

Proposed Numerical Goals 2010-2012

Based on workforce and vacancy analyses, as well as state and local demographic data, the Advisory Committee identified areas of under-representation and it was determined the following proposed numerical goals be retained for the new plan:

Job Category	Projected Vacancies Based on Past 5 Year Average	2010-12 Numerical Goal
Office/clerical	4	<p><i>1 individual</i> from one or more of the following under-represented groups:</p> <ul style="list-style-type: none"> ◆ Gender (male) ◆ Ethnic Minority ◆ Disability
Professional	66	<p><i>3 individuals</i> from one or more of the following under-represented groups:</p> <ul style="list-style-type: none"> ◆ Gender (male) ◆ Ethnic Minority ◆ Disability
Officials/managers	4	<p><i>1 individual</i> from one or more of the following under-represented groups:</p> <ul style="list-style-type: none"> ◆ Ethnic Minority ◆ Disability
Technicians	18	<p><i>2 individuals</i> from one or more of the following under-represented groups:</p> <ul style="list-style-type: none"> ◆ Ethnic Minority ◆ Disability

Under-representation occurs when individuals in a protected class are employed at a rate below their availability in the work force. For Linn and Johnson counties, the total minority labor force available for 2007 is 6.0% and 10.3% respectively, while in 2009-10 the total minority population employed by the Agency is 1.4%. It's estimated, however, the availability of minorities able to work in the particular occupations of the Agency is lower than the total minority work force. It's believed that one major barrier for making progress in minority staffing has been the requirement for advanced degrees and specialized licenses that are necessary to be eligible for the majority of positions at the Agency. Qualitative goals include an ongoing effort to inform and encourage qualified employees and potential employees in under-represented categories of job opportunities with the Agency. Note: While males are not considered a protected class, efforts are made to promote gender balance in a field where the majority of positions tend to be held by women.

Review Progress toward 2008-10 Qualitative Goals

1. **Broaden the recruitment "net"** to further include minority and disabled communities and/or media, such that vacancy notices are more apt to communicate with under-represented individuals and groups. As a step in this direction, the Equity Committee recommends the Agency:
 - ◆ Devote FTE to proactive recruitment efforts to attract individuals from under-represented groups. These strategies could include:
 - Forming partnerships with postsecondary education institutions, and/or diversity programs for purposes of personalized recruitment, job shadows/internships, employment and sharing information on agency openings.
 - Making presentations about GWAEA employment opportunities
 - Investigating scholarship/mentorship options that would identify talented future employees from under-represented groups and support their postsecondary education in exchange for a commitment to work at the Agency.
 - ◆ Continue to post openings at the Catherine McCauley Center, University of Iowa Dual Career Network, UI, ISU and UNI placement offices and the private college diversity network coordinated through the African American Center in Cedar Rapids.
 - ◆ Expand organizations to which job posting will be sent to include the NAACP, Iowa Vocational Rehabilitation Services and other organizations with ties to community groups

- ◆ Continue to review job seeker credentials referred by community organizations and invite applicants who appear to meet qualifications to apply

Results:

- FTE has been devoted to proactive recruitment efforts. Efforts have included coordinating SLP and School Psychologist recruitment at UNI and UI, developing targeted recruitment materials for conferences and workshops, and developing presentations about GWAEA employment opportunities to fieldwork students.
- Partnerships were established with community agencies to identify potential employment opportunities for disabled individuals.
- Job postings for professional positions were expanded and contacts now include University of Iowa Ed Placement, department chairs and Dual Career Network; Iowa State University; University of Northern Iowa CareerCat and department chairs and private Iowa colleges that provide preparation programs in PT, OT and computer programming including St Ambrose, Loras, Luther, Mt Mercy and Coe. Technology vacancies are also posted with Des Moines Area and Kirkwood community colleges.
- Job postings for hourly positions include University of Iowa Office of Student Financial Aid (JobNet), Catherine McCauley Center, Goodwill Industries, Iowa Workforce Development and Kirkwood Community College.

2. **Develop training modules** to enhance cultural competence and explore belief systems across job categories within the Agency. Consider common Agency learning for cultural competence and the development/delivery of one or more core training modules. At this time, it's recommended that each region conduct at least one training in this area per year, rather than requiring a mandatory, all- Agency staff development.

The committee discussed the need for the training module(s) to define cultural competence. Regions could be asked to identify their biggest cultural competence/diversity training need for the districts they serve (e.g., serving students who have moved here from inner city areas; serving Spanish speaking recent arrivals) and tailor training around those issues. A needs assessment or zoomerang survey may be used, for example, to identify: 1) the biggest population shifts; 2) struggles districts are facing. It was noted that a survey should include a definition of cultural competence.

Results:

- August 8, 2008, all Agency staff attended a presentation by Marcella David, Associate Provost at the University of Iowa. Marcella's role at the university is Special Assistant to the President for Equal Opportunity and Diversity.
- Work has begun on an ELL assessment for AEAs to determine and support professional development needs.
- Cultural competency training was provided to new contracted staff in the fall of 2009-2010.
- Regions that serve districts with disproportionality have identified professional development goals within their Action Plans to better develop cultural competencies with AEA and LEA staff in 2009-2010.

3. **Develop mentoring and induction supports for newly hired staff** from under-represented groups to help job retention. Supports could include job-related assistance & making community/social connections.

Results:

- FTE has been devoted to the coordination and alignment of the Mentoring and Induction program supports. A comprehensive program has been developed that includes alignment between trained mentors committed to weekly contact, supervisors, discipline groups, region teams, and differentiated learning experiences based on the individual and professional needs.
- Individual demographics, interests, and job category are considerations for mentoring partnerships.

4. **Continue staff development for Agency managers** related to supervision practices, the current EEO/AA Plan, and nondiscrimination policies.

Results:

- Time continues to be devoted on management team agendas to review and discuss procedural issues, to ensure consistent and equitable administration practices.
- Learning opportunities provided during the current year include: cultural competencies, Fierce Conversations, and Learning Supports. Additional learning opportunities are explored on an ongoing basis.

5. **Continue to offer PD session(s) open to all AEA staff** which informs them on prevention of harassment in the workplace, Agency nondiscrimination policies and existence of the EEO/AA plan.

Results:

- The Professional Development Office offered 36 courses and/or workshops related to the area of diversity or cultural competence. This includes one workshop for sexual harassment, which had to be cancelled due to lack of enrollment. Of the 36 opportunities available, a total of 9 events were cancelled. For the 27 activities that were held, a minimum of 9 AEA and/or LEA participants is required.
- Topics made available during 2008-10 include Exploring Diversity; Program-wide Positive Behavior Supports; Improving the Learning of English Language Learners in the Preschool Setting; Communicating with Co-workers; Survivor Spanish for School Administrators, Teachers and Support Staff; RESPECT; Mentoring for Equity and Human Relations Training.
- An online cultural competence course was available 6 different times through a third party, however each session was cancelled due to insufficient registrations. The cost of these programs may be a contributing factor to the lack of interest, and other alternatives will continue to be considered.

6. **Website changes:** act on equity audit of the Agency webpage, with particular attention to: a) take steps to translate parent-relevant aspects of our website into other languages, based on an analysis of the native languages by children/families in our districts; b) incorporate a mechanism for user feedback

Results:

- A translation link appears on the Agency web page.
- Additional channels for feedback include Staff Idea form on Agency website and a comment section on the Agency's facebook page.

7. **Print material changes:** Act on equity audit of Agency printed materials, with particular attention to a) translating critical materials in these languages; b) specify printed materials in the languages of the service area how translated materials and interpretation services can be obtained; c) Develop a formal process for regular and systematic collection of evaluative feedback from families regarding language accessibility and quality of the Agency's print materials and other communication services; and educators regarding the quality of print materials and other communication services.

Results:

- A limited number of documents have been translated into Spanish and are available on the website.
- A TransAct link on the ELL web page is available and will be reviewed for ease of use and accessibility.

8. **Review as a committee suggested actions of equity audit pertaining to personnel procedures.** It's anticipated this component of the audit will be available early Fall 2008.

Results:

- Committee reviewed recommendations from the Equity Audit and identified additional or clarifying qualitative goals.