

Meeting Minutes for
Wednesday, February 22, 2012 Redistricting Committee Public Orientation Meeting I
6:00 p.m.
Kathleen C. Wright Building, 1st Floor, Board Room

Agenda Items

The Chair called the meeting to order at 6:15 p.m.

1. Roll Call

#1 County Wide, At-Large 8 – Mary C. Fertig
#5 District 1 – Kristine Judeikis
#6 District 1 – Russell Chard
#7 District 2 – Marilyn Soltanipour
#8 District 2 – Barbara Jones
#9 District 3 – Paul Eichner
#10 District 3 – Heather Cunniff
#12 District 5 – Roland Foulkes
#13 District 5 –Roosevelt Walters
#14 District 6 – Philip Busey
#15 District 7 – Michael Rajner- Chair
#16 District 7 – Sheila Rose

The following committee members were absent from the meeting:

#2 County Wide, At-Large 8 - Michael Ahearn
#3 County Wide, At-Large 9 - Alan Ehrlich
#4 County Wide, At-Large 9 - Marsha Ellison – Vice Chair
#11 District 4 –Latha Krishnaiyer
#17 Superintendent – Antonio Coley
#18 District 4 – Becki Eikevik
#19 District 6 – To Be Determined

2. Approval of Final February 22, 2012 Meeting Agenda

Motion: **Mr. Walters** made a motion to adopt the agenda; seconded by **Mr. Foulkes**. **Mr. Busey** requested that a heading of “Unfinished Business” be added. The agenda was adopted with a section in the agenda for “Unfinished Business”; seconded by **Ms. Fertig**.

3. Approval of February 9, 2012 Orientation Meeting 2 Minutes

On Page 1 of 4, **Mr. Busey** would like the minutes to be corrected to state that a motion was made to present item to the School Board for clarification. He would like this placed under “Unfinished Business.”

Motion: **Mary Fertig** motioned to defer the February 9, 2012 meeting minutes until the next meeting to ensure staff reviews the audio for accuracy. The Committee would like staff to verify paragraph 2 in the February 9, 2012 minutes to note who spoke, especially in regards to motions. **Mr. Busey** would like for staff to clarify minutes with the identification of speakers rather than usage of “the committee.” **Motion:** **Mr. Busey** made the motion to defer the approval of the minutes until the March 29, 2012 meeting. The motion was adopted. **Mr. Walters’** preference is for motions to be transcribed. He is not as much concerned about names, because members are not identifying themselves before speaking.

4. Chair’s Report

The Chair stated that he will be presenting the redistricting process in Cooper City at the Principals’ Breakfast on February 24th. He will generate letters to municipalities informing them of the redistricting process. He mentioned that he spoke on WIOD News AM Radio 610 this morning. **Mr. Foulkes** stated that the Fort Lauderdale EAB will be inviting **the Chair** to speak.

5. Staff Follow Up

5.1 Flow chart of map production and submission

After presentation from **Jill Young**, committee members reflected these concerns:

- Maps should meet guidelines before presented to committee- **Mr. Walters**
- Maps should be reviewed for compliance- **Ms. Fertig**
- Maps that do not meet 5%+/- should be sent back to the map proposer and the map proposer should be given the opportunity to adjust the map- **Mr. Chard**
- Maps should be vetted by staff for objectivity of guidelines- **Mr. Eichner**
- Map proposer should be notified with the reason that map is non-compliant- **Ms. Soltanipour**
- Map proposer should have the right to appeal- **Ms. Judeikis**

Motion: After much discussion and debate, **Ms. Judeikis** made the motion for map proposers to submit maps to staff, where staff will review to see if all districts are within the 5%+/- guideline. The map would come to the committee regardless of whether or not it meets subjective criteria. If the map is not within the +/- 5% guidelines, staff will go back to the map proposer and offer the proposer a chance to re-draw the proposal or come to the committee and explain their rationale. They would have the option to re-submit the proposal. The motion that was made by **Ms. Judeikis** was moved and seconded by **Mr. Foulkes**.

Mr. Walters asked for clarification of the turnaround time for map submission. **Jill Young** stated that maps are to be submitted two weeks prior to the public meeting and are sent back out to the committee one week prior to the public meeting. **Mr. Busey** wasn’t clear on the differences in the two processes brought as options. **Jill Young** explained the difference is in the map drawing process – individual map drawing appointments or four mapping workshops.

Committee members shared the following concerns:

- **Mr. Busey** was concerned that with either the 2 hour or 4 hour meetings and if the public’s concerns could be heard.
- **Mr. Walters** felt that there would not be enough time.

- **Ms. Fertig** felt that there should be a combination of the two – workshops and one-on-one mapping sessions.
- **Mr. Chard** felt the public’s input would be diluted due to lack of time in a 2 hour time frame.
- **Ms. Rose** felt that there is a real public benefit to see this process up close and in the making.

Motion: After committee discussion, **Ms. Rose** made the motion that staff provide for the resource options provided for in process option 1 and supplement with at least three workshops in process option 2. **Ms. Judeikis** moved and seconded. Motion adopted.

Mr. Busey questioned how Sunshine Law would be handled. **The Chair** informed that the only requirement of Sunshine Law is a summary or notes of what is discussed. It is not a meeting of the committee, although committee members may participate. Due to the possibility of Committee members being in attendance, minutes must be taken. The meeting must also be publicly advertised.

Committee concerns:

- **Ms. Rose** questioned if committee members should refrain from attending.
- **Ms. Fertig** stated that the choice is up to the committee member.
- **Ms. Rose** was concerned that there would be a risk of a committee member hi-jacking the meeting.

Ms. Fertig amended her previous motion to include only Step 1 and Step 2 with the three workshops. **Jill Young** clarified that Step 3 is for the committee to decide on how to share a map. **Motion:** **Ms. Judeikis** made the motion to adopt Steps 1, 2, and 3. Motion adopted. The committee would like to see Step 5 amended to read: **Ms. Judeikis** made the motion to adopt Steps 4 and 5 as amended. It was seconded by **Mr. Foulkes**.

Committee members shared the following concerns regarding map maker/speaker time constraints:

- Map and comment time limitation were too rigid- **Mr. Busey** and **Ms. Judeikis**
- Keep time frame standardized - **Mr. Walters**
- Speaker time must be structured and adhered to
- Allow for map proposer time to explain without rebuttals, only clarifications
- Should be a brainstorming session not a debate -**Mr. Foulkes**
- Chair given the latitude to extend or shorten speakers time (see resolution)

Motion: A motion was made by **Ms. Rose** for there to be no speaker time limits and that **the Chair** has discretion to lengthen or shorten a person’s time to speak. **Ms. Judeikis** did not second. Motion was withdrawn. **Ms. McDougle**, Parliamentarian, pointed to the Committee Rules that state, that **the Chair** has discretion. **Motion:** **The Chair** asked for the previous motion to be amended by adopting Steps 4 and 5 with the amendments (Step 4’s last line reading “option(s)” and Step 5 reading “recommendation(s)”). **The Chair** asked **Ms. Judeikis** to re-state her motion. **Ms. Judeikis** amended her motion to include the changes. Speakers would also have 5 minutes per meeting to present. Motion adopted as amended.

The Chair stated that staff was asked to create maps previously. **Mr. Foulkes** stated that staff has access to GIS which will allow for their assistance in creating maps. **Leslie Brown** clarified that staff will not create staff driven maps. Maps will be made by staff at the public and committee request to provide mapping assistance.

5.2 BECON video

Patrick Sipple presented the BECON video and demonstrated how to access it on the District's redistricting Web site. **Mr. Busey** had concerns with the grammar. **The Chair** stated that the PowerPoint grammar would be corrected on the slides; however, the video would be too costly to change and re-film.

5.3 Updated PowerPoint presentation

Mr. Busey shared his grammar concerns with the committee. He would like to see the subject of frame 2 be modified to the plural. He also felt that frame 3 should be written to follow the letter of the Law. Committee members stated that reading it entirely would show that it, in fact, follows the law; reading it piece by piece eludes understanding and clarity.

The Chair requested that the PowerPoint be posted to the Web site without the speaker notes.

5.4 Voter Tabulated Districts to be named by Alpha Numeric name

Patrick Sipple presented the update to the Voter Tabulated District data as found on the redistricting Web site. All maps and the corresponding data table were updated to reflect the alpha numeric designation that is used in naming voter precincts. **Mr. Sipple** stated that this aligns with how MyDistrictBuilder names the Voter Tabulated Districts.

Mr. Sipple also presented the addition of digital mapping data and tables on the redistricting Web site.

5.5 Sample comment form and FAQ on Web site

Jill Young presented the sample comment form and the frequently asked questions page on the District's redistricting Web site. **The Chair** requested that the address fields be broken out to show house number, street name, city, and zip code on separate lines. He also requested that if possible, a screen capture or summary page be shown to the commenter of the information/comment they submitted.

Ms. Young stated comments would be brought back to committee at future meetings as an agenda attachment. Additionally, **Ms. Young** presented FAQ's and the glossary of redistricting terminology.

Mr. Busey would like to see the definition for "Elected Official" corrected. He would also like the definition of redistricting to be changed. "Balance" populations should be changed to state "be made equal to" in population.

Mr. Foulkes would like the definition of diversity to reflect how it is defined in School Board policy 1.5.

Diversity further discussed under Unfinished Business.

5.6 MyDistrictBuilder Instructions

Patrick Sipple presented a set of instructions to be used for the MyDistrictBuilder application. The set of instructions can be found on the District's redistricting Web site and are to be used in conjunction with a file that provides the user with the basic setup for creating seven single School Board member districts in Broward County.

Unfinished Business

Mr. Busey asked for clarification at the February 9th meeting on page 50 of the attachment materials where it talks about geographic diversity. **The Chair** stated that the School District does not have a definition for geographic diversity and proposed that the committee create one to be presented to the School Board.

Mr. Foulkes stated that the county in the past had applied the Simpson Index of Diversity to the population of Broward County and that maybe this could work for redistricting. **Mr. Walters** was concerned that it would take too long to look at all of the factors included in the Simpson Index of Diversity.

The Chair asked staff to look at how long it would take to change the Resolution.

Ms. Judeikis was concerned that defining geographic diversity would box the committee in.

Mr. Eichner felt that the maps should be made first according to the required +/- 5% rule and that diversity should be looked at afterwards.

Mr. Foulkes suggested that the committee invite Irena Householder, county demographer, to the next meeting to describe "Broward by the Numbers" and the use of the Simpson Index of Diversity.

Patrick Sipple stated that diversity is defined as the characteristics as found in the 2010 U.S. Census Bureau data. It defines race and ethnicity but does not include socioeconomic indicators.

The Chair stated that unfinished business will be a standing item on all future agendas

6. New Business

6.6 Securing date and time for committee public meetings

The Chair requested that the agenda be amended to change the item to number 6.1.

Motion: **The Chair** made the motion for the committee to include the month of July in its timeline. The motion was seconded by **Mr. Walters**. Motion passed.

Motion: **Ms. Judeikis** made the motion for the next committee meeting to be held on March 29th. **Mr. Foulkes** seconded. Motion passed.

Ms. Judeikis suggested that the mapping workshops be held on Saturdays from 10:00 a.m. – 2:00 p.m.

The committee decided to hold the District 1 public hearing on April 19, 2012. Staff will check on the availability locations within the cities of Hollywood and Hallandale Beach.

Leslie Brown stated that there is a School Board workshop on redistricting scheduled for April 10th, and that items to be included must be generated up to a month in advance.

The committee decided to hold the District 2 public hearing on April 26th.

The committee decided to hold the District 3 public hearing on May 17th.

The committee decided to hold the District 4 public hearing on May 23rd.



The Chair will present an update to the School Board at the March 6th School Board meeting.

7. Public Comments


There were no public comments.




Adjourned





The meeting was adjourned at 9:20 p.m.

From:  Roland Alexander Foulkes <rolandafoulkes@gmail.com> 2/23/2012 8:58:33 AM 

Subject: Re: DIVERSITY CONSIDERATIONS

To:  Patrick Sipple

Cc:  Leslie M. Brown  Jill L. Young  Dorothy McCray

Attachments:  Attach0.html / Uploaded File 13K
 Federal Directive 15 racial and Ethnic Standards for Federa.pdf / Uploaded ... 174K
 BROWARD BY THE NUMBERS 18 Population Change The Increase i.pdf /... 372K
 Policy1.5 Amnded Dlversity Defined for District.pdf / Uploaded File 82K

Greetings:

As requested and agreed last evening, I ask that staff please forward this email and attachments to Re-Districting Steering Committee Appointees. Thank you.

Pursuant to the Re-Districting Committee's discussion last evening regarding the issue of "Diversity" and its meaning in the Three Guiding Principles and definition in the "Glossary of Terms", I share with staff and the Committee the following for considerations.

Third of 3 Guiding Principles: "Whenever possible maintain the existing geographic area population diversity within single member districts."

As stated last evening, I suggest that the word "existing" means that moment in time in Spring 2010 when Census data were collected via mail and door-to-door methods. Both BEFORE and AFTER that "moment in time / that snapshot of population diversity" the data differed/differs due, primarily, to the transient and migratory nature of Broward's diverse populations. The foreclosure crises and high unemployment (no jobs to keep people here) added to these fluctuations.

Again, absent any "Population Diversity" definition in the state's statutes, the Committee may want to limit itself to the "racial/ethnic" definitions and meanings as defined by Federal Directive 15 (racial / ethnic categories, See # 1 below) as that is the focus of the Census-2010 data we have received for each existing district.

"2010 U.S. Census Diversity by Broward County School Board Member

District'' --- <http://www.broward.k12.fl.us/redistricting/Populations.shtml>

Accordingly, if the Committee follows this existing "definition" then what is listed in the "Glossary" (see below) as reviewed last evening is a correct definition for our re-districting purposes.

"Diversity:

The inclusion of different types of people of different races and ethnicities in a group."

There is no need then for an expanded definition as represented in the district's Policy 1.5 (See #2 below and attached). Therefore, the Committee would be most in agreement with an updated (Census 2010) *Simpson Reciprocal Index of Diversity for Broward County.*

See Census 2000 Simpson version below (# 3 and attachment).

(1) Federal Directive 15 (Restricted Definition) See attachment as well.

**DIRECTIVE NO. 15
RACE AND ETHNIC STANDARDS FOR FEDERAL STATISTICS
AND ADMINISTRATIVE REPORTING (as adopted on May 12, 1977)**

"This Directive provides standard classifications for record keeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. These

classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program. They have been developed in response to needs expressed by both the executive branch and the Congress to provide for the collection and use of compatible, nonduplicated, exchangeable racial and ethnic data by Federal agencies.

1. Definitions

The basic racial and ethnic categories for Federal statistics and program administrative reporting are defined as follows:

a. American Indian or Alaskan Native. A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

b. Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

c. Black. A person having origins in any of the black racial groups of Africa.

d. Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

e. White. A person having origins in any of the original peoples of Europe, North Africa, or the Middle East."

(2) Policy 1.5 DIVERSITY COMMITTEE *(Expanded Definition)*

COPY ATTACHED

"Definitions.

For purposes of this policy:

'(1) Diversity shall be defined as a broad concept that includes gender, race,

ethnicity, socioeconomic background, linguistic differences, exceptional

abilities, sexual orientation, gender identity and expression, variations of

talents and abilities, and special needs."

(3) BROWARD-BY-THE-NUMBERS BY TOPIC *(Restricted Definition)*

<http://www.broward.org/PLANNINGANDREDEVELOPMENT/DEMOGRAPHICSANDECONOMICS/ges/BrowardByTheNumbers.aspx>

Racial/Ethnic Population Characteristics

[01. Diversity in Broward County \(PDF\)](#)

[06. The Haitian-Creole Population \(PDF\)](#)

[12. Hispanic Population \(PDF\)](#)

[18. Increase in Racial Diversity \(PDF\)](#) *[Simpson Reciprical Index of Diversity] Based on Census 2000 data.*

[19. Distribution of Hispanic Communities \(PDF\)](#)

[24. Characteristics of the Asian Population \(PDF\)](#)

[28. Broward's Black/African-American Population \(PDF\)](#)

[45. Broward County's Brazilian Population \(PDF\)](#)

Sincerely,

Roland A. Foulkes

DIVERSITY COMMITTEE

THE SCHOOL BOARD SHALL ESTABLISH A DIVERSITY COMMITTEE. THIS COMMITTEE SHALL MAKE RECOMMENDATIONS THROUGH THE SUPERINTENDENT TO THE SCHOOL BOARD REGARDING POLICIES TO PROMOTE EQUITY, DIVERSITY, AND CULTURAL OUTREACH. THE DIVERSITY COMMITTEE WILL WORK TO ESTABLISH THE BROWARD COUNTY SCHOOL SYSTEM AS A MODEL TO PROMOTE AND ENCOURAGE RESPECT FOR ETHNIC AND CULTURAL DIVERSITY WITHIN ITS STUDENT POPULATION AND STAFF AND COMMUNITIES WITHIN BROWARD COUNTY.

RULES

1. **Committee Composition:** The Diversity Committee shall consist of 30 members. Each School Board Member shall appoint 3 members, residing in said Board Member's District, to the Committee. The Student Advisor to the School Board or his/her designee shall serve on the Committee, representing his/her geographic area. The Student Advisor shall appoint 2 student Committee members representing the remaining two geographic areas. The student advisor, his/her designee and appointees shall have full voting privileges but may not affect the quorum. In making these appointments, the Board shall consider the composition of the committee to ensure that the members have diverse backgrounds and that they represent the various geographic areas of Broward County. The Diversity & Cultural Outreach staff shall oversee the membership and notify the Board of the diversity of the representation.
2. **Term of Office:** Appointments shall be in accordance with School Board Policy 1.7-Appointment of a School Board Member Representative(s) to a Committee(s).
3. **School Board's Belief Statements:**
 - a. We believe that diversity should be promoted so that isolation of racial, ethnic, and socioeconomic groups is avoided; the full benefits of integration are achieved; and education is enhanced in a diverse, inclusive setting. We believe that educational equity should be promoted to ensure equitable opportunities and resources to meet the needs of all students.
 - b. **Definitions.**

For purposes of this policy:

 - (1) Diversity shall be defined as a broad concept that includes gender, race, ethnicity, socioeconomic background, linguistic differences, exceptional abilities, sexual orientation, gender identity and expression, variations of talents and abilities, and special needs.

(2) Educational equity shall be defined as cultivating an environment through policies, practices, and programs to provide equal access in all student (PreK-Adult), employment, and business programs, activities, resources, services and operations, so as to (a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, religion, disability, age, sexual orientation, gender identity and expression, or other protected group status; (b) provide equal educational opportunities; (c) ensure all student populations meet the same rigorous standards for academic performance; and (d) ensure parity of resources for all students.

- c. The School Board of Broward County, Florida prohibits any policy or procedure, which results in discrimination on the basis of age, color, disability, gender, national origin, marital status, race, religion or sexual orientation. The School Board is committed to providing schools that promote acceptance, cultural diversity, equity, fair play, respect, and tolerance, and reinforce the positive tenets of a democratic society. The School Board recognizes that diversity is important in providing competent services in an inclusive setting. Students and staff with diverse backgrounds shall be provided the opportunity to develop greater skills and increased sensitivity in working with others and learning to function more effectively as members of a pluralistic society.
- d. We believe that all students and staff should have experiences that develop interpersonal skills and sensitivity in working with others of diverse backgrounds and abilities.
- e. We believe in providing quality educational opportunities for all students in integrated environments that enhance success and promote understanding and appreciation of diversity, fair play, and the positive tenets of a democracy.
- f. We believe that both parent and community participation, and parent and community responsibility, are essential to the positive social, emotional, cultural, and academic development of every child and adult.

4. Committee Functions:

The Diversity Committee shall ensure that diversity and equity are promoted by monitoring the terms of the Citizens Concerned About Our Children (CCC) Settlement Agreement, but not limited to the CCC Agreement, and making recommendations through the Superintendent to the School Board. The Diversity Committee shall:

- a. Review all district-wide policies and programs the Superintendent and the Board deem appropriate based on achieving equity for all students.
- b. Review the District's policies relating to student school assignment and reassignment to ensure equitable access for all students.
- c. Review the District's Nova Schools policy to ensure that it addresses equitable access for all students.

- d. Review the composition of school faculties/staff and area/county administration/staff, for equitable representation of diversity.
- e. Review Policy 6000.1 - Student Progression Plan, relative to student achievement, to ensure that the needs of all students are addressed.
- f. Review the District's policies regarding resource and technology allocations to serve the diverse needs of the school district to ensure equitable access and distribution.
- g. Review the District's policy by which school sites are selected to ensure equity and diversity.
- h. Review student participation in extra-curricular activities to ensure equitable opportunities for all students.
- i. Review the District's data relative to student disciplinary actions to determine if there are patterns of over-representation and to correct any gaps.
- j. Prepare an annual report which: incorporates a review of the Superintendent's Annual Status Report to the School Board and community on the implementation of the terms of the CCC Agreement. The Superintendent's Annual Status Report shall be presented to the School Board no later than the first Board Workshop in August. The Diversity Committee Annual Report shall be presented to the School Board no later than December of each year.
- k. Have the opportunity to provide input to the Superintendent of Schools on the annual recommendations regarding boundary changes.
- l. Review all proposals to open, close and/or repurpose schools.
- m. The Diversity Committee will monitor the following, as indicated in the CCC Agreement:
 - 1. policies, programs, activities, student assignment practices and boundary processes.
 - 2. implementation of plans to provide availability and equal allocation of current textbooks.
 - (a) implementation of equal access to online textbooks, curriculum, and educational programs.
 - 3. implementation of plans to bring schools to parity in regard to the allocation and capacity of computers, and assure training of teachers in the use and application of technology and software.
 - 4. implementation of plans that establish equal access and availability to a core of Advanced Placement and Honors courses for delivery at every high school.

5. implementation of plans to bring facilities and equipment into parity with District standards.
 6. implementation of plans to bring equity in the administration of student discipline.
 7. implementation of plans to offer a core of athletic and other extra-curricular activities, including academic clubs, in each middle and high school and put in place a marketing plan to assure equal opportunity based on campus activities.
 8. implementation of plans to survey all schools' media centers, to ascertain the number, quality, age and availability of media/library books in relation to student enrollment and identify any gaps present.
 9. implementation of plans to provide for equal allocation and access to media center materials including a district-wide take-home policy.
 10. implementation of plans to have a structured public analysis of 5-year Capital Plans to allocate funds to bring school facilities into parity with district standards.
- n. Provide input into the surveys proposed in the Citizens Concerned About Our Children Settlement Agreement.
 - o. Review and analyze the data collected by the surveys prior to consideration of plans for addressing the data.
 - p. Provide input on the Superintendent's plans regarding any gaps identified through the data collected by the surveys proposed in the Citizens Concerned About Our Children Settlement Agreement.
 - q. Visit schools, yearly, to monitor compliance with the CCC Agreement.

Authority: F.S. 1001.41

Rules Adopted: 10/1/87

Rules Amended: 4/20/93; 10/1/96; 11/4/97; 3/2/97; 7/20/99; 6/6/00; 03/18/03;
11/9/04; 5/17/05; 1/12/10

DIRECTIVE NO. 15 "

RACE AND ETHNIC STANDARDS FOR FEDERAL STATISTICS AND ADMINISTRATIVE REPORTING

This Directive provides standard classifications for recordkeeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program. They have been developed in response to needs expressed by both the executive branch and the Congress to provide for the collection and use of compatible, nonduplicated, exchangeable racial and ethnic data by Federal agencies.

1. Definitions

The basic racial and ethnic categories for Federal statistics and program administrative reporting are defined as follows:

a. *American Indian or Alaskan Native.* A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

b. *Asian or Pacific Islander.* A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

c. *Black.* A person having origins in any of the black racial groups of Africa.

d. *Hispanic.* A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

* Directive No. 15 supersedes section 7(h) and Exhibit F of OMB Circular No. A-46 dated May 3, 1974 and as revised May 12, 1977.

e. *White.* A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

2. Utilization for Recordkeeping and Reporting

To provide flexibility, it is preferable to collect data on race and ethnicity separately. If separate race and ethnic categories are used, the minimum designations are:

a. *Race:*

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black
- White

b. *Ethnicity:*

- Hispanic origin
- Not of Hispanic origin

When race and ethnicity are collected separately, the number of White and Black persons who are Hispanic must be identifiable, and capable of being reported in that category.

If a combined format is used to collect racial and ethnic data, the minimum acceptable categories are:

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black, not of Hispanic origin
- Hispanic
- White, not of Hispanic origin.

The category which most closely reflects the individual's recognition in his community should be used for purposes of reporting on persons who are of mixed racial and/or ethnic origins.

In no case should the provisions of this Directive be construed to limit the collection of data to the categories described above. However, any reporting required which uses more

detail shall be organized in such a way that the additional categories can be aggregated into these basic racial/ethnic categories.

The minimum standard collection categories shall be utilized for reporting as follows:

a. *Civil rights compliance reporting.* The categories specified above will be used by all agencies in either the separate or combined format for civil rights compliance reporting and equal employment reporting for both the public and private sectors and for all levels of government. Any variation requiring less detailed data or data which cannot be aggregated into the basic categories will have to be specifically approved by the Office of Federal Statistical Policy and Standards for executive agencies. More detailed reporting which can be aggregated to the basic categories may be used at the agencies' discretion.

b. *General program administrative and grant reporting.* Whenever an agency subject to this Directive issues new or revised administrative reporting or recordkeeping requirements which include racial or ethnic data, the agency will use the race/ethnic categories described above. A variance can be specifically requested from the Office of Federal Statistical Policy and Standards, but such a variance will be granted only if the agency can demonstrate that it is not reasonable for the primary reporter to determine the racial or ethnic background in terms of the specified categories, and that such determination is not critical to the administration of the program in question, or if the specific program is directed to only one or a limited number of race/ethnic groups, e.g., Indian tribal activities.

c. *Statistical reporting.* The categories described in this Directive will be used as a minimum for federally sponsored statistical data collection where race and/or ethnicity is required, except when: the collection involves a sample of such size that the data on the smaller categories would be unreliable, or when the collection effort focuses on a specific racial or ethnic group. A repetitive survey shall be deemed to have an adequate sample size if the racial and ethnic data can be reliably aggregated on a biennial basis. Any other variation will have to be specifically authorized by OMB through the reports clearance process (see OMB Circular No. A-40). In those cases where the data collection is not subject to the reports

clearance process, a direct request for a variance should be made to the OFSPS.

3. Effective Date

The provisions of this Directive are effective immediately for all *new* and *revised* recordkeeping or reporting requirements containing racial and/or ethnic information. All *existing* recordkeeping or reporting requirements shall be made consistent with this Directive at the time they are submitted for extension, or not later than January 1, 1980.

4. Presentation of Race/Ethnic Data

Displays of racial and ethnic compliance and statistical data will use the category designations listed above. The designation "nonwhites" is not acceptable for use in the presentation of Federal Government data. It is not to be used in any publication of compliance or statistical data or in the text of any compliance or statistical report.

In cases where the above designations are considered inappropriate for presentation of statistical data on particular programs or for particular regional areas, the sponsoring agency may use:

(1) The designations "Black and Other Races" or "All Other Races," as collective descriptions of minority races when the most summary distinction between the majority and minority races is appropriate;

(2) The designations "White," "Black," and "All Other Races" when the distinction among the majority race, the principal minority race and other races is appropriate; or

(3) The designation of a particular minority race or races, and the inclusion of "Whites" with "All Other Races," if such a collective description is appropriate.

In displaying detailed information which represents a combination of race and ethnicity, the description of the data being displayed must clearly indicate that both bases of classification are being used.

When the primary focus of a statistical report is on two or more specific identifiable groups in the population, one or more of which is racial or ethnic, it is acceptable to display data for each of the particular groups separately and to describe data relating to the remainder of the population by an appropriate collective description.

BROWARD-by-the-NUMBERS

Population Change: The Increase in Racial Diversity.

Since 1990, Broward has risen from the 16th to the third most racially diverse county in Florida. Broward County is now more racially diverse than Miami-Dade. Projections indicate that Broward's population will become increasingly diverse by 2030.

What is Diversity?

The term “diversity” is often used loosely as an indicator of growing minority populations. However, the true measurement of diversity is the probability that two, randomly-selected, people living in the same community will be of the same race. Therefore, places that have a high single-minority population have a correspondingly low level of diversity. Places in which the population is evenly divided between several racial groups are considered the most diverse.

Measuring Diversity

Simpson’s Reciprocal Index measures the “diversity” of the population distribution and translates it into a single index number. The greater the index number, the more diverse the area. For Census 2000 data, the Diversity Index ranges from 1.0 to 6.0. An index of 1.0 indicates a homogenous population where every person is of the same race¹; an index of 6.0 indicates a highly diverse population with equal numbers of people from all racial groups. For 1990, the Diversity Index² ranges from 1.0 to 5.0 (because the 1990 Census did not identify individuals belonging to more than one race; these data were collected for the first time in Census 2000).

National Trends

Throughout much of the United States, increased diversity is altering the composition of area demographics. This is the result of increased mobility, the ability to migrate to the United States, and to relocate easily within the country. Nationally, there has been a sizeable increase in the number of foreign-born residents; up from 19 million (8% of the population) in 1990, to 31 million (11%) in 2000. The majority of new residents are from South and Central America and the West Indies.

Nationally, the Diversity Index was 1.681 in 1990 and 1.962 in 2000. In both years, Broward County and the State of Florida had higher rates of diversity than the nation. However, in 1990, the level of diversity in Broward County (1.693) was close to the national rate.

| | Diversity Index ² | |
|----------------------|------------------------------|-------|
| | 1990 | 2000 |
| United States | 1.681 | 1.962 |
| Florida | 1.759 | 2.098 |
| Broward | 1.693 | 2.467 |
| Miami-Dade | 2.701 | 2.454 |
| Palm Beach | 1.546 | 1.879 |

The most recent forecasts for the nation show that, by 2030, the White non-Hispanic population will comprise 60% of the population, down from 69% in 2000. The shift is so dramatic that by 2025 there are several states, including California and Texas, in which the White non-Hispanic population will become a minority (accounting for less than 50% of total population). Similarly, in Broward County the population is expected to be more than 65% non-White, by 2030.

¹In this context, “race” includes persons of Hispanic Origin although it is defined as an ethnicity by the U.S. Bureau of the Census.

²Indices for 1990 and 2000 are not comparable. The difference between the two censuses, particularly in the ability to identify individuals as belonging to more than one race in 2000, causes them to be different numbers and any measurement of index number change to be erroneous.

Yesterday: Diversity in 1990

In 1990, Florida’s Diversity Index was 1.759. This was exceeded by nine counties with Miami-Dade County being, by far, the most diverse with a Diversity Index of 2.701. In 1990, Broward County was less diverse than the State as a whole and ranked 16th, with an Index of 1.693. However, Broward County’s population distribution by race and Hispanic origin was quite similar to that of the nation. In comparison with the fifteen largest counties in the U.S., Broward County ranked 13th most diverse in 1990, whereas Miami-Dade ranked 4th.

Today: Diversity in 2000

By 2000, migration had caused considerable change in the distribution of minority populations. Eleven of the 67 counties in Florida showed a higher level of diversity than the Statewide Diversity Index of 2.098. This indicates that populations in other areas of the state have also become more diverse.

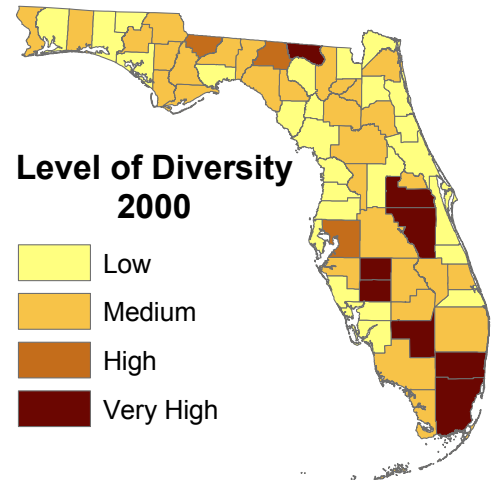
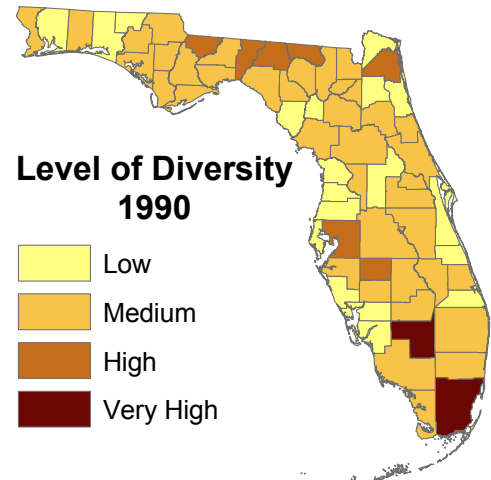
In 2000 statewide, Broward County ranked 3rd, below Orange and Hendry counties and surprisingly above Miami-Dade County. This highlights the difference between “minority” population and a “diverse” population. In Miami-Dade County, minority populations make up nearly 80% of the total; whereas Broward County’s minority populations account for only 42% of the total. Even though Miami-Dade County has a significantly larger “minority” population, it is slightly less diverse than Broward, because Miami-Dade’s majority Hispanic population is proportionately equal to Broward’s majority White non-Hispanic population.

In comparison to the other fifteen most populous counties in the nation, Broward County ranked 11th, in 2000; no longer reflecting the national distribution. Miami-Dade County’s ranking dropped from 4th, in 1990, to 12th in 2000.

Tomorrow: Projections for Diversity in 2030

The Broward County Population Forecasting Model shows continued growth of the Hispanic, Black non-Hispanic, and Asian and Pacific Islander populations. This is coupled with a modest decline in the White non-Hispanic population; resulting in more diversity as reflected in the greater index number. By 2030, the Diversity Index in Broward County will be 3.628. This is higher than any county in the nation in 2000³, other than Queens County, NY.

³ Index numbers for 2030 are comparable to the Diversity Index for 2000, because they are based on Census 2000 racial categories.



Diversity Index as mapped

| | 1990 | 2000 |
|-------------------|---------------|---------------|
| <i>Low</i> | 1.104 - 1.300 | 1.154-1.500 |
| <i>Medium</i> | 1.301 - 1.759 | 1.501 -2.097 |
| <i>FL Average</i> | 1.759 | 2.097 |
| <i>High</i> | 1.760 - 2.302 | 2.098 – 2.200 |
| <i>Very High</i> | 2.303 - 2.701 | 2.201 – 2.700 |

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TECHNICAL APPENDIX

TABLE 1. 15 Largest Counties⁽¹⁾ in the United States Ranked by Diversity Index, in 1990

| Geography | Rank | 1990 Diversity Index | Total Population | Non-Hispanic | | | | | Hispanic |
|------------------------------|-----------|----------------------------|---------------------|--------------------|-------------------|--------------------|-----------------------|----------------|-------------------|
| | | | | White | Black | American Indian | Asian or Pac. Isl. | Other Race | |
| Queens County, NY | 1 | 3.097 | 1,951,598 | 937,557 | 390,842 | 5,606 | 229,830 | 6,643 | 381,120 |
| Kings County, NY | 2 | 3.088 | 2,300,664 | 923,229 | 797,802 | 5,416 | 106,022 | 5,784 | 462,411 |
| Los Angeles County, CA | 3 | 3.018 | 8,863,164 | 3,618,850 | 934,776 | 29,159 | 907,810 | 21,327 | 3,351,242 |
| Miami-Dade County | 4 | 2.701 | 1,937,094 | 585,607 | 369,621 | 2,002 | 24,054 | 2,403 | 953,407 |
| Harris County, TX | 5 | 2.612 | 2,818,199 | 1,528,113 | 527,964 | 6,143 | 106,327 | 4,717 | 644,935 |
| Cook County, IL | 6 | 2.434 | 5,105,067 | 2,915,634 | 1,301,196 | 7,743 | 181,285 | 5,015 | 694,194 |
| Santa Clara County, CA | 7 | 2.433 | 1,497,577 | 869,874 | 52,583 | 6,694 | 251,496 | 2,366 | 314,564 |
| Dallas County, TX | 8 | 2.325 | 1,852,810 | 1,115,096 | 362,130 | 7,644 | 49,928 | 2,382 | 315,630 |
| San Bernardino County, CA | 9 | 2.231 | 1,418,380 | 862,113 | 109,162 | 10,018 | 55,387 | 3,118 | 378,582 |
| Wayne County, MI | 10 | 2.100 | 2,111,687 | 1,185,576 | 845,324 | 7,442 | 21,046 | 1,793 | 50,506 |
| San Diego County, CA | 11 | 2.090 | 2,498,016 | 1,633,281 | 149,898 | 15,050 | 185,144 | 3,862 | 510,781 |
| Orange County, CA | 12 | 2.079 | 2,410,556 | 1,554,501 | 39,159 | 8,584 | 240,756 | 2,728 | 564,828 |
| Broward County | 13 | 1.693 | 1,255,488 | 940,345 | 186,670 | 2,391 | 16,395 | 1,248 | 108,439 |
| United States | -- | 1.681 | 248,709,873 | 188,128,296 | 29,216,293 | 1,793,773 | 6,968,359 | 249,093 | 22,354,059 |
| Maricopa County, AZ | 14 | 1.605 | 2,122,101 | 1,637,076 | 70,843 | 32,270 | 33,996 | 2,418 | 345,498 |
| King County, WA | 15 | 1.423 | 1,507,319 | 1,255,190 | 74,669 | 15,950 | 115,643 | 1,530 | 44,337 |

(1) Based on 2000 population, which enables comparison with Table 2 below.

Source: Calculated from information found in Table P10, Summary Tape File 1, 1990 Census

TABLE 2. 15 Largest Counties in the United States Ranked by Diversity Index, in 2000

| Geography | Rank | 2000 Diversity Index | Total Population | Non-Hispanic | | | | | Hispanic |
|------------------------------|-----------|----------------------------|---------------------|--------------------|-------------------|--------------------|-----------------------|------------------|-------------------|
| | | | | White | Black | American Indian | Asian or Pac. Isl. | Other Race | |
| Queens County, NY | 1 | 4.219 | 2,229,379 | 732,895 | 422,831 | 6,275 | 390,164 | 120,609 | 556,605 |
| Kings County, NY | 2 | 3.528 | 2,465,326 | 854,532 | 848,583 | 4,494 | 185,094 | 84,745 | 487,878 |
| Los Angeles County, CA | 3 | 3.137 | 9,519,338 | 2,959,614 | 901,472 | 25,609 | 1,147,834 | 242,596 | 4,242,213 |
| Santa Clara County, CA | 4 | 3.128 | 1,682,585 | 744,282 | 44,475 | 5,270 | 431,811 | 53,346 | 403,401 |
| Harris County, TX | 5 | 3.109 | 3,400,578 | 1,432,264 | 619,694 | 7,103 | 174,418 | 47,348 | 1,119,751 |
| Dallas County, TX | 6 | 3.053 | 2,218,899 | 983,317 | 445,716 | 8,106 | 88,421 | 30,610 | 662,729 |
| Cook County, IL | 7 | 2.981 | 5,376,741 | 2,558,709 | 1,390,448 | 6,754 | 259,386 | 89,704 | 1,071,740 |
| San Bernardino County, CA | 8 | 2.801 | 1,709,434 | 752,222 | 150,201 | 9,804 | 82,541 | 45,279 | 669,387 |
| Orange County, CA | 9 | 2.656 | 2,846,289 | 1,458,978 | 42,639 | 8,414 | 391,896 | 68,783 | 875,579 |
| San Diego County, CA | 10 | 2.593 | 2,813,833 | 1,548,833 | 154,487 | 15,253 | 257,461 | 86,834 | 750,965 |
| Broward County | 11 | 2.467 | 1,623,018 | 941,674 | 325,305 | 2,934 | 36,816 | 44,637 | 271,652 |
| Miami-Dade County | 12 | 2.454 | 2,253,362 | 465,772 | 427,140 | 1,990 | 31,061 | 35,662 | 1,291,737 |
| Wayne County, MI | 13 | 2.342 | 2,061,162 | 1,028,984 | 864,627 | 6,582 | 35,235 | 48,527 | 77,207 |
| Maricopa County, AZ | 14 | 1.991 | 3,072,149 | 2,034,530 | 108,521 | 45,703 | 68,287 | 51,767 | 763,341 |
| United States | -- | 1.962 | 281,421,906 | 194,552,774 | 33,947,837 | 2,068,803 | 10,476,678 | 5,069,916 | 35,305,818 |
| King County, WA | 15 | 1.794 | 1,737,034 | 1,275,127 | 91,798 | 14,278 | 195,352 | 65,237 | 95,242 |

Source: Calculated from information found in Table P8, Summary File 1, Census 2000

TABLE 3. Florida Counties Ranked by Diversity Index, in 1990

| Geography | Rank | 1990 Diversity Index | Total Population | Non-Hispanic | | | | | Other Race | Hispanic |
|------------------------|-----------|----------------------------|---------------------|------------------|------------------|--------------------|-----------------------|--------------|------------------|----------|
| | | | | White | Black | American Indian | Asian or Pac. Isl. | Other | | |
| Miami-Dade County | 1 | 2.701 | 1,937,094 | 585,607 | 369,621 | 2,002 | 24,054 | 2,403 | 953,407 | |
| Hendry County | 2 | 2.360 | 25,773 | 15,184 | 4,185 | 527 | 92 | 28 | 5,757 | |
| Hamilton County | 3 | 2.050 | 10,930 | 6,356 | 4,219 | 42 | 17 | 1 | 295 | |
| Gadsden County | 4 | 2.045 | 41,105 | 16,357 | 23,620 | 64 | 85 | 15 | 964 | |
| Jefferson County | 5 | 2.035 | 11,296 | 6,233 | 4,883 | 17 | 27 | 6 | 130 | |
| Madison County | 6 | 2.022 | 16,569 | 9,409 | 6,867 | 52 | 8 | 2 | 231 | |
| Hardee County | 7 | 1.790 | 19,499 | 13,804 | 1,008 | 68 | 34 | 23 | 4,562 | |
| Hillsborough County | 8 | 1.780 | 834,054 | 606,466 | 107,111 | 2,183 | 10,901 | 485 | 106,908 | |
| Duval County | 9 | 1.767 | 672,971 | 478,981 | 162,420 | 1,779 | 12,123 | 335 | 17,333 | |
| Florida | -- | 1.759 | 12,937,926 | 9,475,326 | 1,701,103 | 32,910 | 146,159 | 8,285 | 1,574,143 | |
| Broward County | 16 | 1.693 | 1,255,488 | 940,345 | 186,670 | 2,391 | 16,395 | 1,248 | 108,439 | |
| Palm Beach County | 21 | 1.546 | 863,518 | 683,402 | 103,309 | 1,028 | 8,692 | 474 | 66,613 | |

Source: Calculated from information found in Table P10, Summary Tape File 1, 1990 Census

TABLE 4. Florida Counties Ranked by Diversity Index, in 2000

| Geography | Rank | 2000 Diversity Index | Total Population | Non-Hispanic | | | | | Other Race | Hispanic |
|-----------------------|----------|----------------------------|---------------------|-------------------|------------------|--------------------|-----------------------|----------------|------------------|----------|
| | | | | White | Black | American Indian | Asian or Pac. Isl. | Other | | |
| Hendry County | 1 | 2.700 | 36,210 | 15,890 | 5,245 | 210 | 152 | 377 | 14,336 | |
| Orange County | 2 | 2.512 | 896,344 | 515,701 | 157,096 | 2,229 | 30,380 | 22,577 | 168,361 | |
| Broward County | 3 | 2.467 | 1,623,018 | 941,674 | 325,305 | 2,934 | 36,816 | 44,637 | 271,652 | |
| Miami-Dade County | 4 | 2.454 | 2,253,362 | 465,772 | 427,140 | 1,990 | 31,061 | 35,662 | 1,291,737 | |
| Hardee County | 5 | 2.316 | 26,938 | 14,704 | 2,165 | 98 | 82 | 278 | 9,611 | |
| Hamilton County | 6 | 2.242 | 13,327 | 7,336 | 4,967 | 43 | 27 | 107 | 847 | |
| Osceola County | 7 | 2.241 | 172,493 | 102,792 | 11,075 | 519 | 3,818 | 3,562 | 50,727 | |
| DeSoto County | 8 | 2.213 | 32,209 | 19,704 | 4,031 | 77 | 136 | 242 | 8,019 | |
| Hillsborough County | 9 | 2.199 | 998,948 | 632,605 | 144,259 | 2,991 | 22,195 | 17,206 | 179,692 | |
| Gadsden County | 10 | 2.194 | 45,087 | 16,174 | 25,632 | 87 | 114 | 298 | 2,782 | |
| Madison County | 11 | 2.140 | 18,733 | 10,378 | 7,475 | 55 | 64 | 161 | 600 | |
| Florida | -- | 2.098 | 15,982,378 | 10,458,509 | 2,264,268 | 42,358 | 268,580 | 265,948 | 2,682,715 | |
| Palm Beach County | 18 | 1.879 | 1,131,184 | 798,484 | 152,433 | 1,617 | 17,364 | 20,611 | 140,675 | |

Source: Calculated from information found in Table P8, Summary File 1, Census 2000

TABLE 5. Broward County Projected Diversity Index, 2030

| Geography | Diversity Index | Total Population | Non-Hispanic | | | | | Other Race | Hispanic |
|---------------------|--------------------|---------------------|--------------|---------|--------------------|-----------------------|---------|---------------|----------|
| | | | White | Black | American Indian | Asian or Pac. Isl. | Other | | |
| Broward County 2000 | 2.467 | 1,623,018 | 941,674 | 325,305 | 2,934 | 36,816 | 44,637 | 271,652 | |
| Broward County 2030 | 3.628 | 2,548,303 | 850,762 | 605,962 | 3,984 | 138,471 | 135,962 | 813,162 | |

Source: 2030 data from the Broward County Population Forecasting Model, 2001