



Equal Employment Opportunity/ Affirmative Action Plan

2016-2018

The Grant Wood Area Education Agency shall extend equal opportunities in its employment practices, educational programs and services and shall not discriminate on the basis of color, gender, race, national origin, religion, creed, sexual orientation, gender identity, marital status, disability, socioeconomic background (for programs), age (for employment), veteran status (for employment) or as otherwise prohibited by law. If you believe you or your child has been discriminated against or treated unjustly, please contact the Agency's Equity Coordinator, Maria Cashman, at 319-399-6847 or 1-800-332-8488 or TDD 319-399-6766, Grant Wood AEA, 4401 Sixth St SW, Cedar Rapids, IA 52404.

Joseph Crozier, Administrator

Maria Cashman, Equity Coordinator

Plan submitted to Grant Wood AEA Board of Directors – July 27, 2016

**Grant Wood Area Education Agency
Equal Employment Opportunity/Affirmative Action (EEO/AA) Plan**

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Identification of the Equity Coordinator

Under Grant Wood AEA Board policy, responsibilities of the Equity Coordinator are assigned to the Associate Administrator.

Maria Cashman, Associate Administrator
Grant Wood Area Education Agency
4401 6th Street SW
Cedar Rapids IA 52404

1-319-399-6847
1-800-332-8488
TDD: 319/399-6766

Responsibilities of the Equity Coordinator

The Equity Coordinator is responsible for the continued development and coordination of equity efforts. These efforts include to:

1. Implement Agency's EEO/AA plan and ensure review and updating of plan every two years.
2. Review, coordinate and monitor equal employment opportunity and affirmative action efforts.
3. Facilitate the review, coordination and administration of equity compliance evaluation and monitoring systems, which includes quantitative analyses to determine whether under-representation and/or barriers to equal employment opportunity exist.
4. Review, coordinate and administer recordkeeping systems related to various aspects of civil rights compliance.
5. Review, coordinate and administer grievance procedures.
6. Process internal discrimination complaints in an effort to resolve at the local program level.
7. Identify problem areas and monitor steps to alleviate inequitable conditions and situations as they arise.
6. Provide technical assistance to administrators and board members.
7. Provide program development services to educators related to nondiscrimination.
8. Serve as training resource for service delivery staff and others regarding equity legislation.

Advisory Committee 2016-2018

Members of the Grant Wood Area Education Agency Equity Committee during this plan include:

Shawn Driscoll, Computer Services Consultant
Katy Lee, School Social Worker
Patrick Lussenhop, School Psychologist/Induction Lead
Randy Perkins, Vocational Services Instructor
Jackie Schreder, Human Resources Coordinator
Lynn Tiemann, Speech-Language Pathologist (ELL)
Brian Williams, Regional Administrator
Erika Zanka, Paraeducator

Advisory Committee Membership and Role

The Grant Wood Area Education Agency Board of Directors has established an advisory committee upon the recommendation of the Chief Administrator. Efforts shall be made for committee membership to include a balance of males and females, a person with disability(ies), and at least one person from each racial/ethnic minority group represented in the regional population. If there are no minority group members available locally, minority resource persons may be invited to communicate about the Agency's activities on an annual basis. Efforts will also involve expansion of membership to include greater diversity and representation from client schools and/or the community.

The committee will establish procedures for frequency of meetings and meeting times. Written agendas and minutes will be completed/recorded.

Committee members will be made aware of their advisory capacity and that the administration may not carry out all of the recommendations. At the same time, administration recognizes the responsibility to seriously consider all recommendations made by the committee.

In an effort to keep the committee well informed, administration will provide committee members with copies of federal and state legislation, rules, and guidelines related to equal employment opportunity and affirmative action.

Among the specific responsibilities of the committee should be the following:

- Provide periodic review of and support for the EEO/AA Plan.
- Monitor issues of community interest and concern related to equity in employment, programs and services and provide pertinent information to the administration and board.
- Relay information on employment equity activities to the community at large.
- View all Agency employment policies and practices to assess the degree to which they promote multicultural and gender-fair concepts.
- Promote positive intergroup relations within the community, as well as to foster positive intergroup understanding and skills among the employees and the community.
- Assist the Agency in building a more inclusive workforce and promoting cultural proficiency.
- Make recommendations to the Agency Board and Administration regarding equity issues related to employment, programs and services.
- Alert Equity Coordinator of conditions or situations of concern.

Advisory Committee Recommendations for 2016-2018

The committee has reviewed Agency practices and data indicators and determined proposed goals for 2016-18.



Administrator's Statement

July 2016

Grant Wood Area Education Agency reaffirms our commitment to promote fair employment practices, value diversity and provide a supportive work environment. To actively implement these efforts, we will assure that:

- 1) Equal employment opportunity for applicants and employees are provided without regard to color, gender, race, national origin, religion, creed, age, sexual orientation, gender identity, marital status, disability, veteran status or as otherwise prohibited by law. Placement decisions are based solely on an individual's qualifications and skills for the position being filled.
- 2) Other personnel actions such as compensation, benefits, assignments, transfers, layoffs, recalls, and Agency sponsored programs and activities are administered without regard to color, gender, race, national origin, religion, creed, age, sexual orientation, gender identity, marital status, disability, veteran status or as otherwise prohibited by law.

The Equal Employment Opportunity/Affirmative Action plan contained herein helps guide our work in this effort. This plan is intended to support affirmative action practices where appropriately qualified women, men, minorities and/or persons with disabilities are under-represented. Reasonable accommodations will be provided whenever possible in our efforts to advance employment opportunities for persons with disabilities. Equal opportunity shall also be extended to programs and services.

Agency administration values and respects the strength of diverse perspectives and has a strong commitment to equal opportunity and affirmative action. The continued assistance, support and leadership from all Agency staff is needed and expected for attaining the objectives of equal opportunity and advancing the ongoing progress of affirmative action.

Sincerely,

A handwritten signature in cursive script that reads "Joseph M. Crozier".

Joseph M. Crozier
Chief Administrator

Overview

The Grant Wood Area Education Agency Equal Employment Opportunity/Affirmative Action Plan includes the Board policies, duties of the coordinator and committee, quantitative and qualitative analyses, plus the goals for action. The Board policies establish the legal foundation. The regulations that accompany the policies outline an administrative procedure to implement the Board policies.

Board Policies

Following are the Grant Wood Area Education Agency's Equal Employment Opportunity/Affirmative Action policies and their accompanying administrative regulations. These policies and administrative regulations are reviewed by the Grant Wood AEA Board of Directors as part of their ongoing review of board policies and include:

Policy #4119 Equity in Employment, Programs and Services (includes procedure for complaints of discrimination in Agency programs or services)

Policy #4120 Agency Personnel: Equal Employment Opportunity and Affirmative Action

Policy #4123 Agency Personnel: Harassment or Bullying

Equity in Employment, Programs and Services Policy # 4119

Date Adoption: October 15, 1987
Date Modified: December 15, 1993
Date Reviewed: May 21, 1997
Date Modified: April 21, 1999
Date Modified: May 15, 2002

Date Modified: May 10, 2006
Date Modified: July 18, 2007 (3000 Series)
Date Modified: November 13, 2007 (4000 Series)
Date Reviewed: February 8, 2012
Date Modified: May 11, 2016

The Grant Wood Area Education Agency shall extend equal opportunities in its employment practices, educational programs and services and shall not discriminate on the basis of color, gender, race, national origin, religion, creed, sexual orientation, gender identity, marital status, disability, socioeconomic background (for programs), age (for employment), veteran status (for employment) or as otherwise prohibited by law.

The Agency shall provide for a fair, supportive and non-discriminatory work and learning environment and prohibits discrimination on the basis of protected individual characteristics.

There is a grievance procedure for processing complaints of discrimination. Any complaint of alleged discriminatory conduct shall be properly investigated in a reasonably prompt time frame.

Discrimination or retaliation against any person because the person has filed a discrimination complaint or assisted or participated in such an investigation or proceeding is prohibited. Discrimination or retaliation by an Agency employee is misconduct. An employee who violates this policy may be subject to disciplinary action, up to and including termination.

The Board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the Agency to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

*Legal Reference: Iowa Code (2015) Ch 19B, 20, 35C, 73, 216, 256, 280.
Sec 504, Vocational Rehabilitation Act of 1973, Sec 84.4(a) and 84.8(a).
Title IX of the Educational Amendments of 1972, Sec 86.9(a).
Office of Civil Rights Guidelines for Vocational Educ, Sec IV.*

Equity in Employment, Programs and Services

Administrative Regulation # 4119A

Date Adopted: October 15, 1987	Date Reviewed: September 20, 2006
Date Modified: October 31, 1991	Date Modified: November 13, 2007
Date Modified: December 15, 1993	Date Modified: April 16, 2008
Date Reviewed: May 21, 1997	Date Modified: February 8, 2012
Date Modified: May 15, 2002	Date Modified: May 11, 2016
Date Reviewed: May 10, 2006	

Any complaint of alleged discriminatory conduct or practices, or any dispute involving the interpretation or application of this policy shall be processed by the Agency in accordance with this grievance procedure. If there is a grievance or one has questions regarding these procedures, the following information may be used to contact the Equity Coordinator:

Name: Maria Cashman, Associate Administrator
Office Address: 4401 6th St SW, Cedar Rapids, IA 52404
Phone Number: 319/399-6847
Email: mcashman@gwaea.org
Office Hours: 8 a.m. to 4:30 p.m., Monday through Friday

Employees, students, parents of students, and applicants for employment in the Agency may file a formal complaint alleging discrimination. If appropriate, the Agency will take steps to prevent the recurrence of discrimination and to correct discriminatory effects on the Complainant and others.

A Complainant may attempt to resolve the problem informally by discussing the matter with an Agency supervisor. However, the Complainant has the right to end the informal process at any time and pursue the formal grievance procedures outlined below. Use of the informal or formal grievance procedure is not a prerequisite to the pursuit of other remedies. Please note that an informal process is not to be used in certain circumstances (e.g., sexual harassment and sexual assault).

For complaints related to a child's disability, the complaint is not resolved through this complaint procedure. Rather, the parents have a right to initiate due process procedures under the Iowa Rules of Special Education to resolve the issue. The due process procedures are available from the AEA staff member(s) involved or their immediate supervisor.

Filing a Complaint

When a Complainant wishes to pursue a formal complaint, he/she may do so by filing a signed, written complaint with the Agency's Equity Coordinator. The complaint will state the nature of the complaint and the remedy requested. Written complaints are to be filed within 25 business days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of the occurrence. The Equity Coordinator will assist the Complainant as needed.

Investigation

Within 15 business days, the Equity Coordinator will begin the investigation of the complaint or appoint a qualified person to undertake the investigation (hereinafter "Equity Coordinator"). If the Complainant is under 18 years of age, the Equity Coordinator shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, the individual named in the complaint (Respondent), or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

- A request for the Complainant to provide a written statement regarding the nature of the complaint;

- A request for the Respondent to provide a written statement;
- A request for witnesses identified during the course of the investigation to provide a written statement;
- Interviews of the Complainant, Respondent, or witnesses;
- An opportunity to present witnesses or other relevant information; and
- Review and collection of documentation or information deemed relevant to the investigation.

Within 60 business days of beginning the investigation, the Equity Coordinator shall complete the investigation and issue a report with respect to the findings.

The Equity Coordinator shall notify the Complainant and Respondent of the findings within 5 business days of completing the written report. Notification shall be by U.S. mail, first class.

Decision and Appeal

The complaint is closed after the Equity Coordinator has issued the report, unless within 10 business days after receiving the decision, either party appeals the decision to the Chief Administrator by making a written request detailing why he/she believes the decision should be reconsidered. The Equity Coordinator will promptly forward all materials relative to the complaint and appeal to the Chief Administrator. Within 30 business days, the Chief Administrator shall affirm, reverse, amend the decision, or direct the Equity Coordinator to gather additional information. The Chief Administrator shall notify the Complainant, Respondent, and the Equity Coordinator of the decision within 5 business days of the decision. Notification to the Complainant and Respondent shall be by U.S. mail, first class.

The decision of the Chief Administrator shall be final.

The decision of the Chief Administrator in no way prejudices or denies the right of the Complainant to file formal complaints with the Iowa Civil Rights Commission, the Federal Office of Civil Rights, the Iowa Department of Education or other agencies available for mediation or rectification of civil rights complaints, or to seek private counsel for complaints alleging discrimination.

This policy and procedures are to be used for complaints of discrimination, in lieu of any other general complaint procedures that may be available.

If any of the stated timeframes cannot be met by the district, the district will notify the parties and pursue completion as promptly as possible.

Retaliation against any person, because the person has filed a complaint or assisted or participated in an investigation, is prohibited. Persons found to have engaged in retaliation shall be subject to discipline.

Legal Reference: Sec 504 of the Vocational Rehab Act (1973) Sec 84.4(a) and 84.8(a).

Title II of ADA, Title VII of the 1964 Civil Rights Act

Title IX of the Educational Amendments of 1972, Sec 86.9(a)

Iowa Code (2015), Ch 19B, 20, 35C, 73, 216, 256, 280

Agency Personnel: Equal Employment Opportunity and Affirmative Action Policy # 4120

Date Adopted:	May 16, 1984	Date Modified:	May 10, 2006
Date Modified:	April 16, 1990	Date Reviewed:	October 18, 2006
Date Reviewed:	March 16, 1994	Date Modified:	July 18, 2007
Date Modified:	March 19, 1997	Date Modified:	April 16, 2008
Date Reviewed:	November 15, 1999	Date Modified:	June 12, 2013
Date Modified:	November 18, 2002	Date Modified:	May 11, 2016

The Agency shall actively promote fair employment practices to attract quality individuals and will administer equal opportunity and affirmative action efforts in the recruitment, hiring assignment and advancement of employees.

An individual shall be provided equal employment opportunities regardless of color, gender, race, national origin, religion, creed, age, sexual orientation, gender identity, marital status, disability, veteran status or as otherwise protected by law. Affirmative action will be taken in job categories where appropriately qualified women, men, minorities, and persons with disabilities are underrepresented.

To ensure fair, consistent and nondiscriminatory hiring practices, Administration will implement standard selection procedures.

The Associate Administrator will serve as Equity Coordinator. The Equity Coordinator will have the responsibility for coordinating the development and ongoing implementation of the Equal Employment Opportunity and Affirmative Action (EEO/AA) Plan. The EEO/AA Plan will be reviewed and approved by the Board at least every two years.

Legal Reference: Iowa Code (2015), Ch. 19B.11

Agency Personnel: Equal Employment Opportunity and Affirmative Action Administrative Regulation #4120A

Date Adopted:	April 16, 1990	Date Reviewed:	May 10, 2006
Date Reviewed:	March 16, 1994	Date Modified:	July 18, 2007
Date Modified:	March 19, 1997	Date Modified:	April 16, 2008
Date Modified:	November 15, 1999	Date Reviewed:	June 12, 2013
Date Modified:	November 18, 2002	Date Modified:	May 11, 2016

To advance the Agency's commitment to equal employment opportunity, affirmative action and diversity, the Agency shall support ongoing training for those who are charged with the administration of Agency policies. Training may also be made available to other interested employees to further develop cultural competence within the Agency.

The Agency's complaint procedures (Policies/Regulations #4119) provide a reasonable and timely process to address complaints relating to alleged violations of this policy. Inquiries regarding compliance with this policy or complaints related to this policy may also be directed to the Equity Coordinator or local, state or federal offices (Policy/Regulation #4119).

Legal Reference: Iowa Code (2015), Ch. 19B.11

29 U.S.C. Sct 621-34

42 U.S.C. Sct 2000e et seq.

281 Iowa Adm Code 11.4; 12.4; 84-88; 95

Agency Personnel: Harassment or Bullying Policy # 4123

Date Adopted:	April 16, 1984	Date Modified:	May 10, 2006
Date Reviewed:	April 20, 1994	Date Modified:	November 13, 2007
Date Modified:	January 15, 1997	Date Modified:	February 8, 2012
Date Modified:	December 15, 1999	Date Modified:	May 11, 2016
Date Modified:	January 15, 2003		

To promote a fair, supportive and safe work and school environment, harassment or bullying of individuals is prohibited by federal, state and local policy and shall not be tolerated in the Agency. Agency employees, volunteers and students on Agency property, premises, vehicles or facilities or while engaged in Agency business or present at any Agency function or Agency-sponsored activity shall not engage in harassing or bullying behavior and shall not engage in reprisal, retaliation or false accusation against a victim, witness or an individual who has reliable information about an act of harassment or bullying. (Volunteer means an individual who has regular, significant contact with students.) This policy is also in effect for others doing business with or performing services for the Agency or if the misconduct directly affects the good order, efficient management and welfare of the Agency.

The Agency shall take action deemed appropriate to protect individuals from harassment or bullying.

The Agency shall promptly and reasonably investigate allegations of harassment or bullying. The Equity Coordinator or designee shall be responsible for handling all complaints alleging harassment or bullying. Any employee or volunteer whose behavior is alleged to be in violation of this policy shall be subject to the grievance procedure for processing complaints under Administrative Regulation #4119 (allegations by employees or volunteers) or Administrative Regulation #4123B (allegations by students), as appropriate. Allegations of harassment or bullying by students or others doing business with or performing services for the Agency shall be promptly reported to the appropriate authorities.

Any person who promptly, reasonably and in good faith reports an incident of harassment or bullying under this policy to an Agency official shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial or other proceeding related to the report.

Retaliation against any person because the person has filed a harassment or bullying complaint or assisted or participated in such an investigation or proceeding is also prohibited. Individuals who knowingly file false harassment or bullying complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy.

Harassment or bullying by an Agency employee is misconduct. An employee who violates this policy may be subject to disciplinary action, up to and including termination. A volunteer who violates this policy may be subject to measures up to and including exclusion from Agency property. A student who violates this policy may be disciplined by appropriate measures up to and including suspension and expulsion.

This policy shall be available on the Agency's web site and, at least annually, the policy shall be communicated through the Agency newsletter.

*Legal Reference: Sec 703, Title VII 29 Code of Federal Regulations
Chapter XIV, Section 1604.11*

Agency Personnel: Harassment or Bullying Administrative Regulation # 4123A

Date Adopted:	April 16, 1984	Date Modified:	May 10, 2006
Date Reviewed:	April 20, 1994	Date Modified:	July 18, 2007
Date Modified:	January 15, 1997	Date Modified:	November 13, 2007
Date Modified:	December 15, 1999	Date Reviewed:	February 8, 2012
Date Modified:	January 15, 2003	Date Modified:	May 11, 2016

Harassment against individuals includes unwelcome behavior related to, but not limited to, color, gender, race, national origin, religion, creed, age, sexual orientation, gender identity, marital status, disability, veteran status or as otherwise prohibited by law.

Harassment against students also includes bullying, hazing or other victimization of students based on any of the following actual or perceived traits or characteristics, including but not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status or familial status.

Other types of harassment against individuals may include, but not be limited to, sexual harassment, jokes, stories, pictures, objects, verbal or nonverbal communications or actions that are offensive, tend to alarm, annoy, demean, intimidate, abuse, pose a threat of bodily injury or have the purpose or effect of causing injury, discomfort, fear or suffering to the victim(s).

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or student's education,
- submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or student's academic performance by creating an intimidating, hostile or offensive environment.

The Agency's grievance procedures provide a prompt means to consider complaints relating to alleged harassment. (See Administrative Regulation #4119A for allegations by employees or volunteers or Administrative Regulation #4123B for allegations by students). Inquiries or complaints may also be directed to the Equity Coordinator or local, state or federal offices (Policy/Regulation #4119).

Legal Reference: Sec 703, Title VII

Agency Personnel: Harassment or Bullying against Students **Administrative Regulation # 4123B**

Date Adopted: November 13, 2007
Date Modified: February 8, 2012
Date Modified: May 11, 2016

Harassment or bullying against students includes any electronic, written, verbal or physical act or conduct toward a student based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities or privileges provided by a school.

"Electronic" means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging or similar technologies.

In situations between students and Agency officials, staff or volunteers who have direct contact with students, bullying or harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Students who feel that they have been harassed should:

- Tell a teacher, counselor or administrator; and
- Write down exactly what happened, keep a copy and give another copy to the teacher, counselor or administrator including:
 - What, when and where it happened;
 - Who was involved;
 - Exactly what was said or what the harasser did;
 - Witnesses to the harassment;
 - What the student said or did, either at the time or later;
 - How the student felt; and
 - How the harasser responded.

Filing a Complaint

Students who believe they have been harassed or bullied by an Agency employee or volunteer may notify Maria Cashman, the Equity Coordinator and designated investigator, to file a written complaint. A designee may be appointed as an alternate investigator. Complaints are to be filed within 25 business days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of the occurrence. The Complainant will state the nature of the complaint and the remedy requested. The investigator may request the Complainant turn over evidence of the harassment, including but not limited to letters, tapes or pictures. The Complainant shall be given a copy of the completed complaint. Information received during the investigation is to be kept confidential to the extent possible.

The investigator or the individual's supervisor has the authority to initiate an investigation in the absence of a written complaint.

Investigation

Within 15 business days upon receipt of the complaint, the investigator shall begin the investigation. The investigator shall interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate. The investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes harassment or bullying.

Decision

Within 60 business days of beginning the investigation, the investigator shall make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the supervisor.

Following receipt of the investigator's report, the supervisor may investigate further, if deemed necessary, and make a determination of any appropriate additional steps that may include discipline.

Prior to the determination of the appropriate remedial action, the supervisor may, at the supervisor's discretion, interview the complainant and the alleged harasser. The supervisor shall file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator shall receive notice as to the conclusion of the investigation. The investigator shall maintain a log of information necessary to comply with the Iowa Department of Education reporting procedures.

Conflicts

If the investigator is a witness to the incident, the alternate investigator shall investigate.

Communication

These procedures will be communicated to staff at least annually and will be available to the public on the Agency's web site.

Legal Reference: Sec 703, Title VII

Workforce Analysis

An analysis of the Agency's workforce was completed. Each employee is asked to submit data on gender, race/ethnicity, and disability at the time of hire. Disabled employees primarily reflect those who have self identified, and the Agency has not required the filing of an accommodation request through ADA to be classified as disabled. For confidentiality reasons, only a total number of disabled are reported rather than by category.

Work Force: 2015-2016

Job Categories	Total		Gender				Ethnicity				Disability			
	#	%	M		F		White		Minority		Y		N	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Craft Workers	0	0	0	0	0	0	0	0	0	0				
Office Clerical	35	7.2	2	0.4	33	6.8	35	7.2	0	0.0				
Officials & Mgrs	29	6.0	8	1.6	21	4.3	29	6.0	0	0.0				
Professionals	353	72.6	36	7.4	317	65.2	343	70.6	10	2.1				
Technicians	69	14.2	9	1.9	60	12.3	67	13.8	2	0.4				
TOTAL	486	100	55	11.3	431	88.7	474	97.5	12	2.5	7	1.4	*447	92.0

*32 declined to disclose (6.6%)

Work Force: 2014-2015

Job Categories	Total		Gender				Ethnicity				Disability			
	#	%	M		F		White		Minority		Y		N	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Craft Workers	0	0	0	0	0	0	0	0	0	0				
Office Clerical	35	7.0	2	0.4	33	6.6	34	7.0	1	0.2				
Officials & Mgrs	30	6.0	8	1.6	22	4.4	30	6.0	0	0.0				
Professionals	359	71.6	39	7.8	320	63.9	349	69.7	10	2.0				
Technicians	77	15.4	14	2.8	63	12.6	74	14.8	3	0.6				
TOTAL	501	100.0	63	12.6	438	87.4	487	97.2	14	2.8	8	1.6	*458	91.4

*35 declined to disclose (7.0%)

Work Force 2013-2014

Job Categories	Total		Gender				Ethnicity				Disability			
	#	%	M		F		White		Minority		Y		N	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Craft Workers	0	0	0	0	0	0	0	0	0	0				
Office Clerical	34	6.9	1	2.9	33	97.1	34	100.0	0	0				
Officials & Mgrs	29	5.9	9	31.0	20	69.0	29	100.0	0	0				
Professionals	357	72.7	42	11.8	315	88.2	346	96.9	11	3.1				
Technicians	71	14.5	12	16.9	59	83.1	69	97.2	2	2.8				
TOTAL	491	100.0	64	13.0	427	87.0	478	97.4	13	2.6	7	1.4	*452	92.1

*32 declined to disclose (6.5%)

Work Force 2012-2013

Job Categories	Total		Gender				Ethnicity				Disability			
	#	%	M		F		White		Minority		Y		N	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Craft Workers	0	0	0	0	0	0	0	0	0	0				
Office Clerical	36	7.7	1	2.8	35	97.2	36	100.0	0	0				
Officials & Mgrs	29	6.2	8	27.6	21	72.4	29	100.0	0	0				
Professionals	332	70.8	43	13.0	289	87.0	323	97.3	9	2.7				
Technicians	72	15.4	13	18.1	59	81.9	70	97.2	2	2.8				
TOTAL	469	100.0	65	13.9	404	86.1	458	97.7	11	2.3	8	1.7	*424	90.4

*37 declined to disclose (7.9%)

Relevant Labor Market

The Grant Wood Area Education Agency (GWAEA) Equity Advisory Committee utilized Iowa Affirmative Action Data, available from Iowa Workforce Development at www.iowaworkforce.org, which includes 2015 Laborshed Studies (availability of labor by a specific area or region and workforce characteristics of the local market) and EEO Detailed Census Occupation tabulations based on Worksite Geography.

When recruiting for staff vacancies, local, regional and/or national searches are conducted depending on the job category of the vacancy. Questions regarding relevant labor market (below) are utilized when conducting searches. Recruitment activities consider the goals established to affirmatively recruit qualified women, men, members of diverse racial/ethnic groups, and persons with disabilities for job categories where under-representation is indicated.

Factors for Determining Our Relevant Labor Market for Recruitment

The Grant Wood Area Education Agency recruits employees from a wide variety of locations. All job openings are posted on TeachIowa.gov, a centralized statewide education job posting system. In most circumstances, additional advertising for hourly staff will occur locally; regional and/or national searches may be conducted for contracted, salaried and management staff.

The following questions are asked when determining the labor market in which to advertise for new candidates.

1. Where do current employees live?
2. What are the required qualifications for this position?
3. Where may persons who hold those qualifications reside?
4. Are internal candidates an option for the position?
5. Will the location where we choose to advertise provide us an adequate supply of candidates?
6. What are the race and gender characteristics of people from that location who possess the qualifications?
7. Will the successful candidate be within commuting distance?
8. Would a candidate move from a distant location to take a position?
9. What recruitment mechanisms have been used in the past?

Promotability Analysis

Employment actions involving transfer, promotion and re-assignment are based on employee qualifications and the needs of the Agency, in accordance with policies established by the Board. External and internal opportunities are communicated and all interested employees may apply for consideration. Vacancies and assignment openings are updated and communicated on a daily basis as openings are available. No problem areas or barriers to equal opportunity have been identified.

Mobility Analysis

A mobility analysis is completed every two years with the intent to examine staff advancement within the Agency. Staff advancement includes an increased pay level, a change in employee classification, and/or a voluntary change of job category. As a result, advancement may also include lateral changes, which are noted in the analysis. The analysis will help reveal if barriers exist in the advancement of current employees.

For the three prior reporting periods, of the total staff who experienced mobility on a lateral or advanced basis, the following reflects the percentage of that total in under-represented categories related to ethnicity and/or disability:

2008-10	2.6%
2010-12	0.0%
2012-14	5.0%

For 2014-16, 2.9% of staff who experienced lateral or advanced mobility were in under-represented categories. This data point comparably reflects the composition of Agency staff during this timeframe, and no problem areas or barriers to equal opportunity were identified.

When reviewing mobility data based on gender over the 2014-16 review period, males represented 5.8% of the staff changes. On average, the total percentage of all male employees for this timeframe was 12.0%. When analyzing the mobility related to promotions, males represented 33.3% of these advancements. No problem areas or barriers to equal opportunity were identified.

Vacancy Analysis

In addition to local demographics, vacancy analysis is another consideration in the adoption of numerical goals. The vacancies for the past two years were examined by employee group. Projected vacancies for the next two years were based on the average number of vacancies per year over the past five-year period.

Quantitative Analysis: Progress toward Reaching 2014-16 Numerical Goals

The table below depicts the Numerical Goals that had been established for the 2014-16 EEO/AA Plan. As indicated in the shaded area, two of the four numerical goals were achieved.

Job Category	Under-Representation	Projected Vacancies Based on 5-Yr Average	2014-16 Numerical Goal	Results	Actual Vacancies	# of Applicants	Applicant Representation
Office/clerical	Ethnic Minority, Disabled, Gender (male)	4	1 ethnic minority, disabled or male	Met (Hired 1 male)	10	234	6 non-white (2.6%) 6 male (2.6%) disabled (NA) (100% responded)
Professional	Ethnic Minority, Disabled, Gender (male)	67	3 ethnic minority, disabled or male	Met (Hired 2 disabled, and 3 male)	57	342	6 non-white (1.8%) 46 male (13.5%) disabled (NA) (100% responded)
Officials/managers	Ethnic Minority, Disabled	3	1 ethnic minority or disabled	Not met	3	42	1 non-white (2.4%) 22 male (52.4%) disabled (NA) (100% responded)
Technicians	Ethnic Minority, Disabled	15	2 ethnic minority or disabled	Not met	22	315	15 non-white (4.8%) 81 male (25.7%) disabled (NA) (100% responded)

Proposed Numerical Goals 2016-2018

Under-representation occurs when individuals in a protected class are employed at a rate below their availability in the work force. Based on Iowa Affirmative Action data currently reflected in U.S. Census data accessible from Iowa Workforce Development, the total minority labor force available for the State of Iowa is 8.4%. The total minority labor force available for Linn and Johnson counties is 7.3% and 12.9% respectively. In 2015-16 the total minority population employed by the Agency is 2.5% (which compares to recent years as follows: 2.8% in 2014-15; 2.6% in 2013-14 and 2.3% in 2012-13). The Agency minority population has been 2.0% or higher since 2011-12.

Iowa is far less racially diverse than the nation as a whole, with the State of Iowa reporting 91.6% of its population reporting as white, compared with 68.2% nationwide. This fact is compounded by the notable probability that the availability of minorities qualified to work in the particular occupations of the Agency is

lower than the total minority work force. It can be reasonably speculated that one major barrier for making progress in minority staffing is 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.

Based on workforce and vacancy analyses, as well as state and local demographic data, the previous areas identified for under-representation still exist and the Equity Advisory Committee proposes the following numerical goals continue and be retained for the new plan:

Job Category	Projected Vacancies Based on Past 5 Year Average	2014-16 Numerical Goal
Office/clerical	7	<i>1 individual</i> from one or more of the following under-represented groups: ◆ Gender (male) ◆ Ethnic Minority ◆ Disability
Professional	66	<i>3 individuals</i> from one or more of the following under-represented groups: ◆ Gender (male) ◆ Ethnic Minority ◆ Disability
Officials/managers	4	<i>1 individual</i> from one or more of the following under-represented groups: ◆ Ethnic Minority ◆ Disability
Technicians	18	<i>2 individuals</i> from one or more of the following under-represented groups: ◆ Ethnic Minority ◆ Disability

Review Progress toward Qualitative Goals for 2014-16 EEO/AA Plan

1. Continue exploring options for **broadening the recruitment “net”** to engage and communicate with under-represented individuals and groups and further promote an inclusive community.

Results:

- All job vacancies are posted on Teach Iowa, a statewide system administered by the BoEE and DE. Teach Iowa provides a single source for all PK-12 public education job openings and is accessible via the DE’s internet site. The system and each job posting on the system include a statement that employers on the system will not discriminate in hiring. The Agency’s job openings are dually posted on the Agency web site.
- Dedicated FTE has been retained to support hiring and induction within the Agency. Currently, 1.4 FTE is allocated to internal mentoring and induction support. Two regional administrators co-lead the hiring process for all contracted staff positions.
- To proactively recruit for the future, Management Links and discipline teams continue their efforts to work directly with key institutions and/or community partners to build/establish relationships and work collaboratively in supporting a variety of field placements for internships, practicums and field experiences. Management Links have discretion to determine with their discipline teams the level of support they can provide for student experiences while maintaining quality services.
- Continuing efforts have been made to recruit and select mentors with diverse backgrounds, varied demographics and broad representation of experiences.
- Recruitment materials are available for conferences, job fairs and/or targeted college visits by discipline group teams.

2. Identify **visible professional development opportunities** to build cultural awareness and embed and align a cultural proficiency focus for region, discipline and individual growth.

Results:

- The Professional Development Office offered 18 courses and/or workshops related to the area of diversity or cultural competence. Of the 18 opportunities available, only one event was cancelled due to lack of enrollment. For the 17 activities that were held, the number of AEA and/or LEA participants who attended ranged from 6 to 36, with an average of 18 participants per session.
 - Topics made available during 2014-16 include Exploring Diversity/Enhancing Equity; Working with Diverse Learners; Iowa Culture and Language Conference; RESPECT (Recognizing Everyone's Strengths by Peacebuilding, Empathizing, Communicating and Trustbuilding); Global Education Institute for Teachers; EBIS Bullying Intake and Investigation Training; Diversity in Early Childhood; Educational Equity; Poverty and the Effects on Children; Tools and Strategies to Meet the Needs of ELLs; and Human Relations Training.
 - The approved Teacher Quality project to provide training about the racial and ethnic achievement gap through study circles was tabled, due to the departure of both internal and external facilitators for the series.
3. Promote **connections with other community organizations** to learn from the successes of others, to enhance and advance opportunities for professional development, to promote diversity in education and to support a culturally responsive work environment.

Results:

- All organizational levels of the Agency are actively engaged in promoting partnerships and connections for the purpose of advancing equitable and effective services. A few of these examples include broad representation on advisory committees and/or community teams, cooperative purchasing to support ELL services and collaborative partner supports for at-risk early learners.
 - The Agency Chief Administrator directly serves as a member of a civic board and a cooperating coalition to support community efforts to identify challenges children and/or families encounter and develop strategies to support success. These partnerships include:
 - Board member, Diversity Focus
 - Community coalition member, Reading into Success
 - An additional .5 FTE will be committed for ELL supports beginning 2016-17.
4. Develop a **feedback and measurement system** to monitor growth and progress towards cultural proficiency.

Results:

- Professional development offerings are routinely evaluated by participants following each session, and this existing structure further enhances planning for future offerings.
- The Teacher Quality study circle proposal was identified through an Agency-wide equity needs assessment. Options for providing the study circle sessions will be reviewed and, as applicable, intended outcomes may be measured through pre and post surveys of participants.

Proposed 2016-18 Qualitative Goals & Strategies

Vision for the work: *Grant Wood AEA will work to provide an environment that is culturally proficient by continually developing workplace skills and practices to ensure equity of service and an inclusive community.* This vision serves as the foundation for continuing the following qualitative goals:

1. Continue exploring options for **broadening the recruitment “net”** to engage and communicate with under-represented individuals and groups and further promote an inclusive community.
2. Promote **visible professional development opportunities** to build cultural awareness and support a cultural proficiency focus for region, discipline and individual growth.
3. **Explore additional resources available through community organizations** to learn from the successes of others, enhance and advance opportunities for professional development, increase awareness and understanding regarding emerging issues, promote diversity in education and support a culturally responsive work environment.
4. Review existing **feedback and measurement system(s)** to consider potential enhancements for monitoring growth and progress towards cultural proficiency.

Plan Distribution

The Grant Wood Area Education Agency shall disseminate the Equal Employment Opportunity/Affirmative Action Plan and policies as follows:

- ◆ An electronic copy of the plan will be provided to each Grant Wood AEA Board Member.
- ◆ A copy of the plan will be available for public use and accessible on the Agency web site.
- ◆ Following approval from the Board, Agency employees will be notified of the adopted plan and its locations via internal newsletters.
- ◆ A copy will be made available to the Iowa Director of Education upon request.
- ◆ The Agency’s EEO/AA policy statement shall be distributed to all applicants for employment and, on an annual basis, to employees, recruitment sources and the public.

Policy Statement Distribution

The Agency’s EEO/AA policy statement is distributed to all applicants for employment and, on an annual basis, to employees, recruitment sources and the public via notice in newspapers of the 7-county area.

Physical Facilities Summary

1. **4401-6th St SW, Cedar Rapids, Iowa:** This is the main facility for the Agency. Parking for persons with disabilities and an elevator provide access to second floor. Also, signage is provided to accommodate the needs of all individuals.
2. **1120-33rd Ave SW, Cedar Rapids, Iowa:** This building is comprised of business condominiums and the Agency owns the first and second floors of the office complex. An elevator provides access to the second floor and signage is provided to accommodate the needs of all individuals. Plans are underway for potential renovations of conference space on the second floor, and ongoing needs and/or improvements to the facility continue to be considered and explored as warranted.
3. **2301 Oakdale Blvd, Coralville, Iowa:** This building was newly constructed in 2015 and occupancy is in partnership with the U of I and Kirkwood Community College. Agency work spaces are located on the 5th floor. Parking is available for persons with disabilities, an elevator provides access to all floors and as a new facility all physical features are fully compliant with accessibility requirements.