 hours of individualized consultation work with the Village Mayor, Board of Trustees, or other leaders.

Pricing Structure for Virtual Consultations

	Rate	Total cost
Building Equitable Communities Participants: HRDC and Village Leaders Total time: 4 hours	\$2,400	
Community Conversations - Concepts to Action Participants: HRDC and Village Leaders, plus other members (up to 150-200 people) Total time: 4 hours	\$5,000	
Individualized Consultations Participants: Open to any Village Leader Total time: 2 hours	\$1,200	
		Total: \$8,600

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Who We Are

[Metro Center](#) believes that change in equitable practices is not just possible, it is probable. The question we confront is not why does equity matter but why doesn't it matter, *more*? To transform systems we must peer deeply into the conditions upon which structures were created, and interlocked by policies, beliefs, and behaviors related to power, privilege, and identity. For change to *really* occur, we have to shift conditions that continue to maintain structural inequities. This work matters deeply.

Changes cannot occur though without shifting mindsets, policies, practice, and relationships and we know from past practices that changes in policies don't guarantee mindsets will shift. So, to do this work, we put into motion a research-based framework around what impacts dispositions to changes. Our framework is informed by equity, and is based in socially-just, culturally relevant, and anti-oppressive practices. Metro Center's Center for Strategic Solutions (CSS) has developed national expertise in supporting folx to consider the impact of race, power, and privilege on the work they do. By offering support that delves into the deep historical entanglements of racial inequity, CSS centers the dialogue in developing a shared understanding of the systems that impact our cross racial, cross-ethnic, and cross-cultural understandings. Support is designed to offer multiple points of entry for participants of all backgrounds.

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- ❑ building shared individual and collective understanding of language and action to operationalize racial equity in the village through a clear manifestation of centering human rights of the most marginalized community residents,
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regular reflection on gatekeeper positionality, greater alignment to committee mission and specific commitments to promoting equity and racial justice, increased attention to community dynamics influenced by the sociopolitical climate, and deepening connections to the most marginalized populations. Level-setting engagements around language, opportunities to develop critical self-awareness and support in intentionally situating this work in the current socio-political context, is primary, with recommended follow up consultations to deepen actionable steps and support strategic planning in turn. Part of what will naturally emerge is clarity around the purpose, form, function, and values of this committee, its members, and their relationships with Village leadership. To this end, NYU Metro Center would request that at a minimum, the Village Mayor and half of the Village Trustees attend capacity-building sessions, with a preference that all Village Trustees attend.

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The Proposed Learning Journey

	Objectives	Terms/concepts	Application
Session 1:	Understand how who I am informs what I do. Build collective awareness of equity, transparency, hierarchical power. Examine engrained dynamics of race, power, and privilege.	Equity Racial Justice Race Power Privilege Marginalization Positionality Human rights	Self-reflection Collective reflection Community relations Relationships, Team-building
Session 2:	Interrogate the impact of bias in the context of structural inequity. Define mechanisms to reduce the emotional burden on BIPOC staff, LGBTQ+ staff, disabled staff, and staff who are distanced from positional power, who often are the ones calling out issues or calling in colleagues.	Implicit bias Racism Microaggressions Macro harms Inclusivity	Workplace climate Supervision and Feedback Repairing and restoring after harm Bias mitigation strategies
Session 3:	Examine and unpack the role I play in disrupting and dismantling racism and inequity within my sphere of influence. Identify policy gaps, propose ways to address gaps.	Institutional oppression Culture of power Performative allyship White saviorism Brave spaces Courageous conversations and actions	Policy and governance Data collection and analysis Hiring, retention, and leadership development
Consultation(s):	Follow up for small sub-committees and/or the whole cohort to take a deeper dive into application and reflection once changes are made	Disruption Operationalizing a commitment to equity, racial justice, and human rights	Communication, public-facing persona Ongoing professional learning, onboarding

Pricing Structure

(CSS is virtual through Fall 2021)

	Unit rate	Suggested units	Total
Committee engagements of 4 hours or less			
(Each unit can be broken into two 90-minute sessions)			
1 session open to ALL			
Human Rights and Diversity Committee	\$2250	9	\$20,250
2 sessions			
At least 3 cohorts of Village employees			
2 sessions per cohort			
Consultations of 1 hour or less with sub-committees			
Human Rights and Diversity Committee (2 sessions)	\$600 each if 5 or more	5	\$3000
At least 3 cohorts of Village employees (1 session per cohort)			
TOTAL			\$23,250