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AN ASSESSMENT OF AN URBAN SCHOOL DISTRICT'S COMPLIANCE
WITH ITS EQUAL EMPLOYMENT OPPORTUNITY—
AFFIRMATIVE ACTION PROGRAM

by

Patsy Ann Fox

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
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Patsy Ann Fox
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CHAPTER I

RATIONALE FOR INTERNSHIP

Introduction

This report describes an internship experience completed in the Personnel Department, Grand Rapids Public Schools (GRPS), during the spring of 1980. Grand Rapids Public Schools serves a metropolitan area of 500,000 people, racial composition being greatly impacted by Vietnamese and Hispanics moving into this geographical area. In 1979-80, it provided educational services to 13,389 K-12 students, 12,156 handicapped individuals ages 0-25, 10,000 full and part-time college students, and 7,311 students in adult education. Community education was an expansive program serving handicapped and non-handicapped residents of Grand Rapids, utilizing 275 sites, 38 administrators, and 800 teachers on a part-time basis. GRPS also provided services to private and parochial schools on shared time basis which meant that services were provided at no cost and were provided on a part-time basis to students by professionals, such as, reading consultants, school social workers, school psychologists, and others. Nonpublic school enrollment was 10,000 K-12 students of which 490 received services. Community education provided services to 1,660 adults also on a shared time basis.

To utilize Grand Rapids Public Schools as an internship site was based on the intern's decision to pursue broad experiences in a large comprehensive school system. Four factors guided the selection of GRPS:
1. The population of the educational service area was multi-ethnic, encompassing Blacks, Hispanics, Vietnamese, Asian, Indian, and others.

2. The potential work force availability data shared by the Michigan Employment Security Commission (MESC) indicated there was 30.3% availability of women and 5.3% availability of minorities (ethnics) for professional positions, 16.4% availability of women and 3.4% availability of minorities (ethnics) for administrative positions in the metropolitan area of Grand Rapids (Dow & Matthews, 1978, p. 17). Available work force data had not been collected and compiled for paraprofessional positions, nor for handicapped persons by MESC as of January 8, 1980.

3. GRPS had developed an Equal Employment Opportunity-Affirmative Action Program which was implemented through the adoption of Policy 1150.1, Responsibility of School Personnel—Equal Opportunity, on January 5, 1976 (Dow & Matthews, 1978, pp. 1-2). Although Policy 1150.1 was not adopted until 1976, prior to that time there had been a firm verbal commitment to the hiring of ethnic minorities by then Superintendent Philip Runkel.

4. The intern's familiarity with GRPS in general could facilitate access to information, expert resources, and use of technological aids if necessary.

The aforementioned factors guided this intern in requesting an internship in the Personnel Department with experiences also to be provided by affiliated offices, including Affirmative Action and Employee Relations. Only through the cooperative efforts of these...
two offices and the Personnel Department, could the intern's goals and objectives be met.

Hierarchally, the Personnel Department functioned under the direction of the Assistant Superintendent of Personnel, who reported directly to the Superintendent of Schools (see Appendix A). The Director of Personnel and the Assistant Superintendent of Personnel attended all cabinet meetings because of the impact of the Personnel Department on the total operation of the school district. Twenty other cabinet members met with them on a weekly basis to discuss issues and make decisions that influenced the management and operation of GRPS. The Affirmative Action Officer and the Assistant Superintendent of Employee Relations were cabinet members, working closely with the Personnel Department. They depended greatly on the accuracy of information obtained from each other, as well as the confidentiality with which issues were processed. Each other's understanding of and adherence to state and federal laws, negotiated contracts, and the GRPS's Equal Employment Opportunity-Affirmative Action Program was necessary for the efficient operation of GRPS.

The Personnel Department's primary function was to recruit and hire prospective employees of GRPS. Activities within the department were divided among four assistants. Responsibilities were divided according to the assistant's expertise, interest, or the need of the department. One assistant was responsible for recruiting, hiring, transferring, and exiting 358 secretaries and 500 aides, as well as assisting the Director of Personnel with staffing all 51 of the elementary schools. This assistant was very active with teacher and
secretarial negotiations, organizing retirement dinners, and assisted
the Affirmative Action Office in identifying handicapped employees.

A second assistant completed similar tasks with members of the
Benefits Association, i.e., maintainence and operations personnel. He
was also in charge of recruiting and hiring teachers for Community
Education. He was responsible for the 838 staff of Community Educa­
tion. He also worked cooperatively with universities and colleges in
placing interns and student teachers within GRPS.

A third assistant was responsible for staffing the 16 secondary
schools. All substitute teachers, aides, and noncertified staff were
processed through his office. He was also involved with the rights
and responsibilities of special interest groups such as the Blacks,
Hispanics, and Vietnamese.

A fourth assistant had been assigned as a liaison with the
Hispanic community. She also had the responsibility of staffing all
special education programs, including center programs, with teaching
and supportive services staff.

The Director of Personnel coordinated all these efforts, ensur­
ing that GRPS adhered to contract language, the Equal Employment
Opportunity-Affirmative Action Program (EEO-AAP) and that all trans­
actions occurred within the operating budget as approved by the board
of education. Other responsibilities included involvement in staff
and budget projections, teacher negotiations, in-service committee,
and recruiting "in absentee" for other school districts.

The Affirmative Action Office ensured that each applicant had an
equal opportunity for employment regardless of race, color, sex,
marital status, religion, national origin, physical or mental handi­
cap, height, weight, and age according to Title VII of the Civil
Rights Act of 1964 as amended by the Equal Employment Opportunity Act
of 1972, Title IX of the Education Amendments of 1972, Title VII
(Section 799A) and Title VIII (Section 845) of the Public Health Act,
and the Rehabilitation Act of 1973, Sections 503 and 504, and Enrolled
House Bill No. 4055.¹

The Affirmative Action Office's responsibilities included, but
were not limited to, the following:

1. Developing and up-dating Equal Employment Oppor­
tunity statements, rules and regulations consistent with
Policy 1150.1, and all local, federal, and state laws per­
taining to Equal Employment Opportunity.

2. Regularly auditing and monitoring hiring and pro­
motional patterns of the school district to ensure that
equal employment opportunities are in existence.

3. Identifying all problem areas relative to affir­
mative action and initiating actions to solve them.

4. Up-dating the Equal Employment Opportunity­
Affirmative Action Program on an annual basis (such as
language changes - inclusions - graphs- workforce analy­
eses, and et cetera).

5. Monitoring Affirmative Action Programs for sup­
pliers and contractors under contract with the system.

6. Assisting administrative personnel with the
identification of in-service activities which will enhance
equal employment opportunities for minorities, women and
the handicapped.

7. Designing and implementing record-keeping and
audit systems to measure the success of the program.

¹All orders, laws, acts, bills, and articles referred to in this
document may be obtained by writing the author.
8. Interpreting new developments in Equal Employment Opportunity for the Board of Education on a periodic basis.

9. Reporting EEO-AAP progress to the Board of Education on an annual basis.

10. Reviewing personnel policies and practices relative to the effect they have on women, minorities and the handicapped.

11. Maintaining up-to-date records on full and part-time employees by sex and race in all job categories.

12. Establishing rapport with community groups and individuals who are able to refer women, minorities and handicapped candidates for school district jobs.

13. Coordinating, in conjunction with appropriate division superintendents and president of Grand Rapids Junior College, all formal Civil Rights employment complaints of present, former and/or prospective employees.

14. Establishing baseline data for the numbers of women, handicapped and minorities available in the Grand Rapids areas.

15. Ensuring that no district contracts have an adverse effect on minorities, women or the handicapped. (Dow & Matthews, 1978, pp. 13-15)

The Assistant Superintendent of Employee Relations was responsible for chairing negotiations with each interest group, hearing grievances, approving leave requests, and in general, responding to questions and concerns by employees.

GRPS was kind enough to allow the intern 7 weeks during the spring of 1980 to complete the internship experience, while also providing interim personnel to administrate this intern’s previous responsibilities.

The internship focused on three goals directly related to the decision of July 1973, rendered by The Honorable Albert Engels, United States District Court Judge, in regards to the NAACP
desegregation court case (Higgins, et al. vs. Grand Rapids Public Schools, see Appendix B) and to state and federal laws passed since 1972 regarding nondiscriminatory employment practices. GRPS was to actualize their compliance through the adoption of Policy 1150.1, Rules and Regulations of Equal Employment Opportunity in June 1976 while also developing and finally implementing the Equal Employment Opportunity-Affirmative Action Program in 1978. These three goals were:


2. To determine the mobility of minorities² between EEO.4³ job categories, specifically paraprofessionals, professionals, and officials/administrators.

3. To determine from staff projections, the goals and objectives to be addressed via the Equal Employment Opportunity-Affirmative Action Program for the 1980-81 school year.

All three goals were achieved due to the cooperative efforts and assistance provided by the Personnel Department, the Assistant Superintendent of Employee Relations, but specifically through the persistent and consistent efforts of the Affirmative Action Office.

²Minorities in this document include ethnic minorities, women, and handicapped persons.

CHAPTER II

DESCRIPTION OF THE INTERNSHIP EXPERIENCE

Introduction

The duration of the internship was 7 weeks, commencing April 21, 1980. Experiences were provided within the Personnel Department, the Affirmative Action and Employee Relations Offices. Highlights of experiences will be presented on a weekly basis. Supportive documents and items of interest will be provided in Appendix C.

The intern reported directly to the Director of Personnel. The intern was constantly informed of experiences relevant to increasing her knowledge and skills, and was requested to complete a variety of tasks for all three offices.

Summary of Log

Week of April 21

The week of April 21 began with a review of the week's scheduled events within the Personnel Department. The Director of Personnel noted the meetings and activities that should warrant the intern's participation, while also providing the intern with the opportunity to be selective in her involvement.

The daily work schedule was established from 8:00 a.m. to 5:00 p.m. with consideration for exceptions. Requests by the four assistant directors to utilize the intern's services were to be
approved initially by the director. Highlights of the week were as follows:

1. A teacher "dropped in" from California for a discussion with the Director of Personnel per the suggestion of another board of education administrator. It was apparent that she had taught previously in Michigan but not in Grand Rapids. To qualify for full benefits from the Michigan retirement fund, she needed 15 days of substitute teaching in the state of Michigan. Her certification was K-12 and home economics.

Alternatives considered were (a) to tell her that Grand Rapids Public Schools could not assist her, (b) to place her on the substitute teacher list without guaranteeing her 15 days of work, and (c) to offer a substitute position as an aide in an elementary program for emotionally impaired students for the duration of the school year. The aide's position occurred just that morning due to a resignation.

According to the Michigan laws, the person applying for a substitute position only needed an "experience" within a school system, she did not have to perform necessarily as a teacher for 15 days to receive credit for retirement.

Obviously, she opted for "c." This would also benefit the school system as now the program for emotionally impaired students would have a full-time aide until the completion of the school year, lending consistency and quality to the program.

2. A Hispanic social worker was interviewed as a prospective Grand Rapids Public School employee. The interview session involved
the Director of Personnel, an assistant director, and Supervisor of School Social Workers.

Because Grand Rapids Public Schools was interested in its Hispanic community and students, and attempted to adhere to the Equal Employment Opportunity-Affirmative Action Program, much effort took place to attract minorities to the school system.

The Director of Personnel's approach in this setting was one of being naturally friendly, questioning directly, being candid about his perceptions of the candidate, and the probability of a job offer.

3. Demonstrating Grand Rapids Public Schools' interest in its employees, an hour and a half meeting was held with Hispanic employees who were taking course work at Grand Valley State Colleges (GVSC). Problems as stated to two of the assistant directors of personnel were as follows:

   a. Perception of poor representation on campus for the Hispanic students.
   b. Advisors were inconsistent with advice.
   c. Advisors were unavailable to advise.
   d. Some of these students had teaching degrees from Cuba, Puerto Rico, and South America, yet because they had to flee for safety, they had no proof of their educational background. Some had not been given credits for experiences or years taught when they did have their credentials.
   e. Some of these students had been taking course work for 2 years and still had not graduated with a teaching degree.
Recommendations from the group were (a) to identify one interested, qualified, and available advisor to advise Hispanic students on appropriateness of course work and (b) to establish an evaluation instrument to administer to Hispanic students who did or did not have proof of their degree, to determine skills and knowledge for consideration toward credit for work experiences and/or a degree.

Grand Rapids Public Schools paid for the course work of these Hispanic students as well as some Vietnamese students. A meeting was to be established by one of the assistant directors with the representative at Grand Valley State Colleges to clarify this situation.

4. A meeting was called for all Personnel staff by the Assistant Superintendent of Personnel. At this meeting the intern was warmly greeted and welcomed into the realm of the Personnel Department. The 11 items on the agenda were discussed candidly and other announcements were made regarding operations, (a) one assistant director would become responsible for coordinating summer school programs; (b) the pool of substitute teachers was low (Many administrators were concerned about this as well as the overall operation of that aspect of the Personnel Department.); (c) Food Service was also experiencing problems with finding substitutes for cooks; (d) 16 more schools were to be added to the Breakfast Program for 1980-81; (e) June 9 was the retirement banquet at the Finial; (f) May 6 was the deadline offered for budget presentations by all elementary schools, secondary schools, and center programs; and (g) each assistant director was directed to spend a day with their staff the following week and "clean house," including the storage room.
5. Seventeen vases of flowers were purchased and delivered by the administrators in the Personnel Department to the secretaries, co-op staff, and the receptionist of Grand Rapids Public Schools for Secretaries' Week.

6. A meeting was held with the Director of Computer Operations and the Personnel Department staff to discuss the utilization of a computer system to access files of employees. The OS-6 and the 51-10, both IBM products, were considered. Concerns were the cost, adaptability/flexibility, space consumption, ease of use (training of operators), number of operators, estimated time of delivery, and estimated delay time from programming to actual utilization. The Director of Computer Operations was also to review the feasibility of "hook-up" between the present word processing equipment and the other computer owned by Grand Rapids Public Schools.

Another meeting was to be scheduled after the above concerns were addressed. This intern was particularly interested in the dialogue (raising many of the questions herself) because of past experiences with the OS-6 equipment.

7. The Director of Personnel, an assistant, and the Affirmative Action Officer met with the Special Education Supervisory Staff (SESS) to specifically discuss minority recruitment. The Personnel Department requested the assistance of the SESS in interviewing identified minority candidates. The Director of Personnel also reviewed the interview process and discussed teacher transfer requests.

8. The intern assisted one assistant director in the pursuit of secretarial candidates for Continuing Education, the Admissions
Office, and Public Relations Office at Junior College. The task involved reviewing postings, checking seniority of candidates, their experiences, past evaluations, and establishing an interview and feedback process with the prospective supervisor. Two positions were filled within the first week of the internship, one remained vacant.

9. While observing individual responsibilities and the operation of the department as a whole, it was noted by the intern that the assistant director responsible for special education programs needed assistance with location of and identification of staff of special programs, their supervisors, and an explanation of the use of abbreviations in the special education field. A system of record keeping was vital for future reference to determine staff needs, transfer requests, and possible location changes. A directory in notebook form was developed for easy reference. The index organizes the programs according to elementary and secondary levels, in alphabetical order, as well as referencing to the supervisor.

10. Meetings were scheduled every hour and a half with secondary principals and their immediate supervisors. Purpose of these meetings was to review staff allocations for 1980-81, consider voluntary and involuntary transfers, retirements, leaves, impact of lay off, impact of program location changes on the schools and community (Vietnamese and Hispanic Programs), the closing of Oakleigh Middle School, and transferring of staff from the previous West Middle School into Westwood Middle School adjoining Union High School.

The Director of Personnel was grooming an assistant director to take over the responsibility of the secondary schools; debriefings
with the Personnel staff followed each individual session with principals. Alternatives were discussed and strategies were developed to be utilized when the "total picture" came into focus around August 1.

11. A call was received Thursday at about 3:15 p.m. from the CETA office stating that all CETA funds for aides was being halted. If Grand Rapids Public Schools wanted to keep its funding for the four available positions, those persons must be hired as of 8:00 a.m. Friday morning. A quick review of CETA applicants to determine their eligibility for hire under CETA criterion was initiated. Three of the four positions were filled by 7:30 p.m. that same evening.

12. A meeting was scheduled by the intern with the Special Funds Office to become more knowledgeable of how to retrieve information relative to Special Programs such as funding source of employees (board of education, Title monies or if programs were multifunded), date of hire, longevity, degree status, and salary or type of pay schedule (hourly or salary). Each program had a code. Once this was known, it was a simple process to secure the above information.

13. A meeting was held with the Assistant Superintendent of Personnel to discuss the various committees utilized by the Superintendent of Schools to discuss issues and formulate recommendations regarding finance, curriculum, public relations, and lobbying activities. The lobbyist represented GRPS in Lansing on an average of 3 days a week. Other individuals periodically met with key legislators to discuss pertinent issues, the impact of those issues on education in general, and GRPS specifically.
The Steering Committee was composed of personnel who reported directly to the superintendent. An example of this committee's activities was its responsibility to prepare for the 1980 millage campaign.

These committees via their chairperson's communication with the cabinet, had a major impact on the development of goals and objectives for the school system.

14. The Assistant Superintendent of Personnel, the Assistant Superintendent of Employee Relations, and the intern met to confirm her involvement with the secretaries' negotiations and other experiences in the Employee Relations Office.

Week of April 28

1. The intern was given the responsibility of reviewing applications, determining if applicants were still available, and recommending them to Lincoln Campus for interviewing for positions in the fall. Lincoln Campus houses programs for 500 students including trainable mentally impaired, the severely mentally impaired, and the multiply impaired, ages 18 months to 26 years. Physical therapists, speech pathologists, psychologists, and teachers certified in physically and otherwise health impaired were reviewed and contacted.

2. Staff allocation meetings began this week for the elementary principals with one of the assistant directors' assistance. The process was the same as with the secondary principals, with their greatest concern being the process of "call back" from lay off of "pink slipped" teachers.
3. Three minority candidates were oriented to Grand Rapids Public Schools' Special Education Department by the intern. A tour of special programs was scheduled providing the candidates an opportunity to be interviewed on site. All three candidates were recommended for hire.

4. Because of the May 6 deadline for budgets and staff allocations to be presented to the Personnel Department, the intern was compelled to spend several hours preparing a budget for Lincoln Developmental Center, which is part of the Lincoln Campus, for 1980. This program services 159 severely mentally impaired and multiply impaired students who are instructed by a staff of 52 persons.

Since the Special Education Department was given a staff allocation to which it was obligated to adhere, it was imperative for all programs to submit their budget requests to the Associate Superintendent of Special Education for approval. This was to be done prior to the presentation of the budget request to the Personnel Department. Information requested to be included in the budget was as follows:

a. A list of current staff, their position, full-time equivalency (F.T.E.) and their funding source.

b. A list of additional staff requested, including replacements and F.T.E.'s.

c. A list of deleted positions and their F.T.E.'s.

d. Rationale for additions, replacements, and deletions.

e. A budget illustrating allocations and expenditures for 1979-80.

g. A list of positions, requested staff, including projected salaries for 1980-81.

h. A summary of requests for additions, replacements, and deletions of staff for 1980-81.

i. End of the year report stating major accomplishments of the 1979-80 school year and concerns to be addressed in the 1980-81 school year.

5. A luncheon meeting was scheduled with the Director of Community Education to discuss the extent of services.

Community Education as a department had grown rapidly since 1976. There were 275 sites where classes were scheduled, with 800 teachers providing instruction, supervised by 38 administrators. The department was responsible for its own recruitment of students and evaluated courses offered continuously so as to meet the needs of the community.

The Community Education Program (CE) in Grand Rapids hired a female administrator approximately 4 years ago, the first CE department to do so in the state of Michigan. There were four female administrators within this department at the time of the internship.

6. Secretarial negotiations began at 4:00 p.m. in the Board Committee room and continued until 6:00 p.m. In attendance were 5 secretaries, the president of the secretaries' organization, and their attorney. Grand Rapids Public Schools had in attendance the Assistant Superintendent of Employee Relations, an Assistant Director of Personnel, Affirmative Action Officer, and a representative of the Business Office.
7. The intern was given responsibility to delineate all changes proposed in the old contract and additions to the new one proposed by the Grand Rapids Education Association which represents the teaching staff, for the Employee Relations Office, making 40 copies to be shared with the cabinet and board of education members.

8. The In-Service Council met to discuss monetary allocations to be given to special projects to be completed in the summer and fall. Seventy-two proposals were submitted by individual schools. The In-Service Committee determined the allocations. The average allocation per project was $1,500, with 20 projects being funded.

9. The intern was given the task of writing a letter to be sent to all "pink slipped" staff in the school system, sharing with them the opportunity to attend a 2-day workshop focusing on strategies for seeking other employment, how to write a resume, refining interview skills, and other pertinent topics.

Week of May 5

1. Interviews were scheduled for five secretarial candidates with the appropriate personnel at Junior College.

2. A speech pathologist/teacher from Ohio was oriented to Grand Rapids Public Schools, and then interviewed by a team of three special education administrators. She was recommended for hire as a supportive staff person and/or a teacher of preschool children.

3. Secondary staff allocation sessions continued throughout the week.
4. The president of G.R.A.E.O.P. and two of the Assistant Directors of Personnel asked the intern to "react" to proposals regarding promotions of secretaries, criterion, hourly wage, responsibilities, and evaluation system. (Because of a commitment to confidentiality during negotiations, the specifics of their proposal cannot be shared in this document.)

5. The Director of Personnel invited the intern to observe his performance at an after-luncheon activity sponsored by Michigan State University. Eighteen students completing their student teaching assignments were in attendance to hear about the opportunities for teaching in their perspective fields.

He discussed interview techniques, résumé format and content, how to present one's self, and to whom.

6. A dinner was held at GVSC in recognition of the school districts that had provided intern and student teaching placements for GVSC students the previous year. The intern, for the second time in 2 years, had the honor of sitting at the head table with the key speaker and the President of GVSC.

7. The intern compiled in summary form major accomplishments by the Personnel Department during the school year 1979-80 and goals and objectives to be established for the 1980-81 school year.

Each department was requested to complete this task. The end result was to be a booklet outlining Grand Rapids Public Schools' progress this past school year to be distributed to the community.

8. Many complaints had been received by the Personnel Department regarding the operation of the substitute teacher office. A
review of the procedures utilized by the substitute office was initiated. Recommendations were submitted to the Director of Personnel which involved modification of the telephone system and the recording system. Prioritization of calls and timelines were emphasized. Utilization of office staff was reviewed as was a system for updating the substitute staff list.

Week of May 12

1. A section 504 Task Force was established in 1978 to assess Grand Rapids Public Schools' commitment to its policy of affirmative action relating to persons with handicapping conditions.

To reaffirm its commitment and to ensure compliance with Section 504 of the Rehabilitation Act of 1973, Grand Rapids Public Schools once again needed to survey its employees. The intern was given the responsibility for modifying the letter, the list of handicapping conditions, and the initial survey; for scheduling meetings to share the modified contents with the presidents of each bargaining unit, the Affirmative Action and Employee Relations Offices, ordering 5,500 copies and being responsible for the mailings (Appendix C).

2. The Director of Personnel requested the intern to submit substitute staff projections for 1980-81, considering the budget allocations for the elementary and secondary departments. The intern began identifying resources and data for the report.

3. Staff allocation meetings with secondary programs continue.

4. A bilingual Puerto Rican teacher, certified in Learning Disabilities, Mentally Impaired, and Emotionally Impaired, was interviewed
and given a tour of Grand Rapids. She was recommended for hire.

5. G.R.A.E.O.P. negotiations were scheduled.

Week of May 19

1. Meetings with elementary schools regarding staff allocations continue.

2. G.R.A.E.O.P. negotiations were conducted from 2:30 p.m. to 6:00 p.m. in the Board Committee Room. The question of who G.R.A.E.O.P. was representing continued to be an issue.

3. A Kent County Parent Advisory Committee meeting and dinner were held to honor the Director of Special Education of Kent Intermediate School District. The director was known statewide for his outstanding leadership in the field of Special Education.

4. A meeting was held in the Affirmative Action Office to discuss retrieval of data on mobility of minorities.

Week of May 26

1. A 9:00 a.m. cabinet meeting was held in the Board Committee Room on May 27 to prepare the agenda for the June 2 Board of Education meeting. Nineteen of the 20 cabinet members were in attendance.

2. An 8:00 a.m.-1:30 p.m. meeting was held on budget requests for Lincoln Developmental Center. Only three modifications were necessary.

3. Elementary school staff allocation meetings continue.

4. G.R.A.E.O.P. negotiations were scheduled from 1:00-5:00 p.m., May 29. Issues were the definitions of harassment and abuse.
5. The intern presented the Affirmative Action Office with a questionnaire regarding Grand Rapids Public Schools compliance to its own EEO-AAP (see pages 33-43).

6. Many activities were held in honor of retirees. The Personnel Department on behalf of Grand Rapids Public Schools acknowledged these individuals through its presence at events and with symbols of appreciation for services rendered.

7. May 30 and 31, the intern attended two sessions of the International Workshop for School Social Workers in Ann Arbor, Michigan. The Rights of Privacy Act, access to records, confidentiality of sessions with students were expounded upon by an individual who was an attorney, psychologist, and professor at Johns Hopkins University and the University of Maryland Law School. Recent court cases and litigation were shared with the workshop participants.

Week of June 2

1. The substitute office did not employ staff to facilitate those programs within the GRPS system that extend their instructional calendar beyond that of 180 days, i.e., Lincoln Campus which was mandated by state law to provide educational programming for 230 days. Qualified or experienced substitute staff was not always readily available on a consistent basis for summer employment in the past according to documentation from 1976-1979.

Therefore, the intern proposed a plan for hiring a full-time substitute staff for Lincoln Campus, effective June 16 to August 22, 1980 (Appendix C). The three certified teachers and five noncertified
staff would report to Lincoln Developmental Center each morning for their assignment on Campus. The cost effective plan eliminated hourly overtime wages to be paid to a secretary, eliminated phone calls to the total list of substitutes, some of whom would not be available, and most importantly, lent consistency to programming on Campus.

2. Substitute staff projections for the total school system for 1980-81 were completed and submitted to the Director of Personnel. Substitute staff information for the school years 1978-79 and 1979-80 were tallied on a daily, weekly, monthly, and yearly basis. Recommendations were made regarding record keeping, recruiting timetables, and daily rates of pay. Three plans were suggested using daily rates of $36, $38, and $40 for teaching staff, with paraprofessionals' pay rate increased proportionately (Appendix C).

3. Surveys for the handicapped were processed and distributed.

4. A 7:30 a.m. cabinet meeting was held on June 2 to review the agenda for the Board of Education meeting at 6:30 p.m.

5. G.R.A.E.O.P. negotiations. An issue continued to be the definition of harassment and abuse.

6. The Affirmative Action Officer met with the intern to respond to the questionnaire regarding Grand Rapids Public Schools' compliance with its own Equal Employment Opportunity-Affirmative Action Program (refer to pages 33 to 43). Literature, articles, data, and communications were shared as evidence of Grand Rapids Public Schools' compliance.
Summary

Because of the interrelated activities, the numerous meetings and events which took place during the internship, the intern took the liberty of highlighting those experiences that had greater impact on the quality of the operation of Grand Rapids Public Schools, including instruction, experiences that demonstrated humanism, concern for the employee; experiences that demonstrated community interest and involvement.
CHAPTER III

ANALYSIS OF THE INTERNSHIP PROSPECTUS

Introduction

The internship prospectus focused on three questions regarding GRPS's commitment to Affirmative Action:

1. What was the compliance status of the Equal Employment Opportunity-Affirmative Action Program, Rules and Regulations—1150.1 of the Grand Rapids Public Schools?

2. Was there evidence of minorities, specifically ethnic groups, women, and handicapped individuals, being promoted between the EEO.4 job categories of paraprofessionals, professionals, and officials/administrators?

3. Based on staff projections for the school year 1980-81, was it necessary to establish goals and objectives to reflect the "good faith efforts" of the EEO-AAP?

Specific, conceptual, human, and technical objectives were written to ascertain information and data to support or belie the aforementioned questions (Appendix B). These objectives and the degree to which each was accomplished will be elaborated upon at the conclusion of this chapter.

**See note 3 on page 7.

"Good Faith Efforts" were defined by GRPS as sincere attempts to employ handicapped, minorities, and women for job areas that have been identified as having fewer of them than should be expected by their presence in the relevant job market. (Dow & Matthews, 1978, p. vii)
of this analysis as part of the summary of the prospectus.

Analysis of Prospectus

To fully understand the importance of the contents of the EEO-AAP and GRPS's commitment to it, a review of the legal basis for affirmative action in employment was necessary. Affirmative action in employment is supported by federal executive orders, federal and state nondiscriminatory laws, laws governing collective bargaining agreements, judicial decisions, and policies established by GRPS and other institutions prohibiting discrimination.

The Executive Order of 11246, as amended by 11375, prohibits discriminatory employment practices based on race, color, religion, sex, national origin, and further clarifies that institutions receiving federal funds in excess of $10,000 must adhere to these provisions. Where federal funds are received in excess of $50,000, including grant monies, and when those institutions employ 50 or more employees, specific affirmative action plans must be developed.

The Equal Opportunity Act of 1972 (Public Law 92-261) in conjunction with Title VII of the Civil Rights Act of 1964, specifically defines unlawful employment practices of prospective or present employees based on the same criterion as the Executive Order of 11246. Title VII (Section 799A) and Title VIII (Section 845) of the Public Health Service Act states that institutions receiving federal funds to finance training programs for health personnel, may not discriminate in employment practices (Dow & Matthews, 1978, pp. ix-xi). The Rehabilitation Act of 1973 (Public Law 93-112) Section 504 amended
in 1975 (Public Law 93-516) defined the rights of handicapped individuals:

No otherwise qualified handicapped individual in the United States, as defined in section 7(6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . the term "handicapped individual" is defined as any person who (A) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (B) has a record of such an impairment, or (C) is regarded as having such an impairment. (U.S. Department of Health, Education, and Welfare, May 4, 1977, p. 22676)


The Enrolled House Bill No. 4055, Act No. 453, of the state of Michigan, approved by Governor Milliken on January 13, 1977, was considered the "Michigan Civil Rights Act" (Article I, Section 101).


In the spring of 1972, Grand Rapids Public Schools became involved in a desegregation court case, Higgins et al. vs. GRPS. The
Honorable Judge Engels stated his official opinion:

That the Grand Rapids Board of Education in its assignment practices with respect to black school teachers and black administrative personnel at the school level, excluding special schools, has violated the rights of plaintiffs and the class they represent as guaranteed under the Equal Protection Clause of the Fourteenth Amendment by a consciously disproportionate assignment of such teachers and administrative personnel to predominantly black schools. (Higgins et al. vs GRPS, 1972)

Judge Engels mandated that minority staffs be represented equally in all of the district's schools. To comply with the judge's order, an Affirmative Action Office was developed in 1975 and on January 5, 1976, Policy 1150.1 was adopted by the Board of Education confirming GRPS's commitment to nondiscriminatory employment practices, including the hiring of minorities, women, and handicapped individuals.

GRPS guidelines for implementing the court order stated that "whenever a school falls below 10% or exceeds 20% professional minority staff, Judge Engel will be informed" (Dow & Matthews, 1978, p. 6). GRPS is determined to continue increasing its professional minority staff, striving to reach and maintain an overall goal of 20%. The EEO-AAP outlines responsibilities, tasks, and presents timetables to ensure the above.

Affirmative Action Plans: A Review of the Literature

A review of other school districts' and organizations' affirmative action programs assisted in determining how GRPS would organize and develop its program. The Grand Rapids Urban League established a

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6The official court order was signed July 18, 1973.
general Affirmative Action Policy and Plan in October of 1974. Minorities (ethnics) and women were included in the policy, however, references to handicapped persons was not found.

Flint, Michigan's, Board of Education took a monumental step in November of 1973 when it publically advocated the increased utilization of women and minorities as employees and/or as associates in contracting with business and suppliers. At that time, the board established the position of an Affirmative Action Coordinator to pursue development of an affirmative action program for Flint Community Schools. The policy adopted by the board in January 1975 was organized in a very readable manner, arranged topically by, (a) employees and job applicants, (b) contractors and vendors, and (c) programs. Under each topic was a general description of the scope and purpose of the Affirmative Action Employment Policy, a specific policy statement with actions to be taken listed. In the section identified "In Contractors and Vendors" a secondary goal was stated, "to search out, identify, and do business with minority contractors, sub-contractors, vendors, and suppliers" (Flint Community Schools, 1975, p. 1712). For the climate of the national political and social scene, this was quite a commitment. GRPS has not included such a goal in its EEP-AAP.

In a 1973 article, the National Education Association (NEA) determined that it would "employ minorities in percentages at least equal to their representation in the respective population and women in percentages at least equal to their representation in the labor forces from which it seeks job applicants and/or is defined by the
NEA Board of Directors." The NEA directors had taken a position that 50% of the NEA staff should be women. Two objectives were identified:

1. Employment of minorities in numbers proportional to their representation in the national population, and employment of women in numbers as defined by the NEA Board of Directors in the following categories: executive, managerial, and program and affiliate service professional.

2. Employment of minorities in numbers proportional to their representation in the population of the Washington, D.C., Metropolitan Area, and employment of women in numbers proportional to their representation in the labor force of the Washington, D.C., Metropolitan Area or as defined by the NEA Board of Directors in the following categories: technical, administrative and clerical support, and trades and crafts.7

The preceding objectives could have had an impact on GRPS if they had considered establishing similar ones relevant to staffing administrative positions with women and/or handicapped persons. Employment of handicapped persons in numbers proportional to a workforce availability census should be considered. The NEA article defined specific goals and timetables based on data which demonstrated the organization's "good faith efforts" to recruit and hire ethnic minorities and women. The NEA article should have been an excellent resource to the Affirmative Action Office presenting examples of specifically written measurable goals and objectives.

Under-utilization of minorities, women, and/or handicapped persons must be scrutinized. A handout for staff training, Procedures in Developing an Affirmative Action Plan of March 1977 (author unknown), emphasized the importance of identifying the labor area from which to recruit prospective employees. According to the article,

7NEA untitled article, 1973, pp. 2-3.
The labor area is generally considered to be the Standard Metropolitan Statistical Area (SMSA) for which Census Bureau and other employment data is available. An "area of reasonable recruitment" must be identified based on context of ethnic groups and women. For professional or highly skilled positions for which normal recruitment is regional or nation-wide, corresponding data should be used.8

The handicapped were neglected in this article. GRPS had incorporated the aforementioned information regarding recruitment areas into unwritten policy, actively soliciting prospective candidates but had not written it into its EEO-AAP.

Greater efforts in the form of innovative recruiting techniques need to be developed to elicit interest from those professionals who usually prefer a setting other than an educational institution, i.e., physical therapists.

GRPS took the position in its EEO-AAP to initiate a committee for review of practices if necessary. In the seventies, Oakland Schools (California) incorporated an "active Affirmative Action Committee composed of certified personnel and community members who helped to review and monitor the program and made suggestions for improvement" (Love, 1979). An example of their responsibilities was redefining job descriptions and qualifications for jobs.

According to the Superintendent of Oakland (California) Unified School District, this committee alone had been instrumental in seeing that the Affirmative Action Plan met the district's goals contributing to the success of their Affirmative Action Program.

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Flint Community Schools, Oakland (California), and NEA had extensive and precise goals and objectives and timetables to facilitate aspects of their EEO-AAP. The most precise of these was the NEA. GRPS's EEO-AAP stated its goals, objectives, and timelines using less specific action oriented terms, yet the intern has been able to demonstrate that, in most situations, GRPS was in compliance with its plan.

To determine if in fact GRPS was in compliance with its own EEO-AAP, the intern developed a questionnaire using the exact language of the EEO-AAP, hoping that familiarity with the language would enhance the quality of responses. The intern was interested in precise responses to the periods of time identified.

Synopsis of the Questionnaire

A synopsis of the questionnaire was reproduced here to indicate the directions and format utilized. For brevity, only those responses of greatest importance were shared.

EQUAL EMPLOYMENT OPPORTUNITY-AFFIRMATIVE ACTION PROGRAM 1978 QUESTIONNAIRE

May 1980

The Equal Employment Opportunity-Affirmative Action Program, Rules and Regulations—1150.1 as adopted January 5, 1976, outlined specific tasks to be completed by Grand Rapids Public Schools to ensure equal opportunity for all employees and/or potential employees.

This questionnaire was designed to determine if Grand Rapids Public Schools was in compliance with its own Equal Employment Opportunity-Affirmative Action Program. Please "check" the appropriate
response for the corresponding time frame. A response of "yes" im-
plies that the district did comply, "no" indicates it did not comply,
"P" represents "partial compliance." Please provide evidence to sup-
port responses.

The time frame of 1973/75 indicates the year of the Court Order
and the period prior to the development of an Affirmative Action
Office. The time frame of 1975/77 indicates the 2 years after the
development of the Affirmative Action Office; 1977/80 indicates the
first 3 years the Court Order was actualized; 1980/82 completes the
5 year time frame (1977-78 school year to 1981-82) for which Grand
Rapids Public Schools established a timeline to reach and maintain an
overall goal of 20% professional minorities.

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Yes</th>
<th>No</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>73/75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75/77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>77/80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80/82</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Specific and result-oriented procedures have been adopted
to enhance equal employment opportunity. (l)9

As evidenced by the (a) annual recruitment plans which are
developed as a result of the work-force analysis data
(b) GRPS contacts specific agencies on a regular basis
that refer women, minorities, and handicapped for employ-
ment.

Considerations for 80/82 in-
volve scrutinizing and cor-
relating GRPS job titles/
responsibilities to the new
EEO.4 job categories. It is
hopeful that codes will be

---

9Number in parentheses indicates the page of the GRPS EEO-AAP
from which the statement is taken.
established for employees in the school system, providing quick computer access to information, i.e., mobility.

2. The Grand Rapids Public Schools evaluated its programs to increase awareness and understanding of the interests and needs of all people. (2)

As evidenced by ____________

3. The Grand Rapids Public Schools, where appropriate, initiated new programs to increase an awareness and understanding of the interests and needs of all people. (2)

As evidenced by ____________

4. The District complied fully with the nondiscrimination provisions of all state and federal laws and regulations in regards to personnel decisions. (2)

As evidenced by the extensive Self-Evaluations (of the school system) for Title IX and the Rehabilitation Act of 1973, Section 504.

Also, the district averages 5 civil rights complaints a year and has been consistently successful in the dismissal of 99% of the cases.

5. The Superintendent of Grand Rapids Public Schools or designee established and maintained rules and regulations consistent with Policy 1150.1. (2)

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As evidenced by Rules and Regulations that were developed for annuity/insurance companies and business/suppliers (over $10,000) that had to be adhered to for them to continue doing business with GRPS.

All language in the Davies-Brickell Policy Manual for Administration was changed to reflect male and female genders beginning in 1975.

6. Rules and Regulations were developed to provide guidelines consistent with the district's Equal Employment Opportunity- P
Affirmative Action Program. (3)

Because GRPS has demonstrated "good faith efforts" which were confirmed by data, this has not been necessary.

7. All future rules and regulations under Policy 1150.1 were inserted in the Equal Employment Opportunity- P
Affirmative Action Program manual and published annually. (3)

As evidenced by __________

8. Minorities were employed in numbers proportional to their representation and/or availability in the local, state, and national labor market in professional job areas. (4)

GRPS exceeded the local, state, and national market availability data in the hiring within the professional category but felt compelled to establish an average goal of hiring 20% minorities in the professional job
categories. Annual increases have appeared negligible due to limited job openings and recent staff cutbacks due to reduction in student enrollment.

The contract protected ethnic minority staff at the time of layoff:

ARTICLE IV: TEACHER RIGHTS AND RESPONSIBILITIES - SECTION J

1. In the event it becomes necessary to reduce the number of teachers through layoff of employment, or to reduce the number of teachers within a given subject area, field or program . . . .

   The Board shall follow the procedure listed below:

   a. Following voluntary termination and/or voluntary layoff and if further reduction is necessary, the Board will endeavor to lay off at approximately the same percentage rate as is currently (at the time of layoff) proportionate to the teaching staff racial composition.

ARTICLE IX: TRANSFERS AND VACANCIES - SECTION D - INVOLUNTARY TRANSFERS:

1. It is recognized that involuntary transfers may be necessary for the following purposes . . . .

   f. for the purpose of staff integration . . .

   (Dow & Matthews, 1978, p. xxv)

9. Specific goals and timetables were instituted to correct any minority groups underutilization. (5)  

   As evidenced by a memorandum sent to the Personnel Department identifying job areas in which documentation of "good faith efforts" had to be presented to the Affirmative Action Office. (June 1979)
10. Specific goals and timetables were instituted to ensure that current percentages of minority groups are maintained or improved. (5)

As evidenced by monthly hires monitored by the Affirmative Action Office.

11. Explanations were provided to the Honorable Albert Engels whenever a particular school fell below 10% professional minority staff. (6)

As evidenced by an Annual Report sent to Judge Albert Engels informing him of the status of ethnic minority employment (Figure 1, Tables 1 and 2).

12. The District employed women in numbers proportional to their availability in the professional job areas. (7)

The figures indicated that GRPS is above the availability force in employment as of 1977-78:

<table>
<thead>
<tr>
<th>Employment Area</th>
<th>Total Positions</th>
<th>Number of Women</th>
<th>Percent of Women</th>
<th>Civilian Lab. Force Avail. % of Women (1970 Census)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officials/Admin.</td>
<td>248</td>
<td>57</td>
<td>22.9</td>
<td>16.4</td>
</tr>
<tr>
<td>Professionals</td>
<td>2,086</td>
<td>1,263</td>
<td>60.5</td>
<td>30.3</td>
</tr>
</tbody>
</table>

13. The District provided workshops in an effort to upgrade, attract and promote women. (7) P

A Women's Concerns Committee was established to determine the needs of women in administration as well as those aspiring to administrative roles.

An administrative intern program was designed to identify women and minorities interested in administration. Five women have been placed in administrative positions since the initiation of the intern program.

Workshops were developed by a female administrative assistant to inform women of administrative openings.

This committee has developed into an Ad Hoc Committee because there did not appear to be major concerns warranting a committee's regular attention.

14. The District has employed women in numbers proportional to their availability in para-professional roles. (8) P

Of the total 647 positions available within GRPS in 1977-78, 585 were filled by women. Figures were not available from the 1970 Census to determine work force availability.

15. Employment opportunities in nontraditional areas were enhanced. (8) P

The position of Administrative Assistant to the Superintendent was filled by a woman in 1975, the Assistant to the President
of Junior College was filled, and in 1978 the first woman became Associate Superintendent for Instruction.

16. The grant proposal submitted to No the Women's Equity Law Program Yes was funded and implemented. (8) P

The Women's Equity Law Program proposal was not funded. However, the program was implemented with a combination of district funds and a Career Education grant monies.

17. A self-evaluation survey was conducted to determine the percentage of handicapped persons employed within the school system in all job classifications. No Yes

A total of 28 employees identified themselves as handicapped; .3% of the total number of employees for 1978 (Appendix C).

18. A variety of avenues were used to disseminate information internally regarding the District's Equal Employment Opportunity-Affirmative Action Program. (10) No Yes

A letter from the Superintendent's Office was sent to all employees informing them of the EEO-AAP. An article was in the TELE-STAFF and newsletters were sent to other major publications from the Board of Education, informing junior and senior high school students of anti-discrimination laws and grievance procedures.

19. Special efforts have been taken to acknowledge minorities, handicapped, and women in the No Yes

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mainstream.
a. Textbook adoptions  
b. Special TELE-STAFF  
c. "The Point"  
d. HIGHLIGHTS  
e. Equal Employment Opportunity  
Posters. (10)  

As evidenced by   ____________  

| 20. Employment advertisements have been placed in a minimum of seven publications. (11) | No | Yes | ✓ |
|--------------------------------------------------------------------------------------------|
| Some examples were: The Grand Rapids Times, The Organizer, Grand Rapids Press, El Renacimiento, Minority Employment Accessibility Association, and Muskegon Chronicle. |

| 21. Bulletins identifying "Positions Open" have been sent to community agencies. (11) | No | Yes | ✓ |
|-------------------------------------------------------------------------------------|
| As evidenced by files maintained in the Personnel Office. |

| 22. A minimum of 13 agencies and/or organizations receive bulletins notifying the community of positions open. (11) | No | Yes | ✓ |
|-------------------------------------------------------------------------------------------------------------|
| As evidenced by the response to number 20. |

| 23. Universities and colleges receive bulletins announcing positions open. (11) | No | Yes | ✓ |
|-------------------------------------------------------------------------------|
| As evidenced by responses to numbers 20 and 22. |

| 24. All prospective employees are informed of the EEO-AAP during the personal interview process. (12) | No | Yes | ✓ |

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The EEO-AAP logo and posters were in interview rooms.

25. If necessary, an advisory committee to provide guidance in administration, development, and coordination of the program and assist in assessing progress will be established.  

It has not been determined that an advisory committee was necessary. This is due to the progress the school system was making towards the actualization of its affirmative action goals.

26. Statements, rules, and regulations consistent with Policy No. 1150.1 and all local, state, and federal laws pertaining to Equal Employment Opportunity will be developed and updated. (13)  

As evidenced by ______________

27. Hiring and promotional patterns will be audited and monitored on a regular basis. (13)  

This is done on a monthly basis by the Affirmative Action Office.

28. The Equal Employment Opportunity-Affirmative Action Program will be updated on an annual basis including such changes as:  

a. language  
b. inclusions  
c. graphs  
d. workforce analyses  
e. others. (14)  

This has been done verbally. As specific needs are identified, items will be written and incorporated into the EEO-AAP.
29. The Superintendent or his designee will assist the administrative personnel with the identification of in-service activities which will enhance Equal Employment Opportunities for minorities, women, and the handicapped. (14)

As evidenced by ______________

30. Record keeping and auditing systems were designed and implemented to measure the success of the Equal Employment Opportunity-Affirmative Action Program. (14)

Data are reviewed annually. Monthly reports are obtained from the Personnel Department to determine status of minority hiring.

31. Reports were submitted to the Board of Education on an annual basis regarding the program of progress. (14)

Meetings are held with the Board's Community Relations Committee and Executive Committee as the need occurs.

32. Personnel policies and practices relevant to women, minorities, and the handicapped were reviewed. (14)

As evidenced by the response to number 31.

33. Rapport with community groups and individuals was established as referring sources of women, minorities, and handicapped candidates for school district jobs. (14)
Meetings had been held with community agencies to explain the Affirmative Action Program, i.e., NAACP, Grand Rapids Urban League, Grand Rapids Inter-Tribal Council, Latin American Council, Baxter Community Center, and the National Organization of Women.

34. Specific goals and timetables were filed in the office of the Superintendent and Affirmative Action Office, available to be reviewed by interested parties.

This information is available upon request.

It was evident from the results of the questionnaire that GRPS was basically in compliance with its own EEO-AAP of 1978. Evidence had been presented to demonstrate GRPS's "good faith efforts" in offering equal employment opportunities to minorities. The progress of GRPS and its continued commitment was indicative of the leadership portrayed by central administration, specifically by the Superintendent of Schools and the Board of Education. Campbell and Bridges (1971) stated that "the central purpose of administration in any organization is that of co-ordinating the efforts of people toward the achievement of its goals" (p. 120). The administration in this case, appeared to do this effectively.

Getzel and Guba (1957) and Sergiovanni and Starratt (1971) believed that:

Behavior . . . is a function of the interaction between unique personalities and pre-established roles, that conformity to the institution, its roles, and expectations leads to organizational effectiveness, while conformity
to the individual, his personality, and his need disposition leads to individual efficiency [appears to be the underlying foundation for change]. (Sergiovanni & Starratt, 1971, p. 34)

Campbell & Bridges (1971, p. 120) stated that one of the reasons for the quality and quantity of demonstrated "good faith efforts" was the Superintendent of Schools who had established expected behavioral patterns for the central administrative staff and GRPS as a whole.

Organizational effectiveness was demonstrated by individually analyzing the objectives stated in the major prospectus. The major prospectus as originally presented to Dr. Carol F. Sheffer, can be found in Appendix B. However, to present the acquired information in a logical and sequential manner, and to demonstrate terminal skills, the following format was utilized:

1. The objective was identified as conceptual, human, or technical.
2. The objective was stated.
3. A discussion of experiences and contacts was presented.
4. Data and/or pertinent information was provided with discussion as to how the terminal skills were accomplished and the significance of those accomplishments.

Overview of Prospectus Objectives

Conceptual

The conceptual objectives projected as part of the internship experience were accomplished.

A review of the EEO-AAP provided the language and format for the development of the questionnaire. Specific terminology and statements were taken from the EEO-AAP text to provide the opportunity for knowledgeable, meaningful, and useful responses.

The reader's familiarity with the significance of the time frames could have biased the responses. The reader's biases toward the hiring or promoting of women, (ethnic) minorities, and the handicapped could have also affected the accuracy of the responses. Please refer to pages 33-43 for specific responses. A compilation of the responses indicated that Grand Rapids Public Schools was in compliance with its own Equal Employment Opportunity-Affirmative Action Program.

2. To review available data on minority hiring in Grand Rapids Public Schools.

Extensive data had been maintained by Grand Rapids Public Schools on minority hiring since 1972. The original data indicated the percentages of hiring for ethnic minorities beginning in 1972-74, labeling those hired as placements in elementary, junior high, and the senior high schools.

Beginning in 1975, the percentage of females and minorities within specific job categories (EEO.4) was calculated.

In 1976, records were maintained regarding specific minority groups, i.e., Blacks, Asians, Hispanic, Caucasians, and Others. The total percentage of minorities employed for the time frame 1973-75 indicated a consistent increase within the teaching field. In 1973,
14.8% of all teachers in GRPS were minorities. During 1974 there was an increase of 1.01%; 1975 demonstrated an increase of 1.58%. Data, however, was lacking on the hiring of women and the handicapped during this time frame.

Figure 1 presents the percentages of ethnic minorities, women, and handicapped individuals hired in Grand Rapids Public Schools for the time frame of 1973-1979. Data indicated there was an 11.8% increase in the hiring of minorities as paraprofessionals between 1975 and 1977. From 1977-1979 the percentage of women has basically maintained. The overall percentage of minorities in the professional category had remained stable with minor changes as follows:

1. From 1973 to 1974--1.61% increase.
2. From 1974 to 1975--1.58% increase.
3. From 1975 to 1976--.77% increase.
4. From 1976 to 1977--.60% decrease.
5. From 1977 to 1978--.50% increase.
6. From 1978 to 1979--.20% decrease.

The increase in the hiring of women was significant in the professional category. The data indicated a significant rise of 12.8% in employment of women professionals from 1976 to 1977. Keep in mind that the Policy 1150.1—Equal Opportunity was written and adopted in 1976. This policy could have influenced the progress of the hiring of women. Grand Rapids Public Schools appeared to have maintained its commitment to hire women from 1977 to 1979.

Figure 1 also indicates that there has been a decline in employment of officials and administrators since 1975. In viewing the
Figure 1

Indications of Progress in Minority Hiring in Grand Rapids Public Schools
Percentages of Minorities (Ethnics), Women, and Handicapped Persons
Grand Rapids Public Schools, one could make the observation that there were substantially more minorities hired than was indicated by the data. One problem could be that the content of data varied. Positions or titles considered officials/administrators in 1979 were not specifically included in data collected from 1976 through 1979. The figures for 1979 demonstrated that 25% of the 240 officials/administrators were women and 22.8% were minorities. Of the 2,067 professionals employed, 60.7% were women and 15.3% were minorities. Women dominated the paraprofessional category with 92.7% of 648 employees; of that number 35.1% were minorities.

Declining K-12 enrollments, the subsequent loss of state aid, and more efficient utilization of facilities resulted in the closing of one middle school and four elementary schools in the past school year (1978-79). The total number of instructional personnel was significantly lower than in the past. The number of K-12 teachers had decreased through retirements, resignations, and layoffs by 100 persons. This reduction had been achieved in a manner which did not adversely affect the previous balance of majority/minority teachers, but resulted in an increased number of one percentage point in minority teachers.

The number of building administrators for the 1978-79 school year remained relatively stable with a decrease of two positions. This reduction made only a slight change in the total percentage of majority and minority administrative building personnel with the percentage of minority administrators rising by 1.5%.
All secondary buildings remained within the general spirit of the guidelines of the EEO-AAP as indicated in Tables 1 and 2. Elementary schools also remained within the spirit of the court guidelines with few exceptions where teaching staffs had over 20% minority members. Again, staff reductions had been a contributing factor.

Individual staff allocation meetings had considered, in acknowledging staff requests, the Court Order and Grand Rapids Public Schools Equal Employment Opportunity-Affirmative Action Program. Other factors also influenced the development of staff projections for the 1980-81 school year.

1. 350 teachers were "pink slipped" in the spring of 1980.
2. 150 teachers had been called back at the time of the writing of this document.
3. 57 staff members were taking leaves, resigning, or retiring.
4. Oakleigh Middle School was closing, displacing its staff.
5. Enrollment on the secondary level had decreased by 650 students.
6. Elementary enrollment was projected to increase by 150 students.
7. The budget allocated by the Board of Education to GRPS must be recognized as the parameter of operation.

The budget provided the parameters within which the Personnel Department must operate. The EEO-AAP and Court Order determined the percentage of minorities, women, and handicappers to be offered employment. A Workforce Availability Census determined the number of employable prospective paraprofessional, professional, and officials/
Table 1

Minority Breakdown of Building Administrators
1978-79 School Year

<table>
<thead>
<tr>
<th>Secondary Building Administrators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>24</td>
</tr>
<tr>
<td>Black</td>
<td>16</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>41</td>
</tr>
<tr>
<td>Percentage White</td>
<td>58.50%</td>
</tr>
<tr>
<td>Percentage Minority</td>
<td>41.50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elementary Building Administrators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>36</td>
</tr>
<tr>
<td>Black</td>
<td>8</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
</tr>
<tr>
<td>Oriental</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>46</td>
</tr>
<tr>
<td>Percentage White</td>
<td>78.26%</td>
</tr>
<tr>
<td>Percentage Minority</td>
<td>21.74%</td>
</tr>
</tbody>
</table>

Total Percentage White = 68.90%
Total Percentage Minority = 31.10%
Table 2  
Minority Breakdown of Instructional Staff  
1978-79 School Year

<table>
<thead>
<tr>
<th>Division</th>
<th>White</th>
<th>Black</th>
<th>Spanish</th>
<th>American Indian</th>
<th>Oriental</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Division</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>504</td>
</tr>
<tr>
<td>White</td>
<td>416</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oriental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>504</td>
</tr>
<tr>
<td>Percentage White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>83.00%</td>
</tr>
<tr>
<td>Percentage Minority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Division</th>
<th>White</th>
<th>Black</th>
<th>Spanish</th>
<th>American Indian</th>
<th>Oriental</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Division</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>516</td>
</tr>
<tr>
<td>White</td>
<td>388</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td>116</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oriental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>516</td>
</tr>
<tr>
<td>Percentage White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>75.19%</td>
</tr>
<tr>
<td>Percentage Minority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24.81%</td>
</tr>
</tbody>
</table>

Total Percentage White  = 79.16%
Total Percentage Minority = 20.84%
administrators. Students in elementary and secondary schools and special programs determined the certification needed by staff, the contract suggested class size which impacted the number of teachers to be hired, and a decrease in overall enrollment necessitated "pink slipping" staff. The Personnel Department had the responsibility to consider all of the above, yet try to reach and maintain a 20% overall goal of minority hiring.

Noticeably absent was data from MESC and GRPS regarding the availability of the workforce of handicapped persons. It appeared that it takes several years from the passing of an Act and the implementation of such to see evidence of its influence. Consider that Grand Rapids Public Schools' first attempt at securing data regarding handicapping conditions of its employees was 5 years after the Rehabilitation Act had been passed. However, through the dissemination of the Survey for the Handicapped, distributed May 1978, 15 professionals, 2 paraprofessionals, and 11 administrators identified themselves as handicapped. Information regarding the individuals' sex and ethnic group was unavailable.

Data from the 1980 survey had not been compiled by the Affirmative Action Office at the time of this writing.

3. To analyze data, determining the mobility between job categories, specifically paraprofessionals, professionals, and officials/administrators.

Information was available to analyze the mobility between job categories, however, it would have been a 6-months project at a
minimum to collect and analyze the data as it would have had to be researched by individual names and hand tallied. The Director of the Curriculum Planning and Evaluation Department stated that this was extremely good information to gather and maintain, periodically examining Grand Rapids Public Schools' commitment to its employment practices. It would also provide data for a longitudinal study considering the average length of time it took for an individual to be promoted from a paraprofessional position to a professional one and then to administration. This information could be relevant to forecasting recruiting and hiring practices for the future.

Because of the lack of accurate and appropriate data, the processing involved, and considering the advice of expert resources, this objective was not completed as planned. Based on partial data, however, GRPS is projecting that 20 special education teachers and 10 elementary teachers will be hired for the 1980-81 school year. The majority of the new employees would be ethnic minorities or women. The percentage of paraprofessionals would remain stable within the 30% range even though enrollment is decreasing.

On the secondary level, only specialized areas of certification such as a Suzuki music instructor would be hired. This individual would probably not be an ethnic minority.

4. To acquire an increased understanding of the operation of a large school system's Personnel Department and its interrelationship with the Affirmative Action and Employee Relations Offices.
It is evident that this objective was accomplished per information shared in the weekly log, considering particularly the recruiting and hiring activities, involvement in staff allocation meetings on both the elementary and secondary levels, participation in G.R.A.E.O.P. negotiations and in the cabinet meetings (see Appendix A).

Human Objectives

1. To become familiar with the organization and function of various other departments impacted by the hiring of minorities.

Interviews were held with administrators of departments to become familiar with the function of particular departments. Information was gathered from the Associate Superintendent of Special Education, the Elementary and Secondary Education Directors, and the Supervisor of Early Childhood Education Programs through the staff allocation meetings. Data to indicate diffusion of minorities within programs/schools corresponded directly to the Professional Staff Form each building or program administrator used to present staff requests to the Personnel Department. The Court Order was reviewed in each session to cross reference the percentage of professional minorities on staff.

During this time, the Job Corps Director was involved with modification of facilities and did not anticipate recruiting or hiring staff until fall. Because of the nature of their federally supported program, they would have to adhere to specific guidelines and account for their "good faith efforts" in recruiting minorities.
2. To analyze the impact of striving to maintain a professional staff of 20% minorities from the perspective of key persons.

Evidence of Grand Rapids Public Schools' efforts to maintain a professional staff of 20% minorities was apparent as one viewed Figure 1 and Tables 1 and 2 and reviewed the responses to the Questionnaire reproduced on pages 33 to 43.

3. To comprehend the nature of the planning, developing, and implementation of an Affirmative Action Plan.

Much time and energy was spent by the intern reading Affirmative Action Plans and Programs from other districts, familiarizing herself with the implications of the Titles, Laws, and Acts, and reviewing collected data demonstrating "good faith efforts" in recruiting and hiring of minorities. Figure 1 and Tables 1 and 2 indicated the increase in minority hirings. Missing from the data was specific information identifying handicapped individuals.

Technical Objectives

1. To determine the appropriate format; to present relevant information regarding status of minority hiring.

The format used in Figure 1 and Tables 1 and 2 appeared to be the most logical presentation of such data. At a glance, one could comprehend the significance.
2. To develop an increased expertise in understanding the possible uses of various collections of data, as well as the data processing equipment available.

From the intern's involvement in the meetings with the Personnel Staff and the Director of Computer Operations when the OS-6 and the 51-10 were compared, items such as cost efficiency including order delay of equipment, set up, maintenance, and use of special supplies became more meaningful. Even more relevant were the capabilities of the independent machines and their expanded usability when married to the computer system already used in GRPS. The Director of Curriculum Planning and Evaluation provided the intern with information regarding ways to collect, retrieve, and display information.

For data to be useful, it must be appropriate and accurate. Items which hindered the presentation of precise and useful information for completion of some of the aforementioned specific objectives follow:

1. Consideration should have been given to the fact that the nondiscriminatory employment laws on the basis of sex did not go into effect until 1975. GRPS lacked data on the hiring patterns for women from 1973 to 1976.

2. Consideration must be given to the fact that the laws of nondiscrimination or employment on basis of handicap were not written until 1977. GRPS lacked data on the hiring of the handicapped.

3. Data were not available on paraprofessionals as a job category for 1976.
4. The criterion for job categories changed from year to year. In 1975-76 the data for Junior College was maintained separately by GRPS, as was central administration and other administrators. The lack of consistency of content within each job category made it difficult to compare data from year to year.

5. Data on individual categories of minorities, such as Black and Asian, was not maintained until the 1975-76 school year.

6. The data compiled for 1978-79 had been completed on individual schools, by elementary and secondary departments, and had considered professional and administration job categories only.

In reviewing the results of the questionnaire, goals and objectives should be established to assist in identifying all handicapped persons employed by GRPS. Consideration should be given to techniques of identification, format of presentation to employees, and the follow-up process.

The Personnel Department and representatives thereof who interview prospective candidates should be initially in-serviced in interview techniques to ensure that each applicant was made aware of the fact that GRPS was an equal opportunity employer.

Also consider that the figures of 1977-78 (Figure 1) indicated that GRPS had hired 22.9% women as officials/administrators. This was 6.5% above the labor force availability figures, however, there was only one woman who participated in the 20 member cabinet during the school year 1979-80.
Affirmative action in employment was and is supported by federal executive orders, federal and state laws, laws governing collective bargaining, judicial decisions, and policies established by GRPS and other institutions prohibiting discrimination. GRPS considered all of the above as it developed its own Affirmative Action Office in 1975, adopted Policy 1150.1 in 1976, and developed and implemented the EEO-AAP in 1978. Flint, Michigan, Community Schools, NEA, and Oakland (California) Unified Schools' Affirmative Action Plans influenced GRPS's choice of format, goals, objectives, and timetables to be incorporated into its own EEO-AAP.

The questionnaire completed by the Affirmative Action Officer in May of 1980 indicated that GRPS was basically in compliance with its own EEO-AAP. Three areas to be addressed in the future should be (a) the identification of handicapped employees, (b) the hiring of women in cabinet level management, and (c) the ensuring that each prospective employee is informed that GRPS is an equal opportunity employer.

In viewing the objectives stated in the prospectus, it was evident that each one was completed, some more thoroughly than others due to the availability and appropriateness of data.
CHAPTER IV

RECOMMENDATIONS AND CONCLUSION

The primary purpose of the internship was to provide the intern with an opportunity to view the interrelated activities and responsibilities of a Personnel Department and affiliated offices, Affirmative Action and Employee Relations. A major thrust of the experience was to determine if GRPS had complied with the goals, objectives, and timetables as stated in its EEO-AAP.

A second goal was to determine the mobility of ethnic minorities, women, and handicapped persons between paraprofessional, professional, and official/administrators job categories. A third goal was to develop goals and objectives to be incorporated into the recruiting process as staff projections for 1980-81 were determined.

The preceding three goals were accomplished; however, the latter two were not accomplished to the complete satisfaction of the author. The unavailability of specific data interfered with the usefulness of the results. Recommendations for data input, compilation, and a retrieval system follow.

Firstly, the EEO-AAP should be reviewed for possible modification. Goals and objectives are general in nature and redundant. Specific timetables are lacking which complicated the assessment process.

Secondly, a definition of what constitutes the specific job categories needs to be established. A monitoring system should be
established to ensure that this information is accurately maintained.

A system for collecting personal data should be developed, implemented, and monitored by the Personnel Department. Lists of personnel by sex, race, age, address, certification, date of hire, type of contract, salary, job category, job location, and handicap could be placed on a computer system allowing GRPS easy access to such information when needed. One example of utilization of such information is apparent when a job must be modified or a site change is necessitated to accommodate a handicapped employee. With a computer system, the Personnel Department can quickly assess the options available to the employee.

Information identifying student teachers, the university or college from which they would graduate, and the following year's hiring records would provide the percentage of student teachers placed in GRPS in a given year, what percentage of those were minorities, and what type of certification was in need by the school system that year. Over a period of 5 to 10 years a pattern of successful hires could indicate to GRPS the most important and reliable source(s) of recruitment.

During the early seventies, GRPS initiated a program to encourage paraprofessionals to further their education with the end result being a teaching degree. The majority of participants were ethnic minorities and women. Financial support and texts were provided to individuals by GRPS via grant monies. What percentage of the initial enrollees dropped from the program? What percentage of the individuals completing this program were hired by GRPS? What percentage
have continued to be effective teachers? Answers to these questions could indicate how GRPS screens applicants for such a program and the financial feasibility for continuation or expansion of such a program. The development and implementation of a computer retrieval system would greatly access information which could impact not only the operational decisions of the Personnel Department, but GRPS as a whole.

Lastly, GRPS needs to assess its procedures of identifying employees with handicapping conditions. In the spring of 1978, 28 out of 8,000 employees identified themselves as handicapped. A second survey was sent out 2 years later in the spring of 1980 to ensure compliance with the EEO-AAP. Those results have not been compiled. Consideration was not given to those who may have been handicapped in 1979.

GRPS employs over 5,000 full-time and 3,000 part-time individuals, with an operational budget in excess of $98 million a year. Three-fourths of the budget was allocated to employ personnel. Being responsible for making staff projections each year and realizing that the decision was based on hand tallied information from a variety of sources, the Personnel Department could benefit from the utilization of a computer system for immediate and future use.

In conclusion, the internship was a rewarding experience filled with opportunities for involvement within all three offices. The intern is deeply indebted to GRPS for its commitment to provide these experiences and to those who assisted in securing and evaluating information relevant to the completion of the goals detailed in the major prospectus.
Appendix A

1. Organizational Chart of Grand Rapids Public Schools Administrative Offices

2. Organizational Chart of Assistant Superintendent of Personnel
Appendix B

Major Intern Prospectus
Major Internship Prospectus

INTERN: Patsy Ann Fox

SPONSORING ORGANIZATION: Grand Rapids Public Schools

FIELD SUPERVISOR: Mr. Richard Carlson, Personnel Director, Grand Rapids Public Schools

UNIVERSITY ADVISOR: Dr. Carol Sheffer, Western Michigan University


To determine the mobility of minorities between EEO.4 job categories, specifically paraprofessionals, professionals, and officials/administrators.

To determine from staff projections, goals, and objectives for the 1980-81 school year, to be addressed via the Equal Employment Opportunity-Affirmative Action Program.

DURATION: Six weeks commencing April 21, 1980.

RATIONALE:

On January 5, 1976, Policy 1150.1 (see Appendix B, Section B) was adopted defining the responsibilities of the Grand Rapids Public Schools in reference to its Equal Employment Opportunity-Affirmative Action Program. Goals, objectives, and time lines were established by the school district to employ women, minorities, and handicapped persons for all job categories (see Appendix A) in percentages consistent with their availability and/or representation in the respective labor markets from which the district seeks applicants.

To comply with the decision rendered by The Honorable Albert Engels, United States District Court Judge, in regards to the NAACP desegregation court case (Higgins et al. vs. Grand Rapids Public Schools), Grand Rapids Public Schools is determined to continue increasing its professional minority staff, striving to reach and maintain an overall goal of 20%.

To ensure that Grand Rapids Public Schools actively pursued its commitment to Equal Employment Opportunity-Affirmative Action, specific goals, objectives and time lines were established and
implemented under the direction of the superintendent of schools. It is now timely to assess the application of the district's data for future recruiting, training, hiring in specific job areas, transfers, and promotions. This information would allow the school district to forecast objectively, the needs for professional staff recruitment for the 1980-81 school year. Considering the impact of the above on the school district, this concern provides the intern with the opportunity to (a) facilitate a study in cooperation with the Personnel Department, Employee Relations and Affirmative Action Offices, designed to determine the school district's compliance with its own Equal Employment Opportunity-Affirmative Action Program; (b) become aware of information and procedures to be considered in staff forecasting; and (c) review available data needed to complete a profile of Grand Rapids Public Schools' goal of acquiring 20% overall employment of minorities by 1977-78 and its commitment to continue representative hiring.

This internship experience is expected to provide the intern with the opportunity to acquire a general knowledge of the operation of a Personnel Department, its interrelationships specifically with the Affirmative Action and Employee Relations Offices and in general, its relationship within the construct of the Grand Rapids Public School system.
### PROJECTED NATURE OF INTERNSHIP EXPERIENCE

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>EXPERIENCES &amp; CONTACTS</th>
<th>TERMINAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. CONCEPTUAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To review the Equal Employment Opportunity-Affirmative Action Plan.</td>
<td>The intern will develop a survey to determine Grand Rapids Public Schools' adherence to the goals, objectives, and time lines as stated.</td>
<td>The intern will be able to compile the results, identifying areas of compliance and noncompliance.</td>
</tr>
<tr>
<td>2. To review available data on minority hiring in Grand Rapids Public Schools.</td>
<td>Examine and compile existing data.</td>
<td>To collate and compare bodies of data.</td>
</tr>
<tr>
<td>3. To analyze data, determining the mobility between job categories, specifically para-professionals, professionals, and officials/administrators.</td>
<td>Develop a profile exhibiting appropriate information.</td>
<td>To utilize data to forecast staff needs for 1980-81; initiate and construct a plan, if warranted, including goals, objectives, and time lines to ensure compliance with the Equal Employment Opportunity-Affirmative Action Plan.</td>
</tr>
<tr>
<td>4. To acquire an increased understanding of the operation of a large school system's Personnel Department and its interrelationship with the Affirmative Action and Employee Relations Offices.</td>
<td>Observe day to day working relationships; will discuss operations of these departments with the appropriate personnel.</td>
<td>To discuss the general administrative structure of the Grand Rapids Public Schools; to discuss relationships and functions between and within the Personnel Department, Affirmative Action and Employee Relations Offices.</td>
</tr>
</tbody>
</table>
### OBJECTIVES

#### B. HUMAN

1. **To become familiar with the organization and function of various other departments impacted by the hiring of minorities.**

<table>
<thead>
<tr>
<th>EXPERIENCES &amp; CONTACTS</th>
<th>TERMINAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern will -</td>
<td>The intern will be able -</td>
</tr>
<tr>
<td>Schedule appointments</td>
<td>To indicate the diffusion of minorities within these departments.</td>
</tr>
<tr>
<td>and interviews with</td>
<td></td>
</tr>
<tr>
<td>representatives of</td>
<td></td>
</tr>
<tr>
<td>these departments:</td>
<td></td>
</tr>
<tr>
<td>* Community Education</td>
<td></td>
</tr>
<tr>
<td>(Mr. James Farmer,</td>
<td></td>
</tr>
<tr>
<td>Director)</td>
<td></td>
</tr>
<tr>
<td>* Special Education</td>
<td></td>
</tr>
<tr>
<td>(Mr. Greg Osmun, Assoc.</td>
<td></td>
</tr>
<tr>
<td>Supt.)</td>
<td></td>
</tr>
<tr>
<td>* Job Corps</td>
<td></td>
</tr>
<tr>
<td>(Ms. Frank Preston,</td>
<td></td>
</tr>
<tr>
<td>Personnel Director)</td>
<td></td>
</tr>
<tr>
<td>* Elementary Education</td>
<td></td>
</tr>
<tr>
<td>(Mr. Dick Bandy, Director)</td>
<td></td>
</tr>
<tr>
<td>* Secondary Education</td>
<td></td>
</tr>
<tr>
<td>(Mr. Romulus Romani, Director)</td>
<td></td>
</tr>
<tr>
<td>* Bilingual Education</td>
<td></td>
</tr>
<tr>
<td>(Ms. Elsa Rosa, Director)</td>
<td></td>
</tr>
<tr>
<td>* Early Childhood Education Programs—Gifted and Talented (Ms. Pat Dietrich, Supervisor)</td>
<td></td>
</tr>
</tbody>
</table>

2. **To analyze the impact of striving to maintain a professional staff of 20% minorities from the perspective of key persons.**

<table>
<thead>
<tr>
<th>EXPERIENCES &amp; CONTACTS</th>
<th>TERMINAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collate information obtained from interviews, records, 1970 census of labor force availability.</td>
<td>To produce a chart showing procedures taken to ensure a 20% minority professional staff.</td>
</tr>
</tbody>
</table>

3. **To comprehend the nature of the planning, developing, and implementation of an Affirmative Action Plan.**

<table>
<thead>
<tr>
<th>EXPERIENCES &amp; CONTACTS</th>
<th>TERMINAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss process with Affirmative Action Office.</td>
<td>To cite results which illustrate increase in minority hirings.</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>EXPERIENCES &amp; CONTACTS</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>C. TECHNICAL</strong></td>
<td></td>
</tr>
<tr>
<td>1. To determine the appropriate format; to present relevant information regarding status of minority hiring.</td>
<td>The intern will - Survey instruments available; assess applicability to present study; select, adapt or develop appropriate instruments.</td>
</tr>
<tr>
<td>2. To develop an increased expertise in understanding the possible uses of various collections of data, as well as the data processing equipment available.</td>
<td>Discuss possible uses of such equipment with trained staff familiar with the equipment.</td>
</tr>
</tbody>
</table>
Appendix A

Definition of Terms

MINORITIES:

Blacks, Hispanics (Spanish surnamed), Asians, Native Americans (Indians, Eskimos, Aleutians), women, and handicapped persons.

HANDICAPPED PERSONS:*

A handicapping condition is defined as:

A. "Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin, and endocrine."

B. "Any mental or physiological disorder: mental retardation, organic brain syndrome, emotional or mental illness, specific learning disabilities."

LABOR FORCE AVAILABILITY:

The available labor according to statistics compiled by the United States Department of Labor and the local employment security commissions.

*Rehabilitation Act of 1973, Section 504.
Appendix A—Continued

Definition of Job Categories

DESCRIPTION OF JOB CATEGORIES

OFFICIALS AND MANAGERS*—Occupations requiring administrative personnel who set broad policies, exercise over-all responsibility for execution of these policies, and direct individual departments or special phases of a firm's operations. Includes: officials, executives, middle management, plant managers, department managers, and superintendents, salaried foremen who are members of management, purchasing agents and buyers, kindred workers.

PROFESSIONAL*—Occupations requiring either college graduation or experience of such kind and amount as to provide a comparable background. Includes: accountants and auditors, architects, artists, dietitians, editors, librarians, mathematicians, natural scientists, registered professional nurses, personnel and labor relations workers, social scientists, teachers, and kindred workers.

PARAPROFESSIONAL—A worker who is not a member of a given profession but who assists a professional.

*Excerpted from Standard Form 100, Instructions for Filing Employer Information Report EEO-1.
Appendix B

Section A

POLICY 1150.1

RULES AND REGULATIONS - BUSINESS ACTIVITIES

The Grand Rapids Public Schools has adopted a policy to encourage recruitment, hiring, training, and promotion practices which will neither inhibit minority or female employment, nor discourage minorities or women from applying for employment within the district and for the contraction for and implementation of business services. To achieve this objective, Grand Rapids Public Schools requires that all contractors and suppliers of goods and services prepare and submit their workforce analyses to ensure that their workforce is reasonably representative of the labor market.

All contractors and suppliers who expect to bid for goods and services of $10,000 or an aggregate of $10,000 annually, are required to become qualified by submitting a workforce analysis for review. If the analysis is not acceptable, an affirmative action plan will be required. All workforce analyses and/or affirmative action plans will be reviewed and appropriate action prescribed by the Superintendent or Superintendent's designee prior to Board approval of bids.

ADOPTED: JULY 7, 1976.
Appendix B—Continued

Section B

POLICY 1150.1

RESPONSIBILITY OF SCHOOL PERSONNEL - EQUAL OPPORTUNITY

The Grand Rapids Public Schools is committed to providing equal opportunities for employees, students, and the community. To that end, it will maintain and improve educational programs, employment practices, business and administrative services that provide equal opportunities for all people.

The Grand Rapids Public Schools will evaluate present programs and, where appropriate, initiate new ones to increase an awareness and understanding of the interests and needs of all people. The District will comply fully with the nondiscrimination provisions of all state and federal laws and regulations and thus will make all personnel decisions without regard to race, age, color, sex, religion, national origin, or physical or mental handicap. In the contraction for, and implementation of, business and administrative services, the district will continue its programs for improving and expanding equality of opportunity. The district will maintain a program of educational services designed for students and the community without regard to race, age, color, sex, religion, national origin, or physical or mental handicap.

The Grand Rapids Board of Education directs the Superintendent or designee to establish and maintain rules and regulations consistent with this policy and legislative guidelines pertaining to equal opportunity and to establish the processes for their implementations.

Appendix C

1. Survey of the Handicapped
2. Projections for Substitutes on Lincoln Campus
3. Projected Budget for Substitutes for 1980-81
Dear Colleague:

The Grand Rapids Public Schools continues to assess its policy of affirmative action relating to persons with handicapping conditions. In May of 1978, the Grand Rapids Public Schools conducted a survey of employees to determine the status of the district and established employment practices objectives in compliance with the provisions of Section 504 of the Rehabilitation Act of 1973. Section 504 not only forbids discrimination against persons with handicaps, but calls for agencies and organizations to actively recruit, consider and employ qualified applicants. It additionally deals with job assignments, promotions, training, transfers, accessible working conditions, and termination.

In order for the Grand Rapids Public Schools to reaffirm its commitment to persons with handicapping conditions and to ensure compliance with Section 504, we are offering you the opportunity to once again participate in this assessment. If you were not employed prior to May 1978, or if you did not participate in the initial survey, we are asking that you consider your status and participate if you wish. PARTICIPATION IN THE ASSESSMENT IS STRICTLY VOLUNTARY. This assessment has been reviewed with the presidents of the various employee organizations. They are asking for your cooperation.

The assessment consists of the following:

1. a letter of explanation
2. a list of handicapping conditions
3. the Initial Survey
4. a follow-up questionnaire for those employees checking "yes" on the Initial Survey Sheet (to be sent later)

If you are willing to participate in the assessment, please review the accompanying list of handicapping conditions and determine whether the "yes" or "no" box on the Initial Survey is applicable to your case. Employees marking the "yes" box are urged to identify themselves, work location, and position so that the Employment Practices Subcommittee can better use the results. Employees checking the "yes" box are asked to return the Initial Survey to Kathleen Cashen, Station 1, through the interschool mail. The information you provide is considered confidential. The Initial Survey should be returned by June 13, 1980.
May 23, 1980
Page 2

This information will assist us in reviewing the present affirmative action policy relating to persons with handicapping conditions. We thank you for your cooperation. Please contact John Matthews at 456-4705 or myself at 456-4774 if we may provide additional information or assistance.

Sincerely,

Kathleen Cashen
Section 504 Task Force

Note: This is a typed copy of the original letter.
TO: Grand Rapids Public Schools Employees

FROM: Section 504 Eask Force

DATE: May 23, 1980

SUBJECT: Handicapping Conditions Covered Under Section 504 Legislation

Although specific handicaps are not defined within Section 504 guidelines, the subcommittee is enclosing this list of the types of handicaps which would be covered under the legislation. The listing has been compiled from the Department of Labor, Vocational Rehabilitation, and other federal communications. PLEASE REMEMBER THAT SUCH PHYSICAL OR MENTAL IMPAIRMENTS DO NOT CONSTITUTE A HANDICAP FOR THE PURPOSES OF SECTION 504 UNLESS THEIR SEVERITY IS SUCH THAT IT RESULTS IN A SUBSTANTIAL LIMITATION OF ONE OR MORE MAJOR LIFE ACTIVITIES SUCH AS WALKING, HEARING, SPEAKING, BREATHING, SEEING, LEARNING AND WORKING, ETC. The following are examples of handicapping conditions:

1. Allergies: Hay Fever, Asthma, Others

2. Arthritis and Rheumatism


4. Cancer

5. Cardiac and Circulatory: Congenital Heart, Chronic Rheumatic Fever, Rheumatic Heart Disease, Arterio-sclerotic Degenerative Heart Disease, Hypertension, Varicose Veins, Other Similar Impairments

6. Cerebral Palsy

7. Cystic Fibrosis

8. Epilepsy

9. Hearing Impairments

10. Hernia

11. Leukemia

12. Mental Impairments

13. Muscular Dystrophy

14. Multiple Sclerosis

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15. Parkinson's Disease

16. Personality Disorders: Alcoholism, Drug Addiction, and Other Similar Impairments

17. Polio

18. Respiratory Impairments: Tuberculosis, Emphysema, Chronic Bronchitis and Sinusitis, Other Similar Impairments

19. Specific Learning Disabilities: Perceptual Handicaps—Dyslexia, Minimal Brain Dysfunction, Developmental Aphasia, and Other Similar Impairments

20. Speech Impairments: Cleft Palate, Aphasia from Hemorrhage, Embolism, or Stroke, Other Impairments

21. Stroke

22. Vision Impairments: Cataract, Glaucoma, Congenital, Other Impairments

23. Diabetes

24. Trauma Injuries ie. hemiplegia, paraplegia, spinal cord injuries
AFFIRMATIVE ACTION SURVEY SHEET

Rehabilitation Act of 1973
Section 504
Spring 1980

I. A handicapping condition is defined in the Rehabilitation Act of 1973 as:

A. "Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculo-skeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin, and endocrine."

B. "Any mental or physiological disorder: mental retardation, organic brain syndrome, emotional or mental illness, specific learning disabilities."

*Physical or mental impairments do not constitute a handicap for purposes of Section 504 UNLESS THEIR SEVERITY IS SUCH THAT IT RESULTS IN A SUBSTANTIAL LIMITATION OF ONE OR MORE MAJOR LIFE ACTIVITIES.

II. Based upon the above definition, would you say you are an employee with a handicap?

YES NO

*A follow-up survey will be sent within the month to each employee checking the "Yes" box.

The Section 504 Task Force thanks you for your cooperation. Please contact Kathleen Cashen at 456-4774 or John Matthews at 456-4705 if you wish additional information.

________________________________________
Name of Employee

________________________________________
Work Location

________________________________________
Present Position
MEMORANDUM

DATE: May 29, 1980

TO: James Burress

FROM: Patsy Fox

SUBJECT: Projections for Substitutes on Lincoln Campus—Summer 1980

Based on data including the number of floating days (FD) and leaves requested, and the average absentees for illness and other from the summer of 1979, the following information is being shared with you regarding the substitute staff needs on Lincoln Campus for June 16 to August 22, 1980.

<table>
<thead>
<tr>
<th></th>
<th>Lincoln</th>
<th>Lincoln Dev.</th>
<th>Lincoln Act.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floating Days</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certified Staff</td>
<td>5</td>
<td>21</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td>Non-Certified</td>
<td>23</td>
<td>19</td>
<td>15</td>
<td>57</td>
</tr>
<tr>
<td>Cost</td>
<td>$160</td>
<td>$672</td>
<td>$320</td>
<td>$1,152</td>
</tr>
<tr>
<td>Certified</td>
<td>575</td>
<td>475</td>
<td>625</td>
<td>1,675</td>
</tr>
<tr>
<td>Non-Certified</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-total</td>
<td>$735</td>
<td>$1,147</td>
<td>$945</td>
<td>$2,827</td>
</tr>
<tr>
<td>Projected Absentees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certified</td>
<td>5 days</td>
<td>40</td>
<td>25</td>
<td>70</td>
</tr>
<tr>
<td>Non-Certified</td>
<td>23</td>
<td>94</td>
<td>42</td>
<td>159</td>
</tr>
<tr>
<td>Cost</td>
<td>$160</td>
<td>$1,280</td>
<td>$800</td>
<td>$2,240</td>
</tr>
<tr>
<td>Certified</td>
<td>575</td>
<td>2,350</td>
<td>1,050</td>
<td>3,975</td>
</tr>
<tr>
<td>Non-Certified</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-total</td>
<td>$735</td>
<td>$3,630</td>
<td>$1,850</td>
<td>$6,215</td>
</tr>
<tr>
<td>Total Each Building</td>
<td>$1,470</td>
<td>$4,777</td>
<td>$2,795</td>
<td></td>
</tr>
<tr>
<td>Total for Campus</td>
<td>$9,042</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

48 day calendar (June 16 - August 22)
Total projected staff needs for campus—106 days certified (avg. 2.21 daily) 216 days non-cert. (avg. 4.5 daily)

Total projected cost for campus: $9,042.

To equate out, I would recommend hiring full-time, 3 certified teachers and 5 non-certified staff for the campus.

lh
TO: Director of Personnel
FROM: Patsy Fox
REASON: Projected Budget Costs
          Substitute Staff 1980-81
DATE: June 6, 1980

To determine a budget for substitute staff for 1980-81, the following
questions were entertained considering data available from the 1978-79
and 1979-80 school years:

1. How many elementary substitutes were requested on a daily,
   weekly, monthly and yearly basis.

2. How many elementary special education substitutes were re-
   quested on the same timetable as above.

3. How many secondary positions were requested . . . .

4. How many secondary special education positions . . . .

5. How many substitute positions go unfilled on a daily, weekly,
   monthly, yearly basis.

6. How many substitutes in non-certified staff and aides were re-
   quested . . . .

7. How many substitute teachers were requested June 16-August 22
   (or for summer school programs).

8. How many substitute non-certified/aides were requested for
   summer school in June 16-August 22.

9. How many substitute positions were categorized temporary con-
   tracts.

10. Was there a pattern to absenteeisms ie., particular days,
    weeks, months.

A summary explaining the charted considerations and recommendations
with rationale for 1980-81 conclude this report.

Chart I, a Summary of Substitute Staff Requests, 1978-79, presents
the utilization of substitutes by the weeks and the school month.
Compiled below find the totals by month of filled and unfilled posi-
tions:
<table>
<thead>
<tr>
<th></th>
<th>Elementary/ Special Education</th>
<th>Secondary/ Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Filled</td>
<td>Unfilled</td>
</tr>
<tr>
<td>Sept</td>
<td>457</td>
<td>0</td>
</tr>
<tr>
<td>Oct</td>
<td>805</td>
<td>0</td>
</tr>
<tr>
<td>Nov</td>
<td>709</td>
<td>9</td>
</tr>
<tr>
<td>Dec</td>
<td>901</td>
<td>19</td>
</tr>
<tr>
<td>Jan</td>
<td>531</td>
<td>0</td>
</tr>
<tr>
<td>Feb</td>
<td>961</td>
<td>11</td>
</tr>
<tr>
<td>Mar</td>
<td>913</td>
<td>4</td>
</tr>
<tr>
<td>Apr</td>
<td>697</td>
<td>0</td>
</tr>
<tr>
<td>May</td>
<td>826</td>
<td>17</td>
</tr>
<tr>
<td>June</td>
<td>392</td>
<td>13</td>
</tr>
<tr>
<td>July</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Aug</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

7,192 73 4,682 142

Of the 7,192 teachers, approximately 35 were on temporary contracts, and there was a potential of 73 positions unfilled on the elementary level:

- a. $32 \times 7,157 \text{ teachers} = $229,024
- b. $64 \times 35 \text{ teachers} \times 61 \text{ days average} = $136,640 \text{ (temporary contract)}.
- c. $32 \times 73 \text{ teachers} = $2,336
  $368,000 \text{ approximate expenditures}.

Secondary is as follows:

- a. $32 \times 4,657 = $149,024
- b. $64 \times 25 \times 61 = $97,600 \text{ (temporary contracts)}
- c. $32 \times 142 = $4,544
  $251,168 \text{ approximate expenditures}

Chart II demonstrates requests for 1979–80.
<table>
<thead>
<tr>
<th></th>
<th>Elementary/</th>
<th>Secondary/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Special Education</td>
<td>Special Education</td>
</tr>
<tr>
<td></td>
<td>Filled</td>
<td>Unfilled</td>
</tr>
<tr>
<td>Sept</td>
<td>454</td>
<td>0</td>
</tr>
<tr>
<td>Oct</td>
<td>883</td>
<td>4</td>
</tr>
<tr>
<td>Nov</td>
<td>626</td>
<td>0</td>
</tr>
<tr>
<td>Dec</td>
<td>705</td>
<td>0</td>
</tr>
<tr>
<td>Jan</td>
<td>801</td>
<td>0</td>
</tr>
<tr>
<td>Feb</td>
<td>1,048</td>
<td>4</td>
</tr>
<tr>
<td>Mar</td>
<td>780</td>
<td>19</td>
</tr>
<tr>
<td>Apr</td>
<td>690</td>
<td>11</td>
</tr>
<tr>
<td>May</td>
<td>410*</td>
<td>15</td>
</tr>
<tr>
<td>June</td>
<td>NA*</td>
<td>NA*</td>
</tr>
<tr>
<td>July</td>
<td>NA*</td>
<td>NA*</td>
</tr>
<tr>
<td>Aug</td>
<td>NA*</td>
<td>NA*</td>
</tr>
<tr>
<td></td>
<td>6,397</td>
<td>53</td>
</tr>
</tbody>
</table>

*Incomplete because data is not available

Temporary contracts for 1979–80 are as follows:

a. elementary and special education
   56 teachers x 34.29 days average each = 1,920.24
   x 64
   $122,880

b. secondary and special education
   16 teachers x 31.88 days average each = 510.08
   x 64
   $32,645

c. community education
   39 teachers x 80 days average each x $64 = $199,680
   1 teacher x 100 days x $64 = 6,400
   $206,080

Compilation:

a. 6,341 elementary education and special education x $32 = $202,912
b. 53 unfilled elementary special education x $32 = $1,696
c. elementary and special education temporary contracts $122,880
d. 3,947 secondary special education x 32 = $126,304
e. 171 unfilled secondary special education x 32 = $5,472
f. secondary special education and community education temporary
   contracts $32,645 + 206,080

The total projected expenditures for secondary and elementary
for 1979–80 are $697,989.
Considerations:

1. Cost for substitutes for special programs/general education/summer school are not included for June-August for 1978-79 or 1979-80.

2. Records/data designating number of non-certified/aides requested is not available.

3. Precise records i.e., including salary paid out are not available in one location other than the "tube" for temporary contracts.

4. 1979-80 summary indicates that we may want to actively recruit in August and September for substitutes for secondary and again in January for elementary and secondary.

5. Costs for Community Education 79-80 appears atypical.

6. Based on the prospect of teachers' salaries being raised 10%, we could easily relationalize a 10% increase in substitute teachers; non-certified/aide rates.

7. Another consideration is 10% increase plus mileage of 25¢ per mile, but consider paper work involved!

8. Another consideration is elimination of temporary contracts, thus eliminating concern of utilizing a person over 120 days and bearing the obligation of consideration of hire, plus expenditures.

Page 6 summarizes the projected expenditures for 1980-81 for elementary and secondary divisions. The calculations can only be as accurate as the available data. Three projections are offered, considering daily rates of $36, $38, and $40 for teaching staff, non-certified aides increasing proportionately. It would be wise to consider adding on an additional 10% to each of the three proposals for expenditures for summer programs, etc.

A 10% increase in the teachers' daily rates could be rationalized as being comparable to the possible overall salary increases that may be rendered by the district for 1980-81 to instructional staff.

An increase to $38 and $40 respectively could be rationalized as being more comparable to surrounding districts and for other cities/school districts the size of Grand Rapids.

Thought should be given to energy costs i.e., operation of a vehicle and babysitting fees to assist in determining if $36, $38, $40 is worth one's while. For example:
$36.00
- 4.50 milage 25¢ a mile to LDC; 18 miles x 25¢ = $4.50
31.50
- 8.00 babysitter ($1 an hour x 8 hours)
23.50
- 2.35 taxes (estimated)
$21.15 take home pay

Dick, I do not have a creative thought at this moment! I would feel secure in assessing the appropriateness of our present daily rates and consider adding on 10%, 12%, 14%. Second thought is taking negotiated base pay divide contracted instructional days for temporary contract and halve for daily rates. For example:

\[
\begin{array}{rcl}
\text{72.16 temporary contract} & \text{36.08 daily rate} \\
194 \left( \frac{14,000}{12} \right) \text{ first step} & 2 \left( \frac{72.16}{6} \right) \text{ (rd. off)}
\end{array}
\]

Non-certified/aides have been included under elementary for the following plans:

Plan I

Elementary shows an increase of $32,590.88 from this year's budget.
Secondary shows a decrease of $16,413.48* from this year's budget.

Plan II

Elementary shows an increase of $48,811.54.
Secondary shows an increase of $8,135.34.

Plan III

Elementary increase of $65,032.20.
Secondary increase of $142.80.

*This means we spent $16,413.48 less than projected for 1979-80.

From 1978-79 school year to 1979-80, we used 1.12% fewer teachers on the elementary level and 1.10% fewer teachers on the secondary level.
1980-81 PROJECTIONS OF EXPENDITURES

<table>
<thead>
<tr>
<th>Plan</th>
<th>Teachers</th>
<th>Non-Certified/Aides</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>$36*</td>
<td>$31,407.00</td>
<td>$251,183.88</td>
<td>$148,586.52**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>$38</td>
<td>$33,573.00</td>
<td>$265,238.54</td>
<td>$156,864.66</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>$40</td>
<td>$35,739.00</td>
<td>$279,293.20</td>
<td>$165,142.80</td>
</tr>
</tbody>
</table>

I would estimate another 10% increase on the budget for summer school program expenditures i.e.

Example (Plan I)

<table>
<thead>
<tr>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>$251,183.88</td>
<td>10%</td>
</tr>
<tr>
<td>+ 25,183.00</td>
<td></td>
</tr>
<tr>
<td>= 276,366.88</td>
<td>teachers</td>
</tr>
<tr>
<td>+ 31,407.00</td>
<td>non-certified/aides</td>
</tr>
<tr>
<td>$307,773.88</td>
<td>total estimated expenditures for elementary</td>
</tr>
</tbody>
</table>

Example (Plan I)

<table>
<thead>
<tr>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>$148,586.52</td>
<td>10%</td>
</tr>
<tr>
<td>+ 14,858.65</td>
<td></td>
</tr>
<tr>
<td>$163,445.17</td>
<td>teachers</td>
</tr>
</tbody>
</table>

Using Plan I, for elementary, we would see an increase in budget for 1980-81 school year as $57,773.88; secondary shows a decrease of $1,575.

*See working sheets for details.

**Community Education is included in secondary.

***Non-certified/Aides is figured for center programs only as data was available—consider estimate low.


