Howard County
Public School System

BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM

TITLE: Office of Human Resources Annual Report **DATE:** February 11, 2021

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

Strategic Call To Action Alignment: Operations and practices are responsive, transparent, fiscally responsible and accountable with the 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 2020 reporting period. In addition, the report has been expanded to include information about employee benefits.

The information reflected in this report covers the period from October 16, 2019, through October 15, 2020. This reporting period aligns with the reporting period recognized by the Maryland State Department of Education.

RECOMMENDATION/FUTURE DIRECTION:
The Office of Human Resources will continue to align operations and services with the Superintendent's Strategic Call to Action.

SUBMITTED BY:

David K. Larner
Chief Human
Resources and Professional
Development Officer

Nicole M. Carter, MPA
Executive Director Office
Human Resources

APPROVAL/CONCURRENCE:

Michael J. Martirano, Ed.D.
Superintendent

Karalee Turner-Little
Deputy Superintendent

Office of Human Resources

2020 Annual Report

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

October 16, 2019 – October 15, 2020

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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 processes 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 by 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.

Office of Human Resources

2020 Annual Report

Nicole M. Carter
Executive Director of Human Resources

Camille Bell-Jones
Director of Employee Services and Human Capital Programs

Ella Bradley
Coordinator of Recruitment, Retention, and Talent Acquisition

Nasrene Mirjafary
Coordinator of Employee Benefits

Jennifer Sifuentes
Coordinator of Classification, Compensation, and Certification

Kimberly Bookhultz
Manager of Position Control and Staffing

Jeevanie Griffin
Manager of Employee Benefits

Nicole H. Lewis
Human Capital Project Operations Administrator

Kitesha Ford
Human Resources Business Partner

Sandy Saval
Human Resources Business Partner

Executive Summary

Introduction

During our second year of implementing transformational leadership and strategic partnerships, the Office of Human Resources was successful at moving a number of projects and strategic initiatives forward. This progress was made within an environment of fiscal challenges and budgetary constraints for the school system, and this environment is not expected to change in the coming fiscal year. With budgetary challenges in mind, OHR will continue to look for efficiencies and ways to streamline processes, procedures and practices while enhancing our technologies and sustainability practices.

In 2019, we made remarkable strides that reflect our commitment to deliver high-quality customer service to our employees, stakeholders and partners. We simultaneously sought to build on progress made in 2018 to strengthen our existing programs and to explore new processes and services for HCPSS. The OHR Leadership team continues to identify the need to expand the capacities of our teams to consistently meet the emerging needs of our organization. I am proud that in my first full year as Executive Director, OHR accomplished several of our main priorities, to enhance, expand and strengthen the depth and breadth of human resources programs and services. This is being accomplished with cross-training and through the introduction and implementation of cross-functional training. These strategies will minimize the bureaucracy that often hinders an organization's speed and help to elevate the employees' level of responsibility.

We are also focused on new ways to further increase and adopt OHR's consultative model. In turning our attention to engaging our partners in new ways to include their perspective and input we are investing in ways to incorporate and improve data technologies in Workday increasing our ability for data visualization through predictive analytics. As an organization that supports professionals that use data in every aspect of their work, these new tools, services, and expertise will offer our employees and stakeholders greater transparency and depth of information more efficiently. In all areas of work, the OHR firmly upholds confidentiality, accountability, responsibility, and trust.

A notable accomplishment of 2020 is the OHR successfully completing the first year of a five-year Strategic Plan, setting our organization on a path towards a desired future state that is being built by teams across OHR. The foundation of this plan was the focus on the transformation of human resources into being a strategic partner in providing expert consultation and support to foster a respectful environment that inspires excellence within HCPSS. OHR provides support to employees throughout their employment life-cycle. This support starts at the hiring process, continues throughout employment and goes into retirement through the new initiative of Employee Life-Cycle tracking. The foundation of this initiative will be developed using five principles consisting of the following:

1. **Attract**: Talent Acquisition – performing outreach to attract qualified candidates; represent HCPSS as a top employer of choice; also, complete pre-employment screening.

2. **Onboard**: New employees will be given orientation, information, and a comprehensive HCPSS overview. Employees will be given supervisor support, training, and tools to perform work efficiently, along with culture integration and expectations at the department level.

3. **Develop**: Performance management and feedback, regularly scheduled check-ins, relationship building, and skill development.

4. **Retain**: Identifying opportunities for career progression which will include employee recognition, professional development, and succession planning.

5. **Transition**: Through effective leadership and comprehensive exit and employee engagement/satisfaction surveys, HCPSS maintains a strong brand and gains valuable feedback from exiting employees.

Through the future work of our retention program, Work. Grow. Matter., we will continue to cultivate prepared and engaged employees by maintaining continuous conversations and opening new avenues for feedback and suggestions. In addition to exit surveys, which began in 2019, we are committed to checking the pulse of HCPSS through:

- OHR Customer Service Surveys
- Employee Engagement Surveys
- Employee Onboarding Surveys given to newly hired employees
- Volunteer and Intern Onboarding Surveys given to newly hired volunteers and interns

The impact of COVID-19 interrupted, delayed, and redirected our planned efforts in continuing our energies in the established goals and objectives documented in our 2019 Annual Report; but it also provided great opportunities for innovation. In developing our virtual operations, OHR needed to quickly identify and transform in-person processes and procedures into a self-service model leveraging technology. Response to COVID-19 required every aspect of our day-to-day operations to be reimagined such as interviewing, onboarding, the involuntary transfer fair, and the benefits fair. These operations only reflect a segment of the work that was required to support the continuity of services that OHR provides. In transitioning, OHR was strategic in collaborating with HCPSS partners to expand and enhance our operations providing systemic and impactful change that extends beyond our response to the pandemic.

I invite you to read ahead to see highlights of a year rich in achievement for OHR. I hope this report helps you learn more about our organization and where we are headed for the future. As we take on new challenges in 2021, we will embrace innovation and leverage new technologies to enhance our services, but our core commitment to the Strategic Call to Action (SCTA) and the **PEOPLE** that build the **PARTNERSHIPS** to drive the **PROGRESS** of HCPSS remain steadfast.

Office of Human Resources Transformation and Strategic Focus Areas	Initiatives	
Strategic Diverse Workforce • Diverse and Inclusive Culture: Foster a diverse and inclusive culture to attract and retain a quality workforce.	1.1	Facilitate diversity in recruitment, retention, and promotional opportunities.
	1.2	Integrate inclusion into HR policies and practices.
	1.3	Promote the benefits of a diverse and inclusive culture.
Talented Workforce • Learning Culture, Innovation and Creativity: Cultivate a talented workforce equipped for and invested in making a difference in our students, employees, and community.	2.1	Attract a diverse, highly qualified, and equipped workforce.
	2.2	Develop a diverse, talented, and engaged workforce to meet the needs of HCPSS.
Proactive Prepared to Effectively Serve • Service Excellence, Health and Wellness: Collaborate with our partners and stakeholders to design responsive programs, provide progressive solutions, and deliver exceptional services.	3.1	Foster an environment where employees and volunteers feel valued and respected.
	3.2	Encourage employees to seek opportunities for continuous improvements and advancement.
	3.3	Cultivate an atmosphere that embraces communication and generates trust.
Consultative Engaged Workforce • Positive and Engaging Work Environment: Build an environment of employee engagement, empowerment, and involvement where employees can innovate, do their best, and feel valued.	4.1	Cultivate employee success and well-being by implementing an effective employee life-cycle experience from hire to retire.
	4.2	Continue to deliver effective and efficient employee and stakeholder experiences by awareness and understanding of the needs of HCPSS.
	4.3	Provide valuable communication for greater transparency and consistency.
Employee Self-Service Empowered Workforce • Educating and Equipping employees to complete required tasks with personnel transactions.	5.1	Complete pre-hire documentation through electronic onboarding processes.
	5.2	Submit exit survey.

Factors Influencing Human Resources

The Office of Human Resources recognizes that there will always be internal and external factors, of which we have no control, influencing the work of the department's strategic plan and initiatives, as well as continuous improvements. Some of these challenges include budget constraints, OHR human capital shortages and the unprecedented Coronavirus (COVID-19). Changing technology, managing these changes, retaining human capital and cost containment, have all contributed to opportunities to be innovative and creative in a virtual environment. The factors influencing OHR work are not static: To maximize recruitment and retention, and to minimize employee issues, OHR's leadership must continually monitor internal and external environmental factors and adjust human resource strategies, processes and procedures accordingly.

OHR's five-year strategic plan was significantly impacted by the following:

- Late budgetary decisions
  - Unable to fund OHR human capital shortages within the Classification, Compensation & Certification and the Employee Services and Human Capital Operations teams
    - Large volume of certification work for over 5,400 certificated staff to be completed by a small team of (2) Certification Specialists.
    - Alphabetical split of over 8,500 employees to be completed by a team of (2) Leave and Retirement Specialists.
  - Additional staffing reductions which caused a second round of involuntary transfers (surplus) to be identified (June 18):
    - Additional staffing reductions at the middle school and high school levels.
    - Elimination of high school media paraeducator positions.
- Reopening the Voluntary Transfer process to address the considerable decrease in anticipated kindergarten enrollment that caused additional early childhood teachers to be involuntarily transferred (surplused). (August 24)
- Operational Challenges
  - Further positioning OHR as a strategic business partner
  - Unable to hire additional OHR staff that can address the challenges head-on.
  - Automatic processing of employment actions and HR transactions.
  - Working within multiple operational systems Workday, Applicant Tracking and Synergy

In understanding the above outlined challenges, OHR addresses those challenges through the lens of opportunity and COVID-19 presented the greatest opportunity we have faced to date. The pandemic required an immediate shift in executing the essential functions of our department from brick and mortar to virtual environment. It required a total reimagining of how we do business, support HCPSS and continually provide superior customer service to our employees, their families and the community. Although moving expeditiously to a virtual environment challenged us, the innovation opportunities inspired and excited the teams and everyone became thought partners in these efforts.

Additional factors influencing OHR due to COVID-19 were:

- Redeveloping the hiring process in a virtual environment such as signing offer letters virtually and approving hiring packets virtually.
  - Lack of an electronic signature tool/program for employment contracts and new hire employment docs.
- Redesigning our recruitment plan that no longer included universities job/recruitment fairs to designing and hosting our own virtual recruitment events.

- Experiencing a significant decrease in resignations and retirements, which we believe to be an aberration and attribute to the many impacts of COVID-19.
- Devising, developing, and implementing a totally virtual onboarding process with utilizing our Workday HCM system and revising our processes, protocols and procedures for the secure submission of employee information. This new virtual process had to account for the various employee groups and make it easy to complete, ensuring that new employees could complete all required tasks in time to start employment.
  - Requirements and constraints continued to change as we worked to identify how we would be able to notarize documentation and complete the employment verification process which included I9 completion and issuing employee IDs.
- The requirement to redesign the interview process for central office and school-based administrator positions in the virtual setting resulted in a significant increase in the training and support required by the OHR to hiring managers and administrative staff.
- All staffing meetings with the middle school and high school principals needed to be conducted virtually (March/April) due to the closing of schools/offices (COVID-19).
- Involuntary Transfer (surplus) Fair needed to be conducted virtually (April) due to the closing of schools/offices.

There are many factors influencing and contributing to the challenges for OHR; however, to help ensure success of organizational goals, OHR must be business partners at a strategic level. In some instances, managers may consider HR professionals as a roadblock to get around and not respected as informed decision makers, therefore, making it is increasingly difficult to provide the necessary guidance and assistance required. As HR professionals, we recognize some of those factors that affect their ability to contribute effectively and have created processes that will provide comprehensive. In understanding these factors, we acknowledge that most of this year's challenges were beyond our control such as COVID-19; however, budgetary constraints will most certainly continue to be impactful for the foreseeable future.

The commitment and the resiliency of the OHR teams have met these challenges with overwhelming dedication, innovation, creativity and teamwork. Challenges are now new opportunities to introduce and explore new ideas and automation. COVID-19 and its impact on our lives and work, presented and/or forced OHR with an immediate and necessary opening to ensure that HCPSS continued providing assistance and services to all of our stakeholders. In leveraging technology and optimizing human resource expertise, there was minimal disruption in our daily work or services provided. Recognizing that there will always be known and unknown factors that influence our work, it is essential that OHR is properly staffed with experienced and invested human resource professionals to meet and address those challenges and continually convert them into optimal opportunities.

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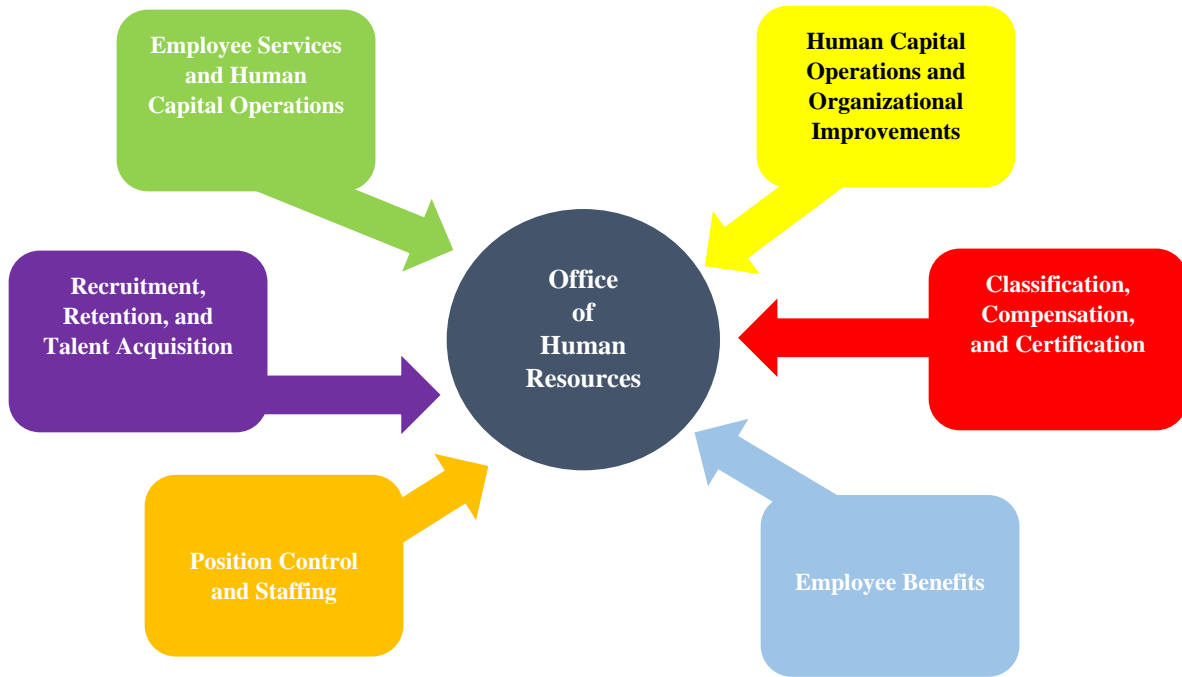
Camille Bell-Jones, Director	Ella Bradley, Coordinator	Kim Bookhultz, Manager	Nicole Carter, Executive Director	Jennifer Sifuentes, Coordinator	Nasrene Mirjafary, Coordinator
Jennifer Watkins, Leave and Retirement Specialist	Sandy Saval, Human Resources Business Partner	Brianna Robinson, Position Control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

Summary of Recruiting Data

In alignment with state reporting requirements, the recruitment reporting period begins October 16th each year. To ensure accurate data collection and effective recruitment practices, new applicant pools are opened on this date each year as well. Updated job postings for all anticipated employment opportunities for the upcoming school year are created and applicants who submitted applications in the past year are notified of the need to update and resubmit their applications to the new applicant pools in which they are interested. Within the 2019-2020 reporting period, nearly 23,000 applications were submitted for permanent and temporary positions. Of these, 15% were for Official Administrative and Non-Certificated Professional (OANCP) positions, 21% were for temporary positions, 29% were for teaching positions, and 35% were for support staff positions.

Recruitment and Recommendation to Hire Summary, 2020

	New	Rehire	Promotion	Return from Leave Placement	Total	%
Official-Administrative and Non-Certificated Professional Staff	**21**	**2**	**24**	**1**	**48**	**8.0**
Professional Personnel	**17**	**2**	**14**	**1**	**34**	**5.7**
Analyst	4	-	-	-	4	
Chief	-	-	1	-	1	
Coordinator/Facilitator	3	-	1	-	4	
Executive Director	1	-	-	-	1	
Liaison	3	-	1	-	4	
Manager/Assistant Manager	1	-	4	1	6	
Other Professional Personnel	3	-	4	-	7	
Specialist	1	1	1	-	3	
Technical Assistant	1	1	2	-	4	
School-Based Administration	**1**	**-**	**10**	**-**	**11**	**1.8**
Assistant Principal	-	-	5	-	5	
Leadership Intern	1	-	3	-	4	
Principal	-	-	2	-	2	
Nurse	**3**	**-**	**-**	**-**	**3**	**0.5**
Cluster Nurse	3	-	-	-	3	
Instructional Staff	**186**	**16**	**36**	**27**	**265**	**44.2**
Teaching Staff	174	15	33	24	246	41.0
Behavior Specialist	1	-	1	-	2	
Board Certified Behavior Analyst	-	-	1	-	1	
Media Specialist	2	1	1	-	4	
Resource Teacher	2	-	6	1	9	
Teacher	141	13	20	23	197	
Therapist	28	1	4	-	33	
Student Services	**12**	**1**	**3**	**3**	**19**	**3.2**
Psychologist	5	-	-	1	6	
Pupil Personnel Worker	-	-	3	-	3	
School Counselor	7	1	-	2	10	
Support Services Staff	**153**	**20**	**97**	**17**	**287**	**47.8**
Assistant	103	16	63	10	192	32.0
Health Assistant	2			1	3	
Paraeducator	41	3	58	8	110	
Security Assistant	2		1		3	
Security Officer			3		3	
Student Assistant	58	13	1	1	73	
Custodial	15	1	8	5	29	4.8
Custodial Floater	-	-	1	-	1	
Day Custodian	2	-	-	-	2	
Custodian Day Supervisor I	-	-	1	1	2	
Custodian Day Supervisor III	-	-	1	-	1	
Night Custodian	13	1	1	4	19	
Custodian Night Supervisor I	-	-	3	-	3	
Custodian Night Supervisor II	-	-	1	-	1	
Food Service	12	2	3	-	17	2.8
Food and Nutrition Services Assistant I	7	2	-	-	9	
Food and Nutrition Services Preparing Manager	-	-	1	-	1	
Food and Nutrition Services Satellite Manager	3	-	2	-	5	
Food Service Floater	2	-	-	-	2	
School Facilities	9	-	8	-	17	2.8
Groundskeeper	2	-	1	-	3	
HVAC Technician	2	-	1	-	3	

Other School Facilities	3	-	3	-	6	
Plummer	-	-	2	-	2	
Security and Safety Electronics Worker	2	-	1	-	3	
Secretarial/Clerical	13	1	15	2	31	5.2
Administrative Secretary I & II	-	-	2	1	3	
Bookkeeper	-	1	1	-	2	
Middle School Data Clerk	1	-	-	-	1	
Principal's Secretary	-	-	3	1	4	
Registrar	1	-	2	-	3	
School Counseling Secretary	2	-	3	-	5	
Teachers' Secretary	9	-	4	-	13	
Technology Field Services	**1**	**-**	**-**	**-**	**1**	**0.2**
Computer Technician	1	-	-	-	1	
Total Recruitment and Recommendation to Hire	**360**	**38**	**157**	**45**	**600**	

Under the leadership of the executive director and Talent Acquisition Coordinator and in collaboration with representatives from the Division of School Management and Instructional Leadership and the Diversity, Equity and Inclusion Department and community stakeholders, Policy 7000: Workforce Diversity and Inclusion was reviewed and updated. The policy was initially adopted in 1969 and was last reviewed in 2011. The purpose of this policy is to provide direction and accountability in the pursuit of a diverse and inclusive workforce where the implementation of employment practices are free of discrimination.

Workforce diversity is equally important in all 77 schools for our students and employees to experience and respect cultural awareness and inclusion. The figure below illustrates the diversity of new hires, promotions, and returns from leave during this reporting period and indicates that 44.5% self-identified as members of a racial or ethnic minority group.

Recruitment and Recommendation to Hire Summary by Race and Ethnicity, 2020

	American Indian or Alaska Native %	Asian %	Black or African American %	Hispanic or Latino %	Not Reported %	Two or More Races %	White %
Official-Administrative and Non-Certificated Professional 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**
Analyst	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Chief	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Coordinator/Facilitator	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Executive Director	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Liaison	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Manager/Assistant Manager	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Other Professional Personnel	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Specialist	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Technical Assistant	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
School-Based Administration	**≤ 5.0**	**≤ 5.0**	**45.5**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**
Assistant Principal	≤ 5.0	≤ 5.0	40.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Leadership Intern	≤ 5.0	≤ 5.0	50.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Principal	≤ 5.0	≤ 5.0	50.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Nurse	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**
Cluster Nurse	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Instructional Staff	**≤ 5.0**	**≤ 5.0**	**6.5**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**29.8**
Teaching Staff	**≤ 5.0**	**≤ 5.0**	**5.8**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**28.0**
Behavior Specialist	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Board Certified Behavior Analyst	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Media Specialist	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Resource Teacher	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Teacher	≤ 5.0	≤ 5.0	5.2	≤ 5.0	≤ 5.0	≤ 5.0	21.5
Therapist	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Student Services	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**
Psychologist	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Pupil Personnel Worker	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
School Counselor	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Support Services Staff	**≤ 5.0**	**≤ 5.0**	**19.2**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**20.5**
Assistant	**≤ 5.0**	**≤ 5.0**	**10.8**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**14.2**

Health Assistant	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Paraeducator	≤ 5.0	≤ 5.0	6.3	≤ 5.0	≤ 5.0	≤ 5.0	8.8
Security Assistant	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Security Officer	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Student Assistant	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Custodial	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**
Custodial Floater	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Day Custodian	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Custodian Day Supervisor I	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Custodian Day Supervisor III	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Night Custodian	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Custodian Night Supervisor I	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Custodian Night Supervisor II	≤ 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**
Food and Nutrition Services Assistant I	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Food and Nutrition Services Preparing Manager	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Food and Nutrition Services Satellite Manager	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Food Service Floater	≤ 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**
Groundskeeper	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
HVAC Technician	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Other School Facilities	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Plummer	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Security and Safety Electronics Worker	≤ 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**	**≤ 5.0**
Administrative Secretary I & II	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Bookkeeper	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Middle School Data Clerk	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Principal's Secretary	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Registrar	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
School Counseling Secretary	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Teachers' Secretary	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Technology Field Services	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**
Computer Technician	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Total Recruitment and Recommendation to Hire	**≤ 5.0**	**8.2**	**28.7**	**5.5**	**≤ 5.0**	**≤ 5.0**	**54.5**

1-Recruitment and Talent Acquisition

Overview

The Recruitment, Retention, and Talent Acquisition (RRTA) team is responsible for developing and implementing recruitment plans and strategies designed to fulfill HCPSS employment and staffing needs aligned with our *Strategic Call to Action* (SCTA). Through this reporting period, we ensured the consistency of processes, procedures and protocols across all recruitment areas, instituted cross-training, and provided 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 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.

During this reporting period, we recruited and processed the hiring, promotion or return from leave of 600 employees. There were 265 employees hired, promoted, or placed into instructional staff positions, 287 were hired or placed into support services positions, and 48 were hired or placed into Official-Administrative and Non-Certificated Professional positions. We continue to dedicate efforts to ensure that our workforce reflects 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 workforce. 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, the RRTA team's 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.

Summary of Recruitment and Recommendations to Hire

Official-Administrative and Non-Certificated Professional Recruitment

This reporting period marks the first full year in which recruitment for Official-Administrative and Non-Certificated Professional (OANCP) positions was implemented by the Human Resources Business Partner (HRBP). Official-Administrative and Non-Certificated Professional positions include central office administrators, school-based administrators, and professional staff in positions not requiring educator certification. The HRBP worked closely with senior OHR and school system leadership to redesigning and implementing OANCP recruitment processes that better meet the needs of hiring managers, applicants, and

candidates. This begins with a comprehensive consultation to establish a strategic partnership with the hiring manager and develop the strategies and overall timeline for filling vacancies. During this meeting, the HRBP provides the recruitment plan to the hiring manager and reviews the roles and responsibilities for each. In addition, this meeting includes an in-depth discussion of the qualifications for the position and together the HRBP and hiring manager identify the expected evidence of each qualification that may appear within an application. During this reporting period, the HRBP established a process for developing supplemental questions for each OANCP position posted. All questions require a response and ensure that each applicant has the opportunity to demonstrate how their experiences and knowledge match the position qualifications. By not solely relying on resumes, the HRBP is able to more accurately assess whether each applicant meets the minimum qualifications posted for each vacancy.

During this reporting period, the HRBP successfully addressed a significant area of opportunity to improve accountability, responsibility, responsiveness, and transparency to applicants. The HRBP developed and implemented a full set of timely, informative, and standardized updates to applicants throughout the life-cycle of each OANCP vacancy. Applicants are first notified whether they meet the minimum qualifications for the position. They are then notified whether they have been selected for an interview. Candidates not selected for the position are also notified and invited to seek feedback for their professional growth. This initiative has elicited positive feedback, particularly from external applicants who appreciate knowing the status of their application regardless of the outcome. It supports the OHR's continued efforts to enhance customer service, as well as sustain HCPSS's commitment to value and build trust with all stakeholders.

The HRBP also provides ongoing consultation, training, and resources for hiring managers and interviewers to minimize implicit bias and more strategically, consistently, and equitably implement interview and selection processes throughout the life-cycle of each vacancy. During this reporting period, the HRBP developed and introduced a standard interview selection process based on criteria aligned with the required and preferred position qualifications. The HRBP consults with the hiring manager to identify a diverse panel of stakeholders to collaborate in the review of candidate applications and in conducting interviews. Each panel member utilizes an interview selection tool and standard set of rating scales to ensure consistency and reduce subjectivity in the evaluation of applications, recommending for candidates to interview, and scoring of responses during the structured first-round interview. In addition, the HRBP introduced a tool for the development of effective interview questions and provides feedback and consultation to the hiring manager to ensure that all candidates selected to interview have an equal opportunity to demonstrate their qualifications for the role.

Finally, with the closure of schools and offices during the COVID-19 pandemic, the HRBP quickly developed and deployed a complete set of protocols and resources for the implementation of virtual interviews. Multiple critical decisions were made in a very short period of time including establishing Google Meet as the standard platform for virtual interviews and eliminating the writing prompt that had previously been a standard part of the structured first-round interview process for all OANCP positions. In addition, the HRBP outlined new roles and responsibilities for the participants in the interview process including the hiring manager, administrative support staff member, and Human Resources Process Observer. The HRBP also created a comprehensive resource for candidates to ensure that they could prepare for and participate successfully in their virtual interviews regardless of prior experience with Google Meet. The HRBP also provided frequent just-in-time training to hiring managers, administrative staff members, and interview panels to ensure the smoothest possible implementation of each interview process. During this reporting period, we successfully implemented 32 virtual interview panels for OANCP positions.

As presented in the table below, 52 positions were posted, yielding a total of 1,857 applications. Of these, 951 applications, or 51.2%, were identified as qualified, demonstrating evidence of meeting the posted minimum

qualifications for the position by the initial screening date or closing date in the job announcement. A total of 47 candidates were hired or promoted with five positions remaining unfilled.

It is significant that 50% fewer candidates were hired or promoted to OANCP positions during this reporting period compared to the prior period. To better understand this decrease it is important to consider that there were 20 fewer school-based administrator vacancies during this reporting period. Additionally, 25 vacancies were identified but not filled during this reporting period. Three of these vacancies were frozen due to budget restrictions. Thirteen vacancies were on hold during this reporting period. Typically, a vacancy is placed on hold by the department in which the vacancy exists. This can be for a variety of reasons such as consideration for reclassifying or repurposing positions or identifying appropriate time frames in which to recruit for positions based on departmental needs. Two vacancies during this reporting period were in development but not yet posted. This means the OHR was engaged in collaboration with the hiring manager to develop the job classification and position description before the recruitment process could be initiated. Finally, seven vacancies during this reporting period were posted but not yet filled. Of these, five were posted but did not result in a new hire or promotion and two were posted at the end of the reporting period with the recruitment process continuing into the next reporting period.

Figure 1-1 Official-Administrative and Non-Certificated Professional Applications and Candidates Hired and Promoted, 2020

	Number of Positions Posted	Applicant Count	Number of Qualified Applicants	% of Qualified Applicants	Candidates Hired and Promoted
Official-Administrative and Non-Certificated Professional					
Professional Personnel	**39**	**1,011**	**465**	**46.0**	**33**
Analyst	4	69	47	68.1	4
Chief	1	27	14	51.9	1
Coordinator/Facilitator	8	107	44	41.1	4
Executive Director	1	17	10	58.8	1
Liaison	8	117	56	47.9	4
Manager/Assistant Manager	4	237	74	31.2	5
Other Professional Personnel	6	154	96	62.3	7
Specialist	3	164	57	34.8	3
Technical Assistant	4	119	67	56.3	4
School-Based Administration	**12**	**790**	**481**	**60.9**	**11**
Assistant Principal	6	333	203	61.0	5
Leadership Intern*	-	333	203	61.0	4
Principal	6	124	75	60.5	2
Nurse	**1**	**56**	**5**	**8.9**	**3**
Total Official-Administrative and Non-Certificated Professional Positions	**52**	**1,857**	**951**	**51.2**	**47**

*Leadership Intern positions are not advertised. They are filled from the Assistant Principal pool.

Instructional Staff Recruitment

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. 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.

Due to COVID-19, all scheduled in-person recruitment events were canceled, including our second annual Teachers of Color event. As the universities at which we would typically recruit in person quickly shifted to virtual strategies, the RRTA team interacted with students in a variety of ways. Students submitted questions to

which we provided comprehensive responses via email. We also developed a prerecorded presentation that we shared with universities to allow students to learn about employment with HCPSS.

Beginning mid-March 2020, preliminary interviews were offered, scheduled, and conducted in a new way due to COVID-19. Instead of our traditional face-to-face preliminary interview days scheduled with Pick-A-Time, applicants were sent an email inviting them to schedule preliminary interviews using Calendly, a platform that seamlessly works with Google and is user-friendly for external stakeholders. We also advertised how to schedule a preliminary interview on our HCPSS Recruitment website. Recruitment Specialists set their availability in Calendly and applicants selected a day and time that worked best for them. Preliminary interviews were conducted via Google Meet.

As a part of the continuing initiative to expand the teacher candidate pool, two virtual "Get to Know HCPSS" recruiting events, geared towards elementary and secondary teachers, were held in May. A panel-style presentation by new and experienced teacher leaders in the county provided information on a day in the life of a Howard County teacher to applicants seeking teaching positions with HCPSS. In addition, a similar "Get to Know HCPSS- Inside Edition" event was held in June for those individuals who had already been interviewed and added to one of our teacher candidate pools. This critically-timed event provided an opportunity for us to promote HCPSS to candidates and keep us top-of-mind before we are able to hire externally.

Figure 1-2 below details recruitment efforts during this reporting period.

Figure 1-2 Recruitment Initiatives, 2020

In-Person Initiatives	Virtual Initiatives
Bowie State*	Daily Virtual Preliminary Interviews
HCPSS Comprehensive Teacher Interview Fair	Get to Know HCPSS
HCPSS Preliminary Interview Events	Get to Know HCPSS, Inside Edition
HCPSS Special Education Teacher Interview Fair	University Prerecorded Video Presentation
Notre Dame of Maryland University	University Q&A Session
Towson University	
University of Delaware's 2019 Education Meetup	
University of Maryland, College Park	

Note: *Indicates a historically black college/university

Instructional Staff Hired, Promoted, and Returned from Leave by Race and Ethnicity

The RRTA team recognizes the critical importance of an instructional staff that is reflective of our student and community population. During this reporting period, 31.4% of instructional staff hired, promoted, or returned from leave self-identified as members of a racial or ethnic minority group. Although this percentage remains stable from last year's reporting period, we are committed to attracting and sourcing highly qualified individuals with diverse backgrounds and experiences to further represent our students, staff, and community. We continue to increase outreach beyond our region and engage in more collaboration with historically black colleges and universities (HBCUs).

Figure 1-3 visually represents the race and ethnicity of new instructional staff hired, promoted, and returned from leave in this reporting period.

Figure 1-3 Race and Ethnicity of Instructional Staff Hired, Promoted, and Returned from Leave Comparative Date, 2018-2020

Race/Ethnicity	2018 %	2019 %	2020 %
American Indian/Alaskan	≤ 5.0	≤ 5.0	≤ 5.0
Asian	5.6	7.8	6.8
Black or African American	13.1	16.3	15.5
Hispanic or Latino	≤ 5.0	6.1	6.0
Not Reported	≤ 5.0	≤ 5.0	≤ 5.0
Two or More Races	≤ 5.0	≤ 5.0	≤ 5.0
White	75.2	67.2	67.5

Open Contracts Offered by Content Area

HCPSS uses open contracts as a tool to identify and secure our most highly qualified candidates before the school system satisfies negotiated staffing responsibilities and can open the competitive hiring process. For the second year, the Superintendent authorized an increased number of open contracts to aggressively support the *Strategic Call to Action*. Eighty-five open contracts were awarded to highly qualified candidates in the content areas listed in the chart below. This represents a 6.3% increase from the previous reporting period. Of the 85 awarded, 29 or 34.1%, of these candidates self-identifying as members of a racial or ethnic minority group. While the number of open contracts increased this year, those offered to candidates self-identifying as members of a racial or ethnic minority group reflects a decrease of 13.4% which is reflective of an increasingly shallow pool of applicants from these groups.

Figure 1-4 Open Contracts Offered by Content Area, 2020
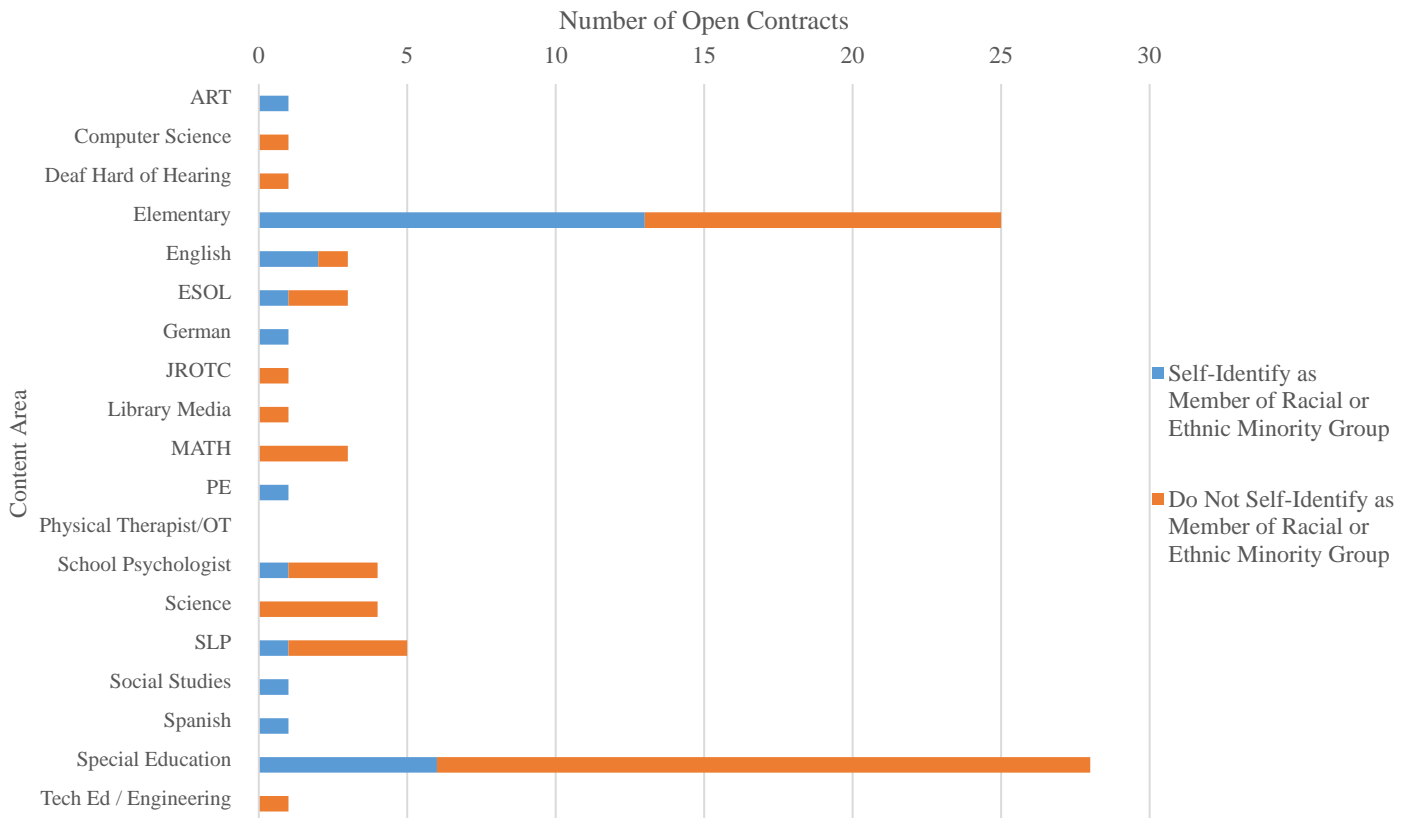
Instructional Staff Hired and Promoted by Content Area

Figure 1-5 displays the percentage of instructional staff hired and promoted presented by content area. It is significant to note that of the 238 new hires and promotions, 148 were within critical shortage content areas (as defined by the Maryland State Department of Education (MSDE)). This represents approximately 62.2% of our overall new hires and promotions.

Figure 1-5 Instructional Staff Hired and Promoted by Content Area, 2020
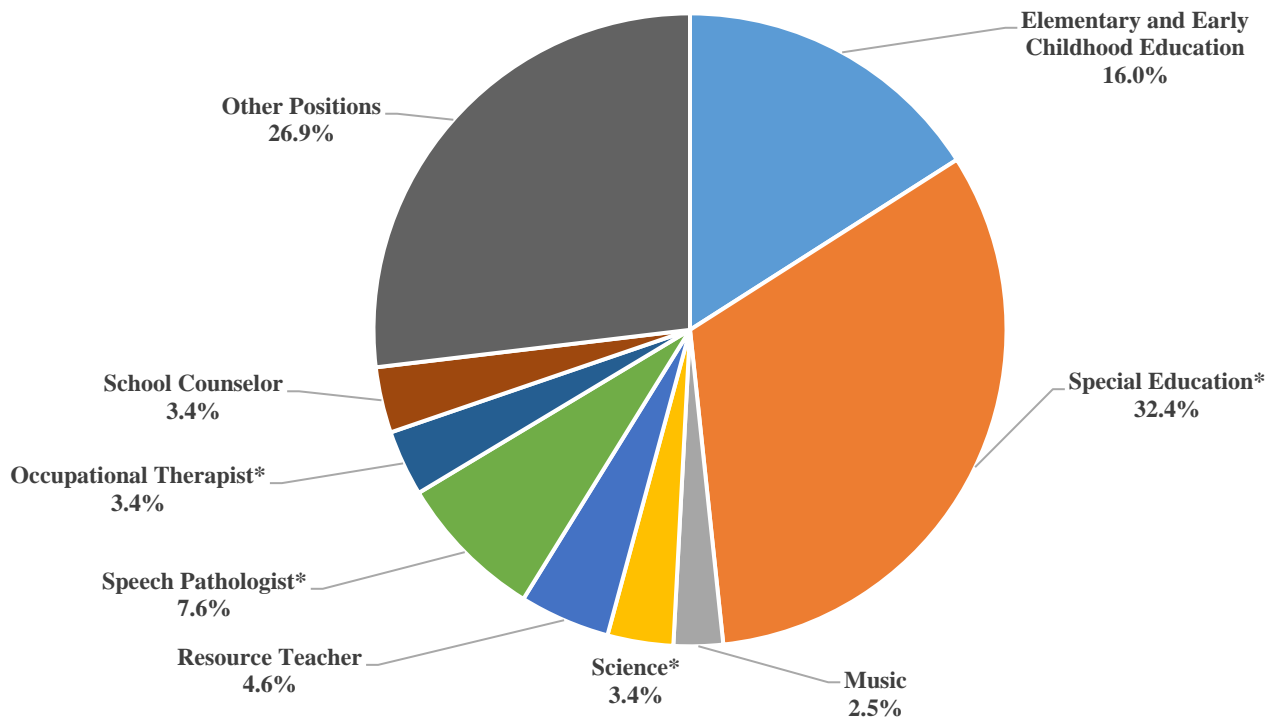
Other Positions	# Hired or Promoted	Other Positions	# Hired or Promoted
World Language*	5	Pupil Personnel Worker	3
Psychologist*	5	Audiologist*	2
Social Studies	4	Family and Consumer Science*	2
English*	4	Gifted Education	2
Library Media Specialist*	4	Reading Specialist*	2
Physical Education	4	Reading	2
Physical Therapist*	4	Adaptive Physical Education*	1
Art*	3	Health*	1
Career Academies*	3	Hearing Services*	1
ESOL*	3	Mental Health Therapist	1
Mathematics*	3	Reserve Officer Training Corp, Jr. (JROTC)	1
Technology Education*	4		
Total			**64**

*Indicates critical shortage content area.

Over the past five years, HCPSS has filled an average of 335 teaching vacancies each year with new hires or promotions. In analyzing the five-year average, by area of assignment, the team can identify trends and anticipate future projections for the upcoming school year. This data is referenced and compared to point-in-time vacancy information as hiring decisions are made for the next year.

Figure 1-6 Number of Instructional Staff Hired and Promoted by Content Area
Comparative Data, 2016-2020

Assignment	2016	2017	2018		2019		2020		5-Year Average
			Hires	Promotions	Hires	Promotions	Hires	Promotions	
Adaptive Physical Education	-	-	-	-	-	-	-	1	0.2
Alternative Education	-	2	1	-	1	-	-	-	0.8
Art Education	5	10	13	-	10	-	3	-	8.2
Business and **Computer Science**	5	4	1	1	3	-	-	-	2.8
Career Academies	-	2	4	1	2	-	3	-	2.4
Early Childhood and Elementary Education	66	127	97	3	75	10	36	2	83.2
English and Drama	11	16	21	-	19	-	3	1	14.2
ESOL	7	5	6	-	10	1	2	1	6.4
Family and Consumer Science	2	8	3	-	3	-	2	-	3.6
Gifted Education	2	-	1	-	2	-	2	-	1.4
School Counselor	4	9	5	1	8	-	8	-	7.0
Hearing Services	-	-	-	-	-	-	3	-	0.6
Health Education	3	3	5	-	9	-	1	-	4.2
Library Media Specialist	7	10	10	-	9	-	3	1	8.0
Mathematics	12	12	22	1	18	2	3	-	14.0
Music Education	17	14	26	-	21	-	5	1	16.8
Occupational and **Physical Therapist**	1	7	8	-	10	1	10	2	7.8
Physical Education and **Dance**	7	16	7	-	15	2	4	-	10.2
Psychologist	3	3	3	-	3	-	5	-	3.4
Pupil Personnel Worker	-	1	1	1	-	-	-	3	1.2
Reading Teacher and **Reading Specialist**	9	5	5	-	7	1	4	-	6.2
Reserve Officer Training Corp, Jr. (JROTC)	-	1	-	-	-	-	1	-	0.4
Resource Teachers and Support Teachers	11	3	1	10	-	11	3	8	9.4
School Mental Health Teacher	-	-	-	1	-	-	-	-	0.2
School Mental Health Therapist	-	-	1	-	1	-	1	-	0.6
School Social Worker	-	-	3	2	-	-	-	-	1.0
Science	15	18	16	1	19	1	8	-	15.6
Social Studies	11	8	10	-	11	-	4	-	8.8
Special Education	29	68	69	6	66	12	64	13	65.4
Speech Pathologist	8	7	13	-	10	-	16	2	11.2
Technology Education	7	4	5	-	6	-	3	1	5.2
Vision Teacher	-	1	1	1	2	-	-	-	1.0
World Language	14	25	14	-	10	-	5	-	13.6
Total	**256**	**389**	**372**	**29**	**350**	**41**	**202**	**36**	**335.0**

Note: Bold text indicates critical shortage content area.

Instructional Staff Hired and Promoted by Level

The variances in hires and promotions by level are attributed to various factors such as changes in class size ratios and staffing allocations as well as the number of separations received during the reporting period. As reflected in the chart below, HCPSS experienced the largest change in middle and high school hiring decreases of 54.4% and 61.6%, respectively, compared to the previous reporting period. The most significant factor for these changes being additional staffing reductions for levels with the approval of the FY 2020 Operating Budget.

**Figure 1-7 Number of Teachers Hired and Promoted by Level
Comparative Data, 2018-2020**

Legend: ■ 2018 Hires ■ 2018 Promotions ■ 2019 Hires ■ 2019 Promotions ■ 2020 Hires ■ 2020 Promotions
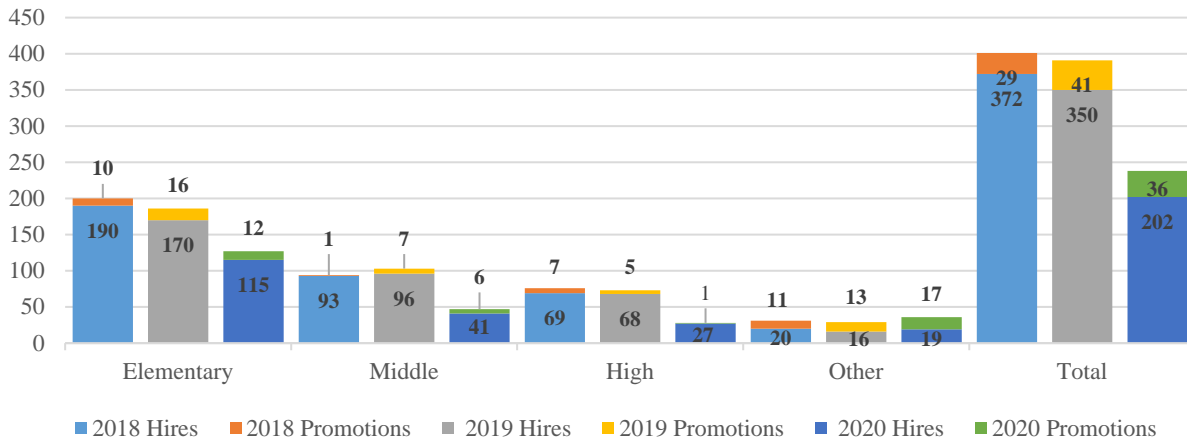
Instructional Staff Hired by Contract Signing Date or Promoted by Acceptance Date

Figure 1-8 illustrates the three-year trend in contract signing date for new instructional staff hired or promoted. The data indicates a 47.0% decrease in new hires and promotions between October 16th and April 30th. This decrease is attributed to the statewide school shut down due to COVID-19 as well as the decrease in resignations and retirements.

After the initial recruitment period, the RRTA team is often challenged with identifying qualified candidates for positions as the pools significantly decrease after the start of school. July 15th is the deadline MSDE requires tenured teachers to resign; our data reflect the majority of our positions are filled after this date. We have identified that the budget approval timeline, coupled with involuntary transfer requirements outlined in the master agreements, significantly impact our hiring efforts and ability to select from plentiful applicant pools. Therefore, the organization consistently fails to capitalize on the opportunity to hire experienced candidates interested in coming to HCPSS as the resignation deadline has passed.

**Figure 1-8 Instructional Staff Hired by Contract Signing Date or Promoted by Acceptance Date
Comparative Data, 2018-2020**

Legend: ■ 2018 Hires ■ 2018 Promotions ■ 2019 Hires ■ 2019 Promotions ■ 2020 Hires ■ 2020 Promotions
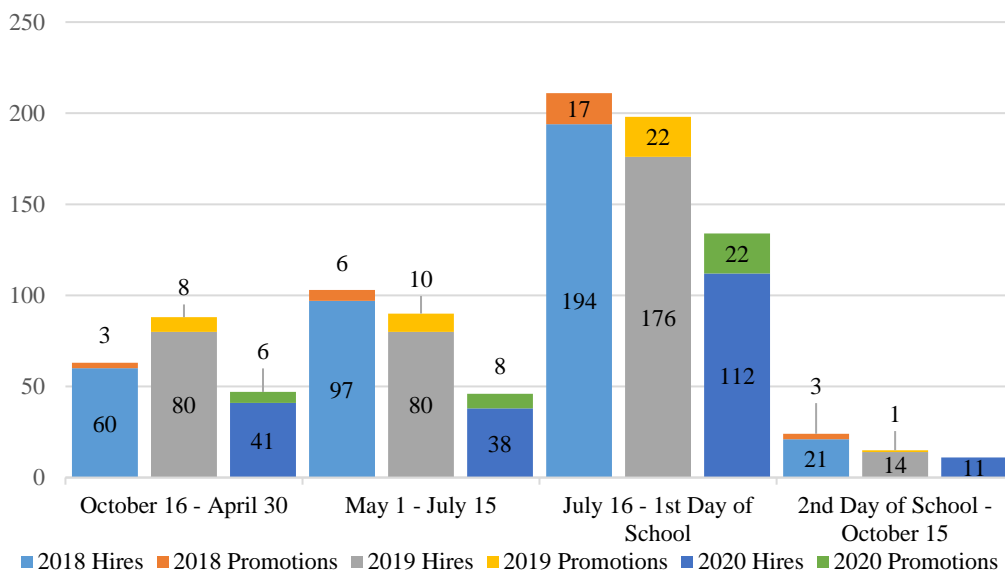
Most Recent Employment for Instructional Staff Hired

As identified last year, a majority of our instructional staff hires are existing HCPSS temporary employees. Of the 50 temporary employees hired as instructional staff during this reporting period, 60.0% were guest teachers. The figure below shows the number of instructional staff hired based on their most recent employment experience and does not include promotional opportunities.

Figure 1-9 Most Recent Employment Experience of Instructional Staff Hired, 2020
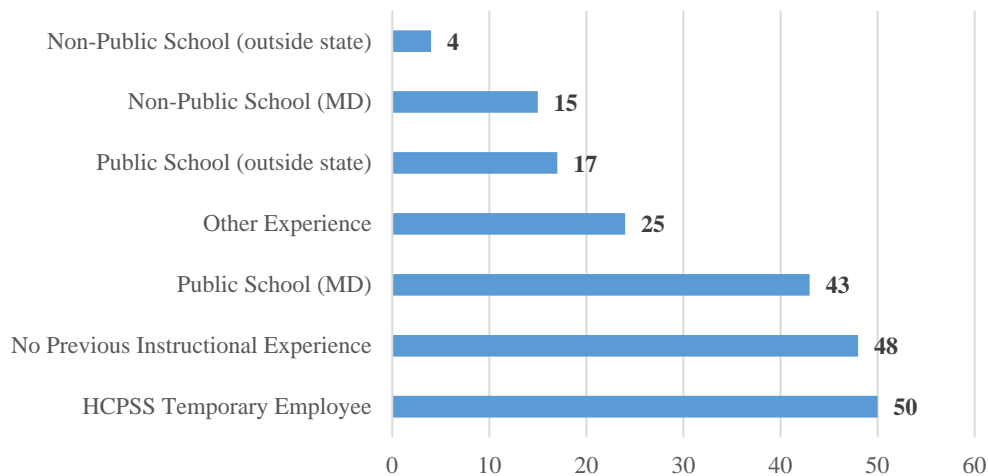
Instructional Staff Hired by Years of Related Instructional Experience

This figure represents the number of instructional staff hired presented by years of related instructional experience. Instructional staff continue to be hired across a full spectrum of experience levels. During this reporting period, 46.6% of instructional staff hired were experienced educators. First-year educators represent 53.5% of all instructional staff hired. Of all new hires and promotions, 52 were Professional Development School (PDS) interns or student teachers in Howard County.

Figure 1-10 Instructional Staff Hired by Years of Related Instructional Experience by Level, 2020

	Elementary		Middle		High		Other		Total	
Degree	**Hires**	**%**	**Hires**	**%**	**Hires**	**%**	**Hires**	**%**	**Hires**	**%**
0 Years	67	58.3	17	41.5	10	37.0	14	73.7	108	53.5
1 to 4 Years	16	13.9	5	12.2	7	25.9	1	5.3	29	14.4
5 to 9 Years	17	14.8	6	14.6	4	14.8	3	15.8	30	14.9
10 or More Years	15	13.0	13	31.7	6	22.2	1	5.3	35	17.3
Total	**115**	**100.0**	**41**	**100.0**	**27**	**100.0**	**19**	**100.0**	**202**	**100.0**

Figure 1-11 provides comparative data on years of instructional experience for instructional staff hired in 2018-2020.

Figure 1-11 Instructional Staff Hired by Years of Related Instructional Experience
Comparative Data, 2018-2020

	2018		2019		2020	
Years of Experience	**Hires**	**%**	**Hires**	**%**	**Hires**	**%**
0 Years	125	33.6	130	37.1	108	53.5
1 to 4 Years	89	23.9	62	17.7	29	14.4
5 to 9 Years	78	21.0	78	22.3	30	14.9
10 or More Years	80	21.5	80	22.9	35	17.3
Total	**372**	**100.0**	**350**	**100.0**	**202**	**100.0**

Employees Promoted to Instructional Staff

During this reporting period, 21 employees were promoted from a clerical, paraeducator, or student assistant, position to an instructional staff position with the majority of promotions occurring from paraeducators. During the reporting period, 18 paraeducators were promoted to instructional staff positions.

Figure 1-12 Promotions to Instructional Staff Positions by Position Type, 2020
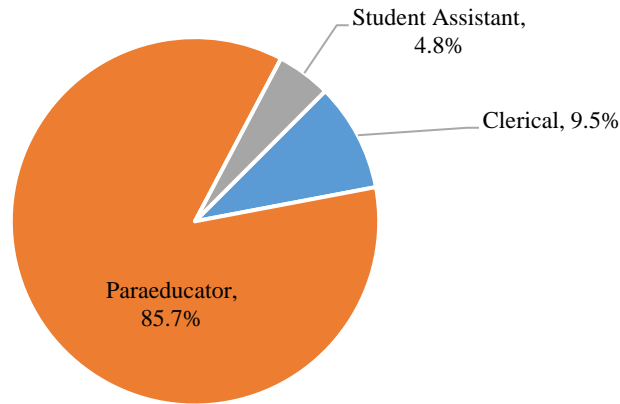
Instructional Staff Hired by Degree Status

Represented below is the level of education obtained by the school system's newest instructional staff. For this reporting period, 39.1% of instructional staff (79) held a bachelor's degree at the time of hire. A total of 61.0% (123) held advanced degrees, including master's and doctoral degrees.

Figure 1-13 Instructional Staff Hired Presented by Degree Status by Level, 2020

Degree	Elementary Hires	%	Middle Hires	%	High Hires	%	Other Hires	%	Total Hires	%
Bachelor's	53	46.1	15	36.6	8	30.8	3	15.8	79	39.1
Master's	61	53.0	25	61.0	19	73.1	13	68.4	118	58.4
Doctorate	1	0.9	1	2.4	-	0.0	3	15.8	5	2.5
Total	**115**	**100.0**	**41**	**100.0**	**26**	**100.0**	**19**	**100.0**	**202**	**100.0**

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

Figure 1-14 Instructional Staff Hired Presented by Degree Status
Comparative Data, 2019-2020

Degree	2019 N	%	2020 N	%
Bachelor's	150	42.9	79	39.1
Master's	187	53.4	118	58.4
Doctorate	13	3.7	5	2.5
Total	**350**	**100.0**	**202**	**100.0**

Support Services Recruitment

HCPSS hired or promoted 270 support staff members. This is a 28.0% decrease from the previous reporting period of October 16, 2018 – October 15, 2019. In total, support staff advertisements generated 5,334 applications of

which, 2,559 met the minimum qualifications. The total number of support staff applications submitted reflects a 43.7% decrease from the previous reporting period (9,467) and the total number of qualified support applicants shows a 40.0% decrease from the previous reporting period (4,262).

Figure 1-15 Support Services Applications and Candidates Hired and Promoted, 2020

	Number of Positions Advertised	Applicant Count	Number of Qualified Applicants	Candidates Hired and Promoted	% Candidates Hired from Number of Qualified Applicants
Support Services Staff					
Assistant	13	1,741	1,037	182	17.6
Health Assistant	1	100	19	2	10.5
Paraeducator	7	1,222	780	102	13.1
Security Assistant	2	39	5	3	60.0
Security Officer	2	56	11	3	27.3
Student Assistant	1	324	222	72	32.4
Custodial	11	390	146	24	16.4
Custodial Floater Supervisor	1	21	13	1	7.7
Custodian Day Supervisor I	1	13	5	1	20.0
Custodian Day Supervisor III	1	8	3	1	33.3
Custodian Night Supervisor I	6	118	56	4	7.1
Custodian Night Supervisor II	1	9	2	1	50.0
Day/Night Custodian	1	221	67	16	23.9
Food Service	4	337	82	17	20.7
Food & Nutrition Services Preparing Manager	1	65	6	1	16.7
Food & Nutrition Services Satellite Manager	1	54	9	5	55.6
Food and Nutrition Services Assistant I	1	124	42	11	26.2
Food and Nutrition Services Assistant II	1	94	25	-	0.0
School Facilities	13	195	78	17	21.8
Groundskeeper	2	67	24	3	12.5
HVAC Technician	1	18	8	3	37.5
Other School Facilities	4	77	28	6	21.4
Plumber	3	16	11	2	18.2
Security and Safety Electronics Worker	3	17	7	3	42.9
Secretarial/Clerical	36	2,613	1,200	29	2.4
Administrative Secretary I & II	2	258	74	2	2.7
Bookkeeper	2	64	21	2	9.5
Middle School Data Clerk	2	179	93	1	1.1
Principal's Secretary	6	348	104	3	2.9
Registrar	3	216	106	3	2.8
School Counseling Secretary	5	396	191	5	2.6
Teachers' Secretary	16	1,152	611	13	2.1
Technology Field Services	1	58	16	1	6.3
Computer Technician	1	58	16	1	6.3
Total Support Services Staff	**78**	**5,334**	**2,559**	**270**	**10.6**

Temporary Employee Processing and Reporting

The processing of all temporary hires is facilitated by three technical assistants. The most recent technical assistant was hired to support a new initiative of the Department of Special Education to decrease and ultimately eliminate the use of outside contractors.

Through collaborative efforts with the Department of Information Technology, several strategic process improvements were designed and implemented. The team worked with internal and external stakeholders to

restructure how temporary employees are hired within Workday, eliminating steps in the process, and creating additional controls in the system to reduce reporting errors and manual corrections.

The RRTA team transitioned to a remote on-boarding process due to the COVID-19 closure. The remote on-boarding process allowed the team to streamline operations yet maintain recruiting and hiring standards cohesive to in-house operations.

The chart below describes the volume of temporary employees processed during the recruitment period of October 16, 2019 – October 15, 2020.

Figure 1-16 New Temporary Employees Processed, 2020

Temporary Positions	Count	Percentage
Guest Teacher	166	52.0%
Lunch/Recess Monitor	32	10.0%
Volunteer	30	9.4%
Other Temporary Employee	25	8.2%
Coach/Advisor	19	6.0%
Summer School Staff	17	5.3%
Substitute Paraeducator	13	4.1%
Home & Hospital Teacher	8	2.5%
Other Substitute	8	2.5%
Total	**318**	**100.0%**

Guest Teacher Recruitment and Reporting

The RRTA team handles the recruitment and processing of guest (substitute) teachers. During this reporting year, the team processed 166 guest teacher transactions, as reflected in Figure 1-15 above. This year there has been an intentional shift in the language used to refer to substitute teachers. When referring to substitutes, the term Guest Teacher is now used. The term "guest" evokes different feelings and thoughts than that of someone who is just substituting. We recognize the integral need for guest teachers to be seen and treated as valuable members of our school system. The change in language also demonstrates to our guest teachers that they are a valuable member to the school system.

When the school system moved to virtual operations, the RRTA team had to create and implement a plan for securing guest teachers who were willing, able and trained to implement virtual lessons. Our most utilized and active guest teachers were contacted to gauge their interest in virtual guest teaching. During this time, a Canvas course was developed to train guest teachers on how to facilitate a lesson in the virtual setting. Those who responded that they were interested were enrolled in the course and provided a school-issued Chromebook. At this time, additional training is being developed to continue supporting our guest teachers. The RRTA team provided virtual training to 221 guest teachers and assisted with 123 laptop distribution requests.

Teacher Absences by School

The table below illustrates the number of teacher absences and fill rates by school for the reporting period of October 16, 2019 to October 15, 2020.

Figure 1-17 Number of Teacher Absences by Location, 2020

School	Absences	School	Absences
Applications and Research Lab (ARL)	210	Jeffers Hill Elementary School	507
Atholton Elementary School	460	Lake Elkhorn Middle School	690
Atholton High School	794	**Laurel Woods Elementary School**	838
Bellows Spring Elementary School	577	Lime Kiln Middle School	484
Bollman Bridge Elementary School	570	Lisbon Elementary School	286
Bonnie Branch Middle School	728	Long Reach High School	1,486
Bryant Woods Elementary School	536	**Longfellow Elementary School**	354
Burleigh Manor Middle School	359	Manor Woods Elementary School	449
Bushy Park Elementary School	459	Marriotts Ridge High School	727
Cedar Lane - Fulton Campus	444	Mayfield Woods Middle School	890
Centennial High School	616	Mount View Middle School	463
Centennial Lane Elementary School	507	Mt. Hebron High School	1,237
Clarksville Elementary School	271	Murray Hill Middle School	778
Clarksville Middle School	394	Northfield Elementary School	696
Clemens Crossing Elementary School	338	Oakland Mills High School	853
Cradlerock Elementary School	546	Oakland Mills Middle School	476
Dayton Oaks Elementary School	507	Old Cedar Lane School	1
Deep Run Elementary School	585	Patapsco Middle School	472
Ducketts Lane Elementary School	512	Patuxent Valley Middle School	496
Dunloggin Middle School	681	**Phelps Luck Elementary School**	476
Elkridge Elementary School	654	Pointers Run Elementary School	623
Elkridge Landing Middle School	677	Reservoir High School	810
Ellicott Mills Middle School	635	River Hill High School	603
Folly Quarter Middle School	439	Rockburn Elementary School	685
Forest Ridge Elementary School	426	**Running Brook Elementary School**	523
Fulton Elementary School	523	St John's Lane Elementary School	658
Glenelg High School	658	**Stevens Forest Elementary School**	522
Glenwood Middle School	240	**Swansfield Elementary School**	650
Gorman Crossing Elementary School	452	**Talbott Springs Elementary School**	714
Guilford Elementary School	529	Thomas Viaduct Middle School	818
Hammond Elementary School	436	Thunder Hill Elementary School	325
Hammond High School	866	Triadelphia Ridge Elementary School	376
Hammond Middle School	507	Veterans Elementary School	699
Hanover Hills Elementary School	835	Waterloo Elementary School	722
Harper's Choice Middle School	641	Waverly Elementary School	847
Hollifield Station Elementary School	541	West Friendship Elementary School	312
Homewood School	917	Wilde Lake High School	1,068
Howard High School	820	Wilde Lake Middle School	533
Ilchester Elementary School	613	Worthington Elementary School	515
GRAND TOTAL			**46,165**

Note: Schools presented in bold are Title I.

Schools with Long-Term Guest Teachers

Daily, permanent guest teachers are individuals who report to an assigned school every day and fill any unfilled substitute job that school administration identifies as appropriate. If the school has no unfilled jobs, the permanent guest teacher supports instruction.

This initiative has been suspended during the period of virtual learning due to the greatly reduced number of absences and the reduced guest teacher pool. This support is expected to resume when schools reopen for in-person learning.

Figure 1-18 Daily Permanent Guest Teachers by School, 2020

School	Permanent Assigned Guest Teachers	School	Permanent Assigned Guest Teachers
Atholton Elementary School	1	Lake Elkhorn Middle School	2
Atholton High School	1	**Laurel Woods Elementary School**	1
Bellows Spring Elementary School	1	Lime Kiln Middle School	1
Bollman Bridge Elementary School	1	Long Reach High School	2
Bryant Woods Elementary School	1	Marriotts Ridge High School	1
Cedar Lane - Fulton Campus	1	Mayfield Woods Middle School	2
Cradlerock Elementary School	1	Mount View Middle School	1
Deep Run Elementary School	1	Mt. Hebron High School	1
Ducketts Lane Elementary School	1	Murray Hill Middle School	2
Elkridge Elementary School	1	Oakland Mills High School	2
Elkridge Landing Middle School	1	Oakland Mills Middle School	1
Ellicott Mills Middle School	1	Patuxent Valley Middle School	2
Forest Ridge Elementary School	1	**Phelps Luck Elementary School**	1
Fulton Elementary School	1	Pointers Run Elementary School	1
Glenelg High School	1	Reservoir High School	2
Gorman Crossing Elementary School	1	Rockburn Elementary School	1
Guilford Elementary School	1	**Running Brook Elementary School**	1
Hammond High School	2	**Stevens Forest Elementary School**	1
Hammond Middle School	1	**Swansfield Elementary School**	1
Hanover Hills Elementary School	1	**Talbott Springs Elementary School**	1
Harper's Choice Middle School	1	Thomas Viaduct Middle School	2
Homewood School	2	Veterans Elementary School	1
Howard High School	1	Wilde Lake High School	2
Jeffers Hill Elementary School	1	Wilde Lake Middle School	2
TOTAL			**60**

Note: Schools presented in bold are Title I schools.

Separations

The figure below illustrates system-wide reasons for separation identified as death, resignation, retirement, and termination. The employee group with the most separations was instructional staff with 57.8% followed by support services staff with 36.1%. Of the 429 separations from employment, 54.1% were due to resignations and 39.4% were due to retirements.

Figure 1-19 Separations by Position Type, 2020

	Death	Resignation	Retirement	Termination	Total	%
Official-Administrative and Non-Certificated Professional Staff	**1**	**16**	**7**	**2**	**26**	**6.1**
Professional Personnel	**-**	**12**	**3**	**2**	**17**	**4.0**
Coordinator	-	1	-	-	1	
Director	-	1	-	-	1	
Executive Assistant	-	-	2	-	2	
Liaison	-	4	-	-	4	
Manager/Assistant Manager	-	2	-	1	3	
Other Professional Personnel	-	2	-	-	2	
Specialist	-	2	1	1	4	
School-Based Administration	**1**	**2**	**3**	**-**	**6**	**1.4**
Assistant Principal	1	2	1	-	4	
Principal	-	-	2	-	2	
Nurse	**-**	**2**	**1**	**-**	**3**	**0.7**
Cluster and School-Based Nurses	-	2	1	-	3	
Instructional Staff	**3**	**136**	**96**	**13**	**248**	**57.8**
Teaching Staff	2	132	89	13	236	55.0
Media Specialist	-	5	5	-	10	
Reading Specialist	-	1	3	-	4	
Resource Teacher	-	1	4	-	5	
Teacher	2	121	71	13	207	
Therapist	-	4	6	-	10	
Student Services	1	4	7	-	12	2.8
Psychologist	-	2	3	-	5	
Pupil Personnel Worker	1	-	1	-	2	
School Counselor	-	2	3	-	5	
Support Services Staff	**1**	**80**	**66**	**8**	**155**	**36.1**
Assistant	-	52	34	-	86	20.0
Health Assistant	-	1	1	-	2	
Paraeducator	-	41	32	-	73	
Student Assistant	-	10	1	-	11	
Custodial	1	10	6	3	20	4.7
Day Custodian	-	1	1	-	2	
Day Custodian Supervisor I	-	1	1	-	2	
Night Custodian	1	6	3	3	13	
Night Supervisor Custodian I	-	1	1	-	2	
Night Supervisor Custodian II	-	1	-	-	1	
Food Service	-	8	4	3	15	3.5
Food and Nutrition Services Assistant I	-	5	2	2	9	
Food and Nutrition Preparing Manager	-	-	2	-	2	
Food and Nutrition Services Satellite	-	3	-	1	4	
School Facilities	-	4	5	1	10	2.3
Groundskeeper I	-	-	2	1	3	
Other School Facilities	-	4	3	-	7	
Secretarial/Clerical	-	6	17	-	23	5.4
Administrative Secretary I & II	-	1	1	-	2	
Bookkeeper	-	2	-	-	2	
Principal's Secretary	-	-	3	-	3	
School Counseling Secretary	-	1	3	-	4	
Secretary	-	-	1	-	1	
Teachers' Secretary	-	2	9	-	11	
Warehouse	-	-	-	1	1	0.2
Warehouse	-	-	-	1	1	
Total Separations	**5**	**232**	**169**	**23**	**429**	

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

Figure 1-20 Separations by Position Type Presented by Race and Ethnicity, 2020

	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
	%	%	%	%	%	%
Official-Administrative and Non-Certificated Professional Staff	≤ 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
School-Based Administration	≤ 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
Instructional Staff	≤ 5.0	7.5	≤ 5.0	≤ 5.0	≤ 5.0	45.3
Teaching Staff	≤ 5.0	7.5	≤ 5.0	≤ 5.0	≤ 5.0	42.8
Student Services	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Support Services Staff	≤ 5.0	14.0	≤ 5.0	≤ 5.0	≤ 5.0	17.5
Assistant	≤ 5.0	6.5	≤ 5.0	≤ 5.0	≤ 5.0	10.5
Custodial	≤ 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
School Facilities	≤ 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
Warehouse	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Total Separations	≤ 5.0	22.0	5.1	≤ 5.0	≤ 5.0	67.3

The figure below presents instructional staff separations by level and race and ethnicity. Most instructional staff separations (41.9%) were at the elementary level.

Figure 1-21 Instructional Separations Presented by Level by Race and Ethnicity, 2020

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
Elementary	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	35.5
Middle	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	13.7
High	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	9.7
Education Centers	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	6.0
Central Office and Annexes	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0
Resigned from Leave- No Location	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	12.5
Total Instructional Staff Separations	≤ 5.0	≤ 5.0	12.9	≤ 5.0	≤ 5.0	≤ 5.0	78.2

Instructional Staff Resigning Within the First Five Years

The figure below reflects data over the past five years of current instructional staff 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, 81.0% of HCPSS instructional staff remain with the school system after their first five years in the profession.

Figure 1-22 Instructional Staff Resigning Within the First Five Years, 2020

Reporting Period	# Hired	Year of Resignation										Total Resignations	
		Year 1		Year 2		Year 3		Year 4		Year 5			
		N	%	N	%	N	%	N	%	N	%	N	%
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	5	1.9	63	24.5
2016-2017	388	1	0.3	30	7.7	25	6.4	12	3.1				
2017-2018	401	6	1.5	53	13.2	20	5.0						
2018-2019	391	3	0.8	35	9.0								
2019-2020	264	3	1.1										
Average	**339**	**4**	**1.3**	**23**	**6.5**	**16**	**4.6**	**13**	**4.0**	**12**	**3.7**	**62**	**19.0**

Exit Survey

With the implementation of the automated resignation process in Workday in May 2019, an exit survey platform was simultaneously developed. Survey questions were created based upon position type and respective bargaining unit and are designed to inform change and better support the evolving needs of our staff.

Exit survey completion is voluntary for all separating employees. Of the 429 separations within the reporting period, 198 employees completed the exit survey for a completion rate of 46.2%.

With baseline data collected in this format for over a year, it will be used to inform OHR as decisions are made to expand a comprehensive employee retention program. OHR will use the trend data collected to assess the overall employee experience with HCPSS. More detailed results on exit surveys may be found in Appendix H.

2-Certification, Classification, and Compensation

Overview

During the course of the reporting period, the team established a foundation to include essential functions within the areas of Certification, Classification, and Compensation. The Certification, Classification, and Compensation (CCC) team provides supports all 8,574 school system employees, over 5,400 of which are certificated throughout the school system. 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 transactions and data analysis. The composition of the CCC team consists of (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 2,700 school-based and central office employees. To address the constant increase in educators, as well as the ratio of educators to certification specialists, there is a critical need to add an additional certification specialist to the team.

Figure 2-1 Number of Certificated Employees by Human Resources Certification Specialist, 2020

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	2,567	47.3	141	2.6	2,708	49.9
CAP assigned to employees with last names L-Z	2,605	47.9	120	2.2	2,725	50.1
Total	5,172	95.2	261	4.8	5,433	100.0

*Central Office certificated employees include HCEA, HCAA, and AMT positions.

The transition to virtual operations accelerated enhancements to existing OHR procedures and processes that support our essential operations. The HRBP revised and/or created and deployed electronic forms that support high volume OHR requests related to classification, compensation, and certification. The HRBP partnered with internal OHR teams to revise our existing Position Description Form and to standardize the information contained in our job announcements, revise our communication and process for hiring managers who reclassify positions, and created a series of fillable forms to support the various documentation needs for educator certification. The HRBP also created and implemented a form to capture requests for compensation changes related to acting pay in order to standardize the request process. Additionally, the HRBP continues to conduct reclassification reviews, salary equity analysis, compensation adjustments, manage compensation allowance plans, calculate salary offers, develop job announcements, and support the educator certification verification and renewal requests process.

Alignment with Strategic Call to Action

The CCC team upholds the HCPSS *Strategic Call to Action* with consistent, responsive, and efficient procedures to support employees in certificated and classified positions throughout the school system. Our complex work intersects with each position within every division of the HCPSS. The CCC team prides itself on being flexible and responsive to address current and emerging challenges.

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

Certification

The CCC team receives a high volume of requests for certification data and information creating 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. Adding to the complexity of the work, MSDE is the only agency to provide required certification training to a limited number of employees within each Local Education Agency (LEA). Certification work is highly technical, time consuming, compliance driven, and is audited monthly by MSDE to ensure accuracy and validity. Certificated employees interact with their assigned certification specialist at various points within their employment. This function of the CCC team includes time-sensitive work that reaches every division and work location in the district.

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.

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 issued with validity dates of January 1st

and July 1st and expiration dates of 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 $11,670. As the data in Figure 2-2 shows, the team completed 1,357 certification requests during the reporting year, an increase of 35% over the previous year. The increase in completed requests demonstrates the tremendous amount of time and focus the team dedicated to ensuring accurate certification data was available and up-to-date for our educators.

Figure 2-2 Certification Requests by Quarter, 2020

Date Range	Initial Application for Certification	Renewal, Reinstatement, & Reissue	Endorsements	Quarterly Totals
10/16/2019-12/31/2019	18	231	12	261
1/1/2020-3/31/2020	29	146	68	243
4/1/2020-6/30/2020	13	469	49	531
7/1/2020-10/15/2020	7	285	30	322
Annual Total	**67**	**1,131**	**159**	**1,357**

A Conditional Certificate is issued to educators by MSDE to educators who have not completed the requirements for a professional educator certificate. These conditionally certified educators are placed on a provisional contract that is valid through June 30th of the current school year. Support for conditionally certified educators includes individual, personal meetings to review certification requirements and evaluations, informational large group meetings, free tutoring for test preparation, and test reimbursement. Collaboration and communication with conditionally certified educators and their supervisors is a top priority for the certification specialists. The school system employed 94 conditionally certified educators during the reporting period and each received a new employment contract for the 2020-2021 school year. Information regarding certification requirements, validity dates, endorsements, and types of contracts was provided as continued guidance towards professional certification.

Outside of Maryland certification, this reporting period, the CCC team supported 179 educators who possess National Board Certification. Per the master agreement, these educators receive an annual stipend of $2,000 for this additional certification. The team verifies eligibility for certification, issues continuing professional development credit for recertification work, and applies for the annual matching stipend from MSDE on the educator's behalf.

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 works collaboratively with MSDE and the Department of Information Technology 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. Annually, the certification team provides detailed data to the Science, Social Studies, and Special Education curricular departments for their reports to MSDE. Additional data requests and reports were generated to review educators within particular programs, such as Health, Physical Education, Computer Science, and School Social Workers.

In compliance with U.S. Department of Education regulations, the team closely supports employees within our Title I elementary schools. Certificated staff 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. With Ducketts Lane Elementary School newly identified as a Title I building during this reporting period, the total number of employees reviewed in 2020 increased from 807 employees in 12 schools to 988 employees across 13 schools. Certification checks for employees working as Title I tutors are conducted regularly throughout the school year.

During this report year, the CCC team continued an audit of certificated contracts. 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. At the close of the reporting period, 35% of employee files were reviewed. Unfortunately, progress on the audit halted in March 2020 as operations shifted to remote. Upon returning to the building, the audit will resume as a top priority.

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

Certification requests often initiate other functions, such as evaluations for certificate type, adding endorsements, 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 employees look to advance professionally. The evaluations require a thorough transcript analysis and course description review; and may include collaborative and historical course research with higher education institutions and the Maryland State Department of Education. Per the HCEA master agreement, salary grades are linked to each educator's highest level of education achieved. Salary grade A indicates the educator has a conferred Bachelor's degree and grade B indicates the educator has completed an additional 30 credits outside of a Bachelor's degree, with at least 15 of these credits at the graduate level. Salary grade C indicates the educator has a conferred Master's degree and grade D indicates 30 additional graduate credits beyond the Master's degree. Grade E indicates the educator has a conferred Doctoral Degree. The data below shows the impact of educational attainment on an HCEA educator's salary grade.

Figure 2-3 Number of Salary Lane Changes, 2020

Prior Salary Lane	Updated Salary Lane	# of Salary Lane Changes
A – Bachelor's Degree	B – Bachelor's + 30 credits	112
B – Bachelor's + 30 credits	C- Master's Degree	95
C- Master's Degree	D- Master's Degree + 30 graduate credits	69
D- Master's Degree + 30 graduate credits	E – Doctorate Degree	3
Total Salary Lane Changes		**279**

Compensation changes, as the result of the successful completion of additional course work or conferral of additional degrees, move an HCEA employee from one salary grade to the next on the appropriate salary table. During this reporting year, the certification team reviewed and approved 279 salary grade changes resulting in compensation increases totaling $941,866, an increase from last reporting period with 260 salary grade changes totaling $896,954.

Figure 2-4 Salary Lane Changes by Quarter, 2020

Date Range	# of Salary Lane Changes Reviewed & Processed
10/16/2019-12/31/2019	26
1/1/2020-3/31/2020	71
4/1/2020-6/30/2020	80
7/1/2020-10/15/2020	102
Total	279

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 2-5 Tuition Reimbursement by Quarter Presented by Bargaining Unit/Employee Group, 2020

Date Range	# of Expense Reports, AFSCME	# of Expense Reports, AMT	# of Expense Reports, HCAA	# of Expense Reports, HCEA	# of Expense Reports, HCEA-ESP	# of Expense Reports, HCFSA	Total # of Expense Reports	Tuition Reimbursed
10/16/2019-12/31/2019	1	4	12	123	14	0	155	121,666
1/1/2020-3/31/2020	2	1	12	190	32	1	238	201,292
4/1/2020-6/30/2020	2	2	11	226	31	0	272	212,830
7/1/2020-10/15/2020	3	1	11	263	38	2	318	309,714
Annual Total	8	8	46	802	115	3	983	$845,502

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 many school-system sponsored, graduate and continuing education cohorts. These cohorts are currently established with the following higher education partners: College of Notre Dame, Concordia University, Johns Hopkins University, Johns Hopkins University: Whiting School of Engineering, Kaplan University, Loyola University of Maryland, McDaniel College, Morgan State University, National University, Stevenson University, Towson University, University of Maryland Baltimore County, University of Phoenix, Walden University, and Washington Adventist University. Upon receipt of the cohort bills, the CCC team reviews the invoice, student enrollment list, and transcripts to ensure tuition is paid.

Classification

The CCC team continues the comprehensive and collaborative work of defining the purpose, scope, and level of duties and responsibilities of all HCPSS' positions to support the recruitment, compensation, and performance management process for our school district. The team conducts consultative reviews with hiring managers to evaluate department needs, review proposed changes to existing positions descriptions, develop new positions, and review corresponding budgetary considerations. This collaborative review process allows the CCC team to

create a comprehensive position that meets the department needs and is in line with the existing organizational structure.

This team also collaborates with the RRTA and Position Control and Staffing teams to enhance the customer service provided to hiring managers by defining and streamlining our overlapping classification processes and procedures. This reporting period, the CCC team partnered closely with the RRTA team to standardize and revamp our existing job announcements for vacant positions to ensure minimum qualification were aligned across similar positions and used standard phrases and descriptions. The CCC team and Position Control and Staffing team also collaborated on the implementation and use of the electronic position control request system. The approval process on the paper-based position control form did not include an approval step for the CCC team. The CCC team was notified of changes to positions as needed, but not in a consistent manner. The introduction of the electronic position control form fully integrates the CCC team into the position review process in a defined and streamlined fashion. Now, hiring managers have the ability to complete an online form that is automatically routed to an approver to initiate the recruitment process. The CCC team initiates the electronic form after we have thoroughly reviewed the position description to ensure it meets the required standards and updated the position description to document any changes to the essential job functions and/or minimum qualifications.

During this reporting period, the team has created and/or modified 71 position descriptions to accompany newly created or updated job announcements. Additionally, our team has reviewed and made a final determination on three requests for reclassifications. Requests for reclassification generally occur when an employee and/or an employee's supervisor identify that the duties and responsibilities assigned to a position have significantly changed in level and scope, and/or the reporting authority of a position has changed.

In 2019, the CCC team began work on a multi-year project to develop classification specifications for all HCPSS positions. A class specification provides a definition of the job classification and documents and defines the minimum qualifications, duties and responsibilities, and other essential details of a position. Phase I of the classification specification project started with a sampling of school-based special education positions. As noted last year, thirteen special education positions, five special education paraeducator positions and eight special education teacher positions class specifications were created, which required the updating of the position descriptions for those positions. The Human Resources Business Partner (HRBP) worked with Department of Special Education leadership to carefully review these positions in an effort to create "working drafts" for additional review and feedback from stakeholder groups. A three-tiered approach was instituted to ensure that class descriptions objectively define the work of the position, align with our existing classification structure and are compliant with the respective master agreements. This approach consists of a position review by the applicable department's senior leadership, a sample of position incumbents with appropriate union representation, and a final review and edit by the CCC team.

This reporting period, the CCC team moved into Phase II of the classification specification project and focused the comprehensive review process on administrative positions included in the HCEA-ESP bargaining unit. The team engaged in the collaborative review process with the participation of position incumbents of the Secretary I, Administrative Secretary I and Administrative Secretary II position and their supervisors. Position incumbents and their supervisors completed reclassification questionnaires and/or individual desk audits. The CCC team sent 38 administrative position description surveys to position incumbents and 38 corresponding surveys to supervisors of the positions. The data and information gained within the process is used to evaluate the essential elements of the position, the level of the assigned duties and responsibilities, the relationship of the position to others in the department and organization, and amount of supervision given and/or received. From the analyzed data, corresponding classification specifications are being developed for those positions and position description are being updated and position titles may be revised.

Moving forward, the CCC team will continue to work through Phase II of the classification specification project and engage in the collaborative review process with position incumbents and their supervisors.

The timeline below demonstrates the review of job classes, by bargaining unit, to provide immediate attention to positions with the greatest urgency.

Figure 2-6 Class Specifications, 6-Year Project Timeline

2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026
HCEA-ESP (Phase 1)	HCEA-ESP (Phase 2)	AFSCME/FSA	HCEA	HCAA	Non-Certificated Supervisory
Secretaries & Administrative Assistants	Paraeducators	Maintenance and Warehouse Staff	10-month & 11-month Teachers	School-Based & Central Office Administrators	Non-Certificated Supervisory Staff
School-Based Assistants and Clerical Staff	12-month Central Office Technical Staff	Food & Nutrition Services Assistants	Other Certificated Staff	Leadership Interns	
10-month Central Office Technical Staff	Interpreters	Food & Nutrition Supervisors			
11-month Central Office Technical Staff	School Nurses				

Compensation

The CCC team manages the compensation responsibilities for the OHR. This includes overseeing Workday Fiscal Roll transactions, managing salary supplements and incentives per HCPSS agreements, completing compensation reviews for candidates recommended for hire and/or promotion, performing internal equity analysis, approving salary lane changes, performing data integrity audits, and providing data for compensation reporting.

This reporting period marks the first full year that the CCC team assumed all the compensation responsibilities previously assigned to the former Workday team. The team partnered with the Human Capital Operations and Organizational Improvement team to learn the process, timelines, and considerations for each compensated-related transaction for all employee groups. After a successful transition of knowledge and responsibilities, the CCC team now facilitates and completes all requests for acting pay, shift differentials, longevity payments, commercial driver's license (CDL) incentives, food service meal incentives, National Board Certified teacher stipends, instructional team leader stipends, doctoral stipends, Title I stipends, nurse allowance plans, and increases or decreases in full-time equivalency (FTE) salary calculations. Centralizing these important and critical processes, ensures consistency, transparency and internal equity. Processing each type of transaction requires detailed knowledge and understanding of the applicable negotiated provisions, incentive/stipend duration and verification of employee eligibility. Additionally, the team also is charged with reviewing and researching audit findings from our internal Human Capital Data Integrity (HCDI) team to verify the accuracy of employee salaries, stipends, incentives, and other allowance plans.

The OHR is responsible for conducting the annual Workday Fiscal Roll. In partnership with the HCDI team, the CCC team conducted the 2021 Workday Fiscal Roll transactions for all HCPSS employees. The fiscal roll process includes reviewing and updating all existing salary tables to reflect the current fiscal year salary scales, identifying eligible employees, and manually adjusting salaries to reflect approved salary changes. The new employee salary data is audited for accuracy and entered into Workday. Once these transactions are completed, information regarding updated compensation in Workday is communicated to all employees.

The CCC team also collaborates with the Office of Budget to review transactions that require budgetary review for fund allocation including requests for reclassification and increases or decreases in FTE. Additionally, the

CCC team provides Office of Budget with data and reports to support the accurate forecasting of anticipated salaries, stipends, and other incentive payments.   We look forward to further partnerships with the Office of Budget as we look to develop an electronic approval process for shared fiscal responsibilities.

In an effort to track and streamline the compensation-related inquires, questions and concerns we receive, the decision was made to create a specific email address to receive those requests from employees with compensation-related questions and/or concerns. Salaryinquiries@hcpss.org receives questions pertaining to years of service, grade and step placement, assignment changes, negotiated salary increases, hourly salary supplement eligibility, and questions on the interpretation of applicable salary provisions included in the master agreements. This new intake process allows the team to accurately manage and research inquiries, as well as identify systemic issues and/or trends among employee groups.

Planning for the year ahead, the CCC team will continue to focus on customer service and improving the efficiency and effectiveness of our existing processes and practices. The team has developed a point of contact flowchart that identifies the CCC team member assigned and responsible for compensation changes for each HCPSS department. This personalized approach will provide departments with a dedicated team member to address and assist with compensation-related departmental needs.   An additional initiative includes the development of forms and instructions for employees and/or supervisors to use to submit high volume compensation requests. The CCC team plans to continue their collaboration with other OHR teams to further streamline, enhance, expand, and automate existing business processes.

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 for the position management of all permanent employees. 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 also works collaboratively with the Division of School Management and Instructional Leadership (SMIL) in the coordination, development, and implementation of 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. The Division of School Management and Instructional Leadership begins 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. This team facilitates the Involuntary and Voluntary Transfer Processes for certificated and non-certificated staff, as well as assists in the identification of placements for all employees returning from leaves of absence.

Alignment with Strategic Call to Action

The Position Control and Staffing team supports the HCPSS *Strategic Call to Action* through 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 the implementation of the HCPSS master agreements related to position management and human resources operations and is committed to providing the structures and services that foster a positive, supportive environment.

The 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 the operating budget. We also coordinate the implementation of position management operations within Workday through the development and maintenance of numerous internal controls. These internal controls include individual school staffing sheets that are used to reconcile all instructional staff against the number of budgeted positions by cost center; periodic auditing of Workday transactions, which include the tracking of retirements, resignations, new hires, etc.; and bi-monthly reconciliations of a comprehensive vacancy database against Workday position control reports.

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 related to position management. We are responsible for all communication and support provided to those employees identified to be involuntary transferred. This includes conducting sessions for impacted employees 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 identifies new placements for all involuntarily transferred employees.

Two new guidelines were implemented for the 2020-2021 school year involving the involuntary transfer process.

- First, employees are exempt from being involuntarily transferred two years in a row. This was done in an effort to reduce the instances of instructional staff (most frequently our newest hires) being transferred from school-to-school multiple years in a row. For this purpose, involuntarily transferred is defined as currently working at the school in which the employee was placed as a result of an involuntary transfer. (Employees who went through the process and then were able to return to their original school, as well as those who subsequently accepted a voluntary transfer, are not defined as being involuntarily transferred). Employees in departments or content areas with 2.0 or fewer FTE are excluded from this exemption. Additionally, teachers who are split between two schools are not exempt from being involuntarily transferred two years in a row.

- Second, the administrative directive clause in the master agreements allows schools to not surplus employees who either have received specialized training that they may not be able to use after a transfer or provide a specialized service to a school that could be lost if the employee was involuntarily transferred. Under this clause, requests for exemptions were submitted by principals and reviewed by the Chief of Human Resources and Professional Development for approval.

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.

A total of 179.4 FTE teaching positions were involuntarily transferred. Due to subsequent staffing changes, 53.0 FTE teaching positions were able to return to the school of origin. As a result, a total of 126.4 FTE teaching positions were involuntarily transferred to a different location for the 2020-2021 school year.

A total of 25.5 FTE support staff positions were involuntarily transferred. Due to subsequent staffing changes, 8.5 FTE support staff positions were able to return to the school of origin. As a result, a total of 17.0 FTE support staff positions were involuntarily transferred to a different location for the 2020-2021 school year.

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.

A total of 19.9 FTE teacher positions and 5.0 FTE support staff positions were administratively transferred during the reporting period.

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 complete a voluntary transfer request. However, an applicant for transfer shall assume that he/she will continue in his/her present position until 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.

Within this reporting period, several changes were made to the voluntary transfer process based on the collaboration and Memorandum of Understanding (MOU) among the Howard County Education Association (HCEA), the Howard County Education Association Educational Support Professionals (HCEA-ESP), the Howard County Administrator Association (HCAA), and the Office of Human Resources. The changes are detailed below.

- Transfer requests are limited to a maximum of ten (10) schools with the exception of employees requesting transfers to art, music, physical education, health, library media specialist, reading specialist, and school counselor positions.

- First-year employees and those in the first year in their position (e.g. first year as a teacher after being a paraeducator) are not eligible to participate in the voluntary transfer process.

- Second-year employees who were evaluated as less than effective or satisfactory (depending on evaluation type) in their first year are not eligible to participate in the voluntary transfer process.

- A Voluntary Transfer Fair was scheduled for April. The intent was to provide an opportunity for teachers and paraeducators to meet with employees from the schools to which they submitted a transfer request. Unfortunately, due to COVID-19, this event was canceled.

- Voluntary transfer updates were provided to principals weekly. These updates included information as to those who accepted a voluntary transfer, withdrew a voluntary transfer request, resigned, retired, accepted a promotion, etc. This information provided school administrators with the most current and up-to-date information for consideration when offering a voluntary transfer.

- Throughout the summer, vacancy information was posted to the Staff Hub. This information was updated weekly to identify the number of vacancies, by content area, available for new hires or voluntary transfers.

Employees who are involuntarily transferred may complete a voluntary transfer request. Due to budget changes made after the initial March 8th deadline, it was necessary to provide employees additional opportunities to complete and submit transfer requests in this reporting period. Voluntary transfer requests were accepted from February 1st through March 8th (in accordance with the MOU) and then again from March 30th through April 3rd. The second opportunity was provided to employees (including first-year teachers) who were impacted by the late budget changes, and who therefore were being involuntarily transferred due to resulting program changes and/or reductions. Per the master agreements, priority job placement is given to employees returning from leave and those who have been involuntarily transferred (surplused).

A total of 822.7 FTE certificated/licensed staff positions and 115.0 FTE support staff positions requested voluntary transfers from their home schools for the 2020-2021 school year. A total of 62.3 FTE certificated/licensed staff positions and 24.0 FTE support staff positions received a transfer to one of the requested schools for the 2020-2021 school year.

4-Employee Services and Human Capital Operations

Overview

The Employee Services team consists of one director, two full-time leave and retirement specialists, one full-time workers' compensation specialist, one part-time human resources technical assistant, and one administrative secretary. This team is responsible for ensuring that 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.

The work of this team includes managing and implementing:
- Temporary and extended leaves of absence (FMLA, General, Childrearing and Study Leave)
- Retirements
- Americans with Disabilities Act (ADA)
- Fitness for Duty
- Workers' Compensation
- Pre-Employment Verifications
- Maryland House Bill 486 Compliance
- Unemployment Claims
- Families First Coronavirus Response Act (FFCRA)
- Maryland Healthy Working Families Act

Alignment with Strategic Call to Action

The Employee Services team provides supports to employees during all stages of their careers. While this team's work is primarily compliance-based, each employee's well-being and the students' interests are at the forefront of each interaction. The team strives for responsive, accountable, efficient, and student-centered operations. We continually strive to improve our operations by streamlining processes to be thorough but timely.

A lens of equity and knowledge of applicable laws, policies, procedures, and master agreements are applied to this work. We promote inclusion in return to work and accommodation processes as we identify ways to allow employees with health challenges to reenter the workforce with dignity and support. Finally, the team prioritizes and supports employees' mental and physical well-being and their families as planned and unexpected challenges arise.

Leaves of Absence (LOA)

Regular employees are eligible for LOA under the Family Medical Leave Act (FMLA) and applicable master agreements. The team manages absences by supervisor reports, doctors' orders, predetermined return dates, and limits as defined by the law and master agreements. When an employee is on a LOA, communication and collaboration between multiple teams ensure that school-based administrators and supervisors can secure coverage as quickly as possible.

The Leave and Retirement Specialists processed fewer leave requests in the 2019-2020 reporting period (721) than in the previous year (850). Due to the pandemic, many employees opted to rescind originally planned leaves of absence because they could work from home. The following figures highlight the two leave and retirement specialists' work related to FMLA and General Leave requests.

Figure 4-1 Family Medical Leaves of Absence Processed by Type
Comparative Data, 2018-2020
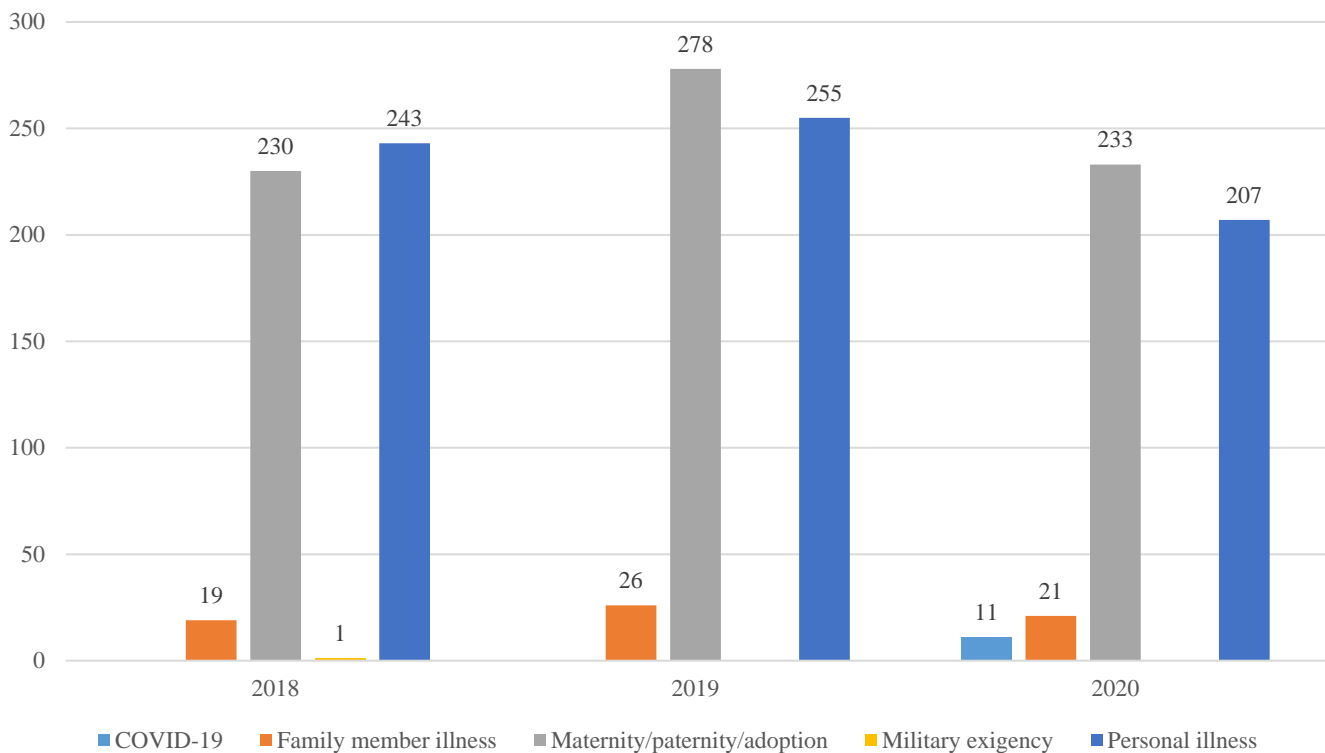
Note: This figure does not reflect approved intermittent leaves of absence.

Figure 4-2 General Leaves of Absence Processed by Type
Comparative Data, 2018-2020
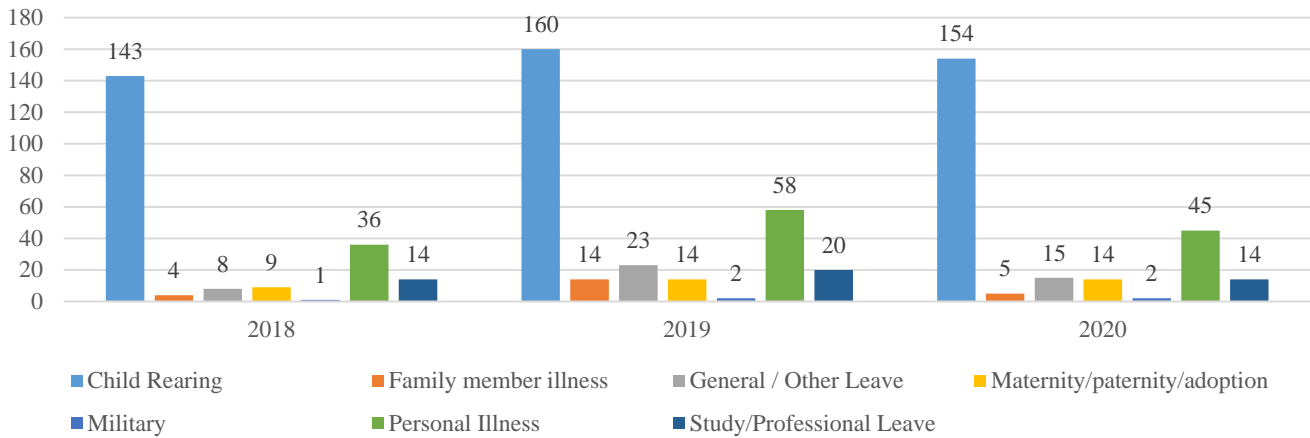
Specifically, figures 4-3 and 4-4 focus on those LOA requests submitted by professional staff. During the 2019-2020 reporting period, the Leave and Retirement Specialists processed more school-year leaves resulting in vacancies (43) than the previous four school years. During the past five reporting periods, the highest number of leaves resulting in position vacancies were due to maternity/paternity/adoption/child rearing leave. For the start of the 2020-2021 school year, the criteria by which positions were declared vacancies changed to accommodate staffing needs. Under normal circumstances, positions are declared vacant after 12 weeks of FMLA. Because of COVID-19 and the need to place employees who wanted to return from leave, positions were declared vacant after six or eight weeks rather than 12 weeks. Although positions were declared vacant to assist with staffing needs, employees were guaranteed equivalent positions upon their request to return and in accordance with the law and master agreements. Professional staff is defined as employees in the Official-Administrative and Non-Certificated Professional Staff and Instructional Staff groups.

Figure 4-3 Professional Staff Leaves of Absence Resulting in Vacancies by Period
Comparative Data, 2016-2020

Period	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%
School Year	20	40.0	19	35.2	16	29.1	24	48.0	43	59.7
End of School to July 15	2	4.0	3	5.6	1	1.8	0	0.0	0	0.0
July 16 to First Day Teachers Report	28	56.0	32	59.3	38	69.1	26	52.0	29	40.3

Of the 43 total vacancies declared from leave during the school year presented in the chart above, 18 were during the 2019-2020 school year and 25 were during the 2020-2021 school year.

Figure 4-4 Professional Staff Leaves of Absence Resulting in Vacancies by Type
Comparative Data, 2016-2020

Reason	2016	2017	2018	2019	2020
Illness/Medical	5	9	5	7	20
Maternity/Child	38	42	39	33	41
Military	-	-	1	2	-
Other	4	1	3	4	3
COVID 19	-	-	-	-	5
Study	3	2	7	4	3
Total	50	54	55	50	72

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 accrues 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 certified Retirement Coordinators by the Maryland State Retirement Agency. They provide the Retirement Agency with information on work history, salary, and unused sick leave balances for retiring employees. They also provide employees with Retirement Agency literature about retirement benefits and the necessary retirement forms needed to enroll, purchase or transfer service credit, retire, or update retirement accounts.

The team is responsible for the efficient and timely execution of our retirement program. This includes the coordination of annual retirement seminars and hosting retirement workshops presented by the Community College of Baltimore County Center for Retirement Education. The team is also responsible for collaborating with other internal teams such as Payroll.

Figure 4-5 Retirements Processed by Bargaining Unit/Employee Group
Comparative Data, 2018-2020
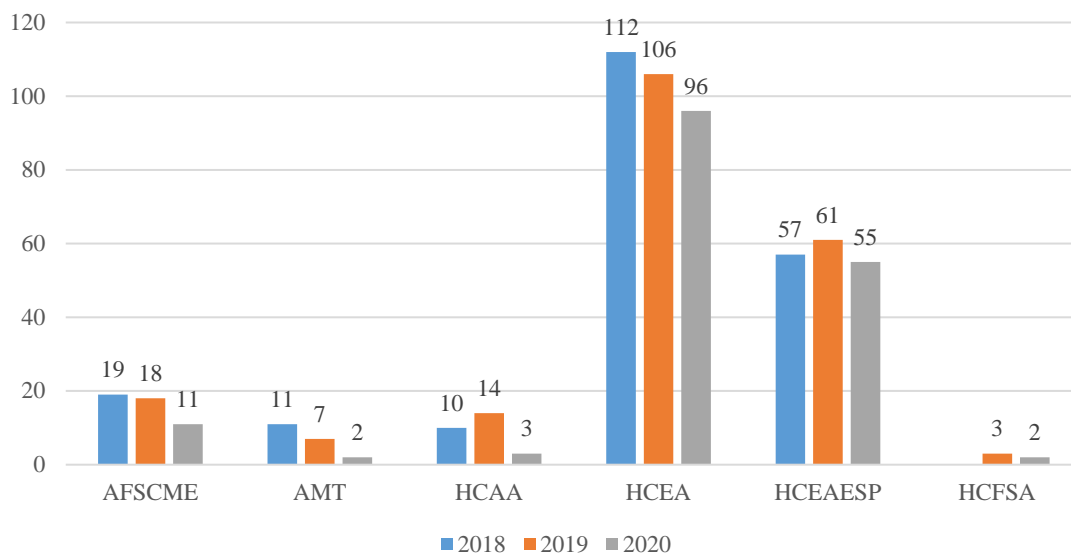
Americans with Disabilities Act (ADA) Accommodations

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 position's essential functions and the recommended accommodations.

Following the interactive process meeting, the employee's supervisor is contacted to discuss the accommodation's feasibility. Based on the documented and discussed information, 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, the Employee Services team facilitates the accommodation, including the procurement and installation of equipment, movement of furniture, and or relocation of work areas. Following implementation, the Employee Services team monitors compliance and the effectiveness of the accommodation.

In this reporting period, 17 ADA requests were processed.

Fitness for Duty

The Office of Human Resources facilitates the Fitness for Duty process as governed by Policy 7030 Employee Conduct and Discipline. The purpose of this policy is to provide a safe environment and to protect the health and welfare of students, faculty, visitors, employees, and HCPSS property. HCPSS employees are expected to report for work fit for duty, which means performing their job duties in a safe, appropriate, and effective manner free from the adverse effects of physical, mental, emotional, and personal problems.

Personnel in management positions are responsible for monitoring their employees' attendance, performance, and behavior. When an employee's performance or behavior (including the odor of alcohol or possible use of any illegal substance) appears to be unsafe, ineffective, or inappropriate, every manager's responsibility is to challenge the employee's behavior and ability to function. Managers are also responsible for removing the employee from the job, referring the employee for a Fitness for Duty exam immediately, and conducting appropriate follow-up. Due to the safety issues involved, supervisors have a special responsibility to consistently and fairly implement this policy.

The Employee Services team conducted one fitness for duty evaluation during the reporting period compared to nine in the previous year. This may have been due to the interruption to normal operations due to the pandemic.

HCPSS encourages employees to seek assistance voluntarily before job performance is affected. The Employee Assistance Program (EAP) is designed to offer assessment, referral, and/or short-term counseling for personal problems, including stress, depression, grief, family, financial, legal problems, drug addiction and alcoholism. EAP services are free and confidential in accordance with state and federal law. This program is offered at no cost through Guidance Resources and is available to all employees and their families.

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, and ensures claims are being processed appropriately, participates in mediations and hearings, and helps to reduce claim costs by monitoring trends.

Incidents by Location, 2020

The figure below displays workers' compensation claims by type by location. Additionally, each claim is displayed by injury type. There was a total of 172 claims during the reporting period, which resulted in 3,300 restricted duty days and 1,582 lost days.

Figure 4-6 Workers' Compensation Incidents by Type by Location, 2020

	Claim Total	INJURY DESCRIPTIONS	Slip/trip/fall	Struck Against Object	Combative Student	Fracture	Assault By Student	Student Alteration	Struck By Object	Collision W/ Student	Restraining Student	Cut/Scrape/Bruise	Hot Surface/Liquid	Strain/Sprain - Lifting/Moving/Other	Motor Vehicle Accident	Human Bite	Allergic Reaction	Foreign Object in Eye	CLAIM DETAIL	Medical Treatment	Lost Time Incident	Restricted Duty Days	Lost Days
Elementary																							
Atholton	1								1											1	0	21	0
Bellows Spring	3		1							2										3	0	6	0
Bollman Bridge	2		1						1											1	1	0	8
Bryant Woods	3		1						1	1										3	0	12	0
Bushy Park	0																			0	0	0	0
Centennial Lane	2		1	1																1	1	42	7
Clarksville	1															1				1	0	0	0
Clemens Crossing	2		1											1						2	0	2	0
Cradlerock	1		1													1				1	0	3	0
Dayton Oaks	2		1																	1	1	0	5
Deep Run	2								2											0	2	0	7
Ducketts Lane	4		1		3															2	2	5	15
Elkridge	5		2						1					2						5	0	233	0
Forest Ridge	0																			0	0	0	0
Fulton	2								1					1						2	0	0	0
Gorman Crossing	1													1						1	0	14	0
Guilford	0																			0	0	0	0
Hammond	1		1																	1	0	21	0
Hanover Hills	5		1						1					2		1				4	1	34	103
Hollifield Station	3		1	1								1								3	0	7	0
Ilchester	2								1					1						2	0	143	0
Jeffers Hill	0																			0	0	0	0
Laurel Woods	0																			0	0	0	0
Lisbon	0																			0	0	0	0
Longfellow	0																			0	0	0	0
Manor Woods	0																			0	0	0	0
Northfield	1			1																1	0	0	0
Phelps Luck	0																			0	0	0	0
Pointers Run	0																			0	0	0	0
Rockburn	5				2					1				2						5	0	134	0
Running Brook	6		2		4															5	1	62	19
St John's Lane	1		1									1								1	0	0	0
Stevens Forest	1																			1	0	0	0
Swansfield	3				2					1										3	0	24	0
Talbott Springs	1		1																	1	0	10	0
Thunder Hill	4		1					1	1	1										3	1	354	25

	Claim Total	INJURY DESCRIPTIONS	Slip/trip/fall	Struck Against Object	Combative Student	Fracture	Assault By Student	Student Altercation	Struck By Object	Collision W/ Student	Restraining Student	Cut/Scrape/Bruise	Hot Surface/Liquid	Strain/Sprain - Lifting/Moving/Other	Motor Vehicle Accident	Human Bite	Allergic Reaction	Foreign Object in Eye	CLAIM DETAIL	Medical Treatment	Lost Time Incident	Restricted Duty Days	Lost Days
Triadelphia Ridge	1								1											0	1	29	38
Veterans	1									1										1	0	0	0
Waterloo	3			1	1									1						2	1	33	14
Waverly	0																			0	0	0	0
West Friendship	1		1																	0	1	30	10
Worthington	1								1											1	0	21	0
Middle																							
Bonnie Branch	0																			0	0	0	0
Burleigh Manor	1													1						1	0	32	0
Clarksville	0																			0	0	0	0
Dunloggin	5				1				2			1		1						4	1	10	1
Elkridge Landng	1				1															1	0	12	0
Ellicott Mills	1							1												1	0	2	0
Folly Quarter	0																			0	0	0	0
Glenwood	0																			0	0	0	0
Hammond	0																			0	0	0	0
Harpers Choice	1											1								1	0	11	0
Lake Elkhorn	3		1					1	1											1	2	6	38
Lime Kiln	3		1											2						3	0	40	0
Mayfield Woods	2		2																	1	1	2	8
Mount View	1							1												1	0	7	0
Murray Hill	7		2		3			1								1				2	5	96	172
Oakland Mills	0																			0	0	0	0
Patapsco	1		1																	1	0	5	0
Patuxent Valley	3							3												3	0	94	0
Thomas Viaduct	3		1					2												3	0	13	0
Wilde Lake	2		1											1						0	2	59	84
High																							
Atholton	3				1					1				1						2	1	19	6
Centennial	6		2	1						1				2						4	2	245	191
Glenelg	1		1																	1	0	0	0
Hammond	0																			0	0	0	0
Howard	2			1					1											2	0	29	0
Long Reach	8		2	1	1		2			1				1						7	1	277	23
Marriotts Ridge	1													1						1	0	0	0
Mt. Hebron	0																			0	0	0	0
Oakland Mills	6		4	1										1						6	0	87	0
Reservoir	1		1																	1	0	3	0
River Hill	4		2	1	1															2	2	51	111
Wilde Lake	4		3	1																2	2	12	163
Education Center																							
ARL	1		1																	1	0	3	0
Cedar Lane School	5		2				2							1						3	2	334	15
Homewood Center	3			1			1				1									2	1	259	32
Other																							
Ascend One Center	2		1		1															2	0	12	0
Central Office	0																			0	0	0	0
Grounds	6			1								1		3				1		5	1	151	33
Mendenhall	10		4									1		3	1			1		6	4	173	454
Warehouse	5		3						1			1								5	0	37	0
Total	**172**		**54**	**12**	**20**	**1**	**3**	**10**	**17**	**6**	**5**	**7**	**1**	**29**	**1**	**4**	**0**	**2**		**132**	**40**	**3,300**	**1,582**

Employee Services Pre-Employment Screenings

United States Citizenship and Immigration Services (USCIS) Form I-9, Employment Eligibility Verification

Every employer in the United States is obligated to maintain work eligibility records for their employees. HCPSS uses the Equifax System to house and maintain these records. As part of the hiring process, each new employee completes a Form I-9 and presents acceptable documents as proof of identification and work eligibility. Also, employees who are not citizens of the United States continually need to provide updated documentation before their right to work expiration date. It is the Employee Services team's responsibility to obtain these documents from employees and update the Equifax System so that we remain in compliance with the Department of Homeland Security requirements. During this time of remote work and virtual onboarding, the team has been exceptionally diligent to be certain we have acceptable documentation for each new employee and updated information for those employees whose documents are expiring.

Fingerprinting

Before employment with HCPSS, each employee is fingerprinted for a complete criminal history background check. The Employee Services team then receives a report from both the Maryland State Criminal Justice Information System (CJIS) and the Federal Bureau of Investigation (FBI). Based on the information obtained in these reports, the employee is either cleared to start or the offer of employment is rescinded.

Fingerprint tracking records are housed in the Department of Public Safety & Correctional Services (DPSCS). If an employee has an update to their criminal history record (i.e., an arrest), HCPSS is notified of this new record. This new record is reviewed to determine eligibility for continued employment.

To remain compliant with DPSCS and the FBI, our responsibility is to remove from the reporting system's active roster each employee for which our organization is no longer eligible to receive updates. Upon termination of employment, this removal is to occur within five days of active employment.

Child Protective Services/Adam Walsh Form

As part of the onboarding process, each new employee must complete a Consent for Release of Information: Child Protective Services/Adam Walsh Background Clearance Request Form. A copy of this completed form is made and maintained with Employee Services. The original form is then forwarded to the Maryland Department of Human Services/Howard County Department of Social Services for review. A report for each individual employee is submitted to the HCPSS Employee Services ream from the Department of Social Services. This report includes any records that indicate allegations of suspected child abuse or neglect or a complete clearance with no records found. Any record found of suspected abuse or neglect is reviewed to determine the eligibility for continued employment. The completed clearance report is attached to the original request copy and placed into the employee's permanent file.

House Bill 486 (HB486)

House Bill 486 is a Maryland legislative bill with an effective date of July 1, 2019, that establishes a process for public and nonpublic schools to determine whether prospective employees who have had direct contact with minors have ever been disciplined for allegations of child sexual abuse or sexual misconduct. The bill broadens applicants' current screening to include past history of conduct that may not be revealed through the criminal background checks that all schools systems are required to perform.

Anyone who is an applicant for a position that has direct contact with minors is covered by the law. The law requires that a prospective employer review the applicant's employment history before hiring the applicant and

requires the applicant to provide information that includes any prior investigations of child sexual abuse and sexual misconduct and contact information for all former employers.

The figure below presents data regarding total applicants processed and attempts made to collect information and approval during the reporting period.

Figure 4-7 House Bill 486 Data, 2020

Total Applicants for Processing	Average Initial Attempts	Average Second Attempts	Average Third Attempts	Average Final Attempts
701	2,384	247	184	145

Unemployment

Unemployment insurance is a program that provides temporary income to individuals who are unemployed through no fault of their own yet who are able and available to work. Once an unemployment claim is filed, the State of Maryland requests information from the school system to verify what has been reported by the claimant. The Workers' Compensation Specialist gathers information and documentation from various department heads to adequately respond to the request. Once the information is submitted, the state makes the final determination regarding eligibility benefits. If a claimant files an appeal of a final determination, a representative from the school system participates in hearings.

Due to the pandemic, the number of claims was significantly higher than in previous years. The additional claims came primarily from temporary workers.

Figure 4-8 Unemployment Claims and Benefits Paid
Comparative Data, 2017-2020

Years	Claims	Benefits Paid	Denied	Appealed	Outcome of Appeals
2016-2017	75	$ 94,534	47	3	HCPSS won all three
2017-2018	77	$ 96,094	51	8	HCPSS won 6, lost 2
2018-2019	83	$ 96,999	65	10	HCPSS won 5, lost 5
2019-2020	841	$ 448,478	189	8	HCPSS won 4, lost 4

5-Employee Benefits

Overview

The Employee Benefits team consists of (1) Benefits Coordinator, (1) Benefits Manager, (1) Benefits Specialist, and (1) Benefits Assistant. This team is responsible for developing and administering high quality, competitive, cost efficient employee benefits that enable the school system to maintain and recruit a quality workforce. It is the responsibility of the Benefits team to provide timely, accurate information to HCPSS employees at every stage of the employee life-cycle, including new hires, current employees, and retirees.

Responsibilities of the Benefits team include:

- Administering all benefit plans for employees and retirees, and providing information about those plans
- Administering Open Enrollment and reviewing all benefits election changes
- Processing all qualifying life events and ensuring proper supporting documentation is provided and stored
- Supporting and promoting an Employee Wellness Program
- Promoting an Employee Assistance Program (EAP)
- Administering COBRA enrollment and billing, and processing all requests for COBRA coverage

- Administering benefits billing for employees taking a leave of absence and ensuring no breaks in coverage for employees on leave
- Plan Administration of 403(b) plans offered by the school system
- Reviewing and submitting all required documentation to process life insurance claim requests for employees, retirees, and any of their covered family members
- Assisting eligible employees who are planning to retire in understanding their benefits as an HCPSS retiree
- Explaining any necessary policies and procedures at system-wide events
- Maintaining and upholding benefits vendor commitments identified in vendor contracts with HCPSS
- Completing the competitive bidding process with current and prospective vendors to ensure the system is offering the most robust, economical benefits plans
- Ensuring all HCPSS, state, and federal policies and regulations are being followed in order to maintain plan integrity and minimize risk to the school system

Alignment with Strategic Call to Action

The Benefits team ensures that operations and practices are responsive, transparent, fiscally responsible, and accountable, with students at the heart of all decisions. Our primary goals are to provide timely customer service in response to any benefits inquiries to all staff, retirees, and dependents, maintain benefits plans that are fiscally competitive yet still benefits-rich, and create and promote opportunities to improve employee health and well-being.

Benefits Administration

In keeping with the goal of attracting and retaining a quality workforce, the Benefits team is responsible for tracking participation and monitoring utilization of all benefits, to maintain the success of the benefits program, while also providing customer service to all employees, retirees, and dependents.

All benefits offered by HCPSS are subject to the competitive bid process, and vendor performance is reviewed on an annual basis. In FY 2020, both the dental and vision benefit contracts were in the final year of their contracts and as a result HCPSS went out to bid on both products. New dental vendors were chosen for both the PPO and HMO dental plan products for the new calendar year. These contracts provide employees extremely comparable dental provider networks as compared to our previous dental contracts, but with expanded dental services at a lower annual cost to the employee. The current incumbent vision vendor was re-awarded the contract.

Annual benefits administration responsibilities include holding vendors accountable for all contractual responsibilities, receiving, and reviewing reporting documentation provided by benefits vendors, responding to employee concerns, and evaluating benefits products to ensure they are providing value to the employee and retiree population. The Benefits team is responsible for processing requests, reviewing and auditing proof of benefits eligibility, and responding to inquiries from all employees or retirees actively covered in a benefits policy, or eligible for a policy with HCPSS.

Kelly Services provides telephone customer service to employees, retirees, and their dependents. The Benefits team provides additional service by phone, email, and in-person meetings. The Benefits team is required to respond to inquiries within 48 hours. Below are the number of customer service transactions processed in FY 2020.

Fiscal Year	Email Transactions	Telephonic Transactions		Workday Transactions			Total Transactions
		Resolved by Kelly Services	Resolved by HCPSS Benefits Staff	Processed Qualifying Life Events	Processed Open Enrollment Events	Other Events (includes 403(b)/457(b) election changes, job changes, etc.)	
2020	2,056	1,651	1,275	967	476	3,753	8,122

In accordance with IRS Section 125 regulations for cafeteria plans, employees may request to change benefits elections during the plan year when any of the below changes occur, within 30 days of the qualifying event. Examples of a qualifying life event include marriage, death of a spouse, birth, adoption, etc. The Benefits team is responsible for educating employees about the process for making changes to their benefits due to a qualifying life event and certifying that each requested change is validated by supporting documentation. In the event of a dependent being removed from the plan, the Benefits team is required to make an offer of COBRA continuation of coverage to any terminated dependents. Removed plan participants who opt to continue their coverage through a COBRA plan receive no HCPSS contribution and are responsible for the full cost.

The chart below displays the number of qualifying life events processed by the Benefits team over the past three fiscal years, the number of offers of COBRA made to employees and/or dependents who terminated from the plan, and the number of COBRA enrollees.

Figure 5-2 Qualifying Life Events
Comparative Data, 2018-2020

Fiscal Year	Processed Qualifying Life Events	Offers of COBRA Extension Coverage	COBRA Enrollees
2018	944	381	37
2019	1,002	379	38
2020	967	392	40

Medical, Dental, and Vision Benefits

Competitive employee benefits are a valuable tool to attract and retain high quality employees. The Benefits team and Benefits Advisory Committee work collaboratively to maintain the most benefit-rich, yet cost-effective plan options for employees, retirees and their dependents. As health and pharmacy costs continue to increase across the country, the challenge of maintaining and monitoring a competitive benefits plan becomes the central focus of the Benefits team. To remain competitive yet also cost-effective, it is necessary to routinely compare costs of coverage, employer/employee cost share, prescription plan formulary and plan design to those of other Maryland school systems.

Figures 5-3, 5-4, and 5-5 show the enrolled counts of active employees, employee dependents, and retiree participants over the past three fiscal years in the medical, dental, and vision plans. The exact number of covered lives varies slightly from month to month due to newly eligible members joining the plan and ineligible members leaving the plan; counts shown below are the yearly average of enrollment.

**Figure 5-3 Covered Lives by Type- Medical
Comparative Data, 2018-2020**

	FY 2018	FY 2019	FY 2020
Retirees and Dependents	2,816	3,079	2,935
Dependents of Active Employees	11,224	11,837	12,032
Actives	6,946	7,028	7,072

Actives ■ Dependents of Active Employees ■ Retirees and Dependents
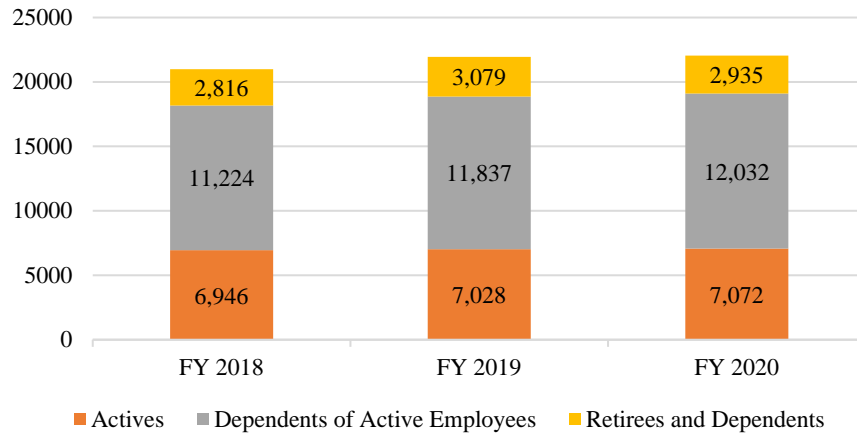
**Figure 5-4 Covered Lives by Type- Dental
Comparative Data, 2018-2020**

	FY 2018	FY 2019	FY 2020
Retirees and Dependents	3,016	3,130	3,200
Dependents of Active Employees	8,114	9,631	9,749
Actives	6,065	6,180	6,325

■ Actives ■ Dependents of Active Employees ■ Retirees and Dependents
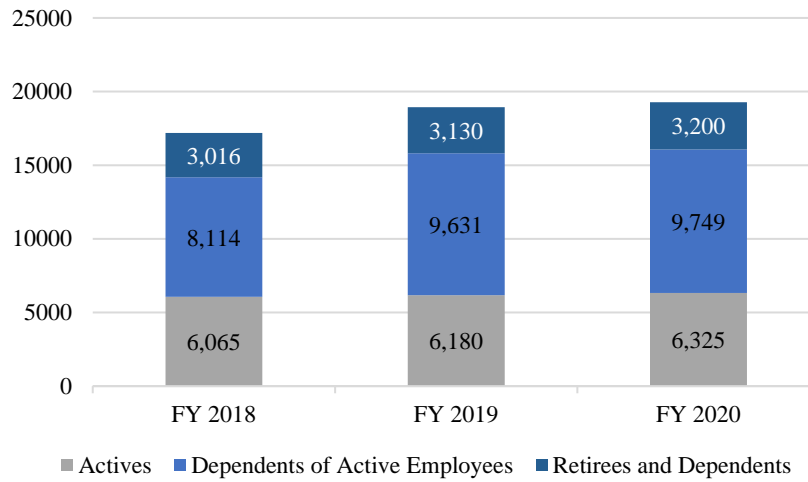
**Figure 5-5 Covered Lives by Type- Vision
Comparative Data, 2018-2020**

	FY 2018	FY 2019	FY 2020
Retirees and Dependents	2,999	3,040	3,048
Dependents of Active Employees	4,755	5,206	5,414
Actives	4,378	4,533	4,732

■ Actives ■ Dependents of Active Employees ■ Retirees and Dependents
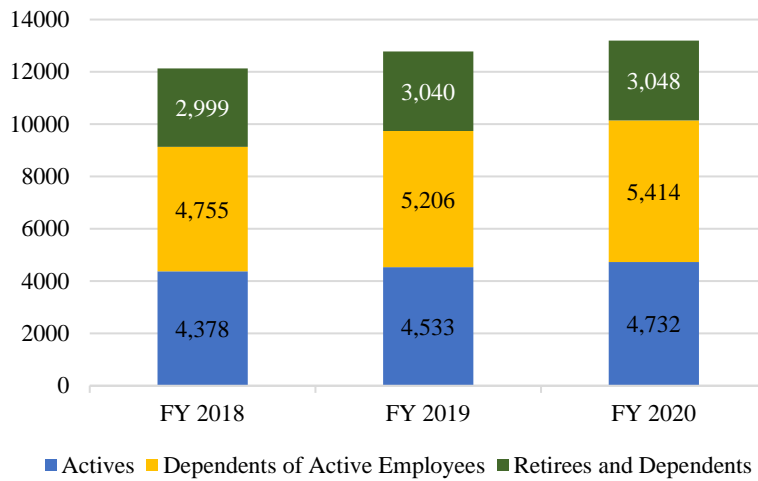
Supplemental Benefits

The Benefits team assists employees in understanding and enrolling in optional supplemental benefits. Policies with vendors are reviewed, monitored, and subject to the competitive bid process. Supplemental Benefits include Accident, Critical Illness, Short-Term and Long-Term Disability, Optional Life Insurance, Health Care and Dependent Care Flexible Spending Accounts, and Supplemental Retirement Plan options. These benefits are defined and highlighted in the sections below.

Accident, Critical Illness, Short-Term and Long-Term Disability

HCPSS employees have the option to enroll into a variety of benefits through The Hartford that provide financial assistance to themselves and/or their family should they become seriously injured or ill and/or unable to work. These include Accident and Critical Illness insurance which provides a lump-sum payout in the event of an accident or a critical diagnosis, and short-term and long-term disability options which provide supplements to an employee's pay if/when they experience a disability. The Benefits team are responsible for answering any questions about these policies and assisting employees and their families in filing a claim, when necessary.

Figure 5-6 Accident, Critical Illness, Short-Term and Long-Term Disability Active Enrollments Comparative Data, 2018-2020
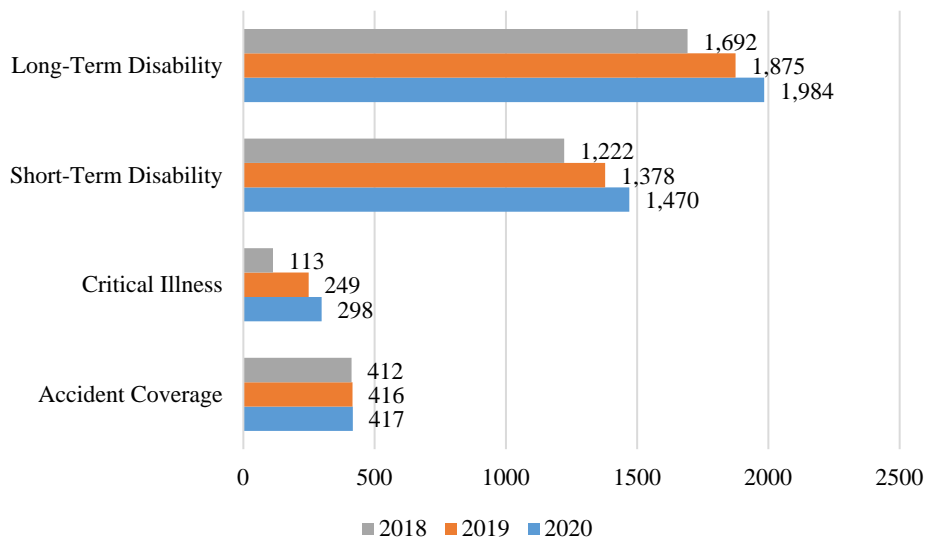
Optional Life Insurance Enrollment

HCPSS employees are provided with basic life insurance equal to the amount of their salary at no cost to them but may choose to elect additional optional life insurance for themselves, their spouse, or their children. Benefits staff are responsible for assisting employees in enrollment, ensuring employees and retirees provide and update their beneficiaries, and facilitating the process of filing life insurance claims.

Figure 5-7 Optional Life Insurance Enrollment
Comparative Data, 2018-2020

Legend: ■ Supplemental Life Actives ■ Dependent Life Actives ■ Whole Life Actives ■ Life Insurance Retirees
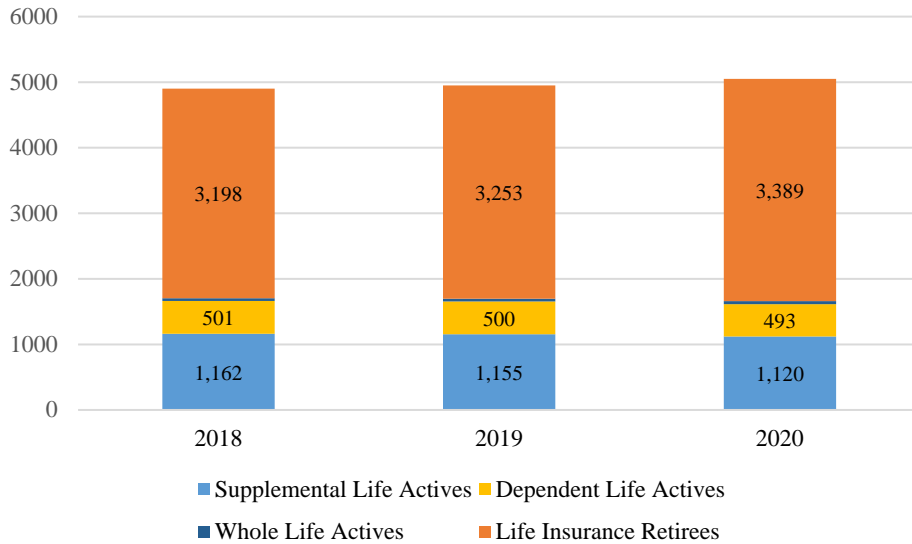
Flexible Spending Account (FSA) Enrollment

HCPSS offers a Health Care Flexible Spending Account and a Dependent Care Flexible Spending Account through Navia Benefit Solutions. The Health Care FSA allows employees to elect pre-tax dollars to pay for qualified out-of-pocket medical expenses. The Dependent Care FSA allows employees to elect pre-tax dollars to cover the costs of childcare. The Benefits team is responsible for assisting employees in enrolling, educating employees about FSA qualified expenses, and providing employees with information on how to submit claims.

This year, due to the COVID-19 pandemic, the IRS allowed FSA plans the option of permitting employees to change their deduction amount up until October 31, 2020. Since many participants delayed elective procedures that they might have otherwise had during the year, and/or had less need for dependent care expenses, HCPSS extended this offer to employees. In December 2020, HCPSS also chose to extend the grace period for Dependent Care accounts by two and a half months (to March 15, 2021) to allow a grace period for participants to use 2020 FSA funds.

Figure 5-8 Flexible Spending Account (FSA) Enrollment
Comparative Data, 2018-2020

Fiscal Year	Active Employees enrolled in Heath Care FSA	Active Employees enrolled in Dependent Care FSA
2018	1,550	377
2019	1,560	366
2020	1,662	336

Supplemental Retirement Enrollment

HCPSS offers employees the option to enroll in 403(b) or 457(b) supplemental retirement policies to save additional money for retirement. The Benefits team is responsible for helping employees enroll, change their contribution when needed, assist employees and retirees in accessing their money when appropriate, assist employees with any loan requests, and provide separation from service documents for former employees.

**Figure 5-9 Supplemental Retirement Enrollment
Comparative Data, 2018-2020**
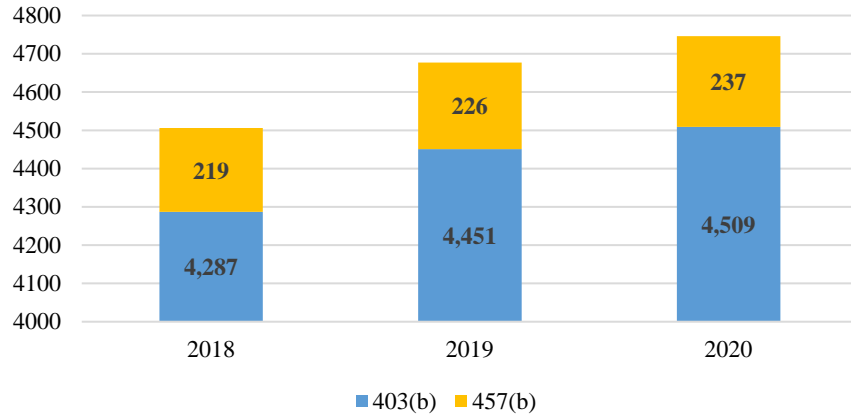
Employee Assistance Program (EAP)

HCPSS offers an Employee Assistance Program (EAP) which provides counseling and support services through Guidance Resources at no cost to employees and their families. Services provided are confidential and provide support, resources, and information for personal and work-life issues.

The Benefits team is responsible for promoting and referring employees to the EAP program, connecting EAP resources to other HCPSS system-wide programs such as wellness initiatives and employee health work groups, monitoring employee usage of the program, and implementing the competitive bid process, when necessary. In 2020, the Benefits team, in collaboration with the Purchasing Office, completed an RFP and awarded the EAP contract to the current vendor via the competitive bid process. The most common uses are identified in Figure 5-10 below.

The decline in EAP utilization in the current reporting period may be due to the challenges employees faced navigating remote work, family responsibilities at home, and additional stressors due to the pandemic. Additionally, behavioral health services are a covered benefit under our health plans, so employees may be receiving mental health care under their medical plan benefits, bypassing the EAP.

This year, as in previous years, the EAP was periodically promoted in the Staff Hub, in the Employee Benefits Guide, on the Benefits website, at the Benefits Open House, and by direct referral by staff on the Benefits team. In the upcoming year, the Benefits team plans to take additional steps to further promote the EAP through advertising of virtual services, promotion of materials from the EAP on managing stress and anxiety, and by providing webinars on the newly acquired virtual HealthFairs Plus platform. We will continue to monitor EAP utilization and the factors that influence participation as well as employee satisfaction with the program.

**Figure 5-10 EAP Utilization
Comparative Data, 2019-2020**

EAP Service*	2019 Utilization	2020 Utilization
Counseling services (employee and/or family)	1,070	828
Financial services	222	368
Health and wellness	153	87
Health Care Navigation	19	10
Legal Connect	622	429
Overall Utilization (percentage of employee population)	**33%**	**26%**

*Displayed are the most popular services, categorized at a high level.

Compliance

The following state and federal compliance regulations are practiced by the Benefits team:

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

The Benefits team is committed to adhering to the federal and state laws as they pertain to the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is of utmost priority to protect the privacy and security of protected health information (PHI).

The Benefits team is responsible for adhering to the following legal obligations under the HIPAA federal health privacy law: to maintain the privacy of all participants' PHI, to maintain reasonable and appropriate administrative, technical, and physical safeguards, and to provide participants with notice of HCPSS' legal duties and privacy practices with respect to their PHI.

IRS Section 125 Cafeteria Plan

HCPSS' benefits plan is a cafeteria plan, also known as an IRS section 125 plan. This type of plan offers employers the option to provide compensation as part of an employee benefit, with the following two advantages: employee contributions toward cafeteria-plan benefits are made pre-tax; and employer contributions toward an employee's cafeteria-plan benefits are not taxed.

To stay compliant with IRS laws and regulations, the Benefits team must maintain a master plan document and an adoption agreement for each benefits vendor that details the legal and employer-specific aspects of the employer's benefits plan, including the benefits offered, defines eligible participants, and the manner of contributions. To maintain section 125 status and enjoy the pre-tax benefits, it is imperative that the master plan document and adoption agreement are followed. Additionally, a summary plan description (SPD) must be provided to all eligible employees, and an open enrollment period must be offered.

The Benefits team must ensure that the rules outlined in the plan document and SPD are followed. Failure to administer a plan in accordance with the written terms of the plan and the Internal Revenue Code can result in the loss of the benefits' pretax status, which would be a significant cost to both HCPSS employees and employer.

Notice of Universal Availability

HCPSS offers its employees the opportunity to contribute to both 403(b) and 457(b) deferred compensation plans. The 403(b) plan must satisfy the universal availability requirement to notify all eligible employees on an annual basis of their eligibility to participate in the plan and make elective deferrals. The Benefits team adheres to this requirement by providing an annual notice of Universal Availability.

Patient Protection and Affordable Care Act (PPACA)

Under the Patient Protection and Affordable Care Act (PPACA), HCPSS is required to offer healthcare coverage that meets the PPACA's definitions of *affordable* and *minimum value* to all full-time employees (defined as employees who average at least 30 hours of service per week) and their dependent children. Additionally, on an annual basis HCPSS must provide either a 1095-B or 1095-C form to all eligible employees, retirees and their dependents. Failure to comply with this regulation can result in the assessment of a significant fine to the school system.

Family and Medical Leave Act (FMLA)

Under the Family and Medical Leave Act (FMLA), employees are entitled to the continuation of any group health insurance coverage in which they are enrolled during FMLA leave on the same terms as if they had continued to work. Employees must continue to make contributions to the cost of their health insurance premiums, either via

payroll deductions (if the employee is receiving paid leave) or via direct bill (if the employee is on an unpaid leave). An employee on unpaid FMLA leave is directly billed and monitored by the Benefits team to maintain compliance and ensure the school system is receiving money owed.

6-Human Capital Operations and Organizational Improvements

Human Capital Data Integrity

The Human Capital Data Integrity (HCDI) team consists of (1) Human Capital Systems Analyst and (1) Human Capital Technical Assistant who report to the Executive Director of HR. This resulted from a reorganization that divided the Human Capital Operations team into two sub-teams: Human Capital Project Operations and Human Capital Data Integrity. This change occurred approximately halfway through the reporting period and followed an organic transition path with both teams continuing to support the other, as needed.

This team serves as primary point-of-contact for responding to employee questions received in the HR inbox and is responsible for processing of all personnel actions, implementing audits and resolutions, and participating in or leading efforts related to human capital data analysis and reporting requests. The HCDI team also provides support for and collaborates in systemic enhancement projects.

Personnel actions occur throughout the year, but the HCDI team sees the greatest volume during the summer months, as the school system prepares for the next school year. The HCDI team is responsible for initiating most hire, transfer, promotion, supervisor change, and title change transactions for permanent employees, and processes all resignations and termination transactions. In addition, the HCDI team partners with the CCC team to successfully complete all base compensation changes in accordance with the master agreements, as well as manage or assist with additional compensation such as Instructional Team Leader (ITL) assignments, longevity pay, meal incentives, custodial shift pay.

The chart below represents transactions processed by the HCDI team during the one-year reporting period. As noted, the transition to an autonomous team from the former Human Capital Operations team took place mid-year and has been fluid; therefore, the transactions include certain transactions completed by or on behalf of the Human Capital Project Operations Administrator.

Figure 6-1 Number of Transaction Types Processed

	Number of Transactions
All other Transactions	6,076
Manage Education	1,768
Hire, Change Job, Add/End Job	1,178
Termination	826
*Request Compensation Change	594
Change Organization Assignments for Worker - cost centers, dues, Bargaining Unit, etc.	518
Request One-Time Payment	319
Assign Pay Group	161
Total Transactions Processed	**11,440**

Compensation changes initiated by the CCC team are not presented.

Specific achievements of the HCDI team in the reporting year include the following:

- Configured a collection of audit and exception reports in Workday designed to identify potential data integrity issues for review and resolution, before they become impactful.

- Spearheaded the virtual employment action process, creating a shared space to produce and route employment forms for approval, data entry, and auditing.

- Provided support, coordination, subject-matter expertise, and data validation in the fiscal roll process, collaborating with the CCC team and the Department of Information Technology.

- Audited 984 job change transactions processed during the summer and fall of 2020.

- Completed 100 data and reporting requests, including 10 Maryland Public Information Act (MPIA) requests; 10 state/federal reporting requests; 36 Board of Education, County Council or Union requests; and 44 internal HCPSS data requests.

- Collaborated with the Department of Information Technology to address focus areas for the annual MSDE Staff Report to better align the data to the reporting requirements and improve data accuracy.

- Provided support to and collaborated with the Human Capital Project Operations Administrator and various HCPSS departments for discovery, planning, building, implementation, testing and communication of Workday enhancements.

- Provided support to the RRTA team's initiatives to expand job profiles and temporary supervisory organizations in Workday and mass terminate inactive temporary workers.

Human Capital Project Operations Administrator

Over the last year, the Human Capital Project Operations Administrator (HCPOA) worked closely with the Executive Director of Human Resources to identify gaps in the continuity of service and eliminate duplication of efforts.

One targeted area of change was the salary voucher process used to pay employees for additional assignments and certain types of temporary employees. The HCPOA collaborated with the Payroll Office, Department of Information Technology, and other stakeholders to form work groups as salary vouchers were reviewed on an employee group or type basis. Stakeholders worked to discover, develop, design and support transitioning pay options and data collection directly into Workday and eliminating paper processing. This transition facilitates automated reporting, more accurate data collection and provides digital audit trails for more efficient accountability and cost monitoring. Stakeholder groups transitioned all Coach, High School Advisor, and HCAA longevity stipends off salary voucher pay options. Moving forward, the groups plan to review all salary vouchers and transition them into Workday, one type or employee group at a time, to ensure adequate time is dedicated to discovering needs and implementing process improvement while focusing on communicating changes and providing training where required.

Additionally, the HCPOA worked closely with the RRTA and Position Control and Staffing teams and the Department of Information Technology to develop a redesign of job families and job profiles within Workday. The redevelopment work will allow for system reporting of staff and positions by content area and location while also allowing for increased system controls regarding position and compensation attributes. The plans to move forward with implementing these changes in pilot schools has shifted in response to new challenges with COVID-19 response. Moving forward, once these changes are implemented in Workday for pilot schools, Division of School Management and Instructional Leadership and the Position Control and Staffing team will work closely to adjust, and document processes and practices required to maintain this information accurately as the changes are deployed to all schools in Workday.

The HCPOA was involved in many of the OHR initiatives mentioned throughout the report as a support resource or Workday subject matter expert. As the OHR moves forward and increases operational use of Workday, the HCPOA will be integral to the success of OHR to both implement and enhance functionality and transition system knowledge to team members.

Human Resources Business Partner Shared Initiatives

The HRBPs collectively are responsible for developing and deploying the onboarding process for all regular and temporary employees. As a result of the COVID-19 pandemic, the HRBPs quickly transitioned our in-person onboarding process to a virtual process. In order to accomplish this task, they engaged in a thorough analysis of all existing onboarding procedures by conducting needs assessments with all stakeholder groups impacted by the onboarding process including new employees, as well as employees within the offices of Human Resources, Professional Development, Benefits, Information Technology, Safety and Security, and School Management and Instructional Leadership. After extensive evaluation of stakeholder needs and potential external solutions, the HRBPs created an innovative virtual onboarding process to effectively and efficiently onboard all HCPSS employees by fully utilizing our Human Capital Management (HCM) platform, Workday.

Recognizing that the onboarding process is critical to employee retention and is an important opportunity for communicating and establishing the HCPSS culture, the HRBPs were very thoughtful in designing the virtual Workday onboarding experience to minimize barriers and ensure all employees are successfully able to navigate the transition to employment with HCPSS. The HRBPs identified a need for 24 unique onboarding business processes differentiated by bargaining unit and types of personnel actions. For example, a new employee to HCPSS would need a different set of documents and tasks than an employee transitioning from a temporary position to a permanent one.

Creating an onboarding business process in Workday necessitated the development of a defined document flow map that identified the type of hire, employee group, and list of the required documents and tasks associated for each step. Planning and collaboration with each stakeholder group was critical to confirm the required documentation, to identify and recommend potential process enhancements, to update existing documentation, and to translate paper forms to electronic documents. Once each business process was defined and finalized, the Enterprise Resource team created each business process in Workday according to the requirements. Next, in close partnership with the Human Capital Project Operations Administrator, the Enterprise Resource Coordinator, Benefits, and Payroll offices, the HRBPs tested each business process multiple times to ensure each business process step was executing as expected.

Before deploying the onboarding platform and business processes, the HRBPs enhanced the existing Workday onboarding dashboard to provide direct access to essential and helpful employee information such as links to the master agreements, the Staff Hub, and Canvas. Additionally, the HRBPs created a visual screencast presentation that presents an overview of the onboarding process, what to expect, and next steps to enhance the experience for all hires. The onboarding dashboard also features a welcome message from our Superintendent and our Executive Director of Human Resources.

In order to communicate and support the OHR with the transition to a virtual onboarding platform, the HBRPs partnered with each OHR team to create Standard Operating Procedures (SOPs), develop communication messaging, and conduct training. Additionally, the HRBPs provided technical support for internal employees and new hires once the platform went live. Finally, the HRBPs addressed the critical need for employee accountability and support with the completion of the virtual onboarding process. Through the use of a shared Onboarding Roster, members of the Employee Services and HCDI teams verify whether each employee has completed the required onboarding tasks and send follow up correspondence as needed to ensure the employee reaches the completion of the onboarding process.

In the next reporting period, the HRBPs will continue collaboration with stakeholders within the OHR and across divisions to achieve greater consistency in the implementation of recruitment and interview practices. Training resources will be developed to ensure that employees are equipped and prepared to initiate the recruitment and

interview process more effectively and efficiently and provide information and education to reduce biases in all of our recruitment, classification, and compensation processes.

Reviewing our existing practices with a focus on enhancements to support our virtual onboarding and operations, the HRBPs have identified a need for an electronic signature service to securely streamline and standardize our signature collection process on essential new hire documents. The HRBPs led the evaluation and selection process of an enterprise-wide electronic signature platform. They identified three potential electronic signature vendors and evaluated the ease of use, security features, customer support, integration with existing technology, mobile ability, automation capabilities, and authentication procedures provided by each. HCPSS signed a one-year contract with DocuSign in December of 2020.

Together, the HRBPs are actively working to address a significant need for updated and robust documentation of human resources procedures that are implemented in collaboration with hiring managers and supervisors. In order to build the capacity of our stakeholders and ensure consistency in human resources operations, in 2021 the HRBPs will begin the development of an OHR guide to define and formally document the wide range of human resources transactions and processes that occur within position development, recruitment, hiring, and staffing.

7- Conclusion

It has been a year full of progress and innovation for the Office of Human Resources. Some of it came from the momentum started in 2019 with the rebranding of this office, while other aspects have resulted from a strong strategic focus, our willingness to make difficult decisions, and the impact of COVID-19. We are firmly positioned for a future where continued progress and accomplishments are completed. Many of those accomplishments are the result of the agile mindset we have adopted in OHR and of our collaborations with organizational partners to find creative and innovative solutions to human resource challenges. As strategic human resource programs and processes are built on continuous collaborations with our central and divisional leadership partners; we are relying on those partnerships to further solidify us as the catalyst for maximizing the value that employees are able and willing to contribute to our efforts and achievements.

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, in 2020 the OHR teams strategically created several innovative solutions and services that were responsive to organizational needs and consistent with human resource best practices; however, there is still much work to be done on our transformational journey. Repositioning OHR to address the strategic and immediate (COVID-19) changes needed required an instantaneous shift in priorities. This meant transitioning from the implementation of our five-year strategic plan, to a virtual environment to promote and provide the continuity of services to our employees and stakeholders. From implementation of onboarding in Workday, to exploring ideas to meet new workforce dynamics, OHR will lead the way in meeting the new future of work.

There is much to be proud of for the Human Resources team and our accomplishments in 2020. The staff has the skills, abilities, professionalism, and more importantly the passion and vision necessary to address future challenges and explore new opportunities to further engage all Howard County Public School System employees. We hope that you see the effort, positive impact, and success we are having as we continually transform the Office of Human Resources. It truly takes a village to embark on the ambitious five-year strategic plan that we put forth in 2019. Together we have established an incredibly strong foundation for continued and sustainable progress and growth.

Annual Report Dedication

As I reflect over FY20, I would be remised if I did not reflect on what we have faced, and express my sincerest pride, gratitude, and appreciation I have for you, our employees.

We began this school year energized, equipped, and empowered to capitalize on the successes of FY19; and excited to begin the implementation of our strategic goals and initiatives. OHR, in collaboration and consultation with our stakeholders were working together to ensure that we were successful in our efforts.

March 2020 brought us into the uncharted waters of working through a pandemic from the novel coronavirus, and the disease it caused, COVID-19. I am so very proud of each and every one of you! This was something that did not happen overnight, but when we needed to move and shift, and it needed to happen quickly and efficiently, it did! I would like to take this opportunity to truly express my appreciation for your dedication and commitment to students, staff, and community of HCPSS. I have witnessed the work you have done to transition our processes, procedures, activities, events, recruiting and engagement to a virtual platform. It has not been easy. You have been exhausted, you have been concerned, you have been creative and innovative, you have been compassionate, flexible, patient, but most importantly you have done all of this with such grace and tenacity.

Please accept my heartfelt appreciation for the countless hours spent to implement these changes. Your individual tasks, when combined with your colleagues' efforts internally and across the school system has enable HCPSS sustain the continuity of learning and services. It has taken dedication, determination, drive and discipline with all stepping up as one team. I have witnessed your:

- Dedication to maintain contact with our employees and build engagement activities with colleagues and internal/external stakeholders.
- Determination to reimagine your roles and responsibilities in a different way and execute your positions in a virtual environment and embrace the change with a positive attitude.
- Drive to continue to attract, recruit, and retain highly qualified staff for our students, departments, and programs.
- Discipline to remain fiscally responsible and to work on recovery and re-entry plans to return to HCPSS buildings.

You are exactly the kind of employees we need to continue to move HCPSS forward and face whatever the future brings. Thank you for adding and bringing value to HCPSS. Thank you for being YOU!

As much of our time since March has been spent working through challenges, the Office of Human Resources has continued our efforts to make a difference for our employees. We have continued our efforts in working through our strategic plans. We realize that we will need to continue the momentum on some items, as we continue to enhance others.

Many of our successes that we have accomplished will not be found in this Annual Report. In many ways, the efforts that are making the most difference are found in the individual interactions that we have with the employees that we serve, finding in each situation opportunities to demonstrate our values of creditability, respect, fairness, and service.

As we continue to move forward, please know how appreciative I am for all your hard work and dedication you display every day and it is my privilege to serve as your Executive Director.

Sincerely,

Nicole M. Carter, Executive Director of Human Resources

Appendix

Appendix A- Certificated Teaching Staff by Location and Experience, 2020

Elementary	0-3 Years Experience		4-9 Years Experience		10-19 Years Experience		20+ Years Experience	
	N	%	N	%	N	%	N	%
Atholton Elementary School	4	9.1%	14	31.8%	11	25.0%	15	34.1%
Bellows Spring Elementary School	7	8.8%	15	18.8%	35	43.8%	23	28.8%
Bollman Bridge Elementary School	11	14.7%	20	26.7%	29	38.7%	15	20.0%
Bryant Woods Elementary School	6	12.5%	20	41.7%	9	18.8%	13	27.1%
Bushy Park Elementary School	5	10.0%	5	10.0%	18	36.0%	22	44.0%
Centennial Lane Elementary School	3	6.1%	10	20.4%	22	44.9%	14	28.6%
Clarksville Elementary School	8	16.7%	7	14.6%	19	39.6%	14	29.2%
Clemens Crossing Elementary School	7	15.9%	5	11.4%	17	38.6%	15	34.1%
Cradlerock Elementary School	15	25.0%	12	20.0%	18	30.0%	15	25.0%
Dayton Oaks Elementary School	6	9.5%	17	27.0%	31	49.2%	9	14.3%
Deep Run Elementary School	5	6.4%	14	17.9%	33	42.3%	26	33.3%
Ducketts Lane Elementary School	7	10.8%	24	36.9%	21	32.3%	13	20.0%
Elkridge Elementary School	9	13.4%	19	28.4%	20	29.9%	19	28.4%
Forest Ridge Elementary School	10	18.2%	13	23.6%	16	29.1%	16	29.1%
Fulton Elementary School	12	17.9%	14	20.9%	29	43.3%	12	17.9%
Gorman Crossing Elementary School	18	23.7%	20	26.3%	24	31.6%	14	18.4%
Guilford Elementary School	11	21.2%	12	23.1%	16	30.8%	13	25.0%
Hammond Elementary School	5	10.4%	11	22.9%	16	33.3%	16	33.3%
Hanover Hills Elementary School	13	16.3%	31	38.8%	22	27.5%	14	17.5%
Hollifield Station Elementary School	7	10.8%	14	21.5%	23	35.4%	21	32.3%
Ilchester Elementary School	4	7.5%	7	13.2%	17	32.1%	25	47.2%
Jeffers Hill Elementary School	8	22.9%	9	25.7%	6	17.1%	12	34.3%
Laurel Woods Elementary School	7	10.8%	22	33.8%	28	43.1%	8	12.3%
Lisbon Elementary School	5	13.2%	2	5.3%	16	42.1%	15	39.5%
Longfellow Elementary School	6	11.5%	7	13.5%	24	46.2%	15	28.8%
Manor Woods Elementary School	5	7.5%	10	14.9%	25	37.3%	27	40.3%
Northfield Elementary School	2	3.6%	10	18.2%	23	41.8%	20	36.4%
Phelps Luck Elementary School	11	15.3%	11	15.3%	29	40.3%	21	29.2%
Pointers Run Elementary School	8	12.3%	9	13.8%	26	40.0%	22	33.8%
Rockburn Elementary School	9	15.3%	4	6.8%	28	47.5%	18	30.5%
Running Brook Elementary School	5	7.6%	15	22.7%	24	36.4%	22	33.3%
St John's Lane Elementary School	5	10.0%	15	30.0%	18	36.0%	12	24.0%
Stevens Forest Elementary School	8	17.0%	7	14.9%	15	31.9%	17	36.2%
Swansfield Elementary School	22	37.3%	16	27.1%	9	15.3%	12	20.3%
Talbott Springs Elementary School	6	11.3%	10	18.9%	22	41.5%	15	28.3%
Thunder Hill Elementary School	3	6.4%	19	40.4%	11	23.4%	14	29.8%
Triadelphia Ridge Elementary School	5	10.6%	14	29.8%	22	46.8%	6	12.8%
Veterans Elementary School	12	13.8%	18	20.7%	33	37.9%	24	27.6%
Waterloo Elementary School	11	17.2%	12	18.8%	23	35.9%	18	28.1%
Waverly Elementary School	7	9.5%	15	20.3%	23	31.1%	29	39.2%
West Friendship Elementary School	2	5.7%	10	28.6%	10	28.6%	13	37.1%
Worthington Elementary School	1	2.4%	8	19.0%	15	35.7%	18	42.9%
Elementary Total	**301**	**12.8%**	**523**	**22.3%**	**847**	**36.1%**	**675**	**28.8%**

Middle	0-3 Years Experience		4-9 Years Experience		10-19 Years Experience		20+ Years Experience	
	N	%	N	%	N	%	N	%
Bonnie Branch Middle School	5	8.5%	10	16.9%	24	40.7%	20	33.9%
Burleigh Manor Middle School	6	9.8%	15	24.6%	22	36.1%	18	29.5%
Clarksville Middle School	2	3.8%	5	9.6%	18	34.6%	27	51.9%
Dunloggin Middle School	3	6.0%	5	10.0%	23	46.0%	19	38.0%
Elkridge Landing Middle School	5	8.2%	11	18.0%	29	47.5%	16	26.2%
Ellicott Mills Middle School	10	14.9%	16	23.9%	23	34.3%	18	26.9%
Folly Quarter Middle School	3	5.8%	7	13.5%	20	38.5%	22	42.3%
Glenwood Middle School	1	2.2%	4	8.9%	19	42.2%	21	46.7%
Hammond Middle School	4	8.5%	12	25.5%	22	46.8%	9	19.1%
Harper's Choice Middle School	7	13.7%	8	15.7%	20	39.2%	16	31.4%
Lake Elkhorn Middle School	9	16.1%	14	25.0%	22	39.3%	11	19.6%
Lime Kiln Middle School	3	5.9%	8	15.7%	20	39.2%	20	39.2%
Mayfield Woods Middle School	4	5.5%	15	20.5%	28	38.4%	26	35.6%
Mount View Middle School	4	6.9%	9	15.5%	24	41.4%	21	36.2%
Murray Hill Middle School	7	10.8%	10	15.4%	27	41.5%	21	32.3%
Oakland Mills Middle School	5	9.8%	16	31.4%	16	31.4%	14	27.5%
Patapsco Middle School	2	3.7%	12	22.2%	28	51.9%	12	22.2%
Patuxent Valley Middle School	7	10.9%	16	25.0%	22	34.4%	19	29.7%
Thomas Viaduct Middle School	10	14.5%	25	36.2%	25	36.2%	9	13.0%
Wilde Lake Middle School	7	11.7%	18	30.0%	23	38.3%	12	20.0%
Middle Total	**96**	**8.6%**	**226**	**20.4%**	**446**	**40.2%**	**342**	**30.8%**

High	0-3 Years Experience		4-9 Years Experience		10-19 Years Experience		20+ Years Experience	
	N	%	N	%	N	%	N	%
Atholton High School	6	5.8%	17	16.3%	43	41.3%	38	36.5%
Centennial High School	3	3.0%	15	15.0%	41	41.0%	41	41.0%
Glenelg High School	5	5.7%	15	17.2%	38	43.7%	29	33.3%
Hammond High School	4	3.6%	29	26.4%	47	42.7%	30	27.3%
Howard High School	4	3.1%	31	24.0%	63	48.8%	31	24.0%
Long Reach High School	7	5.2%	24	17.9%	65	48.5%	38	28.4%
Marriotts Ridge High School	6	5.8%	18	17.3%	43	41.3%	37	35.6%
Mt. Hebron High School	5	4.2%	19	16.0%	56	47.1%	39	32.8%
Oakland Mills High School	5	4.5%	25	22.3%	51	45.5%	31	27.7%
Reservoir High School	14	10.8%	26	20.0%	56	43.1%	34	26.2%
River Hill High School	3	3.1%	15	15.5%	40	41.2%	39	40.2%
Wilde Lake High School	11	9.7%	26	23.0%	45	39.8%	31	27.4%
High Total	**70**	**5.3%**	**254**	**19.4%**	**574**	**43.8%**	**414**	**31.6%**

Central Office and Annex Offices	0-3 Years Experience		4-9 Years Experience		10-19 Years Experience		20+ Years Experience	
	N	%	N	%	N	%	N	%
Ascend One Center	-	0.0%	3	8.6%	19	54.3%	13	37.1%
Central Office	1	4.3%	2	8.7%	13	56.5%	7	30.4%
Old Cedar Lane School	2	4.9%	5	12.2%	13	31.7%	21	51.2%
Central Office and Annex Offices Total	**3**	**3.0%**	**10**	**10.1%**	**45**	**45.5%**	**41**	**41.4%**
Education Centers	**0-3 Years Experience**		**4-9 Years Experience**		**10-19 Years Experience**		**20+ Years Experience**	
	N	%	N	%	N	%	N	%
Applications and Research Lab (ARL)	10	7.1%	27	19.3%	48	34.3%	55	39.3%
Cedar Lane - Fulton Campus	6	12.8%	10	21.3%	18	38.3%	13	27.7%
Homewood School	2	3.3%	16	26.2%	27	44.3%	16	26.2%
Education Centers Total	**18**	**7.3%**	**53**	**21.4%**	**93**	**37.5%**	**84**	**33.9%**
Total of All Certificated Staff	**0-3 Years Experience**		**4-9 Years Experience**		**10-19 Years Experience**		**20+ Years Experience**	
	N	%	N	%	N	%	N	%
Grand Total	**480**	**9.4%**	**1060**	**20.8%**	**1997**	**39.3%**	**1549**	**30.5%**

Appendix B- Race and Ethnicity of Certificated Teaching Staff by Location, 2020

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	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	88.6	≤ 5.0
Bellows Spring	≤ 5.0	≤ 5.0	6.3	≤ 5.0	≤ 5.0	≤ 5.0	90.0	≤ 5.0
Bollman Bridge	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	92.0	≤ 5.0
Bryant Woods	≤ 5.0	8.3	31.3	6.25	≤ 5.0	≤ 5.0	52.1	≤ 5.0
Bushy Park	≤ 5.0	≤ 5.0	≤ 5.0	<= 5.0	≤ 5.0	≤ 5.0	94.0	≤ 5.0
Centennial Lane	≤ 5.0	≤ 5.0	6.12	<= 5.0	≤ 5.0	≤ 5.0	89.8	≤ 5.0
Clarksville	≤ 5.0	≤ 5.0	≤ 5.0	<= 5.0	≤ 5.0	≤ 5.0	89.6	≤ 5.0
Clemens Crossing	≤ 5.0	6.82	9.1	<= 5.0	≤ 5.0	≤ 5.0	77.3	≤ 5.0
Cradlerock	≤ 5.0	≤ 5.0	13.3	6.67	≤ 5.0	≤ 5.0	76.7	≤ 5.0
Dayton Oaks	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	88.9	≤ 5.0
Deep Run	≤ 5.0	6.3	10.1	≤ 5.0	≤ 5.0	≤ 5.0	82.3	≤ 5.0
Ducketts Lane	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	93.8	≤ 5.0
Elkridge	≤ 5.0	6.0	7.5	≤ 5.0	≤ 5.0	≤ 5.0	83.6	≤ 5.0
Forest Ridge	≤ 5.0	10.9	20.0	≤ 5.0	≤ 5.0	≤ 5.0	69.1	≤ 5.0
Fulton	≤ 5.0	6.0	7.5	≤ 5.0	≤ 5.0	≤ 5.0	77.6	≤ 5.0
Gorman Crossing	≤ 5.0	≤ 5.0	6.6	≤ 5.0	≤ 5.0	6.58	77.6	≤ 5.0
Guilford	≤ 5.0	≤ 5.0	23.1	≤ 5.0	≤ 5.0	≤ 5.0	65.4	≤ 5.0
Hammond	≤ 5.0	≤ 5.0	8.3	≤ 5.0	≤ 5.0	≤ 5.0	83.3	≤ 5.0
Hanover Hills	≤ 5.0	≤ 5.0	16.3	6.3	≤ 5.0	≤ 5.0	68.8	≤ 5.0
Hollifield Station	≤ 5.0	≤ 5.0	≤ 5.0	6.2	≤ 5.0	≤ 5.0	84.6	≤ 5.0
Ilchester	≤ 5.0	≤ 5.0	7.4	5.6	≤ 5.0	≤ 5.0	87.0	≤ 5.0
Jeffers Hill	≤ 5.0	≤ 5.0	17.1	11.4	≤ 5.0	≤ 5.0	68.6	≤ 5.0
Laurel Woods	≤ 5.0	≤ 5.0	6.15	≤ 5.0	≤ 5.0	≤ 5.0	86.2	≤ 5.0
Lisbon	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	5.26	86.8	≤ 5.0
Longfellow	≤ 5.0	≤ 5.0	19.2	≤ 5.0	≤ 5.0	5.8	71.2	≤ 5.0
Manor Woods	≤ 5.0	5.97	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	89.6	≤ 5.0
Northfield	≤ 5.0	≤ 5.0	10.9	≤ 5.0	≤ 5.0	≤ 5.0	87.3	≤ 5.0
Phelps Luck	≤ 5.0	≤ 5.0	12.5	≤ 5.0	≤ 5.0	≤ 5.0	79.2	≤ 5.0
Pointers Run	≤ 5.0	≤ 5.0	10.8	≤ 5.0	≤ 5.0	≤ 5.0	83.1	≤ 5.0
Rockburn	≤ 5.0	6.78	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	84.7	≤ 5.0
Running Brook	≤ 5.0	≤ 5.0	10.6	≤ 5.0	≤ 5.0	≤ 5.0	84.8	≤ 5.0
St John's Lane	≤ 5.0	6.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	88.0	≤ 5.0
Stevens Forest	≤ 5.0	≤ 5.0	21.3	≤ 5.0	≤ 5.0	≤ 5.0	72.3	≤ 5.0
Swansfield	≤ 5.0	5.08	15.3	≤ 5.0	≤ 5.0	≤ 5.0	76.3	≤ 5.0
Talbott Springs	≤ 5.0	≤ 5.0	13.2	9.4	≤ 5.0	≤ 5.0	75.5	≤ 5.0
Thunder Hill	≤ 5.0	≤ 5.0	10.6	≤ 5.0	≤ 5.0	≤ 5.0	83.0	≤ 5.0
Triadelphia Ridge	≤ 5.0	6.38	8.51	≤ 5.0	≤ 5.0	≤ 5.0	80.9	≤ 5.0
Veterans	≤ 5.0	18.4	11.5	8.0	≤ 5.0	≤ 5.0	58.6	≤ 5.0
Waterloo	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	90.6	≤ 5.0
Waverly	≤ 5.0	5.41	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	86.5	≤ 5.0
West Friendship	≤ 5.0	≤ 5.0	5.7	≤ 5.0	≤ 5.0	≤ 5.0	91.4	≤ 5.0
Worthington	≤ 5.0	≤ 5.0	11.9	≤ 5.0	≤ 5.0	≤ 5.0	83.3	≤ 5.0
Elementary Total	**≤ 5.0**	**≤ 5.0**	**9.3**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**81.6**	**≤ 5.0**

Middle	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific	Two or More	White	Undeclared
	%	%	%	%	%	%	%	%
Bonnie Branch	≤ 5.0	≤ 5.0	15.3	≤ 5.0	≤ 5.0	≤ 5.0	76.3	≤ 5.0
Burleigh Manor	≤ 5.0	6.56	6.6	≤ 5.0	≤ 5.0	≤ 5.0	85.2	≤ 5.0
Clarksville	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	88.5	≤ 5.0
Dunloggin	≤ 5.0	6.0	16.0	≤ 5.0	≤ 5.0	≤ 5.0	76.0	≤ 5.0
Elkridge Landing	≤ 5.0	≤ 5.0	13.1	≤ 5.0	≤ 5.0	≤ 5.0	82.0	≤ 5.0
Ellicott Mills	≤ 5.0	≤ 5.0	5.97	≤ 5.0	≤ 5.0	≤ 5.0	79.1	≤ 5.0
Folly Quarter	≤ 5.0	5.77	≤ 5.0	5.8	≤ 5.0	≤ 5.0	80.8	≤ 5.0
Glenwood	≤ 5.0	6.7	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	84.4	≤ 5.0
Hammond	≤ 5.0	≤ 5.0	8.5	≤ 5.0	≤ 5.0	≤ 5.0	85.1	≤ 5.0
Harper's Choice	≤ 5.0	≤ 5.0	27.5	≤ 5.0	≤ 5.0	≤ 5.0	66.7	≤ 5.0
Lake Elkhorn	≤ 5.0	≤ 5.0	32.1	≤ 5.0	≤ 5.0	≤ 5.0	60.7	≤ 5.0
Lime Kiln	≤ 5.0	7.8	5.88	≤ 5.0	≤ 5.0	≤ 5.0	86.3	≤ 5.0
Mayfield Woods	≤ 5.0	≤ 5.0	11.0	≤ 5.0	≤ 5.0	≤ 5.0	80.8	≤ 5.0
Mount View	≤ 5.0	5.2	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	86.2	≤ 5.0
Murray Hill	≤ 5.0	≤ 5.0	13.6	≤ 5.0	≤ 5.0	≤ 5.0	80.3	≤ 5.0
Oakland Mills	≤ 5.0	5.9	19.6	5.9	≤ 5.0	≤ 5.0	66.7	≤ 5.0
Patapsco	≤ 5.0	5.6	9.3	≤ 5.0	≤ 5.0	≤ 5.0	81.5	≤ 5.0
Patuxent Valley	≤ 5.0	≤ 5.0	17.2	≤ 5.0	≤ 5.0	≤ 5.0	78.1	≤ 5.0
Thomas Viaduct	≤ 5.0	≤ 5.0	11.6	≤ 5.0	≤ 5.0	≤ 5.0	82.6	≤ 5.0
Wilde Lake	≤ 5.0	≤ 5.0	16.7	6.67	≤ 5.0	≤ 5.0	71.7	≤ 5.0
Middle Total	**≤ 5.0**	**≤ 5.0**	**12.2**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**79.3**	**≤ 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	< 5.0	< 5.0	7.7	< 5.0	< 5.0	< 5.0	83.7	< 5.0
Centennial	< 5.0	8.0	< 5.0	< 5.0	< 5.0	< 5.0	84.0	< 5.0
Glenelg	< 5.0	< 5.0	< 5.0	6.9	< 5.0	< 5.0	85.1	< 5.0
Hammond	< 5.0	< 5.0	11.8	6.4	< 5.0	< 5.0	75.5	< 5.0
Howard	< 5.0	5.4	7.0	< 5.0	< 5.0	< 5.0	86.8	< 5.0
Long Reach	< 5.0	< 5.0	21.6	< 5.0	< 5.0	< 5.0	69.4	< 5.0
Marriotts Ridge	< 5.0	< 5.0	5.8	< 5.0	< 5.0	< 5.0	88.5	< 5.0
Mt. Hebron	< 5.0	< 5.0	8.4	< 5.0	< 5.0	< 5.0	81.5	< 5.0
Oakland Mills	< 5.0	< 5.0	15.2	5.4	< 5.0	< 5.0	74.1	< 5.0
Reservoir	< 5.0	6.2	15.4	< 5.0	< 5.0	< 5.0	73.1	< 5.0
River Hill	< 5.0	< 5.0	8.2	5.2	< 5.0	< 5.0	83.5	< 5.0
Wilde Lake	< 5.0	< 5.0	15.0	< 5.0	< 5.0	< 5.0	73.5	< 5.0
High Total	**≤ 5.0**	**≤ 5.0**	**10.7**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**79.6**	**≤ 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 (ARL)	≤ 5.0	≤ 5.0	10.7	≤ 5.0	≤ 5.0	≤ 5.0	82.1	≤ 5.0
Cedar Lane - Fulton	≤ 5.0	≤ 5.0	6.38	≤ 5.0	≤ 5.0	≤ 5.0	87.2	≤ 5.0
Homewood School	≤ 5.0	≤ 5.0	27.9	≤ 5.0	≤ 5.0	≤ 5.0	60.7	≤ 5.0
Education Centers	**≤ 5.0**	**≤ 5.0**	**14.1**	**≤ 5.0**	**≤ 5.0**	**≤ 5.0**	**77.8**	**≤ 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	≤ 5.0	≤ 5.0	≤ 5.0	≤ 5.0	94.3	≤ 5.0
Central Office	≤ 5.0	≤ 5.0	8.7	≤ 5.0	≤ 5.0	≤ 5.0	87.0	≤ 5.0
Old Cedar Lane School	≤ 5.0	≤ 5.0	9.8	7.3	≤ 5.0	≤ 5.0	75.6	≤ 5.0
Central Office and Annex Offices Total	**≤ 5.0**	**≤ 5.0**	**7.1**	**5.1**	**≤ 5.0**	**≤ 5.0**	**84.8**	**≤ 5.0**

Appendix C- Percent of Employees by Race and Ethnicity, 2019-2020

Race/Ethnicity	Percent of Employees, 2019	Percent of Employees, 2020
American Indian or Alaska Native	0.2	0.2
Asian	4.5	4.7
Black or African American	17.6	17.7
Hispanic	3.3	3.5
Native Hawaiian or Other Pacific Islander	0.0	0.0
Race/Ethnicity Currently Undeclared	0.1	0.3
Two or More Races	1.2	1.2
White	73.0	72.3

Note: Data includes employees on long-term leave whose positions have been declared vacant.

Appendix D- Number of Employees by Time-Type, 2020 (as of October 15, 2020)

201

8,187

■ Full Time (1.0)   ■ Part Time (<1.0)
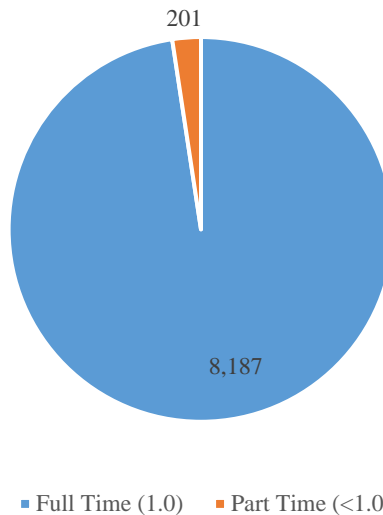
Appendix E- Professional Staff Resignations by Reason Comparative Data, 2016-2020

Reason	2016	2017	2018	2019	2020
Dissatisfied	4	2	4	6	5
Home Responsibility	3	11	8	6	15
Illness/Medical	9	5	5	6	6
Childrearing	-	1	-	5	3
Other Employment	16	5	7	22	10
Personal	-	-	-	-	-
Resign from Leave	40	18	22	46	14
Relocation	49	34	31	63	40
Resignation in lieu of non-renewal	*	*	*	8	-
Study	2	2	2	3	-
Teach in College	3	2	-	1	-
Teach in other Maryland School System	18	13	19	14	12
Teach Out of State	6	1	2	3	4
Unknown/Other	41	66	75	33	43
Total	**191**	**160**	**175**	**216**	**152**

*Data collection started during 2019 reporting year.

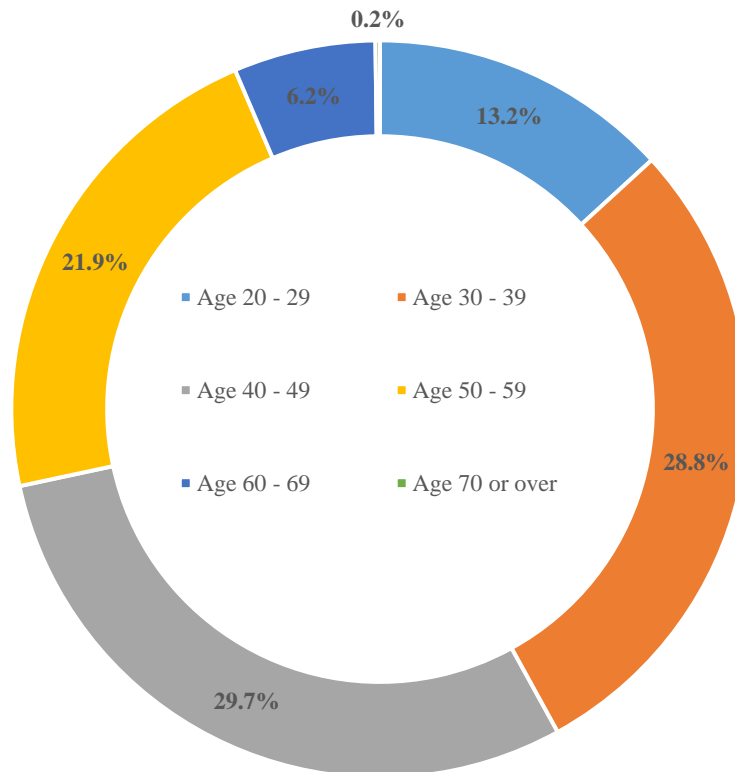## Appendix F- Professional Staff Resignations by Period Comparative Data, 2016-2020

Period	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%
School Year	38	19.9	33	20.6	32	18.3	142	65.7	109	71.7
Last Day of School to July 15	141	73.8	121	75.6	135	77.1	62	28.7	23	15.1
July 16 to First Day Teachers Report	12	6.3	6	3.8	8	4.6	12	5.6	20	13.2
Total	**191**	**100**	**160**	**100**	**175**	**100**	**216**	**100**	**152**	**100**

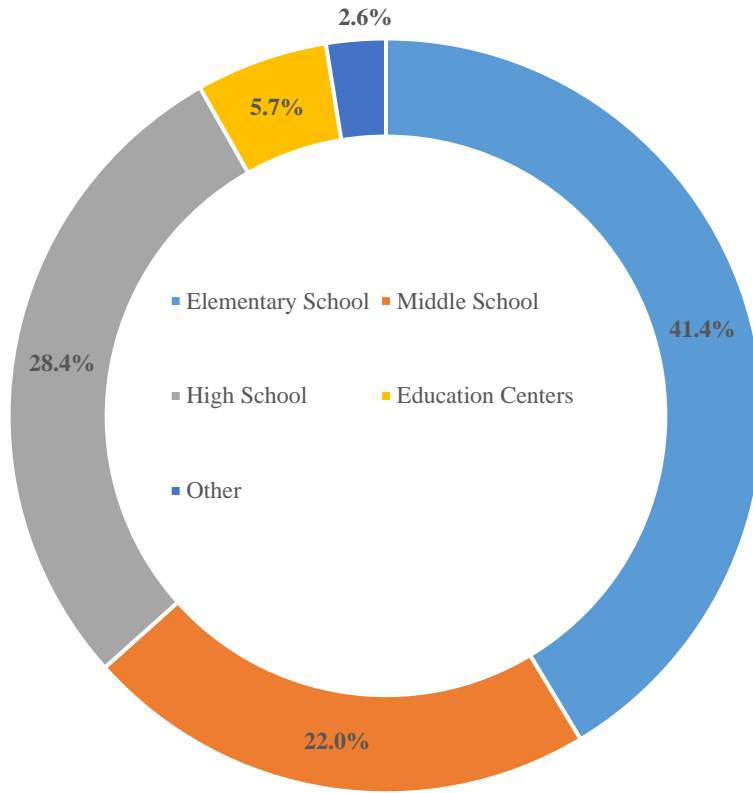Note: Of the 109 resignations during the school year, only 4 occurred during the 2020-2021 school year.

Appendix G- Professional Staff Resignations Comparative Data, 2011-2020

Year Ending	Professional Staff	Resignations	Percent
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
2020	5,964	152	2.5

Appendix H- Certificated Staff Age as of October 15, 2020

0.2%
6.2%
13.2%
21.9%
28.8%
29.7%

- Age 20 - 29
- Age 30 - 39
- Age 40 - 49
- Age 50 - 59
- Age 60 - 69
- Age 70 or over

Appendix I- Certificated Staff Aged 50 and over as of October 15, 2020 by Level

2.6%

5.7%

41.4%

28.4%

22.0%

- Elementary School ■ Middle School
- High School ■ Education Centers
- Other

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.

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.

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

Family Medical Leave Act (FMLA) – 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-Educational 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.

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.

Official-Administrative and Non-Certificated Positions (OANCP) – this refers to two groups of positions designated in the Maryland State Department of Education Staffing Manual. Official-Administrative positions perform management activities that require developing broad policies and executing those policies through direction of individuals at all levels. This includes high-level administrative activities performed directly for policy makers. Non-Certificated Positions are non-instructional, non-managerial professional positions that perform duties requiring a high degree of knowledge and skills generally acquired through at least a baccalaureate degree. These positions may operate out of the central office, a central office annex building, or a school building.

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.