

**DIVERSITY ADVOCACY COMMITTEE'S
ANNUAL REPORT TO PISD BOARD
SEPTEMBER 4, 2007**

Summary

The Diversity Advocacy Committee (DAC) is committed to assisting Plano ISD in its efforts to enhance the understanding of diversity within the various constituencies of the school district – students, parents, faculty, staff and the Plano community. The DAC shares a common belief that this understanding is important to fulfill the district's mission of providing a quality education. The committee would like to thank all departments that made presentations to the DAC during this past school year. The DAC's recommendations are listed below.

DAC General Recommendations:

- **Relationship Building** – Plano ISD's Diversity Advocacy Committee (DAC) appreciates the time and commitment required of Trustees. The DAC meets at least 12 times per year, not including sub-committee meetings, and would value the presence of Board Members. Therefore, the DAC will extend an invitation to the Trustees to attend 2007-2008 DAC meetings and appreciates any opportunity to discuss the Annual Report in more detail.
- **Term Limits** - It takes more than one-year for members to fully comprehend the work of the committee; therefore, the DAC would like to request that committee members have the option to serve two additional years after the three-year term limit.
- **Number of Committee Members** - The new structure of the DAC includes five sub-committees. In order for this committee to represent the demographics of the community and school district, as well as supporting the new structure of the committee; the DAC would like to request the maximum number of committee members be increased to 27.
- **Inclusive School Policies and Diversity Training** - As the name of the committee has evolved from Multi-Ethnic to Diversity Advocacy, the committee has started to address the concerns of other diverse communities. The DAC recognizes students, faculty, staff and parents who are members of the gay, lesbian, bisexual and transgender community. The school district has made some strides in many areas of diversity, but lags behind in including this community. Therefore, the DAC recommends that school policies as well as diversity training include sexual orientation and gender identity/expression.
- **Communications** - The DAC would like to request that information about the committee be included in PISD's e-newsletters on a quarterly basis.
- **Involvement** - The DAC would like to participate in new member orientations and job fairs, as well as make presentations at cluster principal meetings.

DAC Recommendations by Department (detailed information found on pages 3 – 6):

- **Athletics** - Hire more minority coaches that reflect the diversity of the schools, by a minimum of 18% district wide. Also, all coaches should be trained on how to handle racially motivated incidents amongst team mates.
- **Business Services** – Continue to implement the 1994 Historically Under-utilized Business Outreach Program which outlines an action plan, objectives and implementation steps.
- **Counseling** – Hire social workers to handle non-academic issues. Hire diverse counselors at each campus to reflect the student demographics.
- **Human Resources** - Increase diverse representation at all levels – area superintendents, directors, principals, and other leadership roles, to better reflect student demographics. Conduct an in-depth review of the interview & hiring process at all levels to see why minorities are being promoted at a much lower rate than others in the district.

- ***PACE / Gifted and Talented / Honors*** –Identify & placement goal of 5% of each category of under-represented students for gifted & talented. Identify potential biases in identification and referral process. Continue new summer school program for middle school students. Coordinate and establish a clear communication process between teachers & counselors (some teachers are unaware of final recommendations). NOTE: The DAC has monitored this department for the last 13 years and has found no significant progress in placing African American, Hispanic and low SES students in this program.
- ***Special Education*** – The DAC was not provided with accurate information to review the identification process of minority students being entered into special education. Therefore, during the 2007-2008 school year, the DAC will be reviewing this process to address the over-representation of African American, Hispanic and lower socio-economic youth.
- ***Early Childhood Education*** – The DAC recommends the following: every teacher and principal is aware of eligibility and benefits; PISD Communications Department to include awareness campaign in e-newsletters and press releases; include early childhood education issues in School Board sponsored - neighborhood forums; to form an ad-hoc task force with key community leaders; include funding source for programs; increase diverse representation at all levels to better reflect student demographics.

Informational Items: *(pending – department requests for 2007-2008 school year)*

DAC Committee Members		07-08 DAC Meetings	06-07 DAC Meetings
Yulya Bushnell	<i>Co-chair</i>	Sept 20 <i>New Member Orientation & Early Childhood</i>	Sept 7 <i>Deputy Superintendent</i>
Sam McPherson	<i>Co-chair</i>		Oct 12 <i>Working Session</i>
Dawnetta Miller	<i>Secretary</i>	Oct 18 <i>Curriculum & Technology</i>	Nov 9 <i>Gifted & Talented</i>
	<i>Sub Committee Chairs</i>	Nov 8 <i>Assessment</i>	Dec 14 <i>Human Resources</i>
Harriett Bell		Dec 13 <i>Human Resources</i>	Jan 11 <i>Working Session</i>
Vangie Cortez		Jan 17 <i>Area Superintendents</i>	Jan 18 <i>MLK Celebration</i>
Dr. Jana Flowers		Jan 21 <i>MLK Celebration</i>	Feb 8 <i>Counseling & Student Services</i>
Graciela Katzer		Feb 21 <i>Counseling & Student Services</i>	Mar 8 <i>Working Session</i>
Dr. May Li		Mar 13 <i>Special Education</i>	Apr 12 <i>Special Ed, ESOL/ Bilingual</i>
Courtney Gober		Apr 17 <i>Athletics & Business</i>	May 17 <i>Athletics & Business</i>
Abdul Hadi Khan		May 15 <i>Gifted & Talented</i>	June 14 <i>Superintendent</i>
Stephen Li		June 19 <i>Working Session</i>	Aug 16 <i>Working Session</i>
Dr. Ayaz Malik		July 17 <i>Working Session</i>	
Emiliano Marquez		Aug 21 <i>Working Session</i>	
Mia Mbroh		Sept <i>Annual Report</i>	
Carolyn Raiser			
Dee Sampson			
Dr. Elaine Schmidt			
Farida Shipchandler			
A. Basit Siddiqui			
Janet Teng			
Dollie Thomas			
Luis Valdez			
Rabbi Stefan J. Weinberg			
Dr. Carl "Gene" Wilkes			
Jun Melvin	<i>Diversity Director</i>		
Rob Stewart	<i>Past Director</i>		

Diversity Advocacy Committee Report to Plano ISD Trustees

Department / Issue	Goal	Actual	Other Information	Recommendations
Athletics	Minimum of 18% district wide diverse coaching representation	16% minority 84% Caucasian 10% African American 4% Hispanic 1% Native American 1% Asian	Diversity of coaching staff is not proportionate to diversity of players Athletic Department increased diversity in coaching by 3%	Hire more minority coaches that reflect the diversity of the schools, by a minimum of 18% district wide All coaches should be trained on how to handle racially motivated incidents amongst team mates
Business Services	Increase number of minority, women and small businesses doing business with PISD	Data for these businesses has remained relatively the same in regards to (1) % of dollars paid (2) number of PO's issued (3) number of these business vendors in database	This year, the DAC addressed questions regarding NGLCC (LGBT - lesbian, gay, bisexual, transgender) certification	Continue to implement the 1994 Historically Under-utilized Business Outreach Program (CHE – Local http://www.pisd.edu/about.us/purchasing/hubs.shtml) which outlines an action plan, objectives and implementation steps
Counseling	Continue to recruit and retain minority counselors Have diverse counselors at every Sr. High	Increase diverse counselors at every school level Only two diverse counselors at this level	The DAC will look into the retention of counselors during the upcoming school year	Hire social workers to handle non-academic issues Hire diverse counselors at each campus to reflect the student demographics
ESOL / Bilingual	To monitor the student exit rate of English Language Learners as well as their performance in mainstream classrooms	This will be the first year that data will be collected with the new database system	With the passage of SB 1, the campuses will be required to monitor the performance of English Language Learners every six weeks	The DAC will review this data during the upcoming school year

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Human Resources	<p>Increase the % of minority professional staff, at all levels - area superintendents, principals, counselors, teachers, PISD administration</p>	<p>14% goal for 2007-2008 16% goal for 2008-2009 18% goal for 2009-2010</p> <p>84% of campuses meet 12% goal</p> <p>78% of campuses meet 14% goal</p>	<p>Assess effectiveness of diversity training by campus</p> <p>Reach out to each campus for additional diversity training programs</p> <p>Increase diversity awareness on each campus</p> <p>Continue to expand efforts to recruit in geographical areas rich in minority applicants</p> <p>Acknowledge campuses which have exceeded diversity goals</p>	<p>Increase diverse representation at all levels – area superintendents, directors, principals, other leadership roles to better reflect student demographics</p> <p>Conduct an in-depth review of the interview & hiring process at the campus level</p>
PACE, Gifted & Talented, Honors	<p>Proportionally increase the identification and participation of underrepresented students</p> <p><u>NOTE:</u> The DAC has monitored this department for the last 13 years</p>	<p>PACE to population:</p> <p>African American (2.30%, 10.36%)</p> <p>Hispanic (4.91%, 15.34%)</p> <p>Asian (37.12%, 18.07%)</p> <p>Caucasian (55.49%, 55.89%)</p>	<p>PISD has made some progress in PACE and the hiring of the Academic Diversity Liaison, but has made no significant progress with recruitment & placement in this area</p> <p>Current goals are not written in measurable format</p> <p>Encouraged by the hiring of the Academic Diversity Liaison</p>	<p>Identify & placement goal of 5% of each category of under-represented students for gifted & talented</p> <p>Identify potential biases in identification and referral process</p> <p>State specific plan with target date and deadline</p> <p>Hire diverse teachers in these specialty teaching areas</p>

Department / Issue	Goal	Actual	Other Information	Recommendations
<p>- Continued - PACE, Gifted & Talented, Honors</p>			<p>Encouraged by Project inspire</p> <p>Inconsistent and/or miscommunication between teachers & counselors and amongst counselors</p> <p>Unclear (vague) follow up procedure for student who opt-out of PACE</p> <p>More Data Analysis</p>	<p>Continue new summer school program for middle school students</p> <p>Coordinate and establish a clear communication process between teachers & counselors (some teachers are unaware of final recommendations)</p> <p>Maintain school based data on opt-out rate. Investigate reasons (racial, gender and SES differences) for opting out</p> <p>Address computer programming limitations</p>
<p>Special Education</p>	<p>Decrease high over-representation of African American, Hispanic & economic status differences of students receiving Special education</p> <p>Educate and train staff to be able to appropriately identify these students</p>	<p># of Schools with Five % and greater discrepancies between the % in Special Ed and population (Excluding centralized classrooms)</p> <p>Senior High- 2 High Schools- 3 Middle Schools- 6 East Cluster- 10 Central Cluster- 8 West Cluster- 8</p> <p>No decrease in the disproportionate representation from last year from data presented to the committee</p>	<p>DAC is requesting a Disability Code Breakdown to analyze how socio-economic status impacts statistics</p> <p>No specific or consistent longitudinal plan has been established to address this issue</p> <p>Current goals are not written in measurable format which gives the impression that there is little accountability</p> <p>Need an update on the State Correction Plan</p> <p>Inadequate data provided</p>	<p>Are these students accurately being identified? We are not getting this information and do not want to set a goal to decrease by a certain percentage without knowing why this over-representation of African American, Hispanic and lower socio-economic students is happening</p> <p>Decrease disproportionately high over-representation of students by providing an outline as to when and how this issue will be addressed</p> <p>Establish measurable, objectives and accountability benchmarks for data driven analysis, interpretation and recommendations</p> <p>Address computer programming limitations</p>

Department / Issue	Goal	Actual	Other Information	Recommendations
- Continued - Special Education		An over-representation of African-American and Hispanic students with OHI, ED and LD disability codes		
Early Childhood Education	<p>Serve every eligible child for the program</p> <p>Advertisement and awareness campaign</p> <p>Summer school for all state funded pre-kindergarten children</p> <p>Provide half-day service for all Pre-K / three-year old youth and full day service for all Pre-K / four year olds</p>	<p>Every eligible child for the program is not currently receiving services due to lack of awareness and limited advertising</p> <p>Not being provided due to limited funding</p> <p>Not being provided due to limited funding</p> <p>Not being provided due to limited funding</p>	<p>PISD Teacher/Principal Awareness Campaign</p> <p>Community Awareness Campaign</p> <p>Community Input Campaign</p> <p>PISD Community and Plano Community Based News and articles</p> <p>Closing the Achievement Gap (Research supports the efficacy of early intervention)</p>	<p>Every teacher and principal is aware of eligibility and benefits</p> <p>PISD Communications Department to include awareness campaign in e-newsletters and press releases</p> <p>Include Early Childhood Education issues in School Board Sponsored - neighborhood forums</p> <p>To form an ad-hoc task force with key community leaders</p> <p>Include funding source for programs</p> <p>Increase diverse representation at all levels to better reflect student demographics</p>

Plano ISD Diversity Advocacy Committee Members

Harriet Bell works in the Instructional Technology Department at PISD where she serves on several Site Based Improvement Committees and the district's Technology Steering Committee. In the community, she is active in her synagogue, serving as a religious school teacher. She routinely volunteers in several charitable and community service projects.

Yulya Bushnell is the Co-Chair of the Diversity Advocacy Committee. Yulya, a Leadership Plano graduate, serves as the Human Resources Manager for the Infant & Toddler Intervention Program of North Texas. She also serves on the Boards of Blacks in Government and Plano Youth Leadership. She has earned a Masters of Liberal Arts degree accompanied by a graduate Certificate in Mediation, an MBA in Human Resources and has begun work on her PhD.

Vangie Cortez has been in the field of education for 30 years as a teacher, principal, curriculum director and assistant superintendent. She has authored and received funding for more than 40 grants for three different school districts.

Dr. Jana Flowers, a University of Southern California Phi Beta Kappa graduate in Developmental Psychology, is a Professor of Psychology at Richland College where she has been feted as Teacher of the Year and Innovator of the Year for the DCCCD. Jana brings to the committee 30 years of experience as an educator, author, community leader and child psychologist and 20 years of experience with PISD as a mother of three sons who attended PISD schools. She serves as chair of DAC's subcommittee on addressing the gifted and talented & special education equity issues for closing the achievement gap. Jana also served on the SBIC advisory boards for Mathews and Schimelphenig and as a Key Communicator for Jasper and PSHS.

Courtney Gober is the assistant principal at Williams High School and Beginning Teacher of the Year for PISD in 2001. He is currently working on his doctorate at the University of North Texas.

Graciela Katzer, the 2006 recipient of PISD's Diversity Leadership Award, holds a degree in Engineering with 20 years of experience as Business Director for Corporate America. She serves as Diversity and Multicultural Programs Coordinator at Andrew's Elementary School, President of the Plano International Festival Corporation, President of the Centro Argentino DFW, International Women's Club of Plano Board, Diversity Advocacy Committee, DFW International Community Alliance, Multicultural Outreach Roundtable – City of Plano, Plano Sister Cities Inc., Circulo Latino "Mati Vargas".

Dr. May Li, President of Voice of Asian American Association, Joined the DAC in 2006. She is active in the City of Plano Boards & Commissions, Junior League of Plano, and Leadership Plano. Dr. Li is adjunct faculty for Biology at CCCC and works as a marketing consultant for business development in Asia. Dr. Li has a BA in Biology, MA and PhD from Columbia University and Post-doctoral Fellow at Yale University. She was born in Berkeley, California, and is fluent in English and Mandarin Chinese.

Mia Mbroh, a Leadership Plano graduate, is the parent coordinator for the nationally recognized organization Practical Parent Education headquartered in Plano. Mia provides parent education, private family coaching and professional training to the community of Collin County. Mia sits on the Diversity Advocacy Committee for PISD as well as the board of Plano Youth Leadership. She resides in Plano with her husband and two children.

Dawnetta Miller is serving her third year on the Board of Leadership Plano. She also serves as secretary of Plano ISD's Diversity Advocacy Committee and is newly elected to the Board of Equality Texas. She has begun work on her Doctorate in Public Affairs. She and her partner have lived in Plano for five years and attend the Metropolitan Community Church of Greater Dallas.

Carolyn Raiser has a long history as a volunteer with PISD, and as Community Relations Coordinator for Practical Parent Education. Prior to entering the family-centered stage of her life, she worked for ten years as a news anchor and reporter specializing in education issues at KXAS-TV Channel Five, and at television stations in Indiana and Wisconsin.

Basit Siddiqui, who has an MBA and has worked in senior management positions for various corporations, is now a senior partner and Executive Vice President of a Marketing Consulting company based in Dallas, "Ameriglobe Consulting". His community involvements include the Diversity Advocacy Committee, Plano City Commissioner for the Cultural Affairs Commission, CAIR Board member, MCOR member, Spokesman for the Plano Mosque. Living in Plano since 1999, he is happily married, has traveled extensively, and has three children who are graduates of PISD.

Elaine M. Schmidt, Ed.D. is the first principal of Barron Early Childhood School. She is involved in her local church as well as a member of various professional organizations. She also has spent time supporting her daughter's athletic pursuits, most recently Lindsay's career on SMU's crew team.

Janet Teng is an award winning teacher who has been recognized by the state and nation for her excellence in teaching. Janet was chosen by the U.S. Department of Education to participate in the Fulbright-Hayes 2005 Summer Seminar Abroad - Mexico. A graduate of Leadership Plano, Janet is a board member of Practical Parent Education. She also serves on PISD's Diversity Advocacy Committee and Diversity Steering Committee.

Luis Valdez, a current DISD elementary school principal and former PISD assistant principal, was born and raised in Eagle Pass, Texas. Living in Plano since 2004; he has three children, twin boys and a daughter who are attending the Bethany and Beverly Elementary school. Luis was previously employed in United ISD (Laredo Texas) as a school principal until 2004. His wife currently serves as a librarian at PISD.

Stefan J. Weinberg, an active member of the Jewish community for 23 years and a University of Michigan graduate, is the Rabbi of Congregation Anshai Torah. He and his wife Wende, an administrator at the Anne and Nate Levine Academy in Dallas, have three daughters; Danielle and Jordana are college students who are excited about attending school in Israel during the upcoming school year. Adina, their youngest daughter, will be in attendance at Yavneh Academy. With the synagogue located across the street from Plano West High School, he has a heightened opportunity to interact with the student population in Plano.

Gene Wilkes is the Senior Pastor at Legacy Church in Plano where he has served that position since 1987. Gene's wife, Kim, is a math teacher and cheerleader sponsor at Plano Senior High School. Their two daughters, Storey and Summer, are PISD graduates. Storey went on to graduate Texas A&M University with a Political Science degree, and Summer is a senior at Baylor University majoring in special education. Gene has also served the community as a volunteer chaplain for the Plano Police and Fire Departments for over the past 12 years.