Howard County
Public School System

BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM

TITLE: Office of Human Resources Annual Report   **DATE:** January 23, 2020

PRESENTER(S): David K. Larner, Chief of Human Resource and Development Officer and Nicole M. Carter, Executive Director Office Human Resources

Strategic Call To Action Alignment:

Responsive and Efficient Operations: Operations and Practices are responsive, transparent, fiscally responsible, and accountable, with students at the heart of all decisions.

OVERVIEW:

The Office of Human Resources is pleased to provide data and information detailing the recruitment, hiring, and separation of Howard County Public School System (HCPSS) staff for the 2019 reporting period. In addition, the report has been expanded to include staff information regarding voluntary and involuntary transfers, leaves of absence, and workers' compensation claims and injury types.

The information reflected in this report covers the period from October 16, 2018, through October 15, 2019 and the internal reorganization and alignment of the OHR teams. The reorganization was structured in an effort to meet the continuous needs and services to internal and external stakeholders. This reporting period aligns with the reporting period recognized by the Maryland State Department of Education.

RECOMMENDATION/FUTURE DIRECTION:
None

SUBMITTED BY:

David K. Larner,
Chief Human Resource and
Development Officer

Nicole M. Carter, MPA
Executive Director of
Human Resources

APPROVAL/CONCURRENCE:

Michael J. Martirano, Ed.D
Superintendent

Karalee Turner-Little
Deputy Superintendent

Office of Human Resources

2019 Annual Report

Howard County Public School System
10910 Clarksville Pike
Ellicott City, Maryland 21042

October 16, 2018 – October 15, 2019

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Office of Human Resources

2019 Annual Report

Nicole M. Carter
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Director of Employee Services and Human Capital Programs

Ella Bradley
Coordinator of Recruitment, Retention, and Talent Acquisition

Jennifer Sifuentes
Coordinator of Classification, Compensation, and Certification

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Human Capital Project Operations Administrator

Kitesha Ford
Human Resources Business Partner

Sandy Saval
Human Resources Business Partner

Executive Summary

Introduction

Human Resources Mission, Vision, and Values

Our Mission: The mission of the Office of Human Resources is to align with the HCPSS Strategic Call to Action in delivering services, programs, and communications to our highly valued current, prospective, and retired employees as well as partnering with surrounding business and school communities.

We are committed to recruiting and retaining the most qualified personnel and providing support for our current staff through professional and career development while aligning resources for student achievement. We believe in leading by example, learning through collaboration, and treating each other with dignity and respect by:

- Providing comprehensive and inclusive access to human resources services.
- Recruiting qualified and diverse candidates for positions at all levels within the organization.
- Continuing to improve our employment processing while demonstrating the value of communication, efficiency, and legal compliance.
- Facilitating resolutions to complaints, grievances, and related matters as needed with a commitment to collaboration.
- Promoting customer service, professionalism, honesty, and integrity.

Our Vision: To enhance the HCPSS' core educational values to students, parents, employees and the community with recruiting and retaining diverse and highly qualified administrators, teachers, and staff.

Our Values:
- **Passion** – To demonstrate passion for HCPSS, our students, staff and the HR profession.
- **Customer Service** – To serve the best interests of our internal and external customer with timely responses.
- **Quality** – To provide the highest quality services, solutions and results.
- **Ethics** - To act and speak with integrity.
- **Respect** – To celebrate individual uniqueness and cultural differences.
- **Teamwork** – To optimize our partnerships through collective thought and action.
- **Accountability** – To embrace our responsibilities and our respective roles in OHR.
- **Transparency** – To provide consistent, open, and accurate processes and procedures that are accessible and publicized.

2019 has been our inaugural year of transformation and reorganization in providing comprehensive human resource leadership in the management and execution of timely human resources services. OHR is committed to continuing the implementation of our five-year strategic plan, aimed at measurably improving the HCPSS' ability to deliver better results for our students, through increased employee capacity to perform roles and responsibilities effectively and efficiently, and ensuring that HCPSS attracts and retains highly qualified talent. To achieve these objectives, OHR has been reorganized in an effort to provide a full-range of services, programs and resources. New teams have been formed and existing teams have been restructured and/or combined to maximize and leverage resources.

We know that our employees are the key to providing an exemplary student experience, as well as, recognize that human resources plays a pivotal and extremely instrumental role for both students and employees. In addressing both the needs of students and employees, the Office of Human Resources has systematically restructured existing teams, created new teams and leveraged all available human capital resources, experience, and talent. Through this process, we are consistently building internal capacity and aptitudes of teams to address the continuous growth of our school system until additional resources can be identified.

The Office of Human Resources also launched several strategic initiatives in 2019. Many of these initiatives are focused on leveraging technology to replace paper-based transactions, streamlining internal human resources processes and procedures, such as the implementation of an automated resignation process.

The foundation for the 2019 human resources strategic initiatives discussed in this report was developed through our OHR and individual teams Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis, OHR Leadership GAP Analysis, a two-day Strategic Leadership Retreat, and from close collaborations with internal stakeholders and divisional leaders. The results of this feedback identified four primary areas of transformation:

1. Position the Office of Human Resources as an active participating and recognized strategic partner with all HCPSS departments in providing human capital perspective in executing the priorities and objectives set forth in the SCTA;

2. Improve OHR systems and processes to enhance operational effectiveness, efficiency, and employee satisfaction;

3. Improve employee engagement through increased responsiveness, transparent communications, and increased support;

4. Leverage expertise, build capacity and solidify commitment through increased training, cross-training, and professional development opportunities that support diversity, inclusion, and the strategic alignment of resources.

Office of Human Resources Transformation

- Transactional
- Reactionary
- Administrative
- Human Resources managed transactions

- Strategic
- Proactive
- Consultative
- Employee self-service
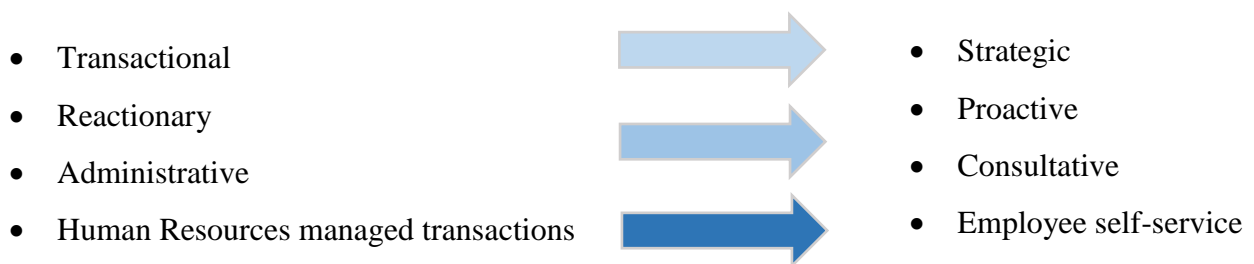
One crucial way in which OHR is making a significant impact on HCPSS is by transforming from a traditional, transactional role to a strategic, value-added partner. This philosophy is based on the belief that strategic human resource programs and initiatives are built on collaboration with divisional and school-based leadership, as well as collaborating with General Counsel. In this way, the human resource function has the potential to act as the catalyst for maximizing the value that employees are able and willing to contribute.

Without question, in 2019 the OHR strategically created several innovative solutions and services that were responsive to HCPSS needs and regulatory requirements that are consistent with human resources best practices.

A Message from the Executive Director

I am pleased to share the Office of Human Resources 2019 Annual Report. As the *Strategic Call to Action* (SCTA) provides the benchmark for our work, this report provides detailed information on our work and workforce, highlights our ongoing strategic initiatives and future objectives.

Since my appointment as Executive Director of Human Resources in August 2018, the Office of Human Resources (OHR) has strategically, systematically, and procedurally placed great attention on clarifying our purpose, identifying gaps, assessing our overall office and team strengths, weaknesses, opportunities, and threats; and establishing our mission and vision. Our work is founded on the principles and spirit of the SCTA where responsive and efficient operations are guided by our three pillars of accountability, responsibility, and transparency (ART), we then embarked on the restructuring and reorganization of OHR.

The reorganization process began with a thorough examination of current practices in an effort to streamline processes and procedures; identify and eliminate bottlenecks, to develop standard operating procedures, address and reduce duplication of efforts; and to implement a three to five year strategic plan with team specific strategic goals. These strategic goals were designed in an effort to have team accountability with explicit responsibilities, have the ability to own, collect, analyze and audit their respective quantitative and qualitative data, with measurable expectations and outcomes. At the heart of our mission is the need for a more agile workforce structure to meet the changing business needs of HCPSS in order to ensure sustainable organizational performance and competitive advantages in the recruitment, retention, and services to employees.

In addressing OHR functionality and performance, a reorganization was essential to meet the current and future needs of the school system. In addition to acquiring the Benefits Office and the Worker's Compensation program in July 2019, we reorganized and realigned teams to:

- Establish clear and concise lanes of responsibility;
- Improve organizational efficiency and effectiveness;
- Increase responsiveness with evolving system requirements;
- Enhance communication to ensure continuity of services;
- Realigned employees' skills to address organization requirements and capitalize on knowledge, skills, and abilities (KSA).

This reorganization will enable us to meet the needs of changing strategic directions and the increased surges in work demand. Additionally, in this manner, I have introduced the position of Human Resources Business Partner to build capacity and framework that is multi-functional across all teams and provide an additional leadership layer between OHR teams for managers and coordinators. Under our new structure exist the following teams:

- **Recruitment, Retention, and Talent Acquisition** – this team is comprised of (1) Coordinator, (1) Human Resources Business Partner (HRBP), (5) Recruitment Specialists and (2) Human Resources Technical Assistants. They are responsible for all HCPSS recruitment efforts, with the responsibility for Central Office, administrator, teacher, temporary, and support services recruitments.

  This team is in the process of cross-functional training to develop a comprehensive recruitment team that will have the ability to process any type of vacancy, as well as, begin the creation of our Retention & Support Program to retain top talent and invest in our own.

- **Classification, Compensation, and Certification**- this team is comprised of (1) Coordinator, (1) Human Resources Business Partner (HRBP), (2) Certification Specialists and (1) temporary employee. This team

is responsible for ensuring that educators have and maintain an appropriate certification. They process certification renewals and salary lane changes and execute the tuition reimbursement program. Newly added are the classification and compensation components.

This year began a review of all special education job descriptions in an effort to create classification descriptions that outline the minimum requirements for each position. The team also completed a salary analysis and a salary equity review. Priorities are based on identified internal equity issues, substantial changes in position descriptions (reclassifications), and relevant market data.

- **Employee Services and Human Capital Operations** – this team is led by (1) Director overseeing (4) functional areas: Benefits, Leave and Retirement, Employee Services, and Workers' Compensation. Benefits has (1) Coordinator, (1) Manager, (1) Benefits Specialist, and (1) Benefits Assistant. Leave and Retirement has (2) Leave and Retirement Specialists. There is a newly created Employee Services team that includes (1) Human Capital Systems Analyst, (1) Human Resources Technical Assistant, (1) Human Capital Technical Assistant, (1) Administrative Secretary and (1) temporary employee; and (1) additional program, Worker's Compensation with (1) Worker's Compensation Specialist. These teams are focused on providing comprehensive programs to all HCPSS employees. As these teams work collaboratively in the execution of their individual responsibilities, it is beneficial to consolidate them to provide a more succinct and unified delivery of programmatic services.

  The Employee Services team will partner with the Recruitment, Retention, and Talent Acquisition team to develop, devise, and deploy a Retention and Support program. This team will also be responsible for developing an OHR online platform and confidential employee satisfaction survey, as well as providing a triage model of communication with an intake procedure and routing process.

- **Position Control and Staffing** – this team is comprised of (1) Manager, (1) Position Control and Staffing Analyst, and (1) Position Control and Staffing Specialist. This team is responsible for the Involuntary (Surplus) and Voluntary Transfer Processes. The team works collaboratively with the Office of School Management and Instructional Leadership to facilitate the staffing meetings with administrators and placement of employees returning from leave. They also have the responsibility of maintaining a comprehensive and active vacancy database of all HCPSS positions and work with the Budget Office on the roster load in preparation of the budget book.

- **Human Capital Project Operations Administrator** – this position is the former Human Capital Operations Manager with the primary focus of Workday operations and transactions. These functions are now under the purview Employee Services as the work of this team aligns with all facets of human resources and the nucleus of all work and/or data into Workday. This position is instrumental in coordinating cross-functional project efforts; and will oversee all aspects of human resource development and implementation, which includes interfacing with the Workday technology team to increase capacity and usage of all Workday platforms, annual report; and enterprise-wide cleanup. In addition, this position works directly with the Executive Director to establish deadlines, assign responsibilities, monitor, and summarize progress of projects; and performing budget analysis with an emphasis on tuition reimbursement and substitute budget tracking.

I am incredibly proud of the quality work that is consistently performed by the OHR teams. Some additional accomplishments in 2019 include:

- Notification Letters to Employees (changes in position, etc.)

- Worked with the technology team to migrate historic employee information from legacy systems into Workday (IFAS)
- Integration of the MSDE Educator Information System (EIS) system into Workday for certification management.

As the substance of our values of credibility, respect, fairness, and service are grounded the elements to develop and maintain trust and confidentiality, which we know is the foundation of our work, we also recognize that trust is developed and earned through the connections and interactions with our internal and external stakeholders. Consistent with these values, we place great emphasis on continuously listening to employees and always seeking ways to increase the value that we provide.

We also recognize that success of the Office of Human Resources cannot be accomplished on our own. We rely on many partners to keep us focused on the highest standards of service. I am extremely proud of the OHR teams and our accomplishments in 2019. Our employees have the knowledge, skills, abilities, professionalism and more importantly, the passion, vision and dedication necessary to address future challenges, consistently and continuously implement our strategic plan and explore new opportunities to further equip, engage, and educate HCPSS employees and stakeholders.

I am privileged to work alongside my colleagues, the Board of Education, Superintendent, Cabinet Leadership and elected officials who continually put the needs our students at the forefront of all decision-making. Thank you for your continued support and investment in the Howard County Public School System's Office of Human Resources. I look forward to more great things to come in 2020!

Sincerely,

Nicole M. Carter

Nicole M. Carter
Executive Director of Human Resources

Human Resources at a Glance
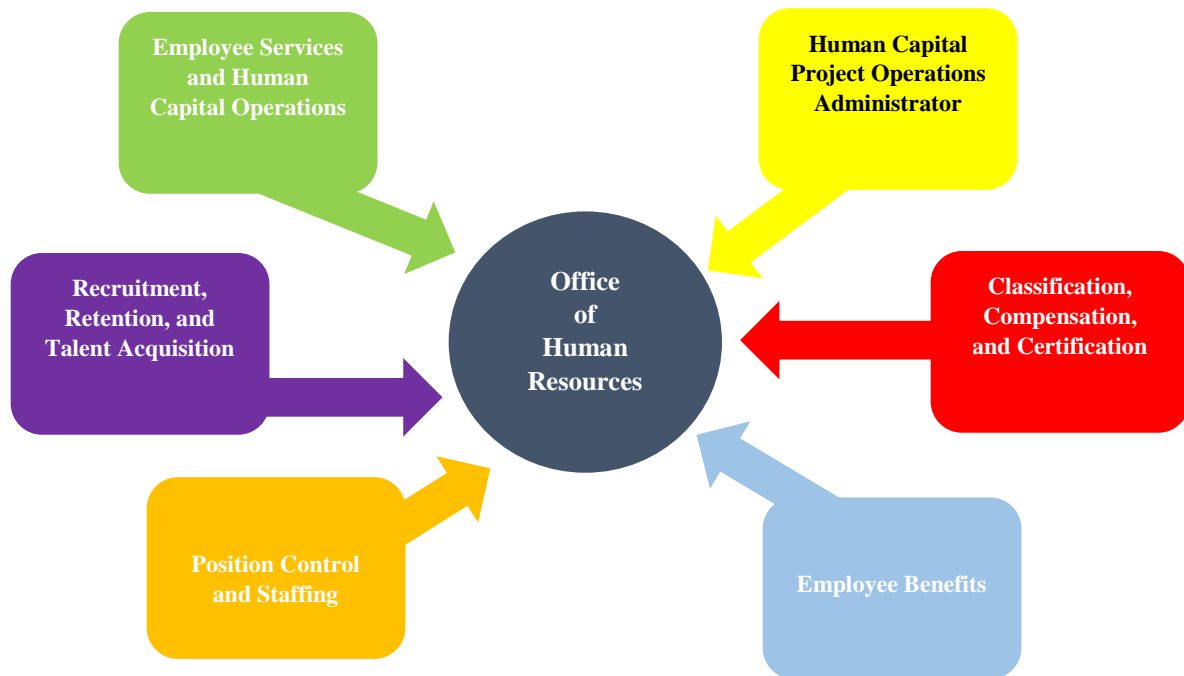
Camille Bell-Jones, Director	Ella Bradley, Coordinator	Kim Bookhultz, Manager	Nicole Lewis, Project Operations Administrator	Jennifer Sifuentes, Coordinator	(Vacant), Benefits Coordinator
Barbara Liberto, Administrative Secretary	Chaquane Matthews, Recruitment Specialist	Brianna Robinson, Position Control and Staffing Analyst		Kitesha Ford, Human Resources Business Partner	Cynthia Harrison, Benefits Specialist
Jacqueline Hopkins, Human Resources Technical Assistant	Denise Lee, Human Resources Technician	Michelle Bharmal, Position Control and Staffing Specialist		Lasheda Young, Certification Specialist	Jeevanie Griffin, Benefits Manager
Justin Waters, Workers' Compensation Specialist	Laurie Watts, Recruitment Specialist			Marianne Bennett, Temporary Employee	Steven Rosario, Benefits Assistant
Pamela Saulsbury, Leave and Retirement Specialist	Nancy FitzGerald, Recruitment Specialist			Melinda (Lindy) Sims, Certification Specialist	
Robin Beck, Human Capital Technical Assistant	Natasha Mahasa, Recruitment Specialist				
Shannon Sorrell, Human Capital Systems Analyst	Nellonda Whittaker, Human Resources Technician				
Susan Suchocki, Temporary Employee	Rebecca Pfenninger, Recruitment Specialist				
Vacant, Leave and Retirement Specialist	Rosemarie Suszkiw, Recruitment Specialist				
	Sandy Saval, Human Resources Business Partner				

Summary of Recruiting Data

The recruitment reporting period begins October 16th of every year to align with state reporting requirements. This involves updating our applicant tracking system with current and future employment opportunities. This process also includes a candidate application rollover. This process notifies current candidates to update their applications and apply for vacancies posted for the upcoming recruitment year. Within the 2018-19 recruitment period, over 19,000 applications were submitted for permanent positions of which 28.3% were for Certificated, Management, and Technical (CMT) positions, 30.7% were for teacher positions and 48.1% were for support positions.

As presented in the chart below, CMT employees include school-based administrators, central office administrators, management, and technical staff. During this reporting year, a total of 4,087 applications were submitted; of these, 2,144 applications were reviewed based on initial screening date or position closing date. These applications yielded 96 hires and promotions which reflects an overall 17.1% increase in candidates hired or promoted, with 5 positions remaining vacant.

Certificated, Management, and Technical Applications and Candidates Hired and Promoted, 2019

	Applications Submitted	Applications Submitted & Reviewed by Screening Date(s)	Candidates Hired and Promoted	% Candidates Hired from Applications Submitted & Reviewed by Screening Date(s)
Certificated, Management, and Technical				
Professional Personnel	**2,139**	**1,125**	**56**	**5.0**
Analyst/Liaison	393	186	9	4.8
Chief	34	19	1	5.3
Community Superintendent	27	15	1	6.7
Coordinator/Instructional Facilitator	208	119	14	11.8
Executive Assistant	362	195	3	1.5
Executive Director/Director	128	50	3	6.0
Manager/Assistant Manager	26	11	3	27.3
Other Professional Personnel	391	253	14	5.5
Specialist	570	277	8	2.9
School-Based Administration	**1,610**	**816**	**31**	**3.8**
Assistant Principal	732	363	16	4.4
Leadership Intern	732	363	7	1.9
Principal	146	90	8	8.9
Technical Personnel	**132**	**54**	**2**	**3.7**
Other Technical Personnel	132	54	2	3.7
Nurse	**206**	**149**	**7**	**4.7**
Cluster and School-Based Nurse	206	149	7	4.7
Total Certificated, Management, and Technical Staff	**4,087**	**2,144**	**96**	**4.5**

HCPSS hired or promoted 375 support staff members. This is a 9.6 percent decrease from the previous reporting period of October 16, 2017 – October 15, 2018. In total, support staff advertisements generated 9,467 applications of which, 4,262 met the minimum qualifications. The total number of support staff applications submitted reflects

a 12.2% decrease from the previous reporting period (10,788) and the total number of qualified support applicants shows an increase of 6.9% from the previous reporting period (3,986).

Support Services Applications and Candidates Hired and Promoted, 2019

	Applicant Count	Number of Qualified Applicants	Candidates Hired and Promoted	% Candidates Hired from Number of Qualified Applicants
Support Services Staff				
Assistant	**2,757**	**1,220**	**212**	**17.4**
Health Assistant	192	47	7	14.9
Paraeducator	1,862	857	106	12.4
Security Assistant	98	12	1	8.3
Student Assistant	605	304	98	32.2
Custodial	**1,120**	**386**	**63**	**16.3**
Custodial Floater	30	10	5	50.0
Custodian Day Supervisor I	211	113	2	1.8
Custodian Day Supervisor III	20	6	1	16.7
Custodian Night Supervisor I	226	103	10	9.7
Custodian Night Supervisor II	166	43	7	16.3
Day/Night Custodian	467	111	38	34.2
Food Service	**681**	**253**	**29**	**11.5**
Food and Nutrition Services Satellite Manager	229	27	5	18.5
Food and Nutrition Services Assistant I and II*	452	226	24	10.6
School Facilities	**449**	**176**	**21**	**11.9**
Groundskeeper I	244	85	6	7.1
Other School Facilities	205	91	15	16.5
Secretarial/Clerical	**4,417**	**2,193**	**49**	**2.2**
Administrative Secretary I & II	191	44	2	4.5
Bookkeeper	69	32	1	3.1
Clerk Typist II	116	78	1	1.3
Grade Scheduling Processor	140	79	2	2.5
Middle School Data Clerk	440	224	5	2.2
Principal's Secretary	797	274	11	4.0
Registrar	67	46	1	2.2
School Counseling Secretary	560	287	6	2.1
Secretary	141	68	1	1.5
Teachers' Secretary	1,896	1,061	19	1.8
Warehouse	**43**	**34**	**1**	**2.9**
Warehouse	43	34	1	2.9
Total Support Services Staff	**9,467**	**4,262**	**375**	**8.8**

*Food Service Floaters are hired from the Food and Nutrition Services Assistant I and II candidate pools.

As reflected in the chart below, HCPSS hired 350 teachers and promoted 41 staff members into teaching positions, for a total of 391 new teachers. The total number of teachers hired and promoted reflects a decrease of 2.6% from the previous reporting period (401).

Number of Teachers Hired and Promoted by Level
Comparative Data, 2017-2019
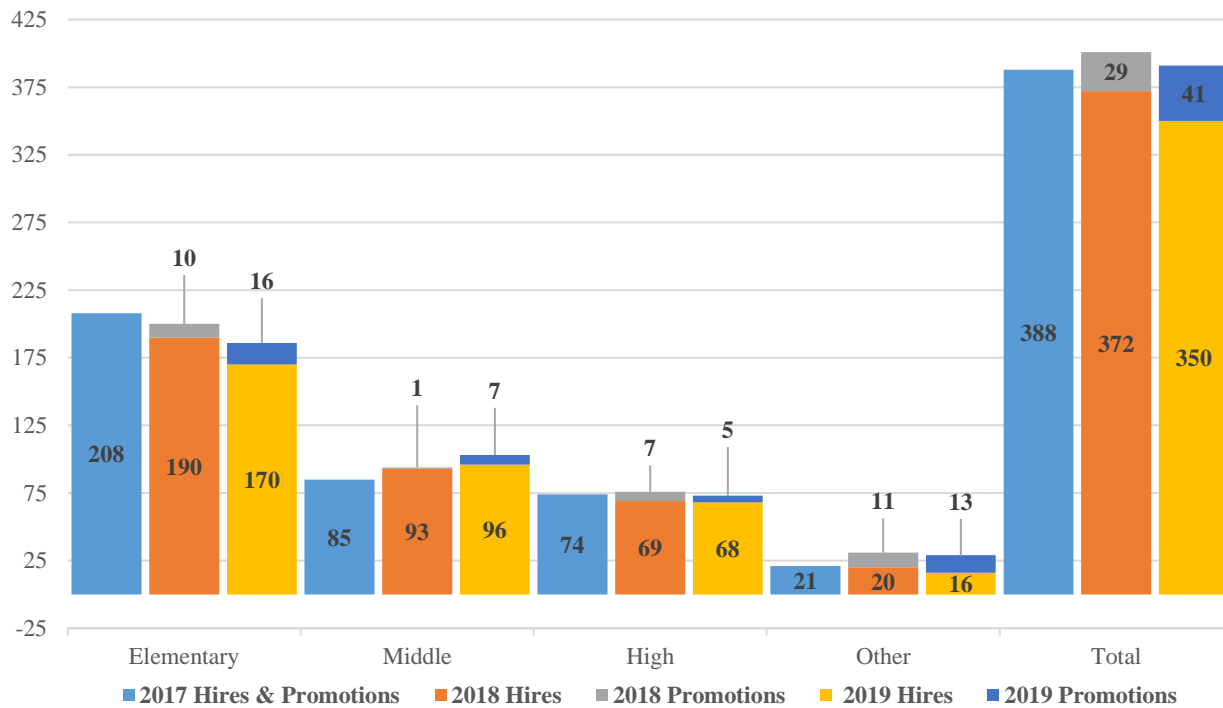
Involuntary Transfer Process

An involuntary transfer, commonly known as surplus, is an involuntary change in an employee's assignment to a different location due to student enrollment, program, or redistricting changes. Article VI of the Master Agreement between the Board of Education of Howard County and the Howard County Education Association outlines the process for teachers, and Article 5.2 of the Master Agreement between the Board of Education of Howard County and the Howard County Education Association Educational Support Services outlines the process for support services staff. However, a few key elements regarding the involuntary transfer process are as follows:

- Before an employee is involuntarily transferred, volunteers from among those affected by the need for transfers are given first consideration for transfer.
- Employees who have been involuntarily transferred are guaranteed a position in an area in which they are certified.
- Employees who have been involuntarily transferred receive a listing of all vacancies and may provide prioritized placement preferences; however, placement in one of the preferred schools is not guaranteed.
- All considerations that influence hiring also influence transfers and reassignment. These considerations include, but are not limited to, professional certification and years of teaching experience (if applicable) and specific needs at the school site.
- Employees who have been involuntarily transferred receive a new placement before employees who are returning from leave, requesting a voluntary transfer, and individuals applying for a position (new hires).
- If there is a change in staffing at the school of origin, the involuntarily transferred employee will have the right of first refusal to return to that position if the same position is restored.

Annually, after employees who are to be involuntarily transferred are identified, a Surplus Teacher and Paraeducator Job Fair is held. This provides the opportunity for those employees to meet schools with identified vacancies and to make informed decisions regarding their placement preferences.

Each year, it is expected that any number of employees will be involuntarily transferred due to fluctuations in student enrollment. This year, in addition, a number of employees were involuntarily transferred due to program changes driven by the FY20 budget. The Reading Recovery program was not funded for the 2019-2020 school year, and the number of elementary reading support, elementary math support, secondary math support, and elementary instructional technology teacher positions were reduced. Secondary reading and secondary math paraeducator positions were eliminated, and the number of elementary paraeducators was reduced.

As a result of these reductions and budgetary cuts, an additional Surplus Teacher and Paraeducator Job Fair was held to accommodate those individuals who received late notification of being involuntarily transferred. This provided them the same the opportunity to meet with schools and to provide placement preferences.

Teacher and Support Staff Assignments and Transfers, 2019

Current employees may receive a new placement in one of several ways. The table below details these possibilities and provides the numbers of Full-Time Equivalent (FTE) teacher and support staff positions transferred for the 2019-2020 school year. As indicated in the table, a total of 153.7 FTE teacher positions and a total of 53.5 FTE support staff positions were involuntarily transferred. Due to subsequent staffing changes (employee resignations and retirements, student enrollment increases, and/or additional budget allocations), 17.3 FTE teacher positions and 11.0 FTE support staff positions were able to return to the school of origin. The table also reflects 21.0 FTE teachers and 11.0 FTE support staff who returned from leave and received a placement for the 2019-2020 school year. In addition, 27.9 FTE teacher positions and 8.0 FTE support staff positions were administratively transferred. An administrative transfer is an involuntary change in an employee's assignment to a different location as determined by the Division of School Management and Instructional Leadership. Lastly, 144.7 FTE teacher positions and 45.8 FTE support staff positions received voluntary transfers to a requested school for the 2019-2020 school year.

Teacher Assignments and Transfers, 2019	
Transfer Type	**FTE**
Involuntary Transfers	153.7
Return from Involuntary Transfers	17.3
Administrative Transfers	27.9
Return from Leave	21.0
Voluntary Transfers	144.7
TOTAL	**364.6**

Support Staff Assignments and Transfers, 2019	
Transfer Type	**FTE**
Involuntary Transfers	53.5
Return from Involuntary Transfers	11.0
Administrative Transfers	8.0
Return from Leave	11.0
Voluntary Transfers	45.8
TOTAL	**129.3**

1-Recruitment and Talent Acquisition

Overview

During the reporting period, the OHR transitioned our four functional areas of recruitment (Administrative and Central Office, Educator, Support Services, and Temporary) into one complete and comprehensive recruitment team. The Recruitment, Retention, and Talent Acquisition (RRTA) team is responsible for developing and implementing recruiting plans and strategies designed to fulfill HCPSS employment and staffing needs aligned with our *Strategic Call to Action* (SCTA). Through this transition, we ensure the consistency of process, procedures and protocols across all recruitment areas, institute cross-training, and provide a more efficient and effective experience for applicants, candidates and internal stakeholders. All of these efforts are designed to create strong talented pipelines for the school system's current and future staffing needs.

In continuing to achieve our goals and to establish a comprehensive recruitment team, the following strategies are being implemented:

- Advertising positions on various recruitment platforms and leveraging social media;
- Organizing recruitment events, such as the inaugural Teachers of Color Event and the Special Education Teacher Interview Fair;
- Designing informative recruitment materials;
- Establishing and maintaining internal pipelines to identify, develop and nurture HCPSS students and staff;
- Utilizing our online applicant tracking system (ATS) to produce qualitative and quantitative metrics for key performance indicators and full life-cycle tracking;
- Revising the interview panel selection process to ensure diversity and equitable representation of the HCPSS workforce;
- Maintaining timely communication and notifications of the recruitment process and stages to applicants, candidates, and internal stakeholder groups.

Additionally, we have expanded our collection and analysis of the full life-cycle data tracking of each permanent and pooled position. This year's data will serve as a baseline for collecting and understanding the number of applications for positions, the timeline for advancement through the various application stages, the number of candidates selected for interview, and the person(s) selected for the position(s). We will utilize this data to better understand trends and establish benchmarks for continuous improvements in the full recruitment life-cycle.

During this reporting period, we have recruited and processed the hiring, promotion or return from leave of 895 employees. There were 412 employees hired, promoted or placed into instructional staff positions, 386 were hired or placed into support services positions, and 97 were hired or placed into certificated, management and technical positions. We continue to dedicate efforts to ensure that our staff reflect the diversity of the student and community population.

Alignment with Strategic Call to Action

In alignment with the *Strategic Call to Action*, the RRTA team's goals are to ensure that our operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions. We are committed to recruiting, retaining, and supporting a highly qualified and diverse. Our team responds to every applicant, candidate, and new hire with timely and complete information to support every stage of the recruitment process. With students at the heart of decision making, RRTA commitment is rooted in the alignment between HCPSS and our recruitment process and establishes deep ties with our stakeholders in an effort to understand the unique qualities of each position.

Figure 1-1 Recruitment and Recommendation to Hire Summary, 2019

	New	Rehire	Promotion	Return from Leave Placement	Total	%
Certificated, Management, and Technical Staff	**32**	**2**	**62**	**1**	**97**	**10.8**
Professional Personnel	**23**	**1**	**32**	**-**	**56**	**6.3**
Analyst/Liaison	6	1	2	-	9	
Chief	-	-	1	-	1	
Community Superintendent	1	-	-	-	1	
Coordinator/Facilitator	1	-	13	-	14	
Executive Assistant	-	-	3	-	3	
Executive Director/Director	2	-	1	-	3	
Manager/Assistant Manager	2	-	1	-	3	
Other Professional Personnel	6	-	8	-	14	
Specialist	5	-	3	-	8	
School-Based Administration	**3**	**-**	**28**	**1**	**32**	**3.5**
Assistant Principal	2	-	14	-	16	
Athletics & Activities Manager	-	-	-	1	1	
Leadership Intern	-	-	7	-	7	
Principal	1	-	7	-	8	
Technical Personnel	**2**	**-**	**-**	**-**	**2**	**0.2**
Other Technical Personnel	2	-	-	-	2	
Nurse	**4**	**1**	**2**	**-**	**7**	**0.8**
Cluster and School-Based Nurse	4	1	2	-	7	
Instructional Staff	**322**	**28**	**41**	**21**	**412**	**46.1**
Teaching Staff	**314**	**25**	**41**	**18**	**398**	**44.5**
Media Specialist	8	-	-	-	8	
Resource Teacher	-	-	11	-	11	
Teacher	286	22	29	18	355	
Therapist	20	3	1	-	24	
Student Services	**8**	**3**	**-**	**3**	**14**	**1.6**
Psychologist	2	1	-	-	3	
School Counselor	6	2	-	3	11	
Support Services Staff	**247**	**14**	**114**	**11**	**386**	**43.1**
Assistant	**152**	**10**	**50**	**5**	**217**	**24.2**
Health Assistant	5	1	1	-	7	
Paraeducator	57	6	43	4	110	
Security Assistant	-	-	1	-	1	
Student Assistant	90	3	5	1	99	
Custodial	**40**	**1**	**22**	**3**	**66**	**7.4**
Custodial Floater	3	-	2	-	5	
Custodian Day Supervisor I	-	-	2	-	2	
Custodian Day Supervisor III	-	-	1	-	1	
Custodian Night Supervisor I	1	-	7	-	8	
Custodian Night Supervisor II	2	-	5	-	7	
Day Custodian	2	-	1	-	3	
Night Custodian	32	1	2	3	38	
Night Custodian Supervisor I	-	-	2	-	2	
Food Service	**24**	**1**	**4**	**3**	**32**	**3.6**
Food and Nutrition Services Satellite Manager	1	-	4	-	5	
Food and Nutrition Services Assistant I	22	-	-	1	23	
Food Service Floater	1	1	-	2	4	
School Facilities	**13**	**-**	**8**	**-**	**21**	**2.3**
Groundskeeper I	5	-	1	-	6	
Other School Facilities	8	-	7	-	15	
Secretarial/Clerical	**17**	**2**	**30**	**-**	**49**	**5.5**
Administrative Secretary I & II	-	-	2	-	2	
Bookkeeper	-	1	-	-	1	
Clerk Typist II	-	-	1	-	1	
Grade Scheduling Processor	1	-	1	-	2	
Middle School Data Clerk	1	-	4	-	5	
Principal's Secretary	1	-	10	-	11	
Registrar	-	-	1	-	1	
School Counseling Secretary	3	1	2	-	6	
Secretary	-	-	1	-	1	
Teachers' Secretary	11	-	8	-	19	
Warehouse	**1**	**-**	**-**	**-**	**1**	**0.1**
Warehouse	1	-	-	-	1	
Total Recruitment and Recommendation to Hire Summary	**601**	**44**	**217**	**33**	**895**	

Recruitment Initiatives

To remain competitive and to promote HCPSS as an employer of choice, we are committed to increasing our outreach efforts to attract, connect, and empower current and future employees. As HCPSS ambassadors, we are continually utilizing innovative and visionary techniques to extend our community outreach and increase diversity by broadening our recruiting scope.

As a part of the continuing initiative to expand the teacher candidate pool, a targeted "Get to know HCPSS" recruiting event, geared towards diverse and critical need content area teachers, was held in February 2019. A panel-style presentation, consisting of new and experienced teachers, an assistant principal and central office staff member, provided information on a day in the life of a Howard County teacher.

In 2019, HCPSS was awarded a MSDE Central Office Community of Practice Grant to assist with equity and cultural responsiveness/relevancy. The grant was used for the inaugural Teacher of Color event held on May 1, 2019. The purpose of the event was to showcase our school system and to educate and inform new and aspiring educators of the benefits of working for HCPSS. Over 160 attended the recruiting event. The attendees included experienced teachers, new graduates, individuals interested in becoming a teacher and even some college sophomores and juniors. Attendees received a heartfelt welcome from our Superintendent and had the opportunity to pose questions to a panel of diverse HCPSS educators. Attendees toured two school buildings, engaged with students and had the opportunity to schedule an interview for an open contract. In total, we hired 11 educators from this event.

This year, students from Oakland Mills Middle School (OMMS) and OHR staff participated in community circles to explore including student voice in teacher recruitment. As a result of these experiences, collaboration between the OHR and the OMMS community has continued in two exciting ways. A recruitment video was produced which highlighted student ideas about what makes a great teacher and shared their respective advice for aspiring HCPSS educators. Additionally, students collaborated with OHR staff and conducted a preliminary screening interview event together. This is the first time that students have participated directly in the recruitment process. The OHR is already considering ways to expand these efforts to establish connections with additional student and staff communities.

Recruitment Summary Presented by Position by Race and Ethnicity

Diversity of staff is equally important in all 77 schools for our students and staff to experience and respect cultural awareness and inclusion. Figure 1-2 illustrates the diversity of new hires across the system during this reporting period and indicates that 42.9% of our total new hires, promotions, and returns from leave self-identified as members of a racial minority group.

Figure 1-2 Recruitment and Recommendation to Hire Summary by Race and Ethnicity, 2019

	American Indian or Alaska Native %	Asian %	Black or African American %	Hispanic or Latino %	Two or More Races %	White %
Certificated, Management, and Technical Staff	-	≤ 5.0	25.8	6.2	≤ 5.0	63.9
Professional Personnel	-	≤ 5.0	25.0	10.7	≤ 5.0	58.9
Chief	-	-	-	-	-	≥ 95.0
Community Superintendent	-	-	≥ 95.0	-	-	-
Executive Director/Director	-	-	-	-	33.3	66.7
Coordinator/Facilitator	-	-	21.4	7.1	7.1	64.3
Manager/Assistant Manager	-	-	33.3	-	-	66.7
Analyst/Liaison	-	-	11.1	44.4	-	44.4
Specialist	-	12.5	50.0	-	-	37.5
Executive Assistant	-	-	-	-	-	≥ 95.0
Other Professional Personnel	-	-	28.6	7.1	-	64.3
School-Based Administration	-	≤ 5.0	25.0	-	-	46.9
Assistant Principal	-	6.3	43.8	-	-	50.0
Athletics & Activities Manager	-	-	-	-	-	≥ 95.0
Leadership Intern	-	-	14.3	-	-	85.7
Principal	-	-	25.0	-	-	75.0
Technical Personnel	-	-	50.0	-	-	50.0
Other Technical Personnel	-	-	50.0	-	-	50.0
Nurse	-	-	-	-	-	≥ 95.0
Cluster and School-Based Nurse	-	-	-	-	-	≥ 95.0
Instructional Staff	-	7.8	16.3	6.1	≤ 5.0	67.2
Teaching Staff	-	7.8	16.1	5.8	≤ 5.0	67.8
Media Specialist	-	-	-	-	-	≥ 95.0
Resource Teacher	-	-	9.1	9.1	9.1	72.7
Teacher	-	7.9	17.2	5.6	≤ 5.0	67.3
Therapist	-	12.5	8.3	8.3	8.3	62.5
Student Services	-	7.1	21.4	14.3	7.1	50.0
Psychologist	-	-	-	33.3	-	66.7
School Counselor	-	9.1	27.3	9.1	9.1	45.5
Support Services Staff	50.0	7.8	39.9	5.4	≤ 5.0	44.0
Assistant	-	10.6	37.3	5.5	≤ 5.0	43.3
Health Assistant	-	-	71.4	-	-	28.6
Paraeducator	-	10.9	35.5	9.1	≤ 5.0	40.9
Security Assistant	-	-	-	≥ 95.0	-	-
Student Assistant	-	11.1	37.4	≤ 5.0	≤ 5.0	47.5
Custodial	≤ 5.0	≤ 5.0	77.3	≤ 5.0	≤ 5.0	12.1
Custodial Floater	-	-	80.0	-	20.0	-
Custodian Day Supervisor I	50.0	-	50.0	-	-	-
Custodian Day Supervisor III	-	-	-	-	≥ 95.0	-
Custodian Night Supervisor I	-	-	≥ 95.0	-	-	-
Custodian Night Supervisor II	-	-	85.7	14.3	-	-
Day Custodian	-	-	≥ 95.0	-	-	-
Night Custodian	-	≤ 5.0	71.1	5.3	-	21.1
Night Custodian Supervisor I	-	-	≥ 95.0	-	-	-
Food Service	-	9.4	34.4	9.4	-	46.9
Food & Nutrition Services Satellite Manager	-	-	-	60.0	-	40.0
Food and Nutrition Services Assistant I	-	13.0	43.5	-	-	43.5
Food Service Floater	-	-	25.0	-	-	75.0
School Facilities	-	-	23.8	-	-	76.2
Groundskeeper I	-	-	50.0	-	-	50.0
Other School Facilities	-	-	13.3	-	-	86.7
Secretarial/Clerical	-	6.1	10.2	6.1	≤ 5.0	75.5
Administrative Secretary I & II	-	-	-	-	-	≥ 95.0
Bookkeeper	-	-	-	-	-	≥ 95.0
Clerk Typist II	-	-	-	-	-	≥ 95.0
Grade Scheduling Processor	-	-	-	50.0	-	50.0
Middle School Data Clerk	-	20.0	-	-	-	80.0
Principal's Secretary	-	9.1	-	9.1	9.1	72.7
Registrar	-	-	≥ 95.0	-	-	-
School Counseling Secretary	-	-	-	16.7	-	83.3
Secretary	-	-	-	-	-	≥ 95.0
Teachers' Secretary	-	5.3	21.1	-	-	73.7
Warehouse	-	-	≥ 95.0	-	-	-
Warehouse	-	-	≥ 95.0	-	-	-
Total Recruitment and Recommendation to Hire by Race and Ethnicity	≤ 5.0	7.2	27.5	5.8	≤ 5.0	56.9

Figure 1-3 (a) visually represents the race and ethnicity of new teachers hired, promoted, and returned from leave in the 2019 reporting period. As compared to the data in Figure 1-3 (b), we have incrementally increased the diversity of our certificated staff. It is the desire of the school system to continue this incremental change in diversity through our shared efforts.

Figure 1-3 (a) Race and Ethnicity of New Teachers Hired, Promoted, and Returned from Leave, 2019
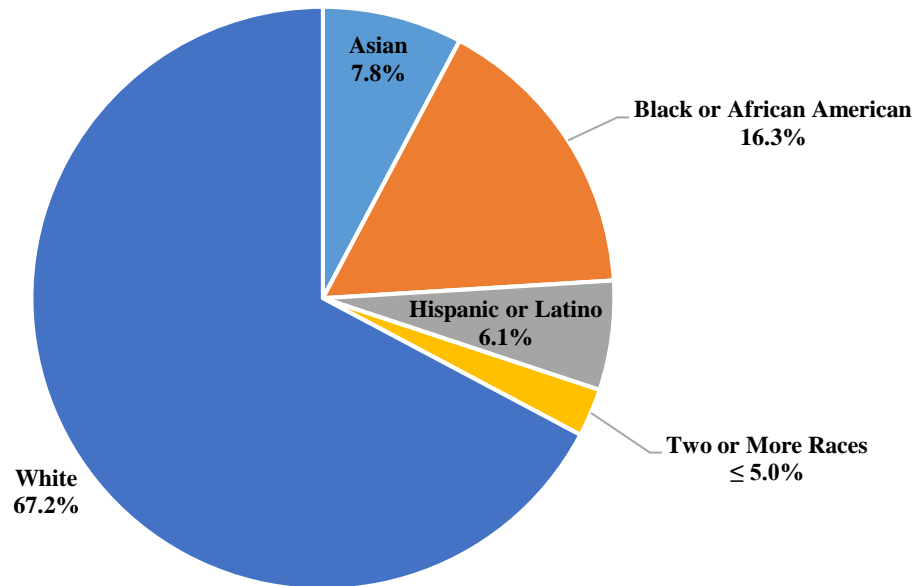
Figure 1-3 (b) Race and Ethnicity of New Teachers Hired, Promoted, and Returned from Leave Comparative Date, 2018-2019

Race/Ethnicity	2018 %	2019 %
American Indian/Alaskan	≤ 5.0	-
Asian	5.6	7.8
Black or African American	13.1	16.3
Hispanic or Latino	≤ 5.0	6.1
Two or More Races	-	≤ 5.0
White	75.2	67.2

Recruitment Events by State

The RRTA team hosted and participated in a variety of recruitment efforts across our school system, region, and nation. It is critical that HCPSS remains active in participating and attending as many recruitment events and job fair events to engage and showcase HCPSS as an employer of choice to a wide audience. This is to ensure we are attracting and sourcing highly qualified individuals with diverse backgrounds for all our candidate pools, including support staff, and central office.

Figure 1-4 below details recruitment efforts during this reporting period.

Figure 1-4 Recruitment Events by State, 2019

MARYLAND	
Bowie State*	Maryland Metropolitan Education Expo
Coppin State University*	Morgan State University*
Frostburg State University	Mount St. Mary's College
Goucher College	Notre Dame of Maryland University
Hood College	Salisbury/University of Maryland Eastern Shore*
Howard Community College	St. Mary's University
HCPSS Comprehensive Teacher Interview Fair	State Educators Rising Conference
HCPSS Preliminary Interview Events	Stevenson University
HCPSS Special Education Teacher Interview Fair	Towson University
HCPSS Teachers of Color Recruitment Event	University of Maryland, Baltimore County
Johns Hopkins University	University of Maryland, College Park
Maryland Education Recruitment Consortium	
DELAWARE	**WASHINGTON, D.C.**
Delaware Valley Education Consortium	Howard University*
Technology & Engineering Education Collegiate Association	
PENNSYLVANIA	**GEORGIA**
Pennsylvania Education Recruitment Consortium	Spelman Future Educators Career Fair*

Note: *Indicates a historically black college/university

Open Contracts Offered by Content Area

Open contracts are used as a tool to secure highly qualified candidates before the school system can quantify the number of vacancies in specific content areas. This year, the Superintendent authorized an increased number of open contracts to address recruitment challenges and to remain competitive with other school systems. Eighty open contracts were awarded, which reflects an 86.1% increase from the previous reporting period (43), to highly qualified candidates in the content areas listed in the chart below. Of the 80 awarded, 38 of these candidates were teachers of color.

Figure 1-5 Open Contracts Offered Presented by Content Area, 2019
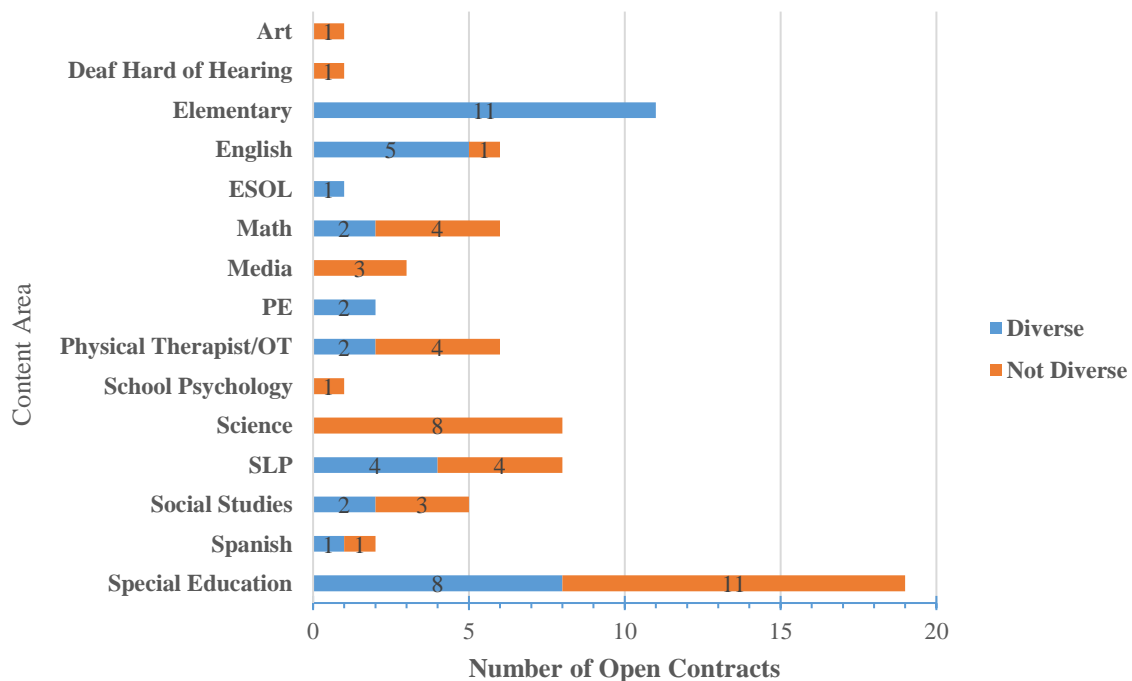
Teachers Hired and Promoted Presented by Content Area

Figure 1-6 displays the percentage of teachers hired and promoted presented by content area. It is significant to note that of the 391 new hires and promotions, 213 were within critical shortage content areas (as defined by the MSDE). This represents approximately 54.5% of our overall new hires and promotions.

Figure 1-6 Teachers Hired and Promoted Presented by Content Area, 2019
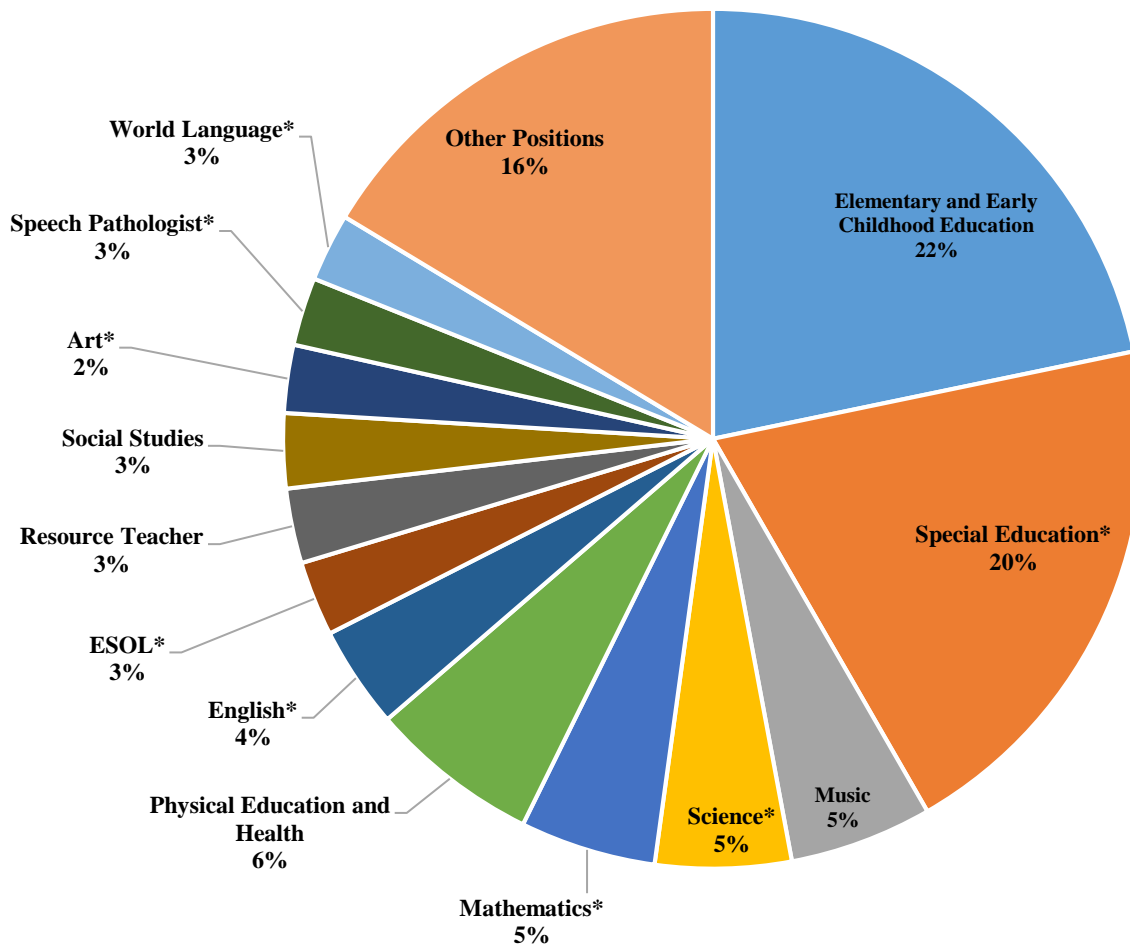
Other Positions	# Hired or Promoted	Other Positions	# Hired or Promoted
Media Specialist*	9	Career Academies*	2
Occupational Therapist*	9	Computer Science*	2
Reading	8	Gifted Education	2
School Counselor	8	Family and Consumer Science*	3
Technology Education*	6	Alternative Education	1
Drama	4	Business	1
Psychologist*	3	Dance*	1
Vision/Hearing*	2	School Mental Health Therapist	1
Physical Therapist*	2		
Total			**64**

*Indicates critical shortage content area.

Over the past five years, HCPSS has filled an average of 375 teaching vacancies each year with new hires or promotions after involuntary transfers and return from leave placements. In analyzing the five-year average by area of assignment the team is able to identify trends and anticipate future projections for the upcoming school year. This data informs our recruitment efforts in determining how many open contracts to responsibly offer within content areas.

Figure 1-7 Number of Teachers Hired and Promoted Presented by Content Area
Comparative Data, 2015-2019

Assignment	2015	2016	2017	2018 Hires	2018 Promotions	2019 Hires	2019 Promotions	5-Year Average
Adaptive Physical Education	1	-	-	-	-	-	-	0.2
Alternative Education	1	-	2	1	-	1	-	1
Art Education	6	5	10	13	-	10	-	8.8
Business and **Computer Science**	1	5	4	1	1	3	-	3
Career Academies	3	-	2	4	1	2	-	2.4
Early Childhood and Elementary Education	107	66	127	97	3	75	10	97
English and Drama	28	11	16	21	-	19	-	19
ESOL	12	7	5	6	-	10	1	8.2
Family and Consumer Science	1	2	8	3	-	3	-	3.4
Gifted Education	4	2	-	1	-	2	-	1.8
School Counselor	11	4	9	5	1	8	-	7.6
Health Education	2	3	3	5	-	9	-	4.4
Library Science	7	7	10	10	-	9	-	8.6
Mathematics	28	12	12	22	1	18	2	19
Music Education	26	17	14	26	-	21	-	20.8
Occupational and **Physical Therapist**	4	1	7	8	-	10	1	6.2
Physical Education and **Dance**	15	7	16	7	-	15	2	12.4
Psychologist	5	3	3	3	-	3	-	3.4
Pupil Personnel Worker	-	-	1	1	1	-	-	0.6
Reading Teacher and **Reading Specialist**	15	9	5	5	-	7	1	8.4
Reserve Officer Training Corp, Jr. (JROTC)	1	-	1	-	-	-	-	0.4
Resource Teacher and Support Teacher	-	11	3	1	10	-	11	7.2
School Mental Health Teacher	-	-	-	-	1	-	-	0.2
School Mental Health Therapist	-	-	-	1	-	1	-	0.4
School Social Worker	-	-	-	3	2	-	-	1
Science	24	15	18	16	1	19	1	18.8
Social Studies	9	11	8	10	-	11	-	9.8
Special Education	71	29	68	69	6	66	12	64.2
Speech Language Pathologist	15	8	7	13	-	10	-	10.6
Technology Education	9	7	4	5	-	6	-	6.2
Vision Teacher	-	-	1	1	1	2	-	1
World Language	35	14	25	14	-	10	-	19.6
Total	**441**	**256**	**389**	**372**	**29**	**350**	**41**	**375.6**

Note: Bold text indicates critical shortage content area.

Teachers Hired by Contract Signing Date or Promoted by Acceptance Date

Figure 1-8 illustrates the three-year trend in contract signing date for new teachers hired or promoted. The data indicates a 39.7% increase in new hires and promotions between October 16th and April 30th. This increase is partially attributed to the authorization to extend more open contracts earlier in the year. After the initial

recruitment period, the RRTA team is often challenged with identifying qualified candidates for positions as the pool significantly decreases after the beginning of the school year. The data presented below shows the majority of the positions are filled after July 15th each year, which is the deadline for Maryland tenured teachers to provide resignations per state regulations. Competition exists amongst neighboring jurisdictions and our candidate pools are significantly decreased as a result of our delayed hiring timeline. In recent years, the budget approval process which drives the conclusion of the surplus and return from leave placement processes, has detrimentally impacted our ability to send new candidates to schools to be considered for hiring. In the past two years, external hiring windows did not open until the third week in June. Therefore, the organization consistently fails to capitalize on the opportunity of experienced candidates interested in coming to HCPSS as the resignation deadline has passed.

Figure 1-8 New Teachers Hired by Contract Signing Date or Promoted by Acceptance Date Comparative Data, 2017-2019
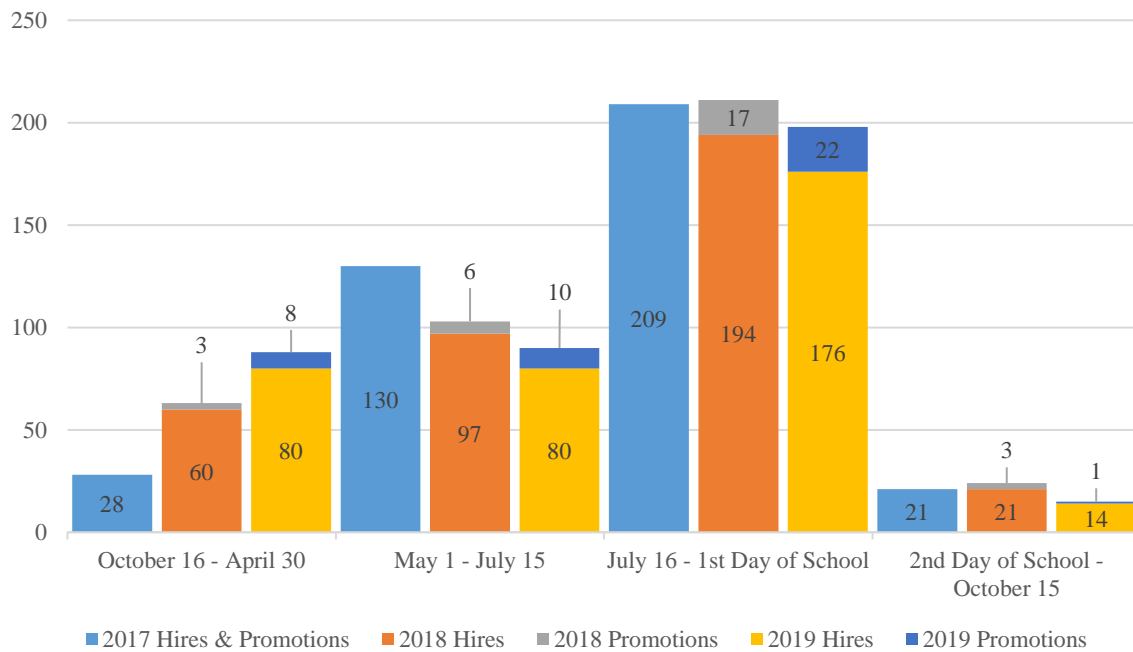
Most Recent Employment for New Teacher Hires

A substantial amount of our new teacher hires come from existing HCPSS temporary employees. Of the 122 teachers hired from temporary employees, 88 of those were substitute teachers. The figure below shows the number of new teachers hired based on their most recent employment experience and does not include promotional opportunities.

Figure 1-9 Most Recent Employment Experience of New Teacher Hires, 2019
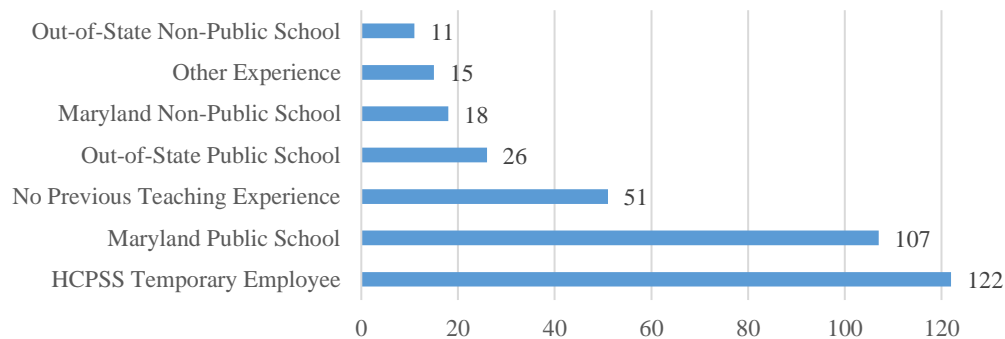
New Teachers Hired by Years of Previous Related Instructional Experience

This figure represents the number of new teachers hired presented by years of previous related instructional experience. New HCPSS teachers continue to be hired across a full spectrum of experience levels. During this reporting period, 62.9% of teachers hired were experienced educators. First-year teachers represent 37.1% of all teachers hired. Of all new hires and promotions, 73 were Professional Development School (PDS) interns or student teachers in Howard County.

Figure 1-10 New Teachers Hired by Years of Previous Related Instructional Experience Presented by Level

Degree	Elementary		Middle		High		Other		Total	
	Hires	**%**	**Hires**	**%**	**Hires**	**%**	**Hires**	**%**	**Hires**	**%**
0 Years	67	39.4	35	36.5	22	32.4	6	37.5	130	37.1
1 to 4 Years	35	20.6	13	13.5	10	14.7	4	25.0	62	17.7
5 to 9 Years	30	17.6	26	27.1	20	29.4	2	12.5	78	22.3
10 or More Years	38	22.4	22	22.9	16	23.5	4	25.0	80	22.9
Total	**170**	**100.0**	**96**	**100.0**	**68**	**100.0**	**16**	**100.0**	**350**	**100.0**

Figure 1-11 provides comparative data on years of previous teaching experience for new teachers hired in 2018 and 2019.

Figure 1-11 New Teachers Hired by Years of Previous Related Instructional Experience Comparative Data, 2018-2019

Years of Experience	2018		2019	
	Hires	**%**	**Hires**	**%**
0 Years	125	33.6	130	37.1
1 to 4 Years	89	23.9	62	17.7
5 to 9 years	78	21.0	78	22.3
10 or More Years	80	21.5	80	22.9
Total	**372**	**100.0**	**350**	**100.0**

Employees Promoted to Teacher

During this reporting period, 24 employees were promoted from a clerical, liaison, paraeducator, or student assistant position to a teaching position with the majority of promotions occurring from paraeducators. During the reporting period, 19 paraeducators were promoted to teachers.

Figure 1-12 Promotions to Teacher by Position Type, 2019
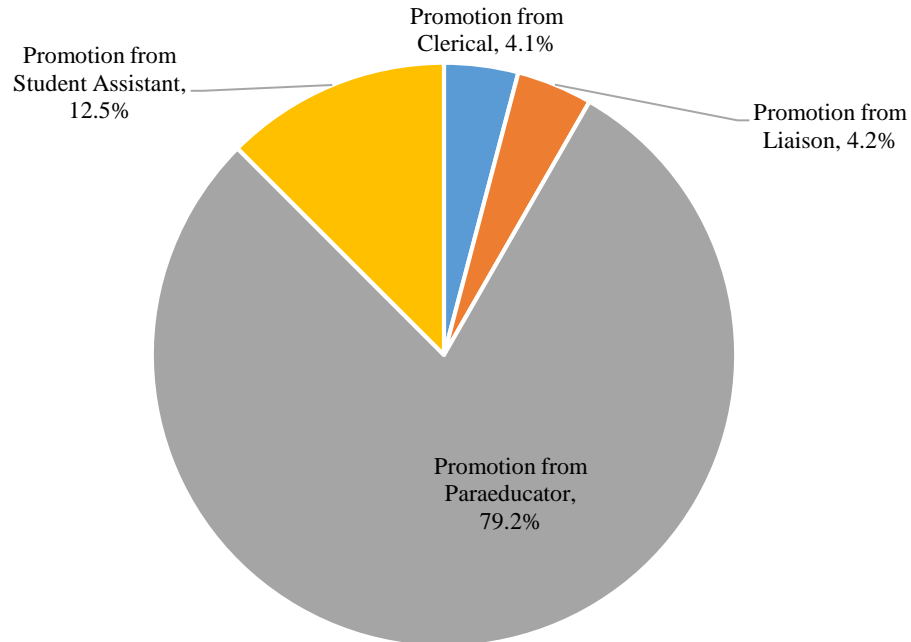
New Teachers Hired by Degree Status

Represented below is the level of education obtained by the school system's newest hires. For this reporting period, 42.9% of teachers (150) held a bachelor's degree at the time of hire. A total of 57.1% (200) held advanced degrees, including master's and doctoral degrees.

Figure 1-13 New Teachers Hired Presented by Degree Status by Level, 2019

Degree	Elementary		Middle		High		Other		Total	
	Hires	%	Hires	%	Hires	%	Hires	%	Hires	%
Non-Degreed	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0
Associate's	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0
Bachelor's	79	46.5	50	52.0	19	27.9	2	12.5	150	42.9
Master's	88	51.8	42	43.8	43	63.2	14	87.5	187	53.4
Doctorate	3	1.7	4	4.2	6	8.9	-	0.0	13	3.7
Total	**170**	**100.0**	**96**	**100.0**	**68**	**100.0**	**16**	**100.0**	**350**	**100.0**

The figure below shows comparative degree data for the past two years from our newest teacher hires.

Figure 1-14 New Teachers Hired Presented by Degree Status
Comparative Data, 2018-2019

Degree	2018		2019	
	Hires	%	Hires	%
Non-Degreed	1	0.3	-	0.0
Associate's	-	0.0	-	0.0
Bachelor's	159	42.7	150	42.9
Master's	206	55.4	187	53.4
Doctorate	6	1.6	13	3.7
Total	**372**	**100.0**	**350**	**100.0**

Temporary Employee Recruitment and Reporting

The RRTA team is responsible for the recruitment of temporary positions is comprised of two technical assistants. Their work is divided alphabetically in an effort to equitably distribute the volume of work associated with these types of positions. The recruitment of temporary positions is very fluid by nature and does not allow for strategic process improvement.

The chart below describes the volume of hires processed during the recruitment period of October 16, 2018 – October 15, 2019. The total presented below reflects only the employees selected for temporary positions, but does not reflect the amount of applications received. The OHR is working with our application tracking system to accurately quantify this number in future reporting periods.

Figure 1-15 New Temporary Employees Hired, 2019

Temporary Positions	Count of Hires	Percentage of Temporary Hires
Coach/Advisor	42	5.3%
Lunch/Recess Monitor	101	12.7%
Substitute Paraeducator	47	6.0%
Substitute Teacher	310	39.4%
Summer School Program	128	16.3%
Other Substitute	25	3.2%
Other Temporary Employee	84	10.7%
Volunteer	50	6.4%
Grand Total	**787**	**100.0%**

Substitute Teacher Recruitment and Reporting

The RRTA team handles the recruitment and processing of substitute teachers. During this reporting year, the team processed 310 substitute teacher transactions, as reflected in figure 1-15 above. With the development of a universal recruiting team, a comprehensive review of temporary services, specifically substitute teacher recruitment is occurring. According to the U.S. Department of Education, about one year of a student's K–12 education is spent with a substitute teacher. In an effort to recruit and retain substitute teachers, several strategies are being developed and implemented. Streamlining the screening process with the use of pipelines will allow the team to review applications in a more efficient manner. In collaboration with curriculum offices, the team will be hosting a training for current substitute teachers.

Teacher Absences by School

This figure below illustrates the number of absences per school for the reporting period of January 31, 2019 to October 15, 2019. January 31, 2019 is when the HCPSS implemented the new absence management system.

Figure 1-16 Number of Teacher Absences by Location, 2019

School	Absences	School	Absences
Applications and Research Lab (ARL)	386	Jeffers Hill Elementary School	379
Atholton Elementary School	412	Lake Elkhorn Middle School	803
Atholton High School	919	Laurel Woods Elementary School	780
Bellows Spring Elementary School	739	Lime Kiln Middle School	543
Bollman Bridge Elementary School	642	Lisbon Elementary School	366
Bonnie Branch Middle School	502	Long Reach High School	1,396
Bryant Woods Elementary School	536	Longfellow Elementary School	434
Burleigh Manor Middle School	630	Manor Woods Elementary School	494
Bushy Park Elementary School	468	Marriotts Ridge High School	1,000
Cedar Lane - Fulton Campus	372	Mayfield Woods Middle School	786
Centennial High School	671	Mount View Middle School	471
Centennial Lane Elementary School	634	Mt. Hebron High School	1,356
Clarksville Elementary School	281	Murray Hill Middle School	661
Clarksville Middle School	467	Northfield Elementary School	495
Clemens Crossing Elementary School	380	Oakland Mills High School	1,093
Cradlerock Elementary School	633	Oakland Mills Middle School	648
Dayton Oaks Elementary School	638	Old Cedar Lane School	12
Deep Run Elementary School	893	Patapsco Middle School	488
Ducketts Lane Elementary School	585	Patuxent Valley Middle School	563
Dunloggin Middle School	531	Phelps Luck Elementary School	465
Elkridge Elementary School	698	Pointers Run Elementary School	644
Elkridge Landing Middle School	571	Reservoir High School	1,000
Ellicott Mills Middle School	613	River Hill High School	793
Folly Quarter Middle School	390	Rockburn Elementary School	619
Forest Ridge Elementary School	531	Running Brook Elementary School	552
Fulton Elementary School	721	St John's Lane Elementary School	695
Glenelg High School	533	Stevens Forest Elementary School	542
Glenwood Middle School	247	Swansfield Elementary School	719
Gorman Crossing Elementary School	696	Talbott Springs Elementary School	518
Guilford Elementary School	500	Thomas Viaduct Middle School	642
Hammond Elementary School	516	Thunder Hill Elementary School	479
Hammond High School	966	Triadelphia Ridge Elementary School	449
Hammond Middle School	499	Veterans Elementary School	990
Hanover Hills Elementary School	960	Waterloo Elementary School	654
Harper's Choice Middle School	572	Waverly Elementary School	773
Hollifield Station Elementary School	597	West Friendship Elementary School	274
Homewood School	635	Wilde Lake High School	1,489
Howard High School	1,124	Wilde Lake Middle School	574
Ilchester Elementary School	500	Worthington Elementary School	317
GRAND TOTAL			**49,144**

Schools with Long-Term Substitute Teachers

Daily permanent substitutes are individuals that report to an assigned school every day and fill any unfilled substitute job that school administration feels is most appropriate. If the school happens to have no unfilled jobs, the permanent substitute may be used to support instruction.

Thirty-three daily permanent substitutes were allocated for the 2018-2019 school year. For the 2019-2020 school year, sixty daily permanent substitutes were allocated.

Figure 1-17 Daily Permanent Substitutes by School, 2019

School	Permanent Assigned Substitutes	School	Permanent Assigned Substitutes
Atholton Elementary School	1	Long Reach High School	2
Atholton High School	1	Marriotts Ridge High School	1
Bellows Spring Elementary School	1	Mount View Middle School	1
Bollman Bridge Elementary School	1	Mt. Hebron High School	1
Cedar Lane - Fulton Campus	1	Murray Hill Middle School	2
Ducketts Lane Elementary School	1	Oakland Mills High School	2
Glenelg High School	1	Patuxent Valley Middle School	2
Guilford Elementary School	1	Phelps Luck Elementary School	1
Hammond High School	2	Reservoir High School	2
Hanover Hills Elementary School	1	Rockburn Elementary School	1
Harper's Choice Middle School	1	Running Brook Elementary School	1
Homewood School	2	Stevens Forest Elementary School	1
Jeffers Hill Elementary School	1	Talbott Springs Elementary School	1
Lake Elkhorn Middle School	2	Wilde Lake High School	2
Laurel Woods Elementary School	1	Wilde Lake Middle School	2
Total			**40**

Separations

The majority of the vacancies filled by the recruitment team are due to staff resignations. While resignations are received throughout the year, for certificated staff, most are received in the timeframes outlined by COMAR 13A.07.02.01 which is May 1st for non-tenured staff and July 15th for tenured staff.

Understanding the importance of having immediate notification of vacancies, the OHR began exploring options to automate the resignation process for the school system. OHR collaborated with various stakeholder groups within HCPSS including Benefits, Payroll, Asset Management, Technology, and Staff Relations to develop comprehensive employee resignation documentation. The team defined routing rules for a resignation process and tailored notifications for employees and supervisors dependent upon separation type and bargaining unit.

On May 1, 2019, OHR implemented the self-resignation process for permanent employees in Workday. OHR is now able to electronically collect resignation letters and have employees self-select reason codes upon separation. The addition of this process allows OHR to receive resignations timely which directly impacts the office's ability to track real-time vacancies influencing the involuntary transfer process and other staffing decisions. The automated process allows instant notification to supervisors and provides imperative next steps to the separating employee. In an effort to provide targeted customer service, the OHR assigned one point of contact for all resignations.

In the future, the Employee Services team will be working to implement the self-resignation process for temporary employees and to further analyze the data for trends that may better support the employee retention program.

The figure below illustrates system-wide reasons of separation identified as death, resignation, retirement, and termination. The employee group with the most separations was instructional staff with 53.6% followed by support staff with 37.9%. Of the 625 separations from employment, 56.3% were due to resignations and 33.3% were due to retirements.

Figure 1-18 Separations by Position Type, 2019

	Death	Resignation	Retirement	Termination	Total	%
Certificated, Management, and Technical Staff	-	24	25	4	53	8.5
Professional Personnel	-	17	10	3	30	4.8
Analyst/Liaison	-	5	-	1	6	
Chief	-	2	-	-	2	
Coordinator/Facilitator	-	1	2	-	3	
Executive Director/Director	-	-	1	1	2	
Manager/Assistant Manager	-	3	2	1	6	
Other Professional Personnel	-	6	5	-	11	
School-Based Administration	-	1	12	-	13	2.1
Assistant Principal	-	-	3	-	3	
Athletics & Activities Manager	-	1	-	-	1	
Principal	-	-	9	-	9	
Technical Personnel	-	2	2	-	4	0.6
Other Technical Personnel	-	2	2	-	4	
Nurse	-	4	1	1	6	1.0
Cluster and School-Based Nurse	-	4	1	1	6	
Instructional Staff	2	192	106	35	335	53.6
Teaching Staff	2	186	101	35	324	51.8
Media Specialist	-	3	1	2	6	
Reading Specialist	-	2	4	-	6	
Resource Teacher	-	6	2	-	8	
Teacher	2	164	83	33	282	
Therapist	-	11	11	-	22	
Student Services	-	6	5	-	11	1.8
Psychologist	-	1	1	-	2	
Pupil Personnel Worker	-	1	-	-	1	
School Counselor	-	4	4	-	8	
Support Services Staff	4	136	77	20	237	37.9
Assistant	2	74	38	9	123	19.7
Health Assistant	-	4	2	-	6	
Paraeducator	1	51	34	5	91	
Security Assistant	-	-	1	-	1	
Student Assistant	1	19	1	4	25	
Custodial	1	23	10	8	42	6.7
Custodial Floater	-	-	-	1	1	
Custodian Day Supervisor I	-	1	3	-	4	
Custodian Floater Supervisor	-	-	2	-	2	
Custodian Night Supervisor I	-	3	3	-	6	
Custodian Night Supervisor II	-	2	-	-	2	
Day Custodian	-	-	1	-	1	
Night Custodial Floater	1	2	-	-	3	
Night Custodian	-	14	1	7	22	
Night Custodian Supervisor I	-	1	-	-	1	
Food Service	-	16	6	2	24	3.8
Food and Nutrition Services Satellite Manager	-	2	3	-	5	
Food and Nutrition Services Assistant I	-	12	2	1	15	
Food and Nutrition Services Assistant II	-	-	1	-	1	
Food Service Floater	-	2	-	1	3	
School Facilities	-	4	6	1	11	1.8
Groundskeeper I	-	3	1	1	5	
Other School Facilities	-	1	5	-	6	
Secretarial/Clerical	1	19	17	-	37	5.9
Administrative Secretary II	-	-	2	-	2	
Bookkeeper	-	-	1	-	1	
Clerk Typist II	-	1	-	-	1	
Grade Scheduling Processor	-	2	-	-	2	
Middle School Data Clerk	-	3	1	-	4	
Principal's Secretary	1	2	5	-	8	
Registrar	-	1	1	-	2	
School Counseling Secretary	-	3	-	-	3	
Teachers' Secretary		7	7	-	14	
Total Separations	6	352	208	59	625	

The figure below incorporates the total number of separations by race and ethnicity. Based on the separation data across the school system, non-minority staff had the largest number of separations with relocation as the most common reason (see Appendix E).

Figure 1-19 Separations by Position Type Presented by Race and Ethnicity, 2019

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
	%	%	%	%	%	%	%
Certificated, Management, and Technical Staff	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Professional Personnel	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
School-Based Administration	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Technical Personnel	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Nurse	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Instructional Staff	≤ 5.0	≤ 5.0	6.6	≤ 5.0	≤ 5.0	≤ 5.0	42.6
Teaching Staff	≤ 5.0	≤ 5.0	6.4	≤ 5.0	≤ 5.0	≤ 5.0	41.0
Student Services	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Support Services Staff	≤ 5.0	≤ 5.0	12.5	≤ 5.0	≤ 5.0	≤ 5.0	22.7
Assistant	≤ 5.0	≤ 5.0	5.8	≤ 5.0	≤ 5.0	≤ 5.0	12.0
Custodial	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Food Service	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
School Facilities	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Secretarial/Clerical	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	5.1
Total Separations	≤ 5.0	≤ 5.0	21.1	≤ 5.0	≤ 5.0	≤ 5.0	70.2

The figure listed below presents instructional staff separations by level and race and ethnicity. Most instructional staff separations were at the elementary level with 43.0%.

Figure 1-20 Instructional Separations Presented by Level by Race and Ethnicity, 2019

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Two or More Races	White	Total
Elementary	-	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	35.8	43.0
Middle	-	≤ 5.0	5.4	≤ 5.0	≤ 5.0	20.0	27.2
High	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	19.1	23.0
Education Centers	-	-	≤ 5.0	≤ 5.0	-	≤ 5.0	≤ 5.0
Central Office and Annexes	-	-	≤ 5.0	-	-	≤ 5.0	≤ 5.0
Resigned from Leave- No Location	-	≤ 5.0	≤ 5.0	-	-	≤ 5.0	≤ 5.0
Total Instructional Staff Separations	≤ 5.0	≤ 5.0	12.2	≤ 5.0	≤ 5.0	79.4	100.0

Teachers Resigning Within the First Five Years of Teaching

The figure below reflects data over the past 5 years of current teachers hired or promoted during the respective reporting periods. Of the individuals hired or promoted within each period, the table shows how many of those employees separated by year from their hire or promotion. On average, 81.6% of HCPSS teachers remain with the school system after their first five years in the profession.

Figure 1-20 Teachers Resigning Within the First Five Years of Teaching, 2019

Reporting Period	# Hired	Year 1		Year 2		Year 3		Year 4		Year 5		Total Resignations	
		N	%	N	%	N	%	N	%	N	%	N	%
2006-2007	573	3	0.5	48	8.4	27	4.7	20	3.5	9	1.6	107	18.7
2007-2008	409	1	0.2	22	5.4	16	3.9	13	3.2	11	2.7	63	15.4
2008-2009	247	1	0.4	19	7.7	11	4.5	19	7.7	3	1.2	53	21.5
2009-2010	289	1	0.3	13	4.5	2	0.7	8	2.8	17	5.9	41	14.2
2010-2011	279	1	0.4	9	3.2	21	7.5	12	4.3	15	5.4	58	20.8
2011-2012	331	2	0.6	17	5.1	16	4.8	14	4.2	10	3.0	59	17.8
2012-2013	356	1	0.3	20	5.6	17	4.8	16	4.5	14	3.9	68	19.1
2013-2014	355	2	0.6	31	8.7	10	2.8	15	4.2	21	5.9	79	22.3
2014-2015	442	6	1.4	8	1.8	27	6.1	13	2.9	16	3.6	70	15.8
2015-2016	257	25	9.7	16	6.2	9	3.5	8	3.1				
2016-2017	388	1	0.3	30	7.7	25	6.4						
2017-2018	401	6	1.5	53	13.2								
2018-2019	391	3	0.8										
Average	**363**	**4**	**1.3**	**24**	**6.5**	**16**	**4.5**	**14**	**4.0**	**13**	**3.7**	**66**	**18.4**

Exit Survey

The Office of Human Resources recognizes the importance of collecting data regarding employee separations. Exit survey data is often utilized to close previously unidentified gaps impacting employee retention. Due to the amount of turnover HCPSS experiences every year and the limited staff in OHR, the best way to collect meaningful and informative data is through an exit survey.

When OHR implemented the automated resignation process in Workday, an exit survey platform was simultaneously developed and deployed. The survey questions vary depending upon the position and respective bargaining unit.

The OHR is actively collecting exit survey results and is excited to share comparative data in the 2020 reporting year once a full-cycle of responses have been collected and evaluated.

Factors Influencing the Recruitment and Talent Acquisition Team

There are many factors that influence the work of the RRTA team that have significant impacts on our daily tasks, as well as overall goals and objectives. The most substantial impact is the ratio of recruitment staff to the increasing staffing needs of the school system. As our recruitment efforts are extremely fluid, the number of RRTA team members to total number of vacancies and placements completed especially during the summer, is significantly imbalanced. This imbalance impacts the applicant/candidate experience, extends screening timelines of applications; and delays onboarding. Additionally, the steady decrease in our recruitment budget has detrimentally affected the number of recruiting trips we can attend.

One prominent factor influencing our ability to recruit and retain highly qualified teachers is the national shortage of educators. This nationwide shortage is compounded by the constant decline in the number of college students enrolled in educator preparation programs each year. Only 4.6% of college freshmen planned to major in education, down from 10% in the 1970s, according to a May 2017 study from researchers at the University of California at Los Angeles. This steady decline in certificated teachers results in fewer candidates and therefore, requires more teachers being hired provisionally.

To fill vacancies from the most highly qualified pool of candidates, the timing of teacher recruiting and hiring is of critical importance. Tenured teachers in Maryland public school systems must abide by a July 15th resignation deadline and non-tenured teachers by a May 1st resignation deadline. Involuntarily transferred (surplus) teachers and teachers returning from leave must be placed before external candidates are considered for hire; thereby impacting the timing and number of vacancies available for competitive recruitment. During the budget process, proposed staffing changes directly impact the timeline of the hiring process for the next school year.

HCPSS continues to face significant challenges to hiring and retaining qualified substitute teachers and other temporary employees. We continue to work to communicate our competitive advantage to recruit a larger pool of substitute teachers. Further impacting our efforts was the passing of House Bill 486. This law passed by the Maryland Legislature, effective July 1, 2019, mandates additional employment verification prior to hiring new employees. The law requires that we obtain written documentation from each of the candidate's previous employers for positions in which they had direct contact with minors. Before an offer of employment may be extended, the school system must make three attempts to collect the employment history review form over a period of twenty days. This time commitment increases our volume of work and create significant delays to the start date of an employee, which directly impacts our students as it may necessitate the need for a long-term substitute.

2-Certification, Classification, and Compensation
Overview

During the course of the reporting period, the Certification team was restructured to include two additional, essential functions within the OHR. The team is now comprised of certification, classification, and compensation. The Certification, Classification, and Compensation (CCC) team supports over 5,350 certificated employees, across all HCPSS locations. The CCC team is responsible for managing the certification process for all certificated staff, accurately defining and evaluating the duties and responsibilities of all positions, and conducting compensation data analysis.

The CCC team consists of four (4) Maryland State Department of Education (MSDE), Division of Educator Certification and Program Approval trained staff: (1) Human Resources Coordinator, (1) Human Resources Business Partner trained as a Certification Authorized Partner Assistant (CAPA) and (2) Certification Specialists trained as Certification Authorized Partners (CAP). The CAP have the appropriate training, access, and knowledge to complete all certification requests. Each CAP has a responsibility to more than 2,600 employees. During high-volume peak periods, the support of a temporary employee (trained as a CAP) is required. The team has maintained this temporary employee for three years, and this employee also processes all tuition reimbursement requests, working approximately 20 hours per week. The Certification Team relies heavily on this position to provide critical assistance.

The compensation and classification responsibilities for the CCC team are currently supported by the collaborative work of the Human Resources Business Partner and the Human Resources Coordinator.

Figure 2-1 Number of Certificated Employees by Human Resources Certification Specialist, 2019

Staff Assignment	School-Based Certificated Employees		Central Office Certificated Employees		Total Certificated Employees	
	Number	Percent	Number	Percent	Number	Percent
CAP assigned to employees with last names A-K	2,609	48.5	88	1.6	2,697	50.1
CAP assigned to employees with last names L-Z	2,594	48.3	85	1.6	2,679	49.9
Total	**5,203**	**96.8**	**173**	**3.2**	**5,376**	**100.0**

Alignment with Strategic Call to Action

The CCC team operates with responsive and efficient procedures ensuring that all classrooms have a qualified certificated educator fostering learning for every student. The team upholds the HCPSS *Strategic Call to Action* by supporting educators as they maintain certification requirements and achieve professional milestones. Additionally, the CCC team prides itself on being flexible and responsive to quickly address current and emerging compensation challenges and providing assistance to all HCPSS departments to support operational efficiencies.

Defining the Work of the Certification, Classification, and Compensation Team

Certification

Certificated employees interact with their assigned certification specialist at various points within their employment. Certification requests include requesting initial educator certificates, renewing and reinstating expired certificates, and adding endorsements. The data table below demonstrates the volume of certification processing conducted quarterly during the reporting year. Maryland Educator Certificates are valid on January 1st and July 1st and expire on June 30th and December 31st each year. The data demonstrates that the largest volume of certification work lies in requesting renewal and reinstated certificates between July and October each year. Each step of requesting a certification includes an in-depth, detailed review of required documents, communication and clarification with the educator, and electronic storage of documents into the MSDE Educator Information System. As liaisons to MSDE, the CCC team is also tasked with reviewing and verifying the number of certification requests processed each month to facilitate the accounting and collection of certification fees. During the reporting year, certification fees totaled $13,070.

Figure 2-2 Certification Requests by Quarter, 2019

Date Range	Initial Application for Certification	Renewal or Reinstatement	Endorsements	Quarterly Totals
10/16/2018-12/31/2018	10	135	16	161
1/1/2019-3/31/2019	26	143	31	200
4/1/2019-6/30/2019	10	150	20	180
7/1/2019-10/15/2019	19	304	12	335
Annual Totals	**65**	**732**	**79**	**876**

The Annotated Code of Maryland, Article 2-205, 2-303(g) and 6-701-6-705, regulates licensure of professional education personnel within the state of Maryland. The MSDE issues five types of teaching certificates: Professional Educator Certificates (PEC) issued to educators not employed with Maryland school systems, Standard Professional I Certificates (SPI), Standard Professional II (SPII), the Advanced Professional Certificate (APC), and the Conditional Certificate. A Conditional Certificate is issued to educators by a local school system

as the educator completes certification requirements. The school system employed 89 conditionally certified educators during the reporting year. Additional support for conditionally certified educators includes informational meetings, free tutoring for test preparation, and test reimbursement. Collaboration and communication with these educators and their supervisors are top priorities for the certification team as we provide guidance and resources. As our conditionally certified educators either returned to us for another school year or moved onto a professional certificate, each of the 89 educators signed a new employment contract with the CCC team. During contract signings, information regarding certification requirements, validity dates, endorsements, and types of contracts was shared.

The CCC team also supports 172 educators who have earned National Board Certification. Per the negotiated agreement, these educators receive an annual stipend for this additional certification. The team verifies eligibility for certification, issues continuing professional development credit for recertification work, and applies for the stipend.

Certification requests often initiate other functions, such as endorsement evaluations, compensation changes, and tuition reimbursement. Certification Specialists are responsible for completing and updating educator evaluations to provide guidance for course work, tests, and other requirements as certificated staff look to grow professionally. The evaluations require a thorough transcript analysis, course description review, and could include collaborative and historical course research with higher education institutions. Compensation changes, due to the successful completion of additional course work or conferral of additional degrees, move an HCEA employee salary from one lane to the next on the appropriate salary table. During this reporting year, the certification team reviewed and approved 260 salary lane changes resulting in compensation increases totaling $896,954. Typically, courses completed by employees for salary advancement also qualify for tuition reimbursement. The data below displays the number of expense reports processed and tuition reimbursed. Tuition reimbursement expense reports processed during the spring and summer months accounted for 60% of all reimbursement.

Figure 2-3 Tuition Reimbursements by Quarter, 2019

Date Range	# of Expense Reports Processed	Tuition Reimbursed
10/16/2018-12/31/2018	173	$ 168,923
1/1/2019-3/31/2019	242	$ 200,278
4/1/2019-6/30/2019	328	$ 231,225
7/1/2019-10/15/2019	305	$ 228,137
Annual Total	**1,048**	**$ 828,563**

Additional tuition reimbursement for HCPSS employees enrolled in school-system sponsored cohorts also takes place each quarter throughout the year. HCPSS is billed for the tuition of employees participating in any of the 14 school-system sponsored, graduate and continuing education cohorts. Upon receipt of the cohort bills, the CCC team reviews the invoice, student enrollment list, and transcripts to ensure tuition is paid.

Classification

The classification work defines the purpose, scope, and level of duties and responsibilities of a position, newly created or existing, to support the recruitment and performance management processes for our school district. The team conducts consultative reviews with hiring managers to include an assessment of department needs, a review of the proposed position job description (as compared to other positions in the department and organization), and a review of budgetary considerations. Based on the information gathered, the team works in

collaboration with hiring managers to create a position that meets the department needs and is in line with the existing organizational structure. The team is also responsible for defining the essential position details such as the job title, bargaining unit, salary scale, work days, and scheduled hours.

During this reporting period, the team has created and modified 119 job descriptions to accompany newly created or updated position descriptions. Since the establishment of the CCC team in 2019, our team has reviewed and made a final determination on 26 requests for reclassifications. Requests for reclassification generally occur when an employee and/or an employee's supervisor believes that the duties in which they are routinely performing are significantly different or a higher level from their existing job description, or the level of responsibility or type of work they are performing has changed significantly.

Once a formal request has been submitted for reclassification, the CCC team reviews all submitted correspondence including the employee and supervisor justification questionnaire, existing and proposed job description, current organizational chart and other information related to the request for reclassification. The team also schedules a meeting with the employee subject to the reclassification request to perform a desk audit review to learn more about their work responsibilities and to review and discuss the responses on the submitted justification questionnaire. A meeting with the employee's supervisor is also scheduled to review the responses to the supervisor's justification questionnaire and to discuss employee responses.

In 2019, the CCC team began work on a comprehensive project to develop job class descriptions for all HCPSS positions. This multi-year project has begun focusing on school-based special education positions and includes the review and development of job class descriptions for all HCEA-ESP, AFSCME, Food Service, HCEA, HCAA, and AMT positions.

Phase I of the Job Class Description project started with a sampling of school-based special education positions. The CCC team collaborated with the Department of Special Education's leadership team to identify the specific job titles that needed immediate attention and support our most vulnerable student population. Thirteen special education positions were identified and included in Phase I of the project, five special education paraeducator positions and eight special education Teacher positions.

The initial drafts of job class descriptions for the identified special education position were created using existing job descriptions for the special education teacher and special education paraeducator positions. Once the drafts were ready for review, a 3-tiered review was performed to ensure that stakeholder feedback was captured from various levels in the organization.

The Tier I review consisted of special education leadership including the director, coordinators, and instructional facilitators of the department. The review process by the special education leadership team captured the essential functions of the special education teacher and special education paraeducator position, defined, and clarified the duties, responsibilities, and minimum qualifications that made each of the remaining 11 positions different. Once this review was conducted, the draft job class descriptions were edited and prepared for the Tier II process, which solicited feedback from the Human Resources Advisory Committee.

The Tier II review process required the formation of an advisory committee to provide additional insights on the draft job class descriptions. The HR Advisory Committee consisted of 11 members across various HCPSS stakeholder groups including teachers, paraeducators, administrators, central office leaders, union representatives, and community members. The committee held three in person meetings to review and provide interactive feedback with peers on the draft job class descriptions. The committee reviewed each position for clarity,

formatting, accuracy of the work duties performed, minimum qualifications, special requirements, and continuity with other positions that were under review. The feedback and recommendations from the HR Advisory Committee were compiled and added into the draft job class descriptions for the Tier III review process.

The HR Advisory team provided valuable insight and generated feedback on the content, format, and language used in the draft job class descriptions for the special education leadership team to consider implementing. The Tier III review process will consist of special education leadership reviewing the 2nd drafts of the job class descriptions by consulting with staff, who are currently performing work in the job titles, to review the minimum qualifications, and the corresponding duties and responsibilities of the position. After this review is completed, the Department of Special Education will present to the CCC team the final job class descriptions for the 13 identified special education positions. The team will carefully review each draft job class description before it is adopted into record, to ensure the class descriptions objectively define the work of the position, are in-line with our existing classification structure, and compliant with the respective master agreements.

Moving into the next year, the CCC team will complete the final stages of Phase I and move into the remaining phases of the job class description project, scheduled to officially begin in January 2020. The scope and sequence of the job class description project has been restructured to be more comprehensive and inclusive. The timeline below demonstrates the review of job classes, by bargaining unit, to provide immediate attention to positions with the greatest urgency.

Figure 2-4 Job Class Descriptions – 7 Year Project Timeline

2019	2020	2021	2022	2023	2024	2025
HCEA & HCEA-ESP	**HCEA-ESP (1)**	**HCEA-ESP (2)**	**AFSCME/ FSA**	**HCEA**	**HCAA**	**AMT**
Job Titles included in review:						
Special Education Teachers & Paraeducators	Secretaries & Assistants	10-mth Central Office Technical	Maintenance/ Warehouse	10-mth & 11-mth Teachers	School-Based & Central Office Administrators	All positons included in the AMT group
Paraeducators	Interpreters	12-mth Central Office Technical	Food & Nutrition Services Assistant	Other Certificated Staff	Leadership Interns	
Liaisons			Food & Nutrition Supervisor			
Teacher Elementary						
Teacher Secondary						
School Nurses						

Compensation

With a growing and rapidly evolving population of employees, compensation has become a top priority within the OHR. This essential function of the department has been formally absorbed by the team to standardize our processes. Compensation reviews are either conducted for candidates recommended for hire to create a salary offer or are conducted for employees within their current and/or previous positions to ensure equity of pay. Salary offers for new hires are set using the parameters within the applicable negotiated agreements, classification of the position, education, and experience.

Typical compensation reviews for current educators are connected to educational attainment and are conducted concurrently with certification updates. Other compensation reviews are conducted as appropriate which could be at the request of the employee. The team is formalizing the process of compensation reviews and adjustments by working collaboratively with employees, supervisors, and internal departments such as Payroll, Budget, and Staff Relations. Standardized materials and processes for review have been established.

In addition to employee compensation reviews, annual compensation reports are provided to MSDE twice per year. These reports include specific compensation and salary range data for positions throughout the school system and are available for public information.

Certification Data and Reporting

The team has many other related responsibilities such as ad-hoc certification data and regular reporting requests from many stakeholders. To ensure the data provided to stakeholders is accurate, the team worked collaboratively with MSDE and the HCPSS Information Technology department to automate the entry of certification data into the Human Capital Management system. The upload of data first began in December 2018 and has continued monthly. With each upload, our data is more accurate and up-to-date.

The team reviews application materials and certification status for applicants, candidates, and new hires in addition to educators returning from leave. As the pace and volume of recruitment and hiring increases, the number of certification checks increases as well. OHR team members request certification data to inform staffing functions such as the voluntary and involuntary transfer processes, return from leave placements, and tenure status. Data and reports are provided at several times during the year for these functions.

Internal stakeholders, such as school-based administrators and curriculum leaders, also request certification data to inform staffing decisions. Specifically, the certification team provides detailed data to the Science, Social Studies, and Special Education curricular departments each year for their annual reports to MSDE. These reports included data for approximately 633 educators.

In compliance with US Department of Education regulations, the team closely supports staff members within our Title I elementary schools. Certified staff members assigned to Title I schools must hold valid certificates with endorsements corresponding to the classes and grade levels taught. Paraeducators must have at least 48 college credits of study at an institution of higher education, a conferred Associate's degree (or higher), or have a passing score on the ParaPro assessment. Audits for certified educators and paraeducators are conducted annually. Last year's review included 807 staff members across 12 schools. Certification checks for staff members working as Title I tutors are conducted regularly throughout the school year.

During this report year, an audit of certificated contracts began. The purpose of the audit is to ensure that each certificated employee file contains the appropriate employment contract, dated and signed by both the employee and the Board of Education. As the close of the reporting period, a total of 26% of employee files were reviewed. Of the files reviewed, the audit revealed that 32 contracts issued between 2002 and 2017 required either the employee or the Board of Education signature. As we move forward, the team has declared the audit as a top priority.

External data and reporting requests come from stakeholders through the Maryland Public Information Act. For these requests, the certification team often provides information regarding certification types, endorsements, and validity dates.

Factors Influencing the Certification Team

The greatest factor that influences the work is the ratio of team members to certified staff. With only two team members dedicated to support 5,376 certificated employees, the volume of work creates daily challenges for productivity, efficiency, and communication. Though the number of professional staff members has increased within the past 15 years, the size of the certification team has decreased. HCPSS has the 5th highest ratio of certificated employees to certification processors as compared to other Maryland LEAs, with each certification specialist responsible for more than 2,600 educators.

Adding to the complexity of the work, MSDE governs the number of CAP and CAPA trained employees within each LEA and provides training at the state's discretion. The work is highly technical, time consuming, and compliance driven. Certification requests performed by CAPs and CAPAs are audited monthly by MSDE to ensure accuracy and validity. Our time-sensitive work is multi-pronged, reaches many departments and work locations.

The greatest factor influencing classification and compensation is the constant evolution of the school system. To meet the demands of the continuous growth of the school system, there also needs to be an increase in human capital to thoroughly support this growth. The inclusion of new and updated standards, technology, and responsibilities into class descriptions, position descriptions, and job descriptions is paramount as we establish and maintain internal equity amongst our employees and remain competitive with other LEAs and private industry.

3-Position Control and Staffing

Overview

The Position Control and Staffing team consists of one (1) Manager, (1) Position Control and Staffing Analyst, and (1) Position Control and Staffing Specialist. This team is responsible and accountable for the oversight of all position management operations for the school system. This oversight includes the approval of all hiring and termination actions and establishing all positions within Workday. No individual can be hired into or transferred to a position until this team verifies that a vacancy does in fact exist, thereby ensuring compliance with the budget. This team has developed a robust position vacancy-tracking tool that allows for the monitoring, reconciling, and reporting on staffing levels by program. This allows the RRTA team to be aware of current staffing levels and to know the exact number of vacancies at any time. With accurate tracking of vacancies, the possibilities of over-hiring, needing to retract job offers, or going over department budgets due to additional personnel costs are reduced. Effective-dated positions provide the RRTA team with data to project future needs and anticipated gaps in staffing. This helps to ensure that the school system is adequately staffed based upon appropriated positions and approved classroom ratios.

The Position Control and Staffing team has developed, and continues to maintain, numerous operational internal controls to administer position management and to ensure compliance with the operating budget, as well as district policies and procedures.

The Position Control and Staffing team also works collaboratively with the Division of School Management and Instructional Leadership in the coordination, development, and implementation of all school staffing operations. The annual school staffing process begins each January by conducting staffing classes for school administrators. These trainings provide the opportunity to inform administrators how staffing allocations are determined and to identify roles, responsibilities, and timelines for the school staffing process. Staff within the Division of School

Management and Instructional Leadership begin to determine staffing allocations for the upcoming school year based on student enrollment projections, staffing parameters, staffing formulas, and the anticipated budget. Throughout February and March, meetings are held with each principal to review the school's staffing allocations for the upcoming year in comparison to current staffing.

Alignment with Strategic Call to Action

The Position Control and Staffing team supports the HCPSS Strategic Call to Action as demonstrated by our commitment to working collaboratively with the HCPSS departments and personnel to administer position management and staffing operations that are responsive and transparent. The team oversees implementation of the HCPSS Master Agreements as they relate to position management and human resources operations and is committed to providing staff the structures and services that foster a positive, supportive environment.

The Position Control and Staffing team also strives to implement operations and practices that are fiscally responsible. We are committed to the ongoing monitoring, reconciling, and reporting on staffing levels by program to ensure compliance with operating budget. This team also coordinates the implementation of position management operations within Workday through the development and maintenance of numerous internal controls.

Involuntary Transfers

An involuntary transfer is an involuntary change in an employee's assignment to a different location due to student enrollment, program, or redistricting changes. Involuntarily transferred teachers and support staff are identified based on length of service/seniority and certification area (if applicable).

The Position Control and Staffing team facilitates the involuntary transfer process, which includes assisting principals to ensure they are honoring the HCPSS Master Agreements as they relate to position management. This team is also responsible for all communication and support provided to those employees determined to be involuntary transferred. This includes conducting sessions for the impacted staff members to provide information regarding the involuntary transfer process as well as how they may provide their preferences for placement. By hosting an Involuntary Transfer (Surplus) Job Fair, soliciting principal and employee placement preferences, and maintaining a comprehensive vacancy database of all HCPSS positions, the Position Control and Staffing team, collaboratively with the Division of School Management and Instructional Leadership, identify new placements for all involuntary transferred staff members.

A return from involuntary transfer occurs when an employee who was initially identified as an involuntary transfer returns to his/her school of origin due to staffing changes. Changes in staffing at the school of origin may occur throughout the summer due to employee resignations and retirements, student enrollment increases, and/or additional budget allocations. If there is a change in staffing at the school of origin, the involuntarily transferred employee receives the right of first refusal to return to that position if the same position is restored.

Administrative Transfers

An administrative transfer is an involuntary change in an employee's assignment to a different location as determined by the Division of School Management and Instructional Leadership.

Voluntary Transfers

A voluntary transfer is a request for a voluntary change in an employee's assignment to a different location, content area, and/or full time equivalency. Per the Master Agreements, employees who desire a transfer to another

location may file a voluntary transfer request by April 1. An applicant for transfer shall assume that he/she will continue in his/her present position until such time as he/she is notified, in writing, that his/her transfer has been granted. It is important to note that a voluntary transfer cannot be offered until all employees who have been involuntarily transferred and those who are returning from leave are placed. Employees have until August 1 to withdraw his/her transfer request or accept/deny in writing any transfer offered by a principal. If an employee does not receive or accept an offer from another school prior to August 1, the employee's school assignment does not change.

Employees who are involuntarily transferred may file a voluntary transfer request. Due to budget changes made after the initial April 1 deadline, we found it necessary to provide employees an additional opportunity to file transfer requests in this reporting period. Voluntary transfer requests were accepted from Dec 1, 2018, through April 1, 2019, (in accordance with the Master Agreements) and then again from June 12, 2019, through June 18, 2019. The second opportunity was provided to employees who were impacted by the late budget changes, and who therefore were being involuntarily transferred due to resulting program changes or reductions.

In addition, this was the first year that employees returning from leave were also provided the option to participate in the voluntary transfer request process.

Factors Influencing the Position Control and Staffing Team

Several factors directly influence the work of the Position Control and Staffing team. One such factor is the current resources. The Position Control and Staffing team is comprised of three individuals who oversee the status of all positions (approximately 8,500) and support the school staffing process. In preparation for the 2019-2020 school year, this team:

- Facilitated approximately 500 employee transfers which included voluntary, involuntary, return from involuntary, administrative, and return from leave placements
- Hosted 2 involuntary transfer information sessions for all impacted employees
- Hosted 2 involuntary transfer and return from leave job fairs
- Facilitated 2 opportunities for staff to submit voluntary transfer requests
- Conducted approximately 10 involuntary transfer and return from leave placement meetings with the Division of School Management and Instructional Leadership
- Provided all ongoing communication regarding employee transfers to all impacted employees, as well as school administrators
- Completed approximately 750 Workday transactions resulting from voluntary, involuntary, and administrative transfer placements, and employees returning from leave
- Completed approximately 500 changes in Workday to ensure that all staff were charged to the correct cost center
- Reconciled all operating funded positions and provided information to the Budget Office in preparation for the annual budget requests

Another factor that directly influences the work of the Position Control and Staffing team is the annual, approved Operating Budget. Staffing and program changes, redistricting of schools, and changes in class size all have staffing implications. The timeline of the approval of the budget, as well as the timeliness of budgetary decisions, is equally impactful. We are unable to implement the involuntary and voluntary transfer processes until staffing allocations are determined. Delays in these processes cause increased stress for the impacted employees and prohibit the hiring of highly qualified applicants.

4-Employee Services and Human Capital Operations

Overview

The Employee Services and Human Capital Operations programs are designed to ensure that the HCPSS operations are responsive and efficient while supporting the mental and physical well-being of over 8,500 employees who, in turn, impact students and the community. This team has taken on additional responsibilities that were previously part of the Office of Staff Relations and the Office of Risk Management. The team now consists of one director, two full-time leave and retirement specialists, one full-time workers' compensation specialist, one full-time human capital systems analyst, one full-time and one part-time human resources technical assistant, and one administrative secretary.

The work of this team includes managing and implementing the:
- Leave and retirement process.
- Execution of the Americans with Disabilities Act (ADA).
- Fitness for Duty assessment process.
- Workers' compensation program.
- Employment verification process required by Maryland House Bill 486.
- Data entry, analysis, and reporting utilizing Workday, our human capital management system.

While the work of this team is compliance-based, this team keeps the well-being of the employee and the interests of the students at the forefront of each interaction.

Alignment with Strategic Call to Action

The Leave and Retirement team provides supports to employees during vulnerable times in their careers. Leave and retirement cases are individually reviewed through the lens of equity and applicable laws, policies, procedures, and negotiated agreements. We promote inclusion through the return to work process as we identify ways to allow employees with health challenges to reenter the workforce with dignity and support. We continually strive to improve our operations by streamlining processes to be thorough but timely. Finally, the leave and retirement programs are designed to prioritize and support the mental and physical well-being of employees and their families as planned and unexpected challenges arise.

Leaves of Absence

Regular employees are eligible for leaves of absence in accordance with the Family Medical Leave Act (FMLA) and applicable negotiated agreements. When an employee is on a leave of absence, timely communication ensures that school-based administrators can secure a substitute teacher as quickly as possible. This team also monitors absences in accordance with doctors' orders, predetermined return dates, or limits as defined by the law and negotiated agreements.

The following figures are designed to highlight the work of the two leave and retirement specialists with respect to FMLA and general leave of absence requests.

Figures 4-1 and 4-2 present the number of requests for FMLA and general leaves of absence processed by type during the 2016-2017, 2017-2018, and 2018-2019 reporting periods. Data from reporting periods prior to the implementation of Workday in 2016 is not reflected in this chart. An average of 520 FMLA requests and 228 general leave requests were processed each year by the two leave and retirement specialists.

Figure 4-1 Family Medical Leaves of Absence Processed by Type
Comparative Data, 2017-2019

■ Family member illness   ■ Maternity/paternity/adoption   ■ Military exigency   ■ Personal illness
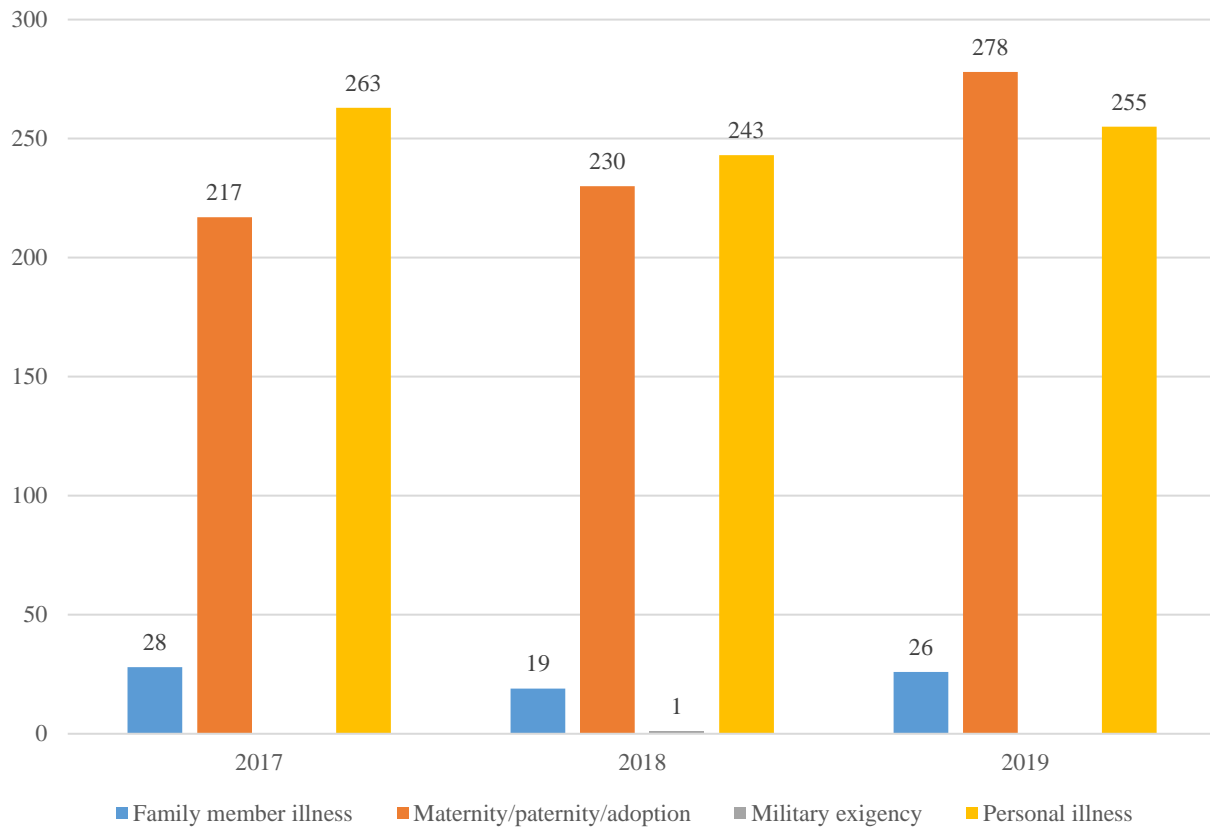
Figure 4-2 General Leaves of Absence Processed by Type
Comparative Data, 2017-2019

■ Child Rearing   ■ Family member illness   ■ General / Other Leave   ■ Maternity/paternity/adoption
■ Military   ■ Personal Illness   ■ Study/Professional Leave
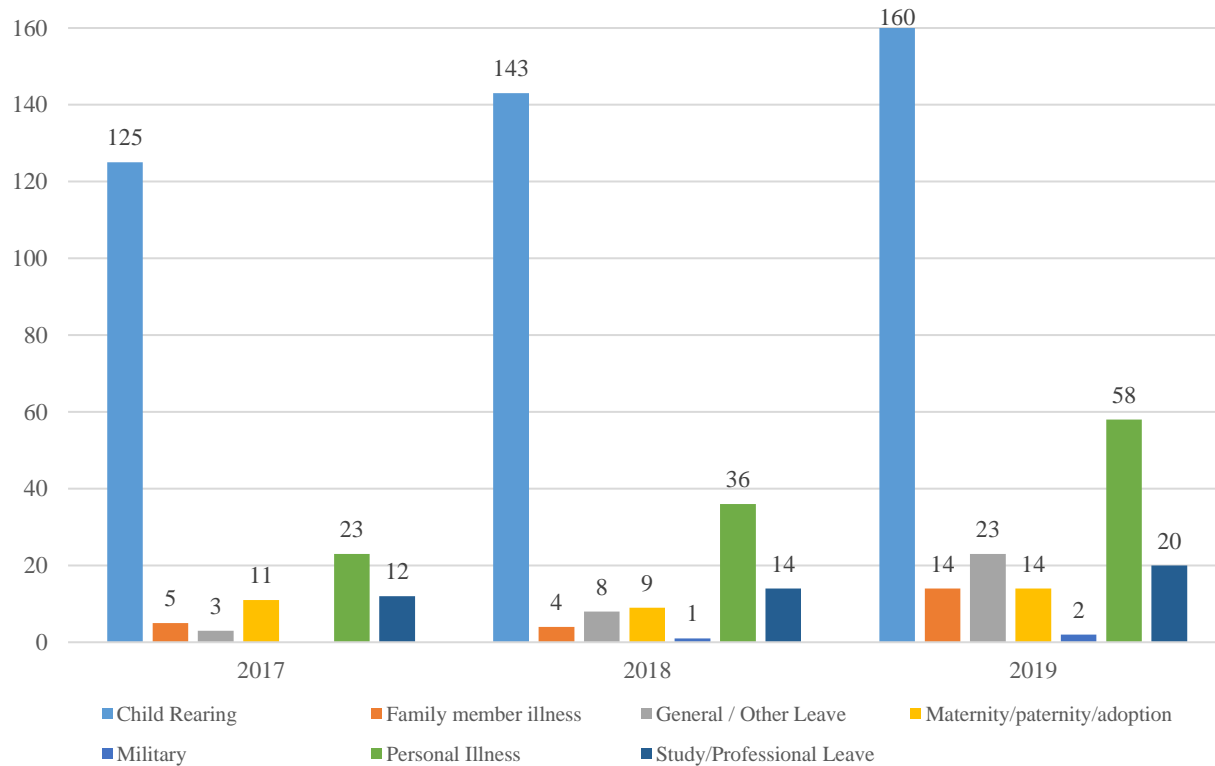
Figures 4-3 and 4-4 focus specifically on those leave of absence requests submitted by professional staff. During the 2018-2019 reporting period, the leave and retirement specialists processed the highest number (24) of school-year vacancies in five years. Leave requests submitted during the school year are monitored closely to determine whether the position will be declared vacant and require action by the Recruitment, Retention, and Talent Acquisition team. During the past five reporting periods, the highest number of leaves resulting in position vacancies were due to maternity/paternity/adoption/child-rearing leave.

Figure 4-3 Professional Staff Leaves of Absence Resulting in Vacancies by Period
Comparative Data, 2015-2019

Period	2015		2016		2017		2018		2019	
	Leaves	%	Leaves	%	Leaves	%	Leaves	%	Leaves	%
School Year	20	35.7	20	40.0	19	35.2	16	29.1	24	48.0
End of School to July 15	1	1.8	2	4.0	3	5.6	1	1.8	0	0.0
July 16 to First Day Teachers Report	35	62.5	28	56.0	32	59.3	38	69.1	26	52.0
Total	**56**	100.0	**50**	100.0	**54**	100.0	**55**	100.0	**50**	100.0

Figure 4-4 Professional Staff Leaves of Absence Resulting in Vacancies by Type
Comparative Data, 2015-2019

Reason	2015	2016	2017	2018	2019
Illness/Medical	-	5	9	5	7
Maternity/Child	42	38	42	39	33
Military	-	-	-	1	2
Other	11	4	1	3	4
Study/Professional	3	3	2	7	4
Total	56	50	54	55	50

Sick and Safe Leave

Temporary employees are eligible for earned sick and safe leave under the Maryland Healthy Working Families Act. As of February 11, 2018, Maryland law requires that every temporary employee working at least 24 hours per pay period will accrue sick and safe leave per the following guidelines:

- Employees accrue one hour for every 30 hours worked.
- Employees cannot accrue more than 40 hours per year.
- Leave can be carried over not to exceed a total leave balance of 64 hours at any given time.

Regular employees who also work as temporary workers are not eligible to accrue sick and safe leave.

Retirements

The leave and retirement specialists are also responsible for the efficient and timely execution of our retirement program. This includes the coordination of three retirement seminars, in addition to hosting retirement workshops presented by the Community College of Baltimore County Center for Retirement Education.

Figure 4-5 presents the total number retirements processed presented by bargaining unit. An average of 202.7 retirements have been processed over the past three reporting periods.

Figure 4-5 Retirements Processed Presented by Bargaining Unit
Comparative Data, 2017-2019
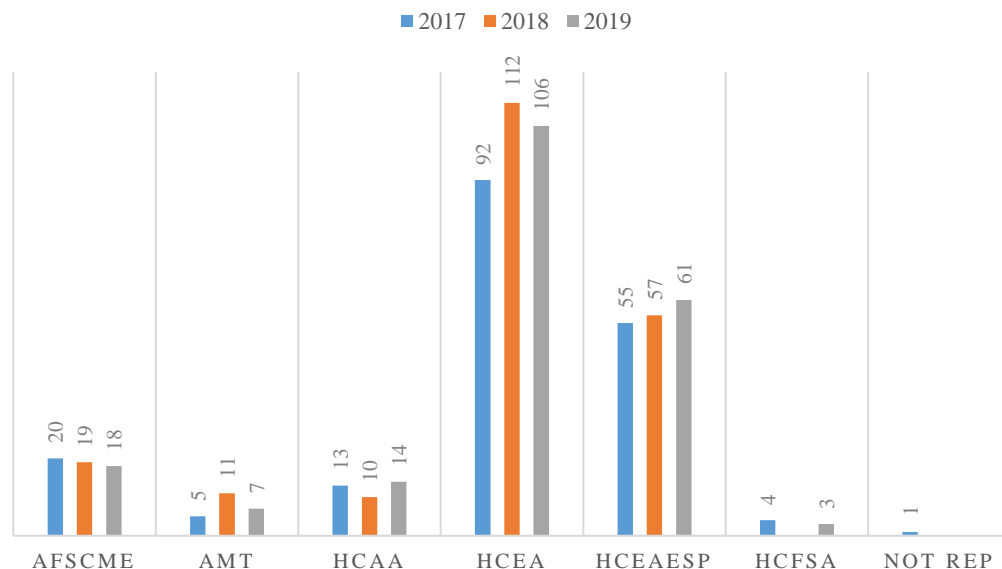
Compliance with the Maryland State Retirement and Pension System

In the winter of 2019, the Maryland State Retirement Agency (MSRA) conducted an audit to determine whether the HCPSS correctly reported the unused sick time for retired employees. MSRA audited 86 out of the 328 employees who retired in the past three years with sick leave credit.

For two of the 86 retirees audited, MSRA noted that there was a difference of three or more days of sick leave between the amounts certified on the employees' retirement applications and their balances at the time of retirement. The difference in sick leave balances ranged from seven to eight days. The updated balances for the two aforementioned retirees did not have an effect on their sick leave credits or resulting retirement benefits.

MSRA recommended that the school system enhance its procedures to ensure that each retiree's final sick leave balance is accurately recertified to the MSRA 30 days after their effective retirement date. The HCPSS agreed with the findings and we have updated our Standard Operating Procedures.

Americans with Disabilities Act (ADA) Accommodations

In October of 2018, OHR absorbed the responsibilities for administering the implementation of the Americans with Disabilities Act (ADA). The ADA prohibits discrimination and guarantees that people with disabilities are afforded the same employment opportunities as those without disabilities. To be eligible for accommodations, an employee must have a physical or mental impairment that substantially limits major life activities.

The ADA process can be triggered by a request from the employee or a work restriction issued by a doctor after a leave of absence. Medical certification is required to document the employee's medical condition and doctor-recommended accommodations. An interactive process meeting is held with the employee to discuss how the medical condition impacts his or her ability to carry out the essential functions of the position and the recommended accommodations.

Following the interactive process meeting, the employee's supervisor is contacted to discuss the feasibility of the accommodation. Based on the information that is documented and discussed, a determination is made on whether

the accommodation is medically supported and reasonable. A determination letter is issued to the employee and his or her supervisor. Approvals of accommodations are subject to annual recertification as the needs of the employee and the school system change.

Once an accommodation is approved, OHR staff facilitate the implementation of the accommodation, inclusive of the procurement and installation of equipment, movement of furniture, and or relocation of work areas. Following implementation, OHR staff monitors compliance and the effectiveness of the accommodation. In this reporting period, 28 ADA requests have been processed.

Fitness for Duty

The Office of Human Resources facilitates the Fitness for Duty process as governed by Policy 7030. In the event there is concern about an employee's physical or psychological state, a request for a Fitness for Duty Evaluation can be made by the employee's supervisor or administrator. A request for a Fitness for Duty Evaluation must be based on the supervisor's observations or those of a reliable third party. The observed behaviors must pose a direct threat to the safety of the employee or others or significantly impair the employee's ability to effectively perform his or her essential job functions. It is the supervisor's responsibility to document, in writing, the behaviors and observations that led to the request for a Fitness for Duty Evaluation. In this reporting period, nine fitness for duty evaluations were initiated.

Workers' Compensation

Workers' Compensation is a program that provides benefits for an employee who sustains a compensable work-related injury or illness while performing the essential functions of their position. Once a claim is initiated, it is reported to a Third-Party Administrator (TPA) who determines compensability, authorizes treatment and oversees the claim. The Workers' Compensation Specialist serves as a liaison between the TPA and the employee, provides updates to supervisors and principal's secretaries about employees' status, answers employee questions, ensures claims are being processed appropriately, participates in mediations and hearings, and helps to reduce claim costs by monitoring trends and proactively communicating safety education.

Figure 4-6 identifies incidents during this reporting period, location, provides a description of the type of injury, as well as type of claim.

Incidents by Location, 2019

The figure below displays workers' compensation claims by type by location. Additionally, each claim is displayed by injury type. There were a total of 359 claims during the reporting period, which resulted in 4,959 restricted duty days and 2,129 lost days.

Figure 4-6 Workers' Compensation Incidents by Type by Location, 2019

Location	Claim Total	CLAIM TYPES	Medical Treatment	Lost Time Incident	Restricted Duty Days	Lost Days	INJURY TYPES	Slip/trip/fall	Struck Against Object	Combative Student	Slip/trip/fall	Assault By Student	Student Altercation	Struck By Object	Collision W/ Student	Restraining Student	Cut/Scrape/Bruise	Hot Surface/Liquid	Strain/Sprain - Lifting/Moving	Motor Vehicle Accident	Human Bite	Allergic Reaction	Contact W/ Sharp Object
ATHOLTON ES	3		2	1	40	5		1	1										1				
BELLOWS SPRING	4		3	1	58	2				2	1	1											
BOLLMAN BRIDGE	4		3	1	67	8				1	1				1				1				
BRYANT WOODS ES	8		5	3	31	37		1	2	3					1		1						
BUSHY PARK ES	2		2	0	12	0									1	1							
CENTENNIAL LANE	2		1	1	6	1											1		1				
CLARKSVILLE ES	4		2	2	22	12		1		1									2				
CLEMENS CROSSING	5		4	1	15	14		1		2									1		1		
CRADLEROCK ES	11		9	2	65	20		3	1	3			1						1		2		
DAYTON OAKS ES	7		6	1	85	63		2		2		2		1									
DEEP RUN ES	4		2	2	42	52				1				1	1		1						
DUCKETTS LANE ES	5		4	1	10	1				2				1		1							1
ELKRIDGE ES	5		5	0	18	0						1					1		2				1
FOREST RIDGE ES	0		0	0	0	0																	
FULTON ES	3		2	1	7	2		1							1				1				
GORMAN CROSSING	2		1	1	4	44				1	1												
GUILFORD ES	3		2	1	12	17					1		1	1									
HAMMOND ES	1		1	0	6	0					1												
HANOVER HILLS ES	7		6	1	23	3					2				1	1	1	1	1				
HOLLIFIELD	4		4	0	72	0						2					1						1
IICHESTER ES	4		4	0	12	0			1		3												
JEFFERS HILL ES	5		3	2	21	12					3		1				1						
LAUREL WOODS ES	1		1	0	10	0					1												
LIBSON ES	4		4	0	18	0					2		2										
LONGFELLOW ES	0		0	0	0	0																	
MANOR WOODS ES	3		3	0	10	0							3										
NORTHFIELD ES	1		1	0	0	0																1	
PHELPS LUCK ES	3		3	0	37	0			1		1		1										
POINTERS RUN ES	6		6	0	19	0					2	2	1						1				
ROCKBURN ES	12		9	3	15	19			2	4	1								4		1		
RUNNING BROOK ES	3		2	1	3	3					1				2								
ST JOHN'S LANE ES	1		1	0	0	0					1												
STEVENS FOREST ES	1		1	0	43	0					1												
SWANSFIELD ES	10		9	1	79	28		2		4							1		2			1	
TALBOTT SPRINGS	2		1	1	0	4		1							1								
THUNDER HILL ES	8		6	2	32	25		1		1				2	1		1		2				
TRIADELPHIA	0		0	0	0	0																	
VETERENS ES	6		1	5	33	0				1							2		3				
WATERLOO ES	6		4	2	29	51		2		1					1	1	1						
WAVERLY ES	2		0	2	51	0		1		1													
WEST FRIENDSHIP	1		0	1	0	18		1															
WORTHINGTON ES	4		3	1	31	8		1							1				1	1			
BONNIE BRANCH	2		1	1	5	2		2															
BURLEIGH MANOR	2		2	0	7	0									1	1							
CLARKSVILLE MS	1		0	1	0	5			1														
DUNLOGGIN MS	3		2	1	19	97				1				1					1				
ELKRIDGE LANDING	4		3	1	88	5		1	1						1				1				
ELLICOTT MILLS MS	4		2	2	40	52		2							2								
FOLLY QUARTER	4		4	0	12	0		1	1								1		1				
GLENWOOD MS	1		1	0	0	0													1				
HAMMOND MS	1		1	0	10	0		1															
HARPER'S CHOICE	4		3	1	15	2				1			1	1				1					
LAKE ELKHORN MS	5		5	0	17	0		2		1					2								
LIME KILN MS	5		2	3	29	24		5															
MAYFIELD WOODS	10		9	1	17	2		3	2					1		1			3				
MOUNT VIEW MS	1		0	1	27	13		1															
MURRY HILL MS	14		11	3	21	85		3	1	2			2	2	3								1
OAKLAND MILLS	3		2	1	0	4		1	1						1								
PATAPSCO MS	1		1	0	4	0				1													
PATUXENT VALLEY	3		3	0	18	0		1									1		1				
THOMAS VIADUCT	6		4	2	12	17		2		2				1								1	
WILDE LAKE MS	6		6	0	13	0		1		1				1	1				2				
ATHOLTON HS	7		4	3	21	83		4						1	1		1						
CENTENNIAL HS	2		1	1	0	6		1											1				
GLENELG HS	1		1	0	58	0		1															

Figure 4-6 Workers' Compensation Incidents by Type by Location, 2019 (continued)

Location	Claim Total	Medical Treatment	Lost Time Incident	Restricted Duty Days	Lost Days	Slip/trip/fall	Struck Against Object	Combative Student	Slip/trip/fall	Assault By Student	Student Altercation	Struck By Object	Collision W/ Student	Restraining Student	Cut/Scrape/Bruise	Hot Surface/Liquid	Strain/Sprain - Lifting/Moving	Motor Vehicle Accident	Human Bite	Allergic Reaction	Contact W/ Sharp Object
HAMMOND HS	4	3	1	88	12	2					1						1				
HOWARD HS	4	4	0	36	0	1	1					1					1				
LONG REACH HS	1	1	1	14	6	5						1	1		2		3				
MARRIOTTS RIDGE HS	6	4	2	30	20	2		2				1			1		1				
MT HEBRON HS	6	2	4	88	21	2						1			1		2				
OAKLAND MILLS HS	7	4	3	76	45	3		1		1	1	1									
RESERVOIR HS	4	4	0	16	0	1					2	1									
RIVER HILL HS	1	1	0	0	0										1						
WILDE LAKE HS	7	6	1	80	12	4									1		1	1			
APPLICATIONS AND	6	4	2	18	15	3						1			1		1				
ASCEND ONE CENTER	1	1	0	1	0			1													
CEDAR LANE SCHOOL	1	7	8	13	27	4	1	6		1		1					1				1
CENTRAL OFFICE	0	0	0	0	0																
GROUNDS	6	5	1	12	14	1											5				
HOMEWOOD CENTER	3	1	2	14	19	1					2										
MENDENHALL BLDG.	1	1	1	83	13	4						4					4		1	1	
WAREHOUSE	6	6	0	51	0	2	1					1					2				

Human Capital Operations

Over the past six months, the Human Capital Operations (HCO) team has been reorganized from a three person team with a manager, systems analyst, and technical assistant to a two person team under the structure of employee services. The systems analyst was hired in January 2019 to create depth and cross-training opportunities within the team. The manager for this team has transitioned into the position of Project Operations Administrator which reports to the Executive Director and has the sole responsibility of coordinating all projects within OHR.

The HCO team provides oversight for employee information collection, analysis, and reporting from our enterprise-wide system, Workday. The HCO team is the human resources Workday representative for collaborative technology system improvements.

Personnel action transactions occur throughout the year, but the HCO team sees the most volume during the summer months as the school system prepares for the next school year. The HCO team is responsible for initiating all base compensation changes in accordance with the negotiated agreements and managing additional compensation such as Instructional Team Leader (ITL) assignments, longevity, meal incentives, custodial shift pay, etc. In addition, the HCO team initiates most hire, transfer, promotion, supervisor change, and title change transactions for permanent employees and also processes all resignations and termination transactions.

The chart below represents transactions processed by the HCO team during the one year reporting period. With two employees, the average transaction processing is approximately 7,500 per team member.

Figure 4-7 Human Capital Operations Workday Transactions by Type, 2019

Permanent Employees			
Compensation Changes	Supervisor Changes	Job Changes- Including Hires, Transfers, Promotions, etc.	Resignation / Termination Processing
12,607	694	1,471	411

The HCO team prepares information for many data requests regarding employee information such as positions, compensation, race and ethnicity, location, active status, etc. The team constantly reviews information through data auditing procedures and creates reports to identify Workday data anomalies optimizing the health of the system.

The HCO team is the OHR representative for all Human Capital Management changes and improvements within Workday. This involves collaborating with various HCPSS departments for discovery, planning, building, implementation, testing and communication. Many of the future improvements will center on manager and employee self-service tasks within Workday. This will enable OHR staff to shift from a role of initiation to review and approval.

Factors Influencing the Employee Services and OHR Operations Team

The primary factor that influences the quality of the customer service provided by the Leave and Retirement team is the 1:4,000 ratio of staff to employees. Last year, the office processed over 600 leave and 200 retirement cases. In previous years, the leave and retirement team was assisted by a temporary employee who handled just the maternity leaves. In September 2019, the temporary employee resigned and the work was shifted to the Leave and Retirement Specialists. This is significant because maternity leaves requires more interaction with the employee because of the variation of delivery dates, post-delivery medical issues, and the frequent roll-over into child-rearing leave. Leaves and retirements most often require multiple contacts and meetings with the employee, their care providers, and/or the agencies dealing with their case. Finally, there are state and federal guidelines to govern the processing of leaves and retirements under the Family and Medical Leave Act.

In September 2018, the Leave and Retirement team absorbed the responsibility of managing the Americans with Disabilities Act (ADA) and the Fitness for Duty programs. This work transitioned to the OHR to meet the Federal regulation regarding timeliness of determinations and the coordination with related leaves of absences. Since that time, procedures have been developed and documented to schedule interactive process meetings and issue determination letters within 30 days from receipt of all relevant information.

The work of the leave and retirement staff is driven by law, policy, implementation procedures, and negotiated agreements. Effective leave management is complex and requires that supervisors and employees understand the basic rules and requirements for the notification of leave eligibility and the management of private employee medical information. Our goal is to assist the employee in managing their need for family and/or personal leave and identifying opportunities for employees to return to work.

Additional staff would allow the office to further divide the work-load so that greater attention can be given to individualized customer service, proactive leave management, improved recordkeeping, and assist with the continuity of business operations.

The HCO's team of two is challenged in optimizing success. As the primary Workday contact for the OHR, the HCO team is constantly learning about new Workday features and releases, training HR team members and other

HCPSS employees on functionality and reporting, and implementing meaningful change in Workday to support the work of the school system.

The team is also tasked with day-to-day maintenance of the system in the Human Capital Management (HCM) platform. The two largest barriers regarding the daily maintenance are the method in which the HCO team receives the information for changes and the volume of changes needed throughout the year. The type of data maintained in Workday by the HCO team includes permanent employee information such as title, compensation, full-time equivalency, location assignment, supervisor, bargaining unit, election for dues withholding for union membership, education, and experience. This information is entered by the HCO team at the time of hire for all permanent employees and all changes are maintained by the HCO team throughout the year.

The team has been working with various internal stakeholders to define processes regarding how information is submitted to the HCO team for the various types of personnel action transactions. Once this effort has been completed, the HCO team can begin to communicate with and manage expectations of stakeholders on the timeliness of updating information in Workday upon completion of required documentation.

During this reporting period, the HCO team processed more than 15,000 compensation, supervisory, job change, and resignation transactions. In addition, the team processed approximately 3,000 education and experience transactions and at least 1,500 organizational changes which include employee dues election and bargaining unit assignments.

As a result, the volume of day-to-day operations impedes efficient time to plan, build, implement, test, and communicate new functionalities that would alleviate some of the manual work of the Office of Human Resources. Leveraging our technology is a vital component of our work; however limited resources to manage these projects efficiently does not currently exist.

In response to our inability to manage, plan, and implement both administrative and budgetary components of human resources, the Manager of Human Capital Operations will be reclassified to the Human Capital Project Operations Administrator in an effort to strategically focus on project development and execution.

Human Capital Project Operations Administrator

In an effort to create a culture that develops, supports, and embraces continuous, meaningful, and impactful change, the OHR is reclassifying the position of manager from the human capital operations team to the global OHR position of Human Capital Project Operations Administrator. This position will work closely with the Executive Director to assess and implement a progressive and continuous needs assessment analysis to further identify gaps in the continuity of service, duplication of efforts, identify bottlenecks, increase the operational use of Workday, and initiate global Workday system changes and modifications through:

- Improving the utilization of Workday;
- Ensuring all projects are performance measured and KPI driven;
- Mitigating change saturation and its detrimental effects;
- Instilling organizational agility and the ability to respond to increasing amounts of change;
- Increasing strategic capability that enables the organization to be agile, change ready, and responsive to change; and
- Creating competitive advantage with neighboring jurisdictions.

Additionally, as all HCPSS offices have a fiscal responsibility to the overall school systems budget, this position will provide monthly management and reporting on expenditures charged to tuition reimbursement, substitute funding, and healthcare expenditures. It is critical that OHR precisely monitors and tracks these budgets to ensure

all disbursements are accurate and complete. Thorough monthly analyses of these budgets, will provide OHR the ability to report on overall cost and number of employees utilizing tuition reimbursement, actual substitute cost by school, and monthly healthcare budget to actuals. In assisting, the Executive Director in providing agility and responsiveness will further strengthen our efforts in transitioning to an HCPSS strategic partner.

Conclusion

This year the Office Human Resources successfully moved a number of projects forward. This progress was made within an environment of budgetary challenges for the school system; and this environment is not expected to change in the upcoming school year. With budgetary challenges in mind, and students at the heart of our work, OHR will continue the commitment to the *Strategic Call to Action*. In this effort, we further identify greater opportunities for efficiencies; streamline practices and processes to enhance and educate both internal and external stakeholders; devise, develop and deploy additional methods of fiscal accountability, management and tracking for tuition reimbursement and substitute budget; while enhancing our technologies and sustainability practices.

Our efforts over this past reporting period have been intentional and deliberate in positioning OHR as a strategic partner, and with making incremental meaningful change. One crucial way in which OHR was able to make a significant impact on the organization is by transforming from a traditional, transactional role to a strategic, value-added partner. Without question, OHR strategically created several innovative solutions and services that were responsive to organizational needs and consistent with human resource best practices. As much of our work is cyclical, the establishment of important and critical dates and deadlines will be communicated through the development of an OHR Annual Calendar. This calendar will outline and identify specific tasks and activities throughout the year specific to each team, and will further identify the responsibility for each specific tasks, which directly aligns with the SCTA with responsive efficient operations.

In continuing in our commitment to operational efficiency, the following strategic initiatives are in development:

- Creating a robust online OHR platform with comprehensive information about all of the teams, contact information for all team members, and respective FAQs to address processes, procedures and requirements for internal and external stakeholders.
- Developing and deploying a compressive retention program to address employee, applicant, and candidate experiences and to further pinpoint opportunities for improvement and employee engagement through our exit survey data and a confidential online needs assessment survey.
- Implementing the triage/ticketing system to track all inquiries received through email and or phone calls to ensure that stakeholders are connected to the appropriate OHR team and receive timely and consistent responses and information.
- Introducing recruitment banding (Best, Better, or Qualified) for candidates meeting minimum qualifications in an effort to afford hiring managers the opportunity to review candidate applications based upon the specifics of a job posting with an emphasis on knowledge, skills and abilities (KSA), preferred qualifications, and targeted supplemental questions.

In remaining committed to our mission, vision, and core values, in providing exceptional programs and services to all stakeholder groups, OHR now oversees the benefits team, positioned under the framework of Employee Services. The realignment of this team will be instrumental in providing continuity of services in conjunction with the leave and retirement team for both employees and retirees.

The success of our strategic initiatives will depend in part on simplifying our internal business operations and organizational footprint, realigning our teams, reducing complexity, investing and leveraging technology, as well as managing and reducing costs. The OHR provides transparency on metrics of our efforts and how we are

translating our strategic priorities into action. This report provides examples of what we have achieved during this reporting period in diversity and inclusion, talent acquisition, certification, compensation, and classification; managing change; and collaboration with internal and external stakeholders.

For the OHR agenda, this translates into a stronger focus on change management and advising the HCPSS divisions, helping to reduce complexity, increase efficiencies, and build an effective organization. The OHR plays an instrumental role in securing the future success of Howard County Public School System. In doing so, the functions are guided by the *Strategic Call to Action* and its long-term vision of working in partnership to create an environment where employees can thrive and are enabled to deliver sustainable organizational performance, with students at the heart of all we do.

Specifically, three long-term strategic priorities have been identified for OHR:

- To apply its human capital expertise more assertively to support the business divisions and infrastructure functions in order to deliver results;
- To strengthen its role as a strategic partner for the HCPSS for human capital risks;
- Build the capabilities of hiring managers and employees.

During this reporting period OHR, activities were in line with these priorities, which have come into particular focus with the HCPSS's SCTA and its execution over the coming years. We are sincerely grateful to all employees and their representatives for their close and constructive cooperation and partnerships. We were able to achieve progress against many strategic priorities despite our challenges. Continuing these partnerships will be key to implementing the significant changes in our strategic initiatives.

Appendix

Appendix A- Certificated Teaching Staff by Location and Experience, 2019

Elementary	0-3 Years of experience	4-9 Years of experience	10-19 Years of experience	20+ Years of experience
	%	%	%	%
Atholton Elementary School	9.1	27.3	31.8	31.8
Bellows Spring Elementary School	8.3	17.9	46.4	27.4
Bollman Bridge Elementary School	16.5	25.3	43.0	15.2
Bryant Woods Elementary School	16.3	34.7	24.5	24.5
Bushy Park Elementary School	11.3	13.2	34.0	41.5
Centennial Lane Elementary School	5.7	18.9	52.8	22.6
Clarksville Elementary School	21.4	16.7	33.3	28.6
Clemens Crossing Elementary School	5.1	7.7	48.7	38.5
Cradlerock Elementary School	23.3	21.7	33.3	21.7
Dayton Oaks Elementary School	9.0	31.3	44.8	14.9
Deep Run Elementary School	9.9	24.7	38.3	27.2
Ducketts Lane Elementary School	6.3	44.4	31.7	17.5
Elkridge Elementary School	12.7	21.1	33.8	32.4
Forest Ridge Elementary School	22.6	26.4	30.2	20.8
Fulton Elementary School	16.4	21.9	42.5	19.2
Gorman Crossing Elementary School	27.1	24.3	31.4	17.1
Guilford Elementary School	14.9	23.4	40.4	21.3
Hammond Elementary School	8.3	22.9	37.5	31.3
Hanover Hills Elementary School	24.7	28.6	31.2	15.6
Hollifield Station Elementary School	11.3	21.1	39.4	28.2
Ilchester Elementary School	8.8	15.8	40.4	35.1
Jeffers Hill Elementary School	17.9	30.8	23.1	28.2
Laurel Woods Elementary School	12.3	35.4	41.5	10.8
Lisbon Elementary School	12.5	7.5	32.5	47.5
Longfellow Elementary School	10.0	18.0	46.0	26.0
Manor Woods Elementary School	≤ 5.0	19.0	36.5	41.3
Northfield Elementary School	≤ 5.0	20.8	43.4	34.0
Phelps Luck Elementary School	15.9	14.3	49.2	20.6
Pointers Run Elementary School	15.3	19.4	34.7	30.6
Rockburn Elementary School	11.7	16.7	41.7	30.0
Running Brook Elementary School	11.6	23.2	34.8	30.4
St John's Lane Elementary School	15.5	24.1	37.9	22.4
Stevens Forest Elementary School	14.0	16.0	38.0	32.0
Swansfield Elementary School	37.7	19.7	21.3	21.3
Talbott Springs Elementary School	8.9	19.6	42.9	28.6
Thunder Hill Elementary School	8.5	38.3	25.5	27.7
Triadelphia Ridge Elementary School	8.9	31.1	44.4	15.6
Veterans Elementary School	14.9	26.6	33.0	25.5
Waterloo Elementary School	15.6	18.8	39.1	26.6
Waverly Elementary School	5.5	16.4	38.4	39.7
West Friendship Elementary School	14.3	22.9	28.6	34.3
Worthington Elementary School	≤ 5.0	21.4	33.3	42.9
Elementary Total	**13.1**	**23.0**	**37.3**	**26.6**

Middle	0-3 Years of experience	4-9 Years of experience	10-19 Years of experience	20+ Years of experience
	%	%	%	%
Bonnie Branch Middle School	11.7	16.7	43.3	28.3
Burleigh Manor Middle School	6.8	22.0	40.7	30.5
Clarksville Middle School	≤ 5.0	9.8	43.1	45.1
Dunloggin Middle School	7.3	12.7	45.5	34.5
Elkridge Landing Middle School	9.7	24.2	41.9	24.2
Ellicott Mills Middle School	15.9	24.6	31.9	27.5
Folly Quarter Middle School	5.6	11.1	40.7	42.6
Glenwood Middle School	≤ 5.0	11.6	39.5	44.2
Hammond Middle School	14.6	25.0	43.8	16.7
Harper's Choice Middle School	10.9	25.5	38.2	25.5
Lake Elkhorn Middle School	19.7	23.0	36.1	21.3
Lime Kiln Middle School	≤ 5.0	17.6	41.2	37.3
Mayfield Woods Middle School	9.0	14.9	40.3	35.8
Mount View Middle School	6.7	20.0	40.0	33.3
Murray Hill Middle School	12.3	21.5	40.0	26.2
Oakland Mills Middle School	17.0	34.0	26.4	22.6
Patapsco Middle School	7.1	26.8	44.6	21.4
Patuxent Valley Middle School	8.2	23.0	42.6	26.2
Thomas Viaduct Middle School	18.8	31.3	37.5	12.5
Wilde Lake Middle School	11.1	31.7	41.3	15.9
Middle Total	**9.8**	**21.9**	**39.9**	**28.4**

High	0-3 Years of experience	4-9 Years of experience	10-19 Years of experience	20+ Years of experience
	%	%	%	%
Atholton High School	≤ 5.0	21.5	43.0	31.8
Centennial High School	9.0	19.8	39.6	31.5
Glenelg High School	≤ 5.0	21.4	47.6	26.2
Hammond High School	6.9	25.9	40.5	26.7
Howard High School	5.8	23.9	49.3	21.0
Long Reach High School	6.6	22.8	42.6	27.9
Marriotts Ridge High School	5.2	20.8	38.5	35.4
Mt. Hebron High School	≤ 5.0	15.6	48.4	31.1
Oakland Mills High School	7.2	25.2	45.0	22.5
Reservoir High School	5.8	21.7	48.3	24.2
River Hill High School	5.3	15.8	41.1	37.9
Wilde Lake High School	12.2	21.7	40.0	26.1
High Total	**6.5**	**21.6**	**43.6**	**28.3**

Central Office and Annex Offices	0-3 Years of experience	4-9 Years of experience	10-19 Years of experience	20+ Years of experience
	%	%	%	%
Ascend One Center	≤ 5.0	6.7	56.7	36.7
Central Office	≤ 5.0	19.0	47.6	33.3
Old Cedar Lane School	7.7	7.7	33.3	51.3
Central Office and Annex Offices Total	**≤ 5.0**	**10.0**	**44.4**	**42.2**

Education Centers	0-3 Years of experience	4-9 Years of experience	10-19 Years of experience	20+ Years of experience
	%	%	%	%
Applications and Research Lab (ARL)	6.6	18.4	33.1	41.9
Cedar Lane - Fulton Campus	6.7	26.7	35.6	31.1
Homewood School	5.3	24.6	43.9	26.3
Education Centers Total	**6.3**	**21.4**	**36.1**	**36.1**

Appendix B- Race and Ethnicity of Certificated Teaching Staff by Location, 2019

Elementary	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	Two or More	White	Undeclared
	%	%	%	%	%	%	%	%
Atholton Elementary School	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	93.2	≤ 5.0
Bellows Spring Elementary School	≤ 5.0	≤ 5.0	9.5	≤ 5.0	≤ 5.0	≤ 5.0	86.9	≤ 5.0
Bollman Bridge Elementary School	≤ 5.0	≤ 5.0	8.9	≤ 5.0	≤ 5.0	≤ 5.0	88.6	≤ 5.0
Bryant Woods Elementary School	≤ 5.0	8.2	28.6	≤ 5.0	≤ 5.0	≤ 5.0	57.1	≤ 5.0
Bushy Park Elementary School	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	88.7	≤ 5.0
Centennial Lane Elementary School	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	90.6	≤ 5.0
Clarksville Elementary School	≤ 5.0	7.1	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	90.5	≤ 5.0
Clemens Crossing Elementary School	≤ 5.0	≤ 5.0	10.3	≤ 5.0	≤ 5.0	≤ 5.0	84.6	≤ 5.0
Cradlerock Elementary School	≤ 5.0	≤ 5.0	13.3	≤ 5.0	≤ 5.0	≤ 5.0	80.0	≤ 5.0
Dayton Oaks Elementary School	≤ 5.0	≤ 5.0	≤ 5.0	6.0	≤ 5.0	≤ 5.0	89.6	≤ 5.0
Deep Run Elementary School	≤ 5.0	6.2	9.9	≤ 5.0	≤ 5.0	≤ 5.0	81.5	≤ 5.0
Ducketts Lane Elementary School	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	95.2	≤ 5.0
Elkridge Elementary School	≤ 5.0	7.0	7.0	≤ 5.0	≤ 5.0	≤ 5.0	83.1	≤ 5.0
Forest Ridge Elementary School	≤ 5.0	9.4	20.8	≤ 5.0	≤ 5.0	≤ 5.0	69.8	≤ 5.0
Fulton Elementary School	≤ 5.0	6.8	8.2	≤ 5.0	≤ 5.0	≤ 5.0	78.1	≤ 5.0
Gorman Crossing Elementary School	≤ 5.0	≤ 5.0	8.6	≤ 5.0	≤ 5.0	≤ 5.0	82.9	≤ 5.0
Guilford Elementary School	≤ 5.0	≤ 5.0	23.4	≤ 5.0	≤ 5.0	≤ 5.0	63.8	≤ 5.0
Hammond Elementary School	≤ 5.0	≤ 5.0	10.4	≤ 5.0	≤ 5.0	≤ 5.0	83.3	≤ 5.0
Hanover Hills Elementary School	≤ 5.0	≤ 5.0	18.2	6.5	≤ 5.0	≤ 5.0	68.8	≤ 5.0
Hollifield Station Elementary School	≤ 5.0	≤ 5.0	≤ 5.0	7.0	≤ 5.0	≤ 5.0	84.5	≤ 5.0
Ilchester Elementary School	≤ 5.0	≤ 5.0	7.0	5.3	≤ 5.0	≤ 5.0	87.7	≤ 5.0
Jeffers Hill Elementary School	≤ 5.0	≤ 5.0	17.9	10.3	≤ 5.0	≤ 5.0	71.8	≤ 5.0
Laurel Woods Elementary School	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	87.7	≤ 5.0
Lisbon Elementary School	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	90.0	≤ 5.0
Longfellow Elementary School	≤ 5.0	≤ 5.0	20.0	≤ 5.0	≤ 5.0	6.0	72.0	≤ 5.0
Manor Woods Elementary School	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	93.7	≤ 5.0
Northfield Elementary School	≤ 5.0	≤ 5.0	9.4	≤ 5.0	≤ 5.0	≤ 5.0	88.7	≤ 5.0
Phelps Luck Elementary School	≤ 5.0	≤ 5.0	12.7	≤ 5.0	≤ 5.0	≤ 5.0	81.0	≤ 5.0
Pointers Run Elementary School	≤ 5.0	≤ 5.0	11.1	≤ 5.0	≤ 5.0	≤ 5.0	81.9	≤ 5.0
Rockburn Elementary School	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	90.0	≤ 5.0
Running Brook Elementary School	≤ 5.0	5.8	10.1	≤ 5.0	≤ 5.0	≤ 5.0	84.1	≤ 5.0
St John's Lane Elementary School	≤ 5.0	5.2	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	87.9	≤ 5.0
Stevens Forest Elementary School	≤ 5.0	≤ 5.0	16.0	≤ 5.0	≤ 5.0	≤ 5.0	78.0	≤ 5.0
Swansfield Elementary School	≤ 5.0	≤ 5.0	16.4	≤ 5.0	≤ 5.0	≤ 5.0	75.4	≤ 5.0
Talbott Springs Elementary School	≤ 5.0	≤ 5.0	10.7	10.7	≤ 5.0	≤ 5.0	75.0	≤ 5.0
Thunder Hill Elementary School	≤ 5.0	≤ 5.0	10.6	≤ 5.0	≤ 5.0	≤ 5.0	83.0	≤ 5.0
Triadelphia Ridge Elementary School	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	91.1	≤ 5.0
Veterans Elementary School	≤ 5.0	18.1	8.5	7.4	≤ 5.0	≤ 5.0	62.8	≤ 5.0
Waterloo Elementary School	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	90.6	≤ 5.0
Waverly Elementary School	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	87.7	≤ 5.0
West Friendship Elementary School	≤ 5.0	≤ 5.0	5.7	≤ 5.0	≤ 5.0	≤ 5.0	91.4	≤ 5.0
Worthington Elementary School	≤ 5.0	≤ 5.0	9.5	≤ 5.0	≤ 5.0	≤ 5.0	85.7	≤ 5.0
Elementary Total	**≤ 5.0**	**≤ 5.0**	**9.1**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**82.7**	**≤ 5.0**

Middle	American Indian or Alaska Native	Asian	Black or African American	Hispanic /Latino	Native Hawaiian or Other Pacific Islander	Two or More	White	Undeclared
	%	%	%	%	%	%	%	%
Bonnie Branch Middle School	≤ 5.0	≤ 5.0	20.0	≤ 5.0	≤ 5.0	≤ 5.0	73.3	≤ 5.0
Burleigh Manor Middle School	≤ 5.0	≤ 5.0	8.5	≤ 5.0	≤ 5.0	≤ 5.0	86.4	≤ 5.0
Clarksville Middle School	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	92.2	≤ 5.0
Dunloggin Middle School	≤ 5.0	5.5	16.4	≤ 5.0	≤ 5.0	≤ 5.0	78.2	≤ 5.0
Elkridge Landing Middle School	≤ 5.0	≤ 5.0	11.3	≤ 5.0	≤ 5.0	≤ 5.0	82.3	≤ 5.0
Ellicott Mills Middle School	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	5.8	87.0	≤ 5.0
Folly Quarter Middle School	≤ 5.0	≤ 5.0	≤ 5.0	7.4	≤ 5.0	≤ 5.0	81.5	≤ 5.0
Glenwood Middle School	≤ 5.0	7.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	86.0	≤ 5.0
Hammond Middle School	≤ 5.0	≤ 5.0	12.5	≤ 5.0	≤ 5.0	≤ 5.0	81.3	≤ 5.0
Harper's Choice Middle School	≤ 5.0	≤ 5.0	21.8	≤ 5.0	≤ 5.0	≤ 5.0	70.9	≤ 5.0
Lake Elkhorn Middle School	≤ 5.0	≤ 5.0	32.8	≤ 5.0	≤ 5.0	≤ 5.0	57.4	≤ 5.0
Lime Kiln Middle School	≤ 5.0	5.9	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	90.2	≤ 5.0
Mayfield Woods Middle School	≤ 5.0	≤ 5.0	7.5	6.0	≤ 5.0	≤ 5.0	83.6	≤ 5.0
Mount View Middle School	≤ 5.0	8.3	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	85.0	≤ 5.0
Murray Hill Middle School	≤ 5.0	≤ 5.0	18.5	≤ 5.0	≤ 5.0	≤ 5.0	75.4	≤ 5.0
Oakland Mills Middle School	≤ 5.0	5.7	22.6	7.5	≤ 5.0	≤ 5.0	64.2	≤ 5.0
Patapsco Middle School	≤ 5.0	5.4	5.4	≤ 5.0	≤ 5.0	≤ 5.0	85.7	≤ 5.0
Patuxent Valley Middle School	≤ 5.0	≤ 5.0	18.0	≤ 5.0	≤ 5.0	≤ 5.0	77.0	≤ 5.0
Thomas Viaduct Middle School	≤ 5.0	≤ 5.0	12.5	≤ 5.0	≤ 5.0	≤ 5.0	81.3	≤ 5.0
Wilde Lake Middle School	≤ 5.0	≤ 5.0	15.9	≤ 5.0	≤ 5.0	≤ 5.0	74.6	≤ 5.0
Middle Total	**≤ 5.0**	**≤ 5.0**	**12.2**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**79.5**	**≤ 5.0**

| High	American Indian or Alaska Native	Asian	Black or African American	Hispanic /Latino	Native Hawaiian or Other Pacific Islander	Two or More	White	Undeclared
	%	%	%	%	%	%	%	%
Atholton High School	≤ 5.0	≤ 5.0	8.4	≤ 5.0	≤ 5.0	≤ 5.0	83.2	≤ 5.0
Centennial High School	≤ 5.0	7.2	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	83.8	≤ 5.0
Glenelg High School	≤ 5.0	≤ 5.0	≤ 5.0	6.0	≤ 5.0	≤ 5.0	85.7	≤ 5.0
Hammond High School	≤ 5.0	≤ 5.0	12.1	6.9	≤ 5.0	≤ 5.0	75.0	≤ 5.0
Howard High School	≤ 5.0	6.5	6.5	≤ 5.0	≤ 5.0	≤ 5.0	87.0	≤ 5.0
Long Reach High School	≤ 5.0	≤ 5.0	22.1	≤ 5.0	≤ 5.0	≤ 5.0	69.9	≤ 5.0
Marriotts Ridge High School	≤ 5.0	5.2	6.3	≤ 5.0	≤ 5.0	≤ 5.0	86.5	≤ 5.0
Mt. Hebron High School	≤ 5.0	5.7	9.0	≤ 5.0	≤ 5.0	≤ 5.0	80.3	≤ 5.0
Oakland Mills High School	≤ 5.0	≤ 5.0	14.4	5.4	≤ 5.0	≤ 5.0	76.6	≤ 5.0
Reservoir High School	≤ 5.0	6.7	15.8	≤ 5.0	≤ 5.0	≤ 5.0	73.3	≤ 5.0
River Hill High School	≤ 5.0	≤ 5.0	10.5	5.3	≤ 5.0	≤ 5.0	80.0	≤ 5.0
Wilde Lake High School	≤ 5.0	5.2	15.7	≤ 5.0	≤ 5.0	≤ 5.0	73.0	≤ 5.0
High Total	**≤ 5.0**	**≤ 5.0**	**11.1**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**79.4**	**≤ 5.0**

Education Centers	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	Two or More	White	Undeclared
	%	%	%	%	%	%	%	%
Applications and Research Lab	≤ 5.0	≤ 5.0	8.8	≤ 5.0	≤ 5.0	≤ 5.0	85.3	≤ 5.0
Cedar Lane - Fulton Campus	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	88.9	≤ 5.0
Homewood School	≤ 5.0	5.3	26.3	5.3	≤ 5.0	5.3	57.9	≤ 5.0
Education Centers Total	**≤ 5.0**	**≤ 5.0**	**12.2**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**79.4**	**≤ 5.0**

Central Office and Annex Offices	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	Two or More	White	Undeclared
	%	%	%	%	%	%	%	%
Ascend One Center	≤ 5.0	≤ 5.0	6.7	≤ 5.0	≤ 5.0	≤ 5.0	90.0	≤ 5.0
Central Office	≤ 5.0	≤ 5.0	9.5	≤ 5.0	≤ 5.0	≤ 5.0	85.7	≤ 5.0
Old Cedar Lane School	≤ 5.0	≤ 5.0	7.7	10.3	≤ 5.0	≤ 5.0	76.9	≤ 5.0
Central Office and Annex Offices	**≤ 5.0**	**≤ 5.0**	**7.8**	**5.6**	**≤ 5.0**	**≤ 5.0**	**83.3**	**≤ 5.0**

Appendix C- Percent Change of Employee Race and Ethnicity, 2018-2019

Race/Ethnicity	% Increase/ Decrease
American Indian or Alaska Native	-10.0%
Asian	6.3%
Black or African American	3.1%
Hispanic	6.7%
Native Hawaiian or Other Pacific Islander	0.0%
Two or More Races	10.3%
White	-1.1%
Total	0.3%

Appendix D- Number of Employees by Time-Type, 2019 (as of October 15, 2019)

211

8,203

- Full Time (1.0)
- Part Time (<1.0)
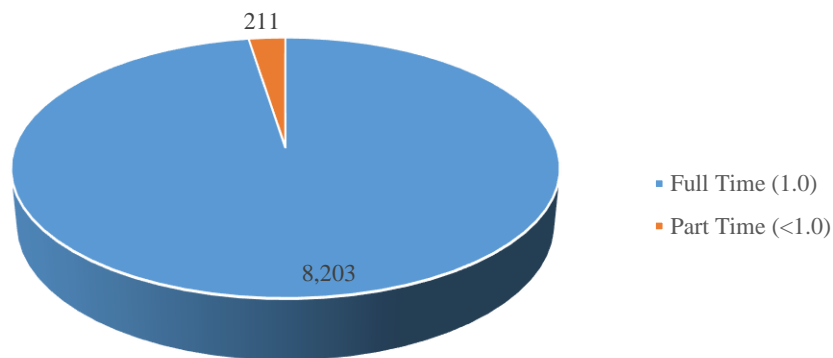
Appendix E- Professional Staff Resignations by Reason Comparative Data, 2015-2019

Reason	2015	2016	2017	2018	2019
Dissatisfied	1	4	2	4	6
Home Responsibility	7	3	11	8	6
Illness/Medical	1	9	5	5	6
Childrearing	-	-	1	-	5
Other Employment	9	16	5	7	22
Personal	49	-	-	-	-
Resign from Leave	2	40	18	22	46
Relocation	47	49	34	31	63
Resignation in lieu of non-renewal	*	*	*	*	8
Study	4	2	2	2	3
Teach in College	1	3	2	-	1
Teach in other Maryland School System	18	18	13	19	14
Teach Out of State	1	6	1	2	3
Unknown/Other	4	41	66	75	33
Total	**144**	**191**	**160**	**175**	**216**

*Data collection started during 2019 reporting year.

Appendix F- Professional Staff Resignations by Period Comparative Data, 2015-2019

Period	2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%
School Year	45	31.3	38	19.9	33	20.6	32	18.3	142	65.7
Last Day of School to July 15	95	66.0	141	73.8	121	75.6	135	77.1	62	28.7
July 16 to First Day Teachers Report	4	2.8	12	6.3	6	3.8	8	4.6	12	5.6
Total	**144**	100	**191**	100	**160**	100	**175**	100	**216**	100

Appendix G- Professional Staff Resignations Comparative Data, 2010-2019

Year Ending	Professional Staff	Resignations	Percent
2010	5,393	145	2.7
2011	5,371	141	2.6
2012	5,419	151	2.8
2013	5,460	145	2.7
2014	5,508	188	3.4
2015	6,072	144	2.3
2016	5,762	191	3.3
2017	5,911	160	2.7
2018	5,955	175	2.9
2019	5,988	216	3.6

Glossary

American Federation of State, County and Municipal Employees (AFSCME) – refers to the negotiating unit composed of permanent custodial, maintenance, grounds, and warehouse employees.

Americans with Disabilities Act (ADA) – prohibits discrimination against people with *disabilities* in several areas, including employment, transportation, public accommodations, communications and access to state and local government' programs and services.

Applicant – an internal or external person who has started and/or submitted an application within the electronic application system.

Applicant Pool – the number of people who have applied for an open position.

Candidate – an internal or external qualified applicant moving through the interview stages of the selection process.

Candidate Pool – the number of people who meet the minimum requirements of an open position.

Central Office Technical Employees (COT) – technical staff with a 10-month or 12-month designation operating out of central office, a central office annex building or school building.

Certification Authorized Partner (CAP) – trained and monitored by the Maryland State Department of Education, the Certification Authorized Partner has the knowledge, ability, and access to request, renew, update, and monitor all types of educator certifications.

Certification Authorized Partner Assistant (CAPA) – trained and monitored by the Maryland State Department of Education, the Certification Authorized Partner Assistant has the knowledge, ability, and access to renew, update, and monitor only Advanced Professional Certificates.

Central Office Certificated Employees – certificated staff members with positions operating out of central office or a central office annex building.

Certificated Teaching Staff – Employees in positions classified by MSDE as 11-23. This includes related-service providers, but does not include school administrators.

Community Circle – a safe space in which students are empowered to express an authentic voice, free from judgement or evaluation.

Family Medical Leave Act – allows eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave.

Full Time – The sum of an employee's non-temporary positions is equal to 1.0.

General Leave – an approved leave of absence from work that extends over ten working days (i.e child rearing, family member illness, maternity/paternity/adoption, military leave, personal illness, study/professional leave).

Howard County Administrators Association (HCAA) – refers to the negotiating unit of certificated employees serving in the position of school-based administrator, facilitator positions requiring MSDE Administrator certification, coordinator positions requiring MSDE Administrator certification, athletics and activities manager, or leadership intern.

Howard County Education Association (HCEA) – refers to the negotiating unit of all professional non-supervisory certificated employees.

Howard County Education Association-Education Support Professionals (HCEA-ESP) – refers to the negotiating unit of non-certificated and non-supervisory personnel.

Knowledge, Skills, Abilities (KSA) – are the knowledge, skills, and abilities that a person must possess in order to perform the essential duties of the position.

Lean Six Sigma – process improvement methodology designed to eliminate problems, remove waste and inefficiency, and improve working conditions to provide a better response to customers' needs.

Local Education Agency (LEA) – a public board of education legally constituted within a State to perform a service function for public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State.

Maryland Healthy Working Families Act (MHWFA) – provides paid sick and safe leave to all full-time, part-time, temporary, and seasonal employees, over the age of 18, who regularly work 12 hours or more per week.

Part Time – The sum of an employee's non-temporary positions is less than 1.0.

Professional Staff – Defined as teachers, school-based administrators, central office administrators, and all other certificated, management and technical staff.

Qualified Application – a submitted application that demonstrates an applicant meets the minimum qualification for the position(s) for which the applicant has applied.

Permanent Employee – an employee hired to fill full-time equivalent or part-time equivalent position without a predetermined end date for the arranged employment.

School-Based Certificated Employees – certificated staff members with positions operating out of a school or special education center.

Standard Operating Procedure (SOP) – a set of step-by-step instructions compiled by an organization to help employees carry out complex routine operations to achieve efficiency, quality output and uniformity of performance, while reducing miscommunication and errors.

Submitted Application – an application that has been officially submitted within the electronic application system.

Temporary Employee - an employee hired to fill a temporary job or for any period to replace an employee on approved leave.

Therapist – For data presentation purposes, this includes school mental health teachers, occupational therapists, physical therapists, speech-language pathologists, adapted physical education teachers, and teachers of the visually-impaired.

Vacancy – a position that has been identified as available to fill with an employee.

Workday – an enterprise wide Human Capital and Financial Management system for HCPSS.