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Summary of the Final Report of the Task Force to Promote Equity of Opportunity for Women in the Public School System

Maine State Legislature

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Maine State Legislature, Office of Policy and Legal Analysis, Elizabeth Swain, Jackie Potter, David Silvernail, and Tim Glidden

STATE OF MAINE
114TH LEGISLATURE
FIRST REGULAR SESSION

Summary of the
Final Report
of the

**TASK FORCE TO PROMOTE EQUITY
OF OPPORTUNITY FOR
WOMEN IN THE PUBLIC SCHOOL SYSTEM**

January, 1990

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Appendix A: Legislation

NOTE

*This report is a summary of the complete report of the Task Force.
Copies of the complete report can be obtained from the Office of Policy
and Legal Analysis, State House Station #13, Augusta, Maine 04333.*

INTRODUCTION

In 1988, the 114th Legislature created a BLUE RIBBON TASK FORCE TO PROMOTE EQUITY OF OPPORTUNITY FOR WOMEN IN THE PUBLIC SCHOOL SYSTEM. The Task Force was commissioned to "study the representation and underrepresentation of women in the public school system, review practices and the causes of those practices that present barriers to achieving administrative positions, and recommend measures calculated to correct any inequities found." The issue of women in educational administration was of overriding importance to the Task Force.

The Task Force consisted of 19 members, almost all of whom are directly involved in public school education. A full listing of the Task Force is included on page one of the Appendix.

The Task Force was created in response to three concerns:

1. Recent studies and statistics have shown a critical concern regarding a potential shortfall of administrators, primarily superintendents and principals, within the next three years;
2. Although a significant number of women hold administrative certificates, an alarmingly low number of women serve as school principals or superintendents;
3. It was recognized that if students are to have high aspirations and to be unfettered by stereotypes, appropriate role models within the school system are necessary.

A brief look at the number of women currently holding administrative positions brings this issue quickly into focus.

- o While women make up 65% of the teaching population, they represent only 20% of educational administrators.
- o Women hold less than 50% of the elementary and middle school principalships.
- o Women hold less than 10% of high school principalships and less than 25% of the assistant principalships.
- o While there are 3,160 female high school teachers, only eight women are high school (grades 9-12) principals. In comparison, there are 3,496 male high school teachers in Maine, and ninety-nine men are high school (grades 9-12) principals.
- o Of Maine's 145 superintendents, only 9 are women.

These statistics reveal a pattern of underrepresentation of women which is a disservice to the field of education.

Many factors contribute to the situation as it currently exists. There is, no doubt, a deep-seated cultural bias in favor of men holding top administrative positions. Further, school boards, superintendents, principals and the professional associations that support them tend to be dominated by males, who are likely to reinforce cultural norms. Tradition..."holds that women can teach, but men must lead," testified Maine Human Rights Commission Chair James Mundy at the Legislative hearing authorizing this study.

The Task Force sought answers to two fundamental questions:

1. What are the barriers that have denied women access to administrative posts?
2. What remedies hold the greatest promise for correcting those barriers, and who should be involved in implementing recommendations to increase opportunities for women?

To answer these questions, the Task Force commissioned a survey of administrative hiring practices in Maine's school districts. The survey also looked at the career goals and aspirations of a sample of Maine's educators. The survey enabled the Task Force to look at hiring practices and the results of those hiring practices in terms of the distribution of male and female applicants and job holders. The survey was a scientifically conducted sampling of attitudes and opinions of educators and administrators.

Further, the survey afforded an understanding of the aspirations of male and female educators and a comparison of the factors which applicants perceive to be important in achieving administrative posts versus what the hiring superintendents and principals are looking for in terms of experience and credentials. The findings of the survey are summarized in the Executive Summary and presented in the report on pages 15-40.

The Task Force sought to complement the more quantitative survey results with a qualitative examination of the role of women administrators in a sampling of Maine school districts. Case studies were conducted in five local educational units consistent with the geographic and socioeconomic distribution of Maine's population. Interviews were held with male and female administrators to gain insight into the hiring process. Particular attention was paid to the career track of female administrators.

Supplementing the case studies were five detailed interviews with women who have unsuccessfully sought administrative posts. The written descriptions tell of the women's repeated attempts to gain administrative positions. The findings are in the Executive Summary and on pages 41-95 of the final report.

The Task Force analyzed the survey and case study results to gain an understanding of the barriers that have denied women access to administrative jobs. Accordingly, the following barriers were identified as top priorities for rectification:

1. The absence of a hiring process which is clearly articulated, predictable and perceived to be fair.
2. The lack of a means to gain local knowledge of an outside district, such as through mentors or a strong educational support network.
3. The scarcity of internships and entry-level administrative posts from which to gain experience and test leadership skills.
4. The limited flexibility of the credentialing system.
5. The absence of effective recourse in the event that discrimination occurs.
6. The cultural stereotypes which favor men for leadership positions.
7. The perception by female applicants that they may encounter sexual discrimination in the hiring process and the resulting reluctance to aspire to administrative posts which that engenders.

In recognition of these barriers, the Task Force promulgated recommendations directing all educational organizations to develop activities and procedures to promote women in administration. Emphasis was placed on the role of the Department of Education and Cultural Services in setting and monitoring progress toward a statewide target five-year goal for the hiring of female administrators. Further, the DECS is charged with working in conjunction with other organizations to develop a model hiring procedure for school administrators and with developing training programs on gender equity.

Both public and private educational associations were encouraged to make a priority the promotion of women through seminars, workshops and networks designed to increase support for female applicants.

Also viewed as critical to the long term success of women administrators is the development of mentorships and quasi-administrative positions. The case studies, in particular, highlighted the need for more administrative opportunities toward which women can aspire.

In recommending measures to promote women administrators, the Task Force recognized the importance of accountability for all parties. Therefore, reporting requirements were included in most of the proposed statutory changes. The Joint Standing Committee on Education will play a pivotal role in maintaining accountability for all agencies and associations charged with implementing statutory charges.

EXECUTIVE SUMMARY

Highlights of the survey and case studies of administrative hiring practices in Maine school districts and the career goals of Maine educators are as follows:

Hiring Superintendents

School board chairpersons, when hiring a superintendent, look foremost for previous experience as a superintendent. Chairpersons also prefer candidates with previous principalship experience. Also important is experience as curriculum director and experience in teaching.

Assuming superintendent candidates have comparable academic credentials, the most important qualities, cited by school board chairpersons, are management and leadership characteristics. The survey did not include information on the ratio of male to female applicants.

Hiring Principals

When hiring a building level principal, chairpersons look for qualities of effective leadership and management skills, and the ability to work effectively as a member of the administrative team.

Hiring Process

The case studies called attention to the variety of practices used in hiring educational administrators and the role of personal contacts versus professional qualifications in the process. The absence of a defined hiring process was also clearly in evidence.

Applicant Pool

Twice as many males as females were represented in the pool of applicants for elementary school principalships. However, approximately an equal number of females and males were hired as elementary principals. At the middle/junior high and high school level, approximately four times as many males as females applied for these principalships, and the ration of hires was consistent with the applicant pool.

Athletic Experience

Forty-six percent of the middle/junior high school and seventy-six percent of the high school principals had previous experience as a coach or athletic director. Of those who had experience in this area at any level, ninety percent were male.

Superintendents when hiring principals gave high ratings to qualities such as leadership and management skills. The least important factor they reported considering when hiring a principal was previous coaching and athletic experience. Of the high school principals who had previous coaching experience, 98.5% were male.

Aspirations

More males than females want to become high school principals and superintendents and more females than males want to become guidance directors and assistant superintendents.

Sponsorship

The power of sponsorship -- receiving support, nurturing and mentorship -- emerged as a recurring theme in the case studies. In addition, knowledge of or familiarity with local policymakers was a key.

Career or Job Track

While no universally consistent career track can be identified from either the surveys or the case studies, there is a subtle tendency of local hiring agents to respect prior administrative experience, specifically positions which deal with discipline and "management" problems.

Barriers

The single greatest barrier to further professional achievement is lack of mobility followed by the availability of graduate programs near the individual's residence.

Of the candidates who were not hired for an administrative position, twice as many males as females felt they were not hired because they lacked the appropriate experience or other candidates were more qualified. Almost three times as many females as males thought gender was a deciding factor.

Both females and males perceive prior experience within the school system as being a more important factor in an administrative position than superintendents deemed it. Female educators did not consider the amount of time an individual is willing to devote to the job as important as superintendents deemed it to be.

RECOMMENDATIONS OF THE BLUE RIBBON TASK FORCE ON EQUITY OF
OPPORTUNITY FOR WOMEN IN THE PUBLIC SCHOOL SYSTEM

The Task Force developed a series of recommendations to address the barriers which have for so long prevented women from entering the field of educational administration.

The proposed statutory changes which follow are presented according to the agency or association responsible for implementing the recommendations. The exact proposed statutory language is presented in Appendix B.

Department of Education and Cultural Services

1. The Commissioner of the Maine Department of Education and Cultural Services in collaboration with organizations representing school boards, school administrators, teachers and any other interested parties shall develop a model hiring procedure for school administrators which will be reviewed by the attorney for the Maine Human Rights Commission.

The vote was unanimous with one abstention.

2. The Maine Department of Education and Cultural Services shall set a statewide target five-year goal for the employment of women in positions requiring administrator certification. Each local education unit will develop a plan for meeting this goal as part of the school improvement plan.

The vote was unanimous.

3. Commencing on July 1, 1991, the Commissioner of the Maine Department of Education and Cultural Services shall hire staff sufficient to provide technical assistance to districts, monitor local educational unit outcomes, promote communication between professional groups and initiate program development in the area of gender equity.

The vote was 12 in favor, 1 opposed.

4. The Maine Department of Education and Cultural Services and the State Board of Education shall study and recommend a plan to partially fund local internships in educational administration, specifically aimed at providing an opportunity for women in the positions of assistant principal, principal, and assistant superintendent. Application would be made to local educational units by individuals who apply on a competitive basis. The internships would be designed to enhance the district's compliance with its affirmative action plan. The plan shall incorporate recommendations for funding for this act to provide reimbursement for local expenditures for this purpose.

The vote was unanimous.

5. The Commissioner of the Department of Education and Cultural Services shall include in his or her annual performance report on Maine Schools a listing of requests by school districts for affirmative action workshops and an assessment of its ability to meet past and projected demand for in-service training.

The vote was unanimous.

6. The Maine Department of Education and Cultural Services shall compile data annually on the number of women who hold various administrative positions, and shall report to the Joint Standing Committee on Education on the change in status from the previous year.

The vote was unanimous.

State Board of Education

7. The State Board of Education and the State Department of Education and Cultural Services shall promote alternative certification; make whatever changes are necessary to facilitate this process; pilot the process and report on its findings to the Joint Standing Committee on Education after two years.

The vote was unanimous.

8. The State Board of Education shall adopt rules for the purpose of adding the following competency to the required competencies for administrator certification:

Demonstrate an understanding of cultural differences and the knowledge of discriminatory and non-discriminatory hiring practices.

The vote was unanimous.

9. The State Board of Education will review each local education unit's affirmative action plan and submit a report to the Maine DECS.

The vote was unanimous.

School Administrative Units

10. All school administrative units shall develop affirmative action plans in accordance with Title 5, Chapter 65, Code of Fair Practices and Affirmative Action as part of the school approval process and update these annually. All affirmative action plans must be submitted to the Department of Education and Cultural Services annually.

The vote was unanimous.

School Boards

11. Each school board shall develop a non-discriminatory hiring practice for positions requiring administrative certification. That hiring practice shall include:
 1. Creation or reassessment of the job description;
 2. Clearly stated criteria for the position;
 3. An applicant screening and interview process which shall not be limited to administrators of the local educational unit;
 4. An interview format which includes questions which are based on the job description and the stated criteria.

The vote by the Task Force was 10 in favor, 1 opposed.

12. All school boards must submit a record of their hiring of Superintendents, Principals and Assistant Principals to the Maine Human Rights Commission for review by January 1st of every year beginning on January 1, 1991 and that report shall contain the qualifications and gender of all those hired for the above-named positions in the previous calendar year as well as the qualifications, certification and gender of all unsuccessful candidates who met [without waiver] the locally established standards for the position. The local

educational unit shall retain the files of all candidates who met the above criteria for 3 years. By March 1st of each year, the Maine Human Rights Commission shall submit a report based upon this information to the Governor, the legislative leadership, and the Joint Standing Committee on Education, along with such recommendations and analysis as may be appropriate.

The vote was unanimous.

University of Maine

13. The University of Maine trustees shall study and report by February 1, 1991 to the Joint Standing Committee on Education:

- how the University will address these recommendations
- how the University will develop and implement a curriculum on gender equity and cultural differences which shall be a requirement for program certification
- how the University will cooperate with DECS, the Commissioner and the Human Rights Commission in achieving the recommendations of this report.

The University of Maine through its undergraduate and graduate programs in the colleges and divisions of education shall include the study of gender equity and cultural differences. The University shall strongly support its campuses in the delivery of the above services.

The vote was unanimous.

Human Rights Commission

14. Effective September 1, 1990, a position shall be created on the Maine Human Rights Commission staff to deal full-time with the issue of sex equity in public education and that position shall be responsible for working with the Maine Department of Education and Cultural Services and other education groups to promote sex equity in the hiring of public school administrators and to investigate on behalf of the Commission all human rights complaints associated with the public school system in Maine.

The vote was unanimous.

Joint Standing Committee on Education

15. The Joint Standing Committee on Education shall hold biennial hearings on the status of women in public school administration. The Committee shall solicit testimony from all public and private educational organizations on their progress in providing support to women and in advancing the efforts of women to achieve administrative positions.

The vote was unanimous.

IN ADDITION TO THE ABOVE PROPOSED STATUTORY CHANGES, THE TASK FORCE ALSO REPORTED THE FOLLOWING FINDINGS AND RECOMMENDATIONS:

16. Finding

The Blue Ribbon Task Force commends and encourages the continued work of Maine LEAD in the area of gender equity for administrative positions. Through presenting seminars and workshops, facilitating the creation of mentorships and training school boards and superintendents in the hiring process, Maine LEAD has provided important information and communication in the area of sex equity. Because many of the major educational organizations are represented on the Board of Maine LEAD, it may play a crucial role in solving this problem.

Recommendation

17. The Blue Ribbon Task Force encourages Maine LEAD to place the issue of gender equity in educational administration on the top of its agenda.

18. Finding

The Blue Ribbon Task Force recognizes the importance of leadership by the professional associations. These associations can and must play a critical role in supporting women's access and advancement to administrative positions. Strategies which have been effective in assisting and promoting women include keeping a directory of women administrators, sponsoring a network of women educators and holding workshops to provide the tools needed for women to advance professionally. Without increased support for this cause by the professional associations, women are unlikely to achieve greater representation among educational administrators in the near future.

Recommendation

19. The Blue Ribbon Task Force encourages the professional development associations to develop programs which support women's access and advancement to administrative positions.

Finding

20. The Blue Ribbon Task Force recognizes the critical role of the Maine School Boards Association as the gatekeepers of administrative positions. As the decision-makers on all senior administrative positions, School Boards share responsibility for the situation that currently exists.

Recommendation

21. Recognizing the critical role of the Maine School Boards Association as the gatekeepers of administrative positions, MSBA should publish a position paper on the status of women in educational administration.

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APPENDIX A

MAJORITY REPORT

TITLE: An Act to Promote Equity of Opportunity for Women in Administrative Positions in the Public School System

Sec. . 5 MRSA §4575 is enacted to read:

§4575 Gender equity in school administration positions

The commission shall hire staff to promote gender equity in the hiring of public school administrators in cooperation with the Commissioner of Education and Cultural Services and to investigate on behalf of the commission all human rights complaints associated with the public school system.

The commission shall report annually on or before March 1 to the Governor, the Legislative Council and to the joint standing committee of the Legislature with jurisdiction over educational affairs on the status of efforts to promote gender equity in the public school system along with analysis and recommendations the commission determines is necessary. The report shall include a summary of all information reported to it under Title 20-A, section 1001, subsection 14.

Sec. . 20-A MRSA §6 is enacted to read:

§6 Gender equity hearings

The joint standing committee of the Legislature with jurisdiction over educational affairs shall hold biennial hearings on the status of women in public school administration. The committee shall solicit testimony from all public and private educational organizations on their progress in providing support to women and in advancing the efforts of women to achieve administrative positions.

Sec. . 20-A MRSA §254, sub-§8 is enacted to read:

8. Model hiring procedure. The commissioner, in collaboration with organizations representing school boards, school administrators, teachers and other interested parties, shall develop a model hiring procedure for school administrators. The counsel for the Maine Human Rights Commission appointed under Title 5, section 4566, subsection 3 shall review the model hiring procedure.

NOTE: Legislation in this appendix is subject to technical revision by the Revisor of Statutes to ensure proper statutory form. 556gea

Sec. . 20-A MRSA §254, sub-§9 is enacted to read:

9. Statewide goal. The commissioner shall set a statewide target, five-year goal for the employment of women in positions requiring administrator certification.

Sec. . 20-A MRSA §254, sub-§10 is enacted to read:

10. Gender equity. Commencing on July 1, 1991, the commissioner shall hire staff sufficient to provide technical assistance to school administrative units in the area of gender equity, monitor progress in attaining the goals established under subsection 9, promote communication between professional groups on this topic and initiate program development in the area of gender equity.

Sec. . 20-A MRSA §256, sub-§1 is amended to read:

1. Report to Governor and Legislature. The commissioner shall prepare and deliver to the Governor and Legislature an annual report on the status of public education in the State, including any suggestions and recommendations to improve public education and including the reporting requirements of section 13506, subsection 3-A. This annual report shall also include a description of the activities and accomplishments of the state board.

The commissioner shall include in the annual report a listing of requests by school districts for affirmative action workshops and an assessment of the department's ability to meet past and projected demand for in-service training related to affirmative action or gender equity.

The commissioner may be invited by the Speaker of the House of Representatives and the President of the Senate annually, in January, to appear before a joint session of the Legislature to address the Legislature on the status of public education in the State and such related matters as the commissioner desires to bring to the Legislature's attention.

Sec. . 20-A MRSA §256, sub-§7 is enacted to read:

7. Women in administration; data; report. The commissioner shall compile data annually on the number of women holding administrative positions requiring certification and shall report this data annually on or before January 1 to the joint standing committee of the Legislature with jurisdiction over educational affairs.

Sec. . 20-A MRSA §1001, sub-§13 is enacted to read:

13. Non-discriminatory hiring. They shall develop a non-discriminatory hiring practice for positions requiring administrator certification. That hiring practice shall include:

- A. Creation or reassessment of the job description;
- B. Clearly stated criteria for the position;
- C. An applicant screening and interview process which can not be limited to current school administrative unit administrators; and
- D. An interview format that includes questions based on the job description and the stated criteria.

Sec. . 20-A MRSA §1001, sub-§14 is enacted to read:

14. Hiring practices report. They shall submit a record of their hiring of superintendents, principals and assistant principals to the Maine Human Rights Commission for review by January 1 of each year. The report must contain the qualifications and gender of all persons hired for the above-named positions in the previous calendar year and the qualifications, certifications and gender of all unsuccessful candidates who met, without waiver, the locally established standards for the position. The school administrative unit shall retain for at least three years the files of all candidates included in the report.

Sec. . 20-A MRSA §4502, sub-§4-A is enacted to read:

4-A. Affirmative action plan. Each school administrative unit shall develop an affirmative action plan in accordance with Title 5, chapter 65 as part of the school approval process and update it annually. The unit shall submit the plan annually to the commissioner.

Sec. . 20-A MRSA §4502, sub-§4-B is enacted to read:

4-B. Gender equity; in-service training. Each school administrative unit shall develop and offer in-service training on gender equity for teachers, administrators and school boards.

Sec. . 20-A MRSA §4502, sub-§5, ¶L is repealed and replaced to read:

L. Prepare and implement an on-going school improvement process and annually update a written school improvement plan, including:

(1) a fully developed staff development plan for identifying at-risk students in kindergarten through grade 12 including but not limited to, truants and dropouts, and the development of appropriate alternative programs to meet their needs; and

(2) a plan for meeting the five-year goals established under section 254, subsection 9.

Sec. . 20-A MRSA §13011, sub-§6 is enacted to read:

6. Alternative certification. The state board and the commissioner shall promote existing alternative certification requirements and procedures for administrator certifications and make whatever changes are necessary to facilitate this process. The state board and commissioner shall test and evaluate this alternative certification process and report their findings to the joint standing committee of the Legislature with jurisdiction over educational matters on or before January 1, 1992.

Sec. . 20-A MRS §13019-A, sub-§1, ¶F is enacted to read:

F. Demonstrated understanding of cultural differences and knowledge of discriminatory and non-discriminatory hiring practices.

Sec. . 20-A MRS §13019-B, sub-§1, ¶E is enacted to read:

E. Demonstrated understanding of cultural differences and knowledge of discriminatory and non-discriminatory hiring practices.

UNALLOCATED

Sec. . **Study of incentive programs.** The State Board of Education and the Commissioner of Education and Cultural Services shall conduct a study and recommend a program to establish and partially fund local internships in educational administration. These internships must be specifically aimed at providing an opportunity for women in the positions of assistant principal, principal and assistant superintendent. The state board and the commissioner shall design the program to involve application to school administrative units by individuals who would be selected on a competitive basis. The state board and the commissioner shall design the program to enhance each participating unit's compliance with its affirmative action plan. The state board and commissioner shall recommend an appropriate level of funding for the program.

UNALLOCATED

Sec. . **University of Maine System study of gender equity curriculum.** The University of Maine System trustees shall study and report to the joint standing committee of the Legislature with jurisdiction over educational affairs on:

1. How the University, in cooperation with the Department of Education and Cultural Services and the Maine Human Rights Commission, will address the recommendations of the Task Force to Promote Equity of Opportunity for Women in the Public School System; and

2. How the University will develop and implement a curriculum on cultural differences which shall be a requirement of program certification.

The University of Maine System, through its undergraduate and graduate programs in the College of Education shall include the study of gender equity and cultural differences. The University shall strongly support its campuses in the delivery of the above-mentioned curriculum.

STATEMENT OF FACT

This is the majority report of the Task Force to Promote Equity of Opportunity for Women in the Public School System, pursuant to Resolves 1989, c.55. The bill addresses barriers identified by the task force that have prevented women from entering the field of educational administration.

In general terms, the bill establishes a series of measures to implement nondiscriminatory hiring practices for school administrators, intensify monitoring of compliance with existing sex discrimination requirements and promote greater awareness of gender equity issues among school administrators. The bill also directs the State Board of Education and the Commissioner of Education and Cultural Services to develop a financial incentives program designed to increase the number of qualified female school administrators.

MINORITY REPORT #1 (supported by Sen. Clark, Rep. Handy, Rep. Cathcart, James Mundy)

TITLE: An Act to Establish Financial Incentives for the Promotion of Gender Equity in Public School Administration

Sec. . 20-A MRSAs §4502, sub-§4-A is enacted to read:

4-A. Affirmative action plan. Each school administrative unit shall develop an affirmative action plan in accordance with Title 5, chapter 65 as part of the school approval process and update it annually. The unit shall submit the plan annually to the commissioner.

Sec. . 20-A MRSAs §15604-A is enacted to read:

§15604-A Gender equity incentive

1. Computation. Prior to computing the state funds necessary to meet the requested funding level under section 15605, the commissioner shall reserve an amount equal to one percent of the costs and adjustments under section 15605, subsection 2, paragraphs B to G multiplied by the state share of the total allocation from the year prior to the year of allocation. If subsequently appropriated by the Legislature, the commissioner shall distribute this amount according to this section. When computing funding levels under section 15605, the commissioner shall include this reserved amount for purposes of determining compliance with section 15602.

2. Gender ratio goal. For the purposes of this section, an equitable gender ratio is achieved when, of all targeted administrative positions requiring certification within a single school administrative unit, the percentage of both men and women in these positions is between 40 and 60%. For the purposes of this subsection, "targeted administrative positions" are superintendents, assistant superintendents, secondary school principal, secondary school assistant principals, and principals and assistant principals whose jurisdiction is limited predominantly to grades 6 through 8.

3. Gender equity categories. The commissioner shall categorize all school administrative units into three groups under this subsection.

A. Class A units are those that meet the requirements of subsection 2.

B. Class B units are those that have filed a current affirmative action plan with the commissioner under section 4502, subsection 4-A that, in the judgment of the

commissioner, clearly demonstrates progress towards meeting the requirements of subsection 2.

C. Class C units are those that have not met the criteria of classes A or B.

4. Distribution of gender equity incentive funds. The commissioner shall distribute funds appropriated under section 15607, subsection 10-A under the provisions of this subsection.

A. Prior to January 1, 1995, the commissioner shall distribute 75% of the funds among the Class A school administrative units on the basis of the number of targeted administrative positions in each unit in proportion to the total number of targeted administrative positions within all Class A units.

B. Prior to January 1, 1995, the commissioner shall distribute 25% of the funds among the Class B school administrative units on the basis of the number of targeted administrative positions in each unit in proportion to the total number of targeted administrative positions within all Class B units.

C. On or after January 1, 1995, the commissioner shall distribute 100% of the funds among the Class A school administrative units on the basis of the number of targeted administrative positions in each unit in proportion to the total number of targeted administrative positions within all Class A units.

Sec. . 20-A MRSA §15607, sub-§10-A is enacted to read:

10-A. Appropriation for gender equity.. Appropriate the necessary funds for the gender equity program under section 15604-A.

STATEMENT OF FACT

This is a minority report from the Task Force to Promote Equity of Opportunity for Women in the Public School System, pursuant to Resolves 1989, c.55. This bill establishes strong financial incentives for public school systems to hire qualified female administrators and to discourage discrimination against female applicants for these positions. The program is funded by reserving one percent of the state education subsidy for distribution to public school systems that have either:

1. Attained an equitable ratio of men and women administrators; or

2. Shown good faith efforts, through affirmative action, to attain equity.

MINORITY REPORT #2 (supported by James Mundy)

TITLE: An Act to Establish Uniform Hiring Practices for Educational Administrator Positions Requiring Certification

Sec. . 20-A MRS §254, sub-§8 is enacted to read:

8. Uniform hiring procedure. On or before January 1, 1991, the commissioner, after consulting with organizations representing the management of public schools and other interested parties, shall adopt, by rule, a uniform hiring procedure for all public school administrative positions that require certification. Prior to adoption, the commissioner shall submit the proposed rules to the Maine Human Rights Commission and the joint standing committee of the Legislature with jurisdiction over educational affairs for review. All school administrative units shall employ the adopted uniform hiring procedure in the hiring of administrative positions that require certification.

STATEMENT OF FACT

This is a minority report of the Task Force to Promote Equity of Opportunity for Women in the Public School System, pursuant to Resolves 1989, c.55. The bill requires the Commissioner of Education and Cultural Services to adopt rules governing a uniform hiring procedure for public school administrators. This procedure, once adopted, would be binding all public school systems. It is the intent of this bill to eliminate subtle, systematic and discriminatory hiring practices that currently pervade the selection of school administrators.