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REPORT ON DIVERSITY  
IN THE EDUCATIONAL  
WORKFORCE

FOR IOWA BOARD OF EDUCATION

JANUARY 1996

Bureau of School Administration  
Accreditation  
Division of Elementary and Secondary  
Education

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## I. THE ISSUE

There are numerous needs for and benefits to be derived from a more diversified work-force in the schools and educational institutions serving Iowa. If we are to maintain the high quality of education in Iowa and create a dynamic educational system designed to meet the needs of all our students into the twenty-first century it is important that we recruit and employ highly skilled and talented individuals of diverse backgrounds. Race, national origin, gender, religion, age, and disability should not be a barrier to the employment of the very best persons that can be found. It also requires us to hire persons of diverse backgrounds in efforts to include representatives from the various constituencies that we serve. Such representation is essential at all employment levels if we are to have credibility with and effectively serve all our clients.

Iowa's schools must be staffed by our very best and brightest persons. Presently we are using only a portion of the talent pool in many of our job categories, limiting student access to the skills, talents, and experiences that both men and women, members of diverse racial/ethnic groups, and persons of diverse ages and religions can bring to school leadership and the school environment. Studies indicate that a significant turnover among Iowa's educational work-force has already begun. This increased rate of turnover will provide us with a unique opportunity to create greater diversity in our educational work-force.

Statistics concerning the number of Iowa youth leaving the state to study and work continues to escalate. Urban and rural communities within Iowa are also diversifying demographically. The world is relatively more ethnically and culturally diverse than our state. Young Iowans with limited exposure to racial, ethnic, and religious diversity, to both women and men and diverse age groups in a variety of roles will be inadequately prepared for life in such a dynamic and pluralistic environment. Opportunities for students to interact with persons of diverse backgrounds in leadership, teaching, and support positions provides them with the experiences which will be beneficial as they enter the world of work and learn other life and social skills.

Students need opportunities to interact with and observe diverse role models in diverse positions. Too often, female students do not see women in leadership in our schools and our African American, Latino American, Asian American and American Indian students do not see adults in the educational system to emulate, and thus their ability to learn from talented individuals who can inspire them to achieve their goals is impeded.

More importantly, greater diversity in school staff will benefit ALL students by broadening their views of both men and women, diverse racial/ethnic groups, diverse age, and religious groups and persons with disabilities. With such exposure students will be less apt to accept stereotypes or show prejudice toward persons who may be different in one way or another from themselves. They will be more apt to respect and appreciate diversity in people rather than fear that diversity.

Finally all Iowans benefit from a strong state economy, with a business community that is stable, diverse, and vibrant. The business community has become aware of and sensitive to the diversity of their clients and their employees, both world wide and within the United States. The strength of a community's school system as well as its representation and sensitivity to diversity is a significant determinant in whether businesses will situate in a given community. Schools with greater diversity of representation in all job categories will only strengthen our state's efforts to encourage and entice greater business investment in Iowa.

Key to our success in achieving greater diversity in our educational work-force will be our ability and willingness to see diversity as a strength which increases the potential of our educational system, rather than as a problem or something to be feared. This mind-set will be necessary for successful schools in the twenty-first century, as well as for individual success.



## II. HISTORICAL PERSPECTIVE AND CURRENT POLICY

The concern of the State Board of Education and the Department of Education to issues of diversity in the workforce date back to the early 1970s. Early concerns were reflected in the Guidelines for Nondiscrimination in Iowa Schools adopted by the State Board of Education in 1972. The Guidelines, which provided direction for racially integrating Iowa's schools, requested that desegregation plans submitted by school districts include affirmative efforts to diversify the staffs of the schools included in their desegregation plans. The Guidelines defined an integrated school as "One in which the faculty is representative of the diversity of the broader community in which it is located, or when it can be demonstrated that the local board of education is attempting to significantly increase the proportion of minority group teachers, supervisors and administrators"<sup>1</sup>

At approximately the same time the State Board adopted a broader policy calling for efforts to diversify the student population within teacher education programs. The Board encouraged affirmative efforts to hire diverse staff in all of school districts of the state. It was at this time that the Department of Education began to keep school employee information as well as attendance center enrollment data by race and gender. In 1975 the Equity Staff of the Department worked with a State Task Force to develop Procedural Models for Affirmative Action in Iowa Schools. In an introductory note the then State Superintendent of Public Instruction, Dr. Robert Benton stated "Equal Educational Opportunity is a basic tenet of American education. Historically Americans have looked at education as providing the primary means for overcoming rank and privilege. These affirmative action models are simply a continuation of this American quest for equal opportunity"<sup>2</sup>. A state conference and several regional workshops were sponsored to train local staff to implement plans.

During the 1970s and the 1980s the Department of Education reported and monitored staff related data in terms of gender and race. The emphasis of the monitoring role between 1972 and 1982 was on urban districts. In 1982 the monitoring role was broadened to include all districts in the state. Although there is still a

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<sup>1</sup> Integrated Education: Policy & Guidelines on Non-Discrimination in Iowa Schools, Iowa Department of Public Instruction, 1972.

<sup>2</sup> Two Procedural Models for Affirmative Action In Iowa Schools, Iowa Department of Public Instruction, 1975

gap between the diversity of the student populations and the diversity of the staffs in urban school districts, this gap had narrowed during the 1970s and the early 1980s. Since 1989 the gap has begun to increase again in some districts. The diversity of the employees in these districts has remained constant while the diversity of the student population has increased. This pattern is also emerging in suburban and rural districts across the state. During the same period the ratio of men teaching in elementary schools and of women in administrative roles has changed only minimally. In rural school districts in the state there has been little progress toward diversifying staff both in terms of race and gender.

Until 1989 affirmative action efforts on the part of school districts, area education agencies and community colleges were voluntary. In 1989 Chapter 19.B. of the Iowa code was amended to require that school districts, area education agencies and community colleges adopt and implement Equal Employment Opportunity/Affirmative Action plans. These plans were to be in place by June 1990. The plans include a board policy, an administrative statement, a self evaluation of employment and personnel practices, a demographic profile of staff, an identification of underrepresented job categories, an availability study, and numerical goals for underrepresented job categories.

During the period from 1989 to 1994 a number of activities were carried out to raise awareness for the value of greater diversity in the educational workforce, and to assist local school districts, area education agencies and community colleges develop and carry out equal employment opportunity/affirmative action plans. The Educational Equity Staff presented a series of fifteen workshops at each of the area education agencies on the development and implementation of Affirmative Action Plans. The Iowa Association of School Boards developed an Affirmative Action Manual to assist local boards of education develop and implement their plans. Numerous training sessions were provided as part of IASB conferences<sup>3</sup>.

The I-LEAD (Iowa Leadership In Educational Administration Development) Project at Iowa State University developed a training package including a video on the importance of providing diverse role models for students within our school districts, area education agencies, and community colleges<sup>4</sup>. This training document was targeted at school board members, educational

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<sup>3</sup> An Affirmative Action Manual, Iowa Association School Boards, 1990

<sup>4</sup> Increasing Diversity In Educational Administration: A Guide to Benefit Students and Communities, 1993

administrators, and community leaders.

The Educational Equity Reviews currently conducted by Department of Education staff look at the issue of equity in employment. There were five employment related elements examined during the 1994-95 reviews. The first was the area of board policy. Virtually all of the twenty four educational agencies reviewed had board adopted policies on non-discrimination in employment. These policies provide an environment for school administrators involved in hiring to actively work to eliminate bias in the system. However, over one-half of the districts reviewed were not adequately notifying staff and applicants for employment about their policy.

Employment practices are also reviewed in the course of the equity reviews. This involves reviewing employment application materials, recruitment materials, interviewing processes and other personnel practices. Five of the twenty-four agencies reviewed were in non-compliance with Equal Employment Opportunity Concepts. The most common problems were illegal inquiries on application forms, the non-use of standard application forms, or a lack of structure and accountability in the interview process. This lack of structure and accountability tends to invite and tolerate bias.

The most disappointing finding of the reviews related to the implementation of affirmative action plans. Seventeen of the twenty-four agencies reviewed had not adopted affirmative action plans that included the components required by the state regulation. Many districts had not provided the necessary training for their administrative staffs to carry out affirmative action plans nor were they holding administrators accountable for carrying out the plans. Other districts had not documented a thorough self evaluation of their current hiring practices from an equity or fairness perspective. Still others had not identified clear numerical goals as achievable targets. Without goals or a reliable evaluation process very little progress in diversifying staff is made.

It would be unfair to assess school district employment efforts to diversify their staffs without looking at availability and pipeline issues. Educator Preparation Program data was not collected or reported by gender and race prior to 1990. Since that time the Bureau of Educator Preparation and Licensure has made an effort to collect this data from educator preparation programs. The most recent information available is included in the data portion of this report. The data makes clear that change must occur at both the educator preparation and employment levels if significant gains are going to be made in diversifying the educational workforce.



### III. CURRENT DATA AND 5 YEAR TREND-LINES

This component of the report shows employment data on the basis of race/ethnicity and gender for the 1989-90 and the 1994-95 school years. The tables contain school district data related to students, superintendents, principals, teachers, counselors and coaches. More general tables on the demographics of the workforce in area education agencies and community college are included as well as tables related to Educator Preparation Programs.

**Table 1: Page 12 Staff and Students in Public Schools by Race/National Origin**

The percentage of African American, Hispanic American, Asian American and American Indian students increased from 5.4 percent to 6.8 percent between 1990 and 1995. They were 33,874 minority students enrolled in Iowa's public schools. In virtually all the job categories reviewed in this report the percentage increase of the employees in those racial/ethnic categories increased by .1 to .3 percent. This means that the gap between the diversity of the student population and the diversity of the employee population has grown during the five years for all of the job categories.

Of the five job categories reviewed the principal category had the greatest percentage of persons, 2.5% who were African American, Hispanic America, Asian American or American Indian. Persons representing the same groups made up 1.6 percent of counselors, 1.4 percent of teachers, .09 percent of coaches, and .03 percent of school superintendents. The coaching data includes only those certified teachers that have the coaching endorsement, not those who have the coaching authorization. There is currently no race related data collected on those persons receiving the basic coaching authorization.

**Table 2: Page 13 Iowa Public School Principals by Race/National Origin**

Although each of the racially diverse groups are underrepresented among principals, this is particularly true of Hispanic Americans and Asian Americans. There is not a single Asian American principal in Iowa's public schools and only four Hispanic American principals. This is at a time when there are significant increases in the number of students from these groups and a 47 percent increase in the number of students whose primary language is one other than English.

**Table 3: Page 14 Iowa Public School Counselors by Race/National Origin**

The number of African American, Hispanic American, Asian American and American Indian counselors in the state would have to increase six fold before they reflect the representation of the same population groups in the student population.

**Table 4: Page 15 Iowa Public School Teachers by Race/National Origin**

The percentage of African American, Hispanic American, Asian American and American Indian teachers in the state has stayed fairly constant over the past five years at a time when we are seeing significant increases in student population of students from these same groups.

**Table 5: Page 16 Iowa Public School Coaches by Race/National Origin**

The percentage of African American, Hispanic American, Asian American and American Indian athletic coaches is currently .09 percent, of the total certificated coaching population, the lowest percentage for any category except school superintendent.

**Iowa Public School Superintendents by Race/National Origin**

There is no table for racial data in this area, because there are none from African American, Asian American, Hispanic American backgrounds. The data shows that there is one American Indian superintendent in the state.

**Table 6: Page 17 Public School Staff Trends by Gender**

There has been a slow, but steady increase in the number of female elementary principals and counselors in schools during the past five years. The percentage of men in teaching positions and women in coaching and in the superintendency has remained minimal and fairly constant over the same period of time.

**Table 7: Page 18 Public School Principals by School Level and Gender**

Women remain severely underrepresented among the school administrators of the state. The moderate growth in female principals that has occurred has been at the elementary level where women increased from 23 percent to 34 four percent of the population during the past five years.

**Table 8: Page 19      Public School Counselors by School Level and Gender**

There have been significant increases in the number of female counselors in the past five years. This area which was once dominated by males now is represented by as many women as men. This trend has been largely due to the increase in the number of elementary counselors employed by school districts. However there has been a moderate growth in the number of female counselors at both the middle school/junior high school and high school levels. Men and women are currently equally represented as counselors at the middle school/junior high school level. There is still an underrepresentation of women in counseling at the high school level and an underrepresentation of men at the elementary level.

**Table 9: Page 20      Public School Teachers by School Level and Gender**

There have not been large changes in the ratios of men to women in teaching positions at the elementary, middle school/junior high school and high school levels. Male role models remain extremely scarce at the elementary school level. The percentage of male teachers at the elementary level has remained at a constant 10 percent over the past five years. Males are becoming more underrepresented at the middle school/junior high school level dropping from 43 percent to 39 percent of the teaching population. At the high school level the issue of who is teaching what becomes an important issue and one which can either reduce or reinforce student stereotypes.

**Table 10: Page 21      Public School Coaches by School Level and Gender**

Women remain highly underrepresented in coaching positions in the public schools of the state. This is somewhat surprising given Iowa's long tradition of girl's athletic programs. Interestingly, this gap between the number of male and female coaches has not narrowed significantly in the past five years.

**Table 11: Page 22      Public School Superintendents by Gender**

There has been no increase in the number of female superintendents in the state over the past five years. They make up 3 percent of the superintendency population. There appears to be a glass ceiling for women in administration above the elementary level within the state of Iowa.

**Table 12: Page 23 Area Education Agency Full Time Certificated Staff by Race/National Origin for 1994-95**

The disparity between the racial/ethnic diversity of the student population and the Staff population is greater for area education agencies than it is for school districts.

**Table 13: Page 23 Area Education Agency Full Time Certificated Staff by Gender for 1994-95**

Area education agency staff data shows approximately the same underrepresentation of women in administrative positions that is reflected in school district staff data. Males are even more underrepresented in non-administrative positions than they are at the school district level. All fifteen agency administrators are white males.

**Table 14: Page 24 Community College Full Time Certificated Staff by Race/National Origin for 1994-95**

The level of racial/ethnic diversity on the community college full time staff is slightly greater than it is for area education agencies and local school districts. There is however significant gap between the diversity of the student and staff populations. African Americans, Hispanic Americans, Asian American, and American Indians make up approximately 6% of the student population at the community colleges as opposed to approximately 2% of the staff population.

**Table 15: Page 24 Community College Full Time Certificated Staff by Gender for 1994-95**

Women make up 58 percent of the students enrolled in credit programs at the community colleges. The patterns of underrepresentation of females in administration are similar to those at the area education agency and school district levels. There are no women among the fifteen community colleges presidents.

**Table 16: Page 25 Enrollment in Educator Preparation Programs by Race/National Origin for 1993-94**

The percentage of African Americans, Hispanic Americans, Asian Americans and American Indians enrolled in educator preparation programs is 2.74 percent, slightly above the current level of diversity in the educator workforce, but significantly below the 6.8 percent level at which students from these groups are represented in the K-12 student population. However this is somewhat misleading as Bureau of Practitioner Preparation and Licensure figures show that the estimated percentage of the current student population from the same groups who were eligible for teaching licenses in the 1994-95 academic year was .5%. Add

to this fact that a significant number of these students may take jobs outside the state of Iowa, and there is little hope provided that the current educator preparation pipeline will narrow the diversity gap.

All the students of color in educator preparation programs are currently enrolled in seventeen of the thirty-one programs. Fourteen educator preparation programs have no students of color enrolled. The level of diversity on the staff and among the students in educator preparation programs is significantly less than the level of diversity represented on the total university/college staff and student enrollment populations.

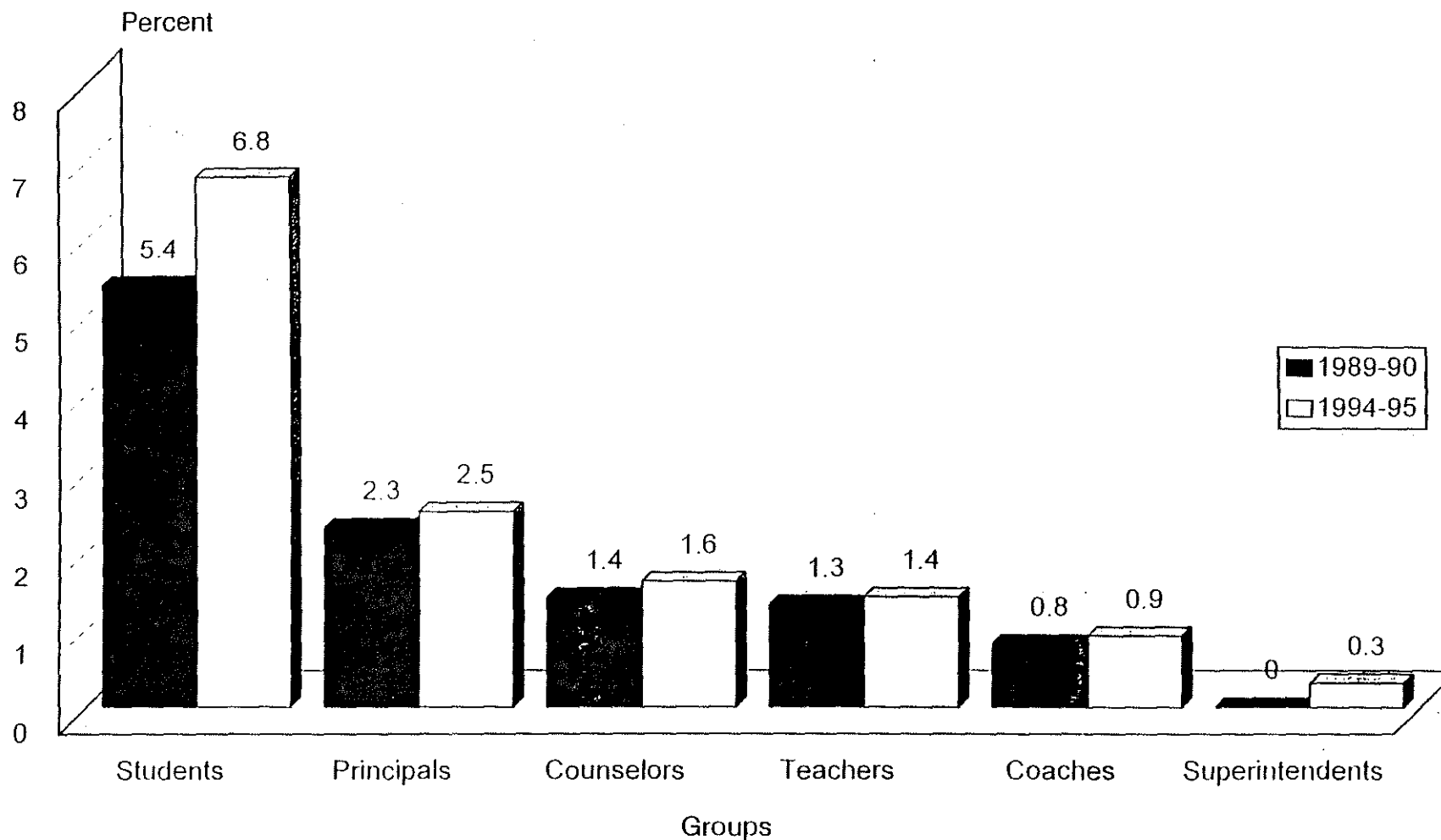
**Table 17: Page 25 Enrollment in Educator Preparation Program by Gender for 1993-94**

Approximately 72.93 percent of the students enrolled in educator preparation programs are female. This is close to the percentage of the current educational workforce. Statewide data on the major areas within educator preparation programs that students were enrolled in such as administration, counseling and teaching is not currently available. This makes it difficult to assess whether the current educator preparation pipeline has implications for the gender trends in the workforce.

# DATA TABLES



# Percent of Minority Students & Minority Representation of Full-Time & Part-Time Selected Public School Staff 1989-90 and 1994-95



Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Enrollment & Staff Files.

Table 2 Iowa Public School Principals by School Level and Racial/Ethnic Group

School Level	1989-90						1994-95					
	American Indian	Hispanic	Asian	African American	White	Total	American Indian	Hispanic	Asian	African American	White	Total
High Schools	1	1	0	4	385	391	2	1	0	2	358	363
Junior High/Middle Schools	1	2	0	2	195	200	1	2	0	3	207	213
Elementary Schools	0	1	0	13	582	596	1	3	0	15	580	599
Other	0	0	0	3	28	31	0	0	0	0	13	13
Total	2	4	0	22	1,190	1,218	4	6	0	20	1,158	1,188
Percent	0.16	0.33	0.00	1.81	97.70	100	0.34	0.51	0.00	1.68	97.47	100

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Staff File.

Table 3 Iowa Public School Counselors by School Level and Racial/Ethnic Group

School Level	1989-90						1994-95					
	American Indian	Hispanic	Asian	African American	White	Total	American Indian	Hispanic	Asian	African American	White	Total
High Schools	0	0	2	6	587	595	2	0	2	4	552	560
Junior High/Middle Schools	0	0	0	1	258	259	0	1	1	3	286	291
Elementary Schools	0	1	1	5	324	331	2	1	0	4	434	441
Other	0	0	0	1	31	32	0	0	0	1	36	37
Total	0	1	3	13	1,200	1,217	4	2	3	12	1,308	1,329
Percent	0.00	0.08	0.25	1.07	98.60	100	0.30	0.15	0.23	0.90	98.42	100

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Staff File.

Table 4 Iowa Public School Teachers by School Level and Racial/Ethnic Group

School Level	1989-90						1994-95					
	American Indian	Hispanic	Asian	African American	White	Total	American Indian	Hispanic	Asian	African American	White	Total
High Schools	16	41	22	34	10,616	10,729	23	50	22	42	10,632	10,769
Junior High/Middle Schools	11	13	13	46	5,351	5,434	16	23	17	50	6,117	6,223
Elementary Schools	21	34	30	125	14,604	14,814	24	39	35	123	14,675	14,896
Other	2	0	6	7	1,255	1,270	3	2	3	10	1,241	1,259
Total	50	88	71	212	31,826	32,247	66	114	77	225	32,665	33,147
Percent	0.16	0.27	0.22	0.66	98.69	100	0.20	0.34	0.23	0.68	98.55	100

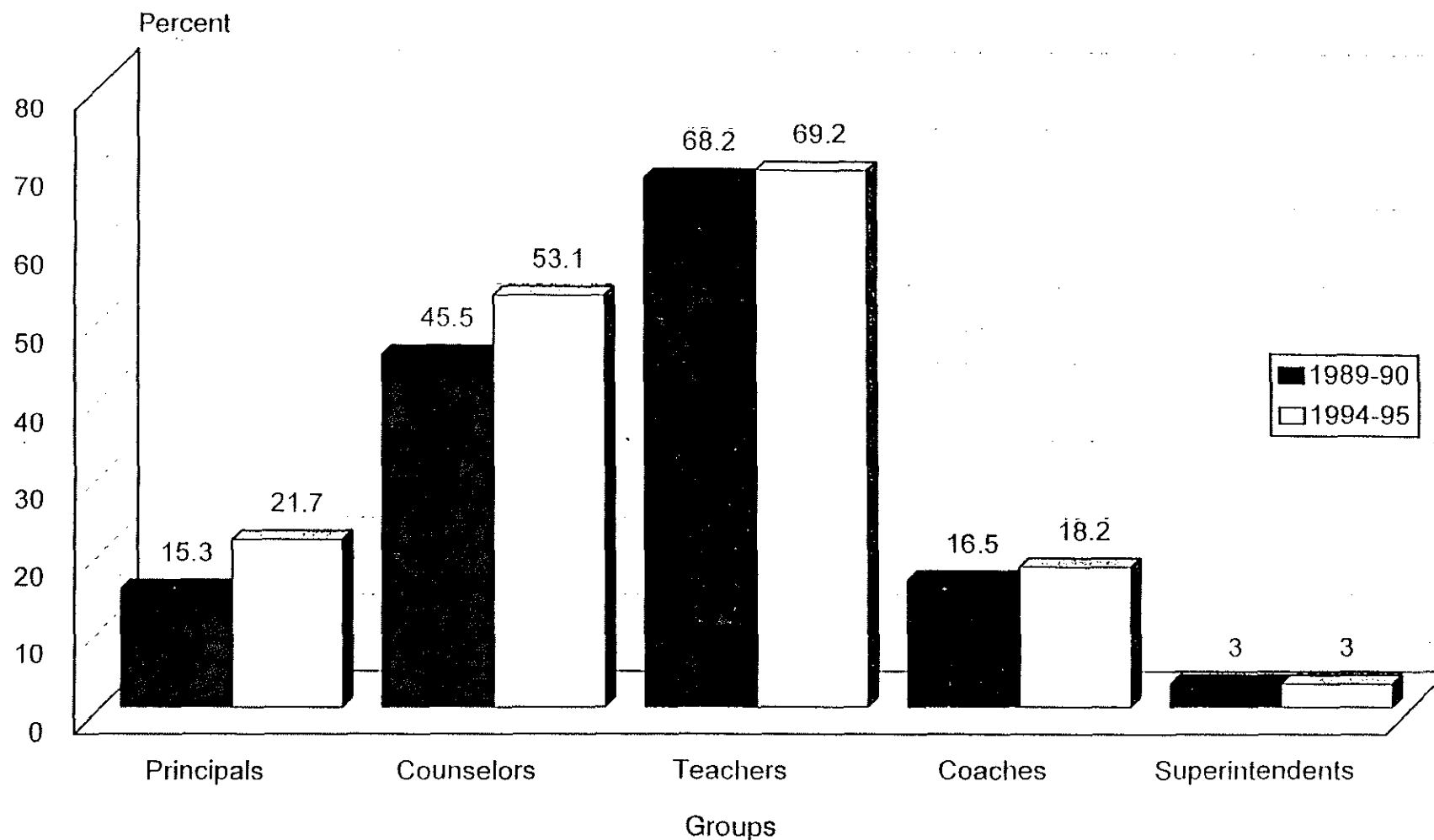
Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Staff File.

Table 5 Iowa Public School Coaches and Assistant Coaches by School Level and Racial/Ethnic Group

School Level	Coaches											
	1989-90						1994-95					
	American Indian	Hispanic	Asian	African American	White	Total	American Indian	Hispanic	Asian	African American	White	Total
High Schools	2	5	0	2	1,631	1,640	1	4	2	4	1,703	1,714
Junior High/Middle Schools	0	1	1	5	723	730	1	1	1	4	792	799
Elementary Schools	1	1	0	1	319	322	1	0	0	2	368	371
Other	1	0	0	0	44	45	1	0	0	0	27	28
Total	4	7	1	8	2,717	2,737	4	5	3	10	2,890	2,912
Percent	0.15	0.26	0.04	0.29	99.27	100	0.14	0.17	0.10	0.34	99.24	100
School Level	Assistant Coaches											
	1989-90						1994-95					
	American Indian	Hispanic	Asian	African American	White	Total	American Indian	Hispanic	Asian	African American	White	Total
High Schools	2	3	1	4	1,046	1,056	3	4	1	4	988	1,000
Junior High/Middle Schools	1	0	0	1	398	400	2	2	0	1	423	428
Elementary Schools	2	0	0	1	213	216	1	1	0	1	219	222
Other	0	0	0	0	14	14	0	0	0	0	10	10
Total	5	3	1	6	1,671	1,686	6	7	1	6	1,640	1,660
Percent	0.30	0.18	0.06	0.36	99.11	100	0.36	0.42	0.06	0.36	98.80	100
Coaches + Assistant Coaches	9	10	2	14	4,388	4,423	10	12	4	16	4,530	4,572

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Staff File.

# Percent of Female Representation of Full-Time & Part-Time Selected Public School Staff 1989-90 and 1994-95



Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Staff File.



Table 7 Iowa Public School Principals by School Level

School Level	1989-90				1994-95			
	Male	Female	Total	% Female	Male	Female	Total	% Female
High Schools	376	15	391	4	341	22	363	6
Junior High/Middle Schools	176	24	200	12	185	28	213	13
Elementary Schools	455	141	596	24	394	205	599	34
Other	25	6	31	19	10	3	13	23
Total	1,032	186	1,218	15	930	258	1,188	22

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Staff File.

Table 8 Iowa Public School Counselors by School Level

School Level	1989-90				1994-95			
	Male	Female	Total	% Female	Male	Female	Total	% Female
High Schools	413	182	595	31	358	202	560	36
Junior High/Middle Schools	142	117	259	45	145	146	291	50
Elementary Schools	96	235	331	71	106	335	441	76
Other	12	20	32	63	14	23	37	62
Total	663	554	1,217	46	623	706	1,329	53

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Staff File.

Table 9 Iowa Public School Teachers by School Level

School Level	1989-90				1994-95			
	Male	Female	Total	% Female	Male	Female	Total	% Female
High Schools	6,168	4,561	10,729	43	6,006	4,763	10,769	44
Junior High/Middle Schools	2,307	3,127	5,434	58	2,421	3,802	6,223	61
Elementary Schools	1,514	13,300	14,814	90	1,521	13,375	14,896	90
Other	269	1,001	1,270	79	269	990	1,259	79
Total	10,258	21,989	32,247	68	10,217	22,930	33,147	69

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Staff File.

Table 10

**Iowa Public School Coaches and Assistant Coaches by School Level**

School Level	Coaches							
	Male	1989-90 Female	Total	% Female	Male	1994-95 Female	Total	% Female
High Schools	1,439	201	1,640	12	1,476	238	1,714	14
Junior High/Middle Schools	583	147	730	20	631	168	799	21
Elementary Schools	218	104	322	32	225	146	371	39
Other	34	11	45	24	25	3	28	11
Total	2,274	463	2,737	17	2,357	555	2,912	19

School Level	Assistant Coaches							
	Male	1989-90 Female	Total	% Female	Male	1994-95 Female	Total	% Female
High Schools	926	130	1,056	12	863	137	1,000	14
Junior High/Middle Schools	335	65	400	16	365	63	428	15
Elementary Schools	146	70	216	32	145	77	222	35
Other	10	4	14	29	8	2	10	20
Total	1,417	269	1,686	16	1,381	279	1,660	17
Coaches + Assistant Coaches	3,691	732	4,423		3,738	834	4,572	

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Staff File.

Table 11 Iowa Public School District Superintendent

	1989-90				1994-95			
	Male	Female	Total	% Female	Male	Female	Total	% Female
Number	369	11	380	3	349	11	360	3
Percent	97	3	100	3	97	3	100	3

Note: All 380 public school district superintendents in 1989-90 staff file are white;  
359 public school district superintendents in 1994-95 staff file are white,  
whereas only one of the superintendents is American Indian.

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Staff File.

**TABLE 12**  
**AREA EDUCATION AGENCY FULL TIME**  
**CERTIFICATED STAFF BY**  
**RACE/NATIONAL ORIGIN FOR 1994-95**

American Indian	Hispanic American	Asian American	African American	Total Minority	European American
4	4	4	12	24	2230
.18%	.18%	.18%	.53%	1.06%	98.94%

**TABLE 13**  
**AREA EDUCATION AGENCY FULL TIME**  
**CERTIFICATED STAFF BY GENDER FOR 1994-95**

	Male	Female	Total	Percent Female
Agency Administrators	15	0	15	0
Other Administrators	56	19	75	25.33
Other Certificated Staff	571	1,593	2,164	73.61
Total	642	1,612	2,254	71.52



**TABLE 14**  
**COMMUNITY COLLEGE FULL TIME**  
**CERTIFICATED STAFF BY RACE/NATIONAL ORIGIN**  
**1994-95**

American Indian	Hispanic American	Asian American	African American	Total Minority	European American
4	7	12	16	39	1,835
.21%	.37%	.64%	.85%	2.07%	97.93%

**TABLE 15**  
**COMMUNITY COLLEGE FULL TIME**  
**CERTIFICATED STAFF BY GENDER**  
**FOR 1994-95**

	Male	Female	Total	Percent Female
College Presidents	15	0	15	0
Other Administrators	131	50	181	27.62
Other Full Time Certificated Staff	967	711	1,678	42.37

**TABLE 16**  
**ENROLLMENT IN EDUCATOR PREPARATION PROGRAMS**  
**BY RACE/NATIONAL ORIGIN FOR 1993-94**

American Indian	Hispanic American	Asian American	African American	Total Minority	European American
29	90	63	200	382	13,516
.2%	.65%	.45%	1.44%	2.74%	97.26%

**TABLE 17**  
**ENROLLMENT IN EDUCATOR PREPARATION PROGRAM**  
**BY GENDER FOR 1993-94**

Male	<u>Female</u>	Total	% Female
3,659	9,857	13,516	72.93%

#### IV. FACTORS AFFECTING DIVERSIFICATION OF THE EDUCATIONAL WORKFORCE

There are a number of factors which have had an impact on the efforts of Iowa educational agencies to diversify their staffs. The first factor is the history of declining enrollment in Iowa over the past fifteen years. In concert with this there has been a reduction in staff. Many positions where persons retired or moved outside the state were not filled. Other states where population was increasing and where student enrollments were increasing had opportunities to hire more new staff as well as to replace staff that were retiring.

A second factor that has impeded the diversification of staffs in Iowa schools are tightly knit collective bargaining agreements which rely primarily on seniority to make decisions related to transfers and reduction in staff. Such contracts have resulted in minority individuals as well as women or men in underrepresented job categories being laid off, because they had less seniority. Some districts have broadened their contracts to allow quality of performance as well as student and programmatic needs to be considered along with seniority. Even in these situations seniority is usually the overriding factor. This factor has tended to impede the state's progress in increasing the number of African American, Hispanic American, Asian American and American Indian staff in Iowa schools at all levels, the number of women in administrative positions and the number of men in the elementary classroom.

Thirdly, Iowa as a state has fewer women and minority members on school boards and in administrative decision making rolls than most other states. Administrative search firms generally are often heavily staffed by white males. There is some evidence to suggest that subtle stereotypes and biases may be working against women and minority individuals in the decision making process at the local level. The question of whether a district or agency is ready for a female or minority administrator is one that seems to be asked all too often with some false sense of legitimacy. Districts still too often hire for homogeneity rather than for heterogeneity. The opportunity to hire persons with unique experiences or backgrounds is too often passed up. There is a need to build a stronger awareness of how diversity in our educational workforce can work to the future advantage of Iowa students and to the future economic and social development of the state as well.

The fourth factor is the relative homogeneity of Iowa's population. Although Iowa's population is steadily diversifying, it remains a relatively homogeneous state compared

to many others in the United States. This perception of Iowa as being a place where persons of color still have to play a pioneering role and where the feelings of security provided by significant numbers of one's peers is not always present, makes the recruitment of racially diverse staff somewhat more challenging.

Finally many higher paying professional fields have opened up to both women and minority persons in the past twenty years. This means that educational employers have had to compete more strenuously with private sector to hire and retain both women and minority employees. At the same time Iowa's ranking in terms of teacher/educator salaries has dropped making competition with educational employers in other states more difficult.

## V. CURRENT PRACTICE

### IOWA

There are a number of strategies currently being used in Iowa to increase diversity in the educational work-force. They fall into three major categories. They are: (1) Traditional affirmative action efforts at the local district level; (2) "Grow Your Own Programs" also initiated at the school district level, and (3) Minorities in Education Programs designed to increase the diversity of the students in educator preparation programs.

The first strategy is the traditional affirmative action strategy. This strategy has been mandated in school districts, area education agencies, and community colleges in Iowa since 1990. It includes a number of components. They include the internal evaluation of employment policies and practices for bias and inclusiveness, the setting of qualitative goals for making the employment process more open, objective and fair, the periodic demographic analysis of the current work-force, the identification of underrepresented job categories, and the setting of numerical goals for recruitment and employment.

There is one model collaborative affirmative action effort in the state of Iowa. It is the Metro Minority Recruitment Consortium which includes a number of school districts, area educational agencies, and community colleges in eastern Iowa. They are pooling their resources to build on-going relationships with a number of Educator Preparation Programs outside the state of Iowa which enroll high numbers of minority students. They have established student teaching agreements with a number of these universities. The collaboration allows their resources to be used more effectively and provides them with flexibility in matching candidates with jobs at the time they are available. The student teaching component of the program allows students to become familiar with Iowa in a way that single trip for an employment interview does not. It also provides an on-going opportunity for districts to recruit and acquaint the student teachers with their communities and programs.

The second strategy is what has become known as "Grow Your Own Programs". These take several forms, but all of them involve efforts to interest minority students in the teaching profession during their middle school and high school years. Several urban districts provide encouragement and sometimes financial assistance to students and non-certified employees who want to go back to school and obtain teaching and other education related degrees. The programs currently target minority students and employees, but there is no reason why they could not work to encourage females to consider school administration or males to consider teaching at the elementary pre-school level.

The third type of program is the Minorities in Teaching program which is coordinated by University of Northern Iowa College of Education in tandem with program coordinators in several primarily urban school districts. These programs combine elements of the "Grow Your Own" programs in coordination with support systems for students once they are enrolled in the Educator Preparation program.

In a more localized effort the McElroy Foundation funded a collaborative effort between Wartburg College and the Waterloo School District. The project sets aside a scholarship fund for minority students on the condition that they return to positions in the Waterloo School District.

### **NATION-WIDE EFFORTS**

The disparity in the diversity of the student and educator populations is not unique to Iowa. There are a variety of tactics being used throughout the country for diversifying the Educator Work-force. They include the following:

- Elementary and secondary students job-shadowing with teachers, administrators and counselors.
- Secondary students serving as teacher aides in elementary classrooms.
- Future Teacher Clubs in middle schools and high schools
- Long term recruitment starting as early as the 7th grade
- Teacher Magnet Schools - High schools designed to attract students who want to be teachers. The school teaches the normal high school curriculum, but also begins to teach teaching methods and pedagogy.
- High school partnerships with educator preparation Institutions. This sometimes emerges as a link between Grow Your Own programs at the district level and Minorities in Teaching Programs at the college level.
- Teaching Intern Programs where students begin supervised salaried teaching activities almost immediately and receive certification at the end of the program.
- Utilization of minority community representatives in the school district's recruitment activities.



- Inclusion of minority students in alternative licensure programs. These are most commonly used now to quickly license persons who have been trained as educators in other countries.
- Educator mentoring programs.
- Scholarships and subsidization of tuition costs.
- Offering an Introduction to Teaching Course as an elective in high schools.
- JTPA programs that cover the cost of methods courses for minority adults who already have college degrees.
- Providing a full teaching salary to aides while they are taking education courses.

Many of these ideas with slight adaptations could be used to encourage female students and adult women to enter school administration programs as well as to encourage male students and adult males into elementary teaching <sup>5</sup>.

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<sup>5</sup> Minority Educator Recruitment, American Association of Personnel Administrators, 1991

## VI. STATE LEVEL INTERVENTION

There have been a number of states that implemented state-level efforts to increase the diversity of their education workforce. These include the following:

- Alabama: A Minority Initiative Task Force was assigned by the State Board of Education and the State Department of Education has their recommendations under consideration. They included an Alabama Consortium for Minority Teacher Education, a one million dollar Ford Foundation Grant effort to produce 140 minority teachers by 1994. Alabama's study touched upon financial aid incentives, scholarship programs, flexible admissions criteria, partnerships, a statewide recruitment office, and future teacher programs.
- Colorado: The Colorado Department of Education has Minority Teacher Recruitment Project which has worked to access information for prospective minority teachers entering the teaching arena. Minority Teacher Recruitment Receptions are sponsored each year. The receptions afforded minority students the opportunity to make personal contact with the staff from local school districts, who are involved in hiring as well as with admissions officers and teacher education representatives from colleges and universities.
- Delaware: An Advisory Committee on the Recruitment of Educators is funded by the Governor through the Delaware Development Office. For the past three years one of the committee's priorities has been the recruitment of minority educators. Delaware has also resurrected a Future Educators of America program in its high schools. A staff member from the Department's Vocational Education Unit heads this project.
- Florida: The Florida Department of Education has a minority Recruitment Coordinator within the Department of Education. This person coordinates a statewide Future Teachers of America Project. The program provides education related career education information to secondary students. Local clubs provide students with opportunities for peer tutoring and counseling, as well as working as teacher aides.

- Georgia: The Department of Education has developed a minority recruitment model. Among the Department's efforts is the sponsorship of an annual minority educators's recruitment workshop. A Ford Foundation Consortium for Minority Teacher Education was developed among five Atlanta based colleges and universities.
- Hawaii: The Hawaii Department of Education has reactivated a system of Future Teacher of America Clubs in high schools across the state. They have also developed alternative routes to certification for foreign born citizens who were trained as educators in their native countries.
- Illinois: The Illinois State board of Education was instrumental in the recent passage of legislation requiring all school districts in the district to recruit and hire minority persons at every level of district employment. The State board of education has developed materials to assist districts in developing effective minority recruitment programs, and is assembling a variety of successful district models.
- Indiana: In addition to a Minority Teacher/Special Education scholarship program, Indiana offers Project SET (Student Exploratory Teaching) which resemble Future Teachers of America Clubs. These programs began with an initial grant from the Mellon Foundation and later picked up funding from the state legislature.
- Missouri: Under the Missouri Teacher Education Scholarship Program, the Missouri State Board of Education may set aside up to fifteen percent of the scholarships for awards to minority recipients.
- New Mexico: The Professional Licensure Unit along with the Professional Standards Commission has prepared a report for the New Mexico State Board of Education on the "Recruitment and Retention of Minority Educators"
- North Carolina: The state has a program called Project TEACH which can be replicated in any school district. The middle school component focuses on the parents of promising minority students. The high school component includes a summer seminar on a college campus and is followed by a Learning Teaching Adventure during the school year. A community based team helps prepare seniors in applying for and receiving state scholarships. There is also a Prospective Teacher Scholarship Loan Program for

students enrolled in one of North Carolina's approved teacher education institutions. Emphasis is placed on minority students wanting to enter the teaching profession.

Oklahoma: The Oklahoma Department of Education and the Oklahoma State Regents for Higher Education are involved in collaborative efforts through the Oklahoma Minority teacher Recruitment Center to improve minority teacher recruitment and retention.

South

Carolina: The state Legislature has appropriated \$753,396.00 to support a South Carolina Center for Teacher Recruitment. The Center is governed by a task force which includes representatives from the state education agencies, professional associations, colleges and universities, the legislature and business. The program includes

- Advertising and marketing
- A teacher job bank for in-state and out-of-state applicants
- Inservice Training
- Direct mail campaigns
- Alternative Certification Paths
- Teacher Loan Program
- Teacher Cadet program for high school juniors and seniors.
- Pro-Team Program to identify talented middle school students
- A South Carolina Teacher Forum
- A College Help Line to assist high school students interested in teaching
- Teacher in Residence Mentoring Programs

Tennessee: The State Department of Education has in partnership with the Tennessee Education Association developed a comprehensive minority recruitment program entitled "Partnership to Assist School Success" (PASS). The objective is to encourage more young minority men and women to choose teaching as a career. The program brings together young minority students with educator mentors.

The Tennessee Department of Education also has a pilot project matching grant program to Educator Preparation Agencies and a fellowship program. The fellowship

program provides \$5,000.00 scholarships for freshmen who enroll in teacher education programs and commit upon graduation to teach at least one year in a Tennessee Public School. Approximately twenty scholarships are funded each year.

Texas: The Texas Education agency has developed an alternative teacher certification program which has become a subject of considerable attention, research and recognition. Interns include minority candidates , often those strongly committed to a teacher career but who, for family and financial reasons, cannot afford to return full time to a traditional college program to obtain teacher credentials. Of the 1,280 interns across the state in 1991, 52% were either Hispanic or African Americans. The Division of Teacher Education has been given the responsibility for developing and implementing the program.

## VII. OPTIONS FOR ACTION

There are several alternative actions that can be taken to provide state leadership on a given issue. They include the following: (1) The development of legislation and regulations to require certain actions thereby stressing their importance; (2) Provide an appropriation of funds to serve as a catalyst for local action; (3) Monitoring issues and shining the spotlight of public scrutiny on an issue or a problem so that it cannot be ignored and (4) Providing information and training sessions statewide to convince local decision makers to commit resources and efforts to accomplish the desired objective. The following are alternative options for intervening at the state level to speed up the diversification of staff in Iowa schools.

- A. To request legislative appropriation to provide seed money to support local innovative programs to diversify their staffs. This money could be disseminated through grant applications to fund or partially fund collaborative recruitment efforts similar to the Metro Minority Recruitment Consortium; innovative "Grow Your Own" programs at the local school district level or innovative recruitment and support systems at the educator preparation program level.
- B. To request a legislative appropriation to establish a grant, scholarship, or loan forgiveness program for minority students, women in administration or men in elementary teaching. This program could be coordinated through the educator preparation system. It might consist of an educational loan program, which allows for a fixed reduction in loan repayment for each year the recipient spent working in an Iowa public school. It could be done as a tuition reduction program for students who make a commitment to teach in an Iowa school or, it could be designed similar to the old federal Teacher Corps program, which recruited persons with college degrees who wanted to teach, but had no teaching credentials. These individuals received tuition reimbursement and living expenses in return for immediate work as a classroom teacher with supervision, while they took their course work.
- C. Amend the current Iowa standards for accrediting Educator Preparation program to require affirmative efforts to recruit minority students into education programs, men into elementary teaching programs and women into educational administration programs. The standards could require educator preparation programs to coordinate their efforts with local district "Grow Your Own" programs. NCATE (North

Central Association for Teacher Education) already includes such a standard and agencies are strongly encouraged to make such outreach efforts through the current accreditation process. However, the current state standards for accreditation of educator preparation agencies have no such element in them. Adding it would convey the message that this is a state priority and cause all educator preparation agencies to pursue recruitment efforts more vigorously.

- D. To establish an alternative licensure program targeting persons who have successfully completed a teacher education program in another country. Currently many of these persons work in non-education jobs because their licenses are not recognized in the United States. The program could be taught in a condensed summer or semester session. The program might significantly reduce the shortage of teachers able to effectively serve Limited English Proficiency students in Iowa.
- E. To continue to network with other educational organizations to raise awareness about the issue of diversity in the educational workplace and the need for enhancing the diversity of the educational workforce. This might be accompanied by closer monitoring and reporting of data in educator preparation programs on the basis of race and gender.

