

BOARD OF EDUCATION OF HARFORD COUNTY
INFORMATIONAL REPORT

PRESENTATION OF RECRUITMENT AND RETENTION

January 27, 2020

Background Information:

Goal Three of the Harford County Board of Education Strategic Plan is to hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement. All staff, whether in the classroom or filling a supportive role within the school or central operations, is integral to the success of our students. During the twelve months ending 10/15/2019, Harford County Public Schools (HCPS) hired 464 staff, including 221 teachers, in our efforts to support student achievement.

This informational report presents an overview of staff recruitment for the 2018-2019 school year utilizing the MSDE reporting period of October 16, 2018 to October 15, 2019. A Board Presentation accompanies this informational report, which also shares retention initiatives and our success toward our goals for the 2018-2019 school year.

The Human Resources Department established two objectives during this report period. Our progress in achieving these objectives is reported below:

OBJECTIVE 1: Continue to increase our teacher of color hires.

OBJECTIVE 2: Continue to decrease our critical shortage area vacancies prior to the first day of school.

Discussion:

A comprehensive recruitment plan is in effect to attract highly qualified teachers to HCPS. The plan focusses efforts among local and regional colleges and universities as well as planned visitation to locations where the pool of candidates further supports attraction to difficult-to-fill positions. In school year 2018-2019, HCPS participated in forty-three (43) offsite recruitment events around Maryland, Pennsylvania, Missouri, New York, New Jersey, Delaware, Virginia, and West Virginia. Advertising through targeted websites and social media has been used to attract viable instructional and support candidates.

HCPS accepts unsolicited applications year-round to fill known and anticipated teacher vacancies. In the past year, we received 11,157 applications for openings in all job classifications throughout HCPS. We experienced an average of nine (9) applications for every teacher position filled.

Attracting quality teachers in critical shortage areas, including world languages, school psychology, science, family and consumer science, math, physical therapy, special education, speech language pathology, and technology education, continues to be challenging. Forty-three (43) staff members from administrative, curriculum, and human resources functional areas participated in intensive local,

regional, and on-site recruiting. Thirteen (13) teacher offers were declined, with seven (7) candidates indicating another job offer had already been accepted.

New teachers during the report period graduated from ninety-eight (98) different colleges and universities among twenty-eight (28) states. Our attraction from Maryland and the surrounding region continues to be high, with 78% of the new hires coming from these areas, including 53% of those from attending a Maryland school. Fifty-seven (57) HCPS interns accepted offers of employment and twenty (20) former HCPS colleagues returned to our ranks as teachers in 2018-2019.

Attracting and recruiting a diverse workforce is important for HCPS. Six (6) of the forty-three (43) planned off-site recruiting events specifically targeted historically black colleges and universities (HBCU) and minority recruitment expos. Among all newly hired staff, 24.1% have self-identified as a minority under the race/ethnicity categories reported to the Equal Employment Opportunity Commission (EEOC). Nineteen-point five (19.5%) percent of all teachers hired reported a minority affiliation.

System and school-based initiatives supporting teachers contribute to teacher retention within HCPS. Professional development beginning with the New Teacher Induction is an important factor in both the quality and retention of teachers. The overall teacher retention rate of 90.6% is in line with the national average of approximately 90% for teacher retention. Retention among central office, administrative, and support services staff fell slightly to 84.3% during the same period.

The attached exhibits/documents provide a snapshot of the 4731-member HCPS workforce as of October 15, 2019.

Exhibit 1- Profile of Staff

Exhibit 2- Profile of Staff Separations

Exhibit 3- Profile of Replacement Staff

Attachment 1- The Experience of a "Typical" Student Teacher in Harford County Public Schools

Attachment 2- Power Point Presentation

Superintendent's Recommendation:

The Superintendent recommends the Board accept this informational report.

Exhibit-1 Profile of Staff

CHARACTERISTIC	Total		Teachers		Support & Administrative Services	
	2019		2019		2019	
NUMBER OF STAFF:	4731		2808		1923	
% of total workforce	100.0%		59.4%		40.6%	
EXPERIENCE:	Number	Percentage	Number	Percentage	Number	Percentage
1 year or less of experience	454	9.6%	215	7.7%	239	12.4%
2 - 4 years of experience	606	12.8%	321	11.4%	285	14.8%
5 - 9 years of experience	853	18.0%	508	18.1%	345	17.9%
10 - 15 years of experience	1037	21.9%	610	21.7%	427	22.2%
16+ years of experience	1781	37.6%	1154	41.1%	627	32.6%
		100.0%		100.0%		100.0%
EDUCATION:	Number	Percentage	Number	Percentage	Number	Percentage
High School Diploma or Less	1432	30.3%	11	0.4%	1421	73.9%
Bachelor's degree	983	20.8%	757	27.0%	226	11.8%
Master's degree	1613	34.1%	1434	51.1%	179	9.3%
Masters +30	661	14.0%	585	20.8%	76	4.0%
Beyond Masters +30	42	0.9%	21	0.7%	21	1.1%
		100.0%		100.0%		100.0%
RACE/ETHNICITY:	Number	Percentage	Number	Percentage	Number	Percentage
Caucasian	4232	89.5%	2605	92.8%	1627	84.6%
African American	349	7.4%	128	4.6%	221	11.5%
Hispanic	59	1.2%	33	1.2%	26	1.4%
Asian	35	0.7%	17	0.6%	18	0.9%
AmIndn/AK Ntv	23	0.5%	4	0.1%	19	1.0%
Black/White	12	0.3%	6	0.2%	6	0.3%
Asian/White	11	0.2%	8	0.3%	3	0.2%
AmIndn/AK Ntv/WH	8	0.2%	6	0.2%	2	0.1%
AmIndn/AK Ntv/AS/WH	1	0.0%	1	0.0%	0	0.0%
Pacific Islands	1	0.0%	0	0.0%	1	0.1%
		100.0%		100.0%		100.0%
GENDER:	Number	Percentage	Number	Percentage	Number	Percentage
Female	3741	79.1%	2281	81.2%	1460	75.9%
Male	990	20.9%	527	18.8%	463	24.1%
		100.0%		100.0%		100.0%
AGE:	Number	Percentage	Number	Percentage	Number	Percentage
Silent Generation (> 77 yrs. old)	3	0.1%	0	0.0%	3	0.2%
Baby Boomers (56 – 76 yrs. old)	1112	23.5%	306	10.9%	806	41.9%
Gen X (41 – 55 yrs. old)	1968	41.6%	1200	42.7%	768	39.9%
Millennials (26 – 40 yrs. old)	1479	31.3%	1181	42.1%	298	15.5%
Gen Z (< 25 yrs. old)	169	3.6%	121	4.3%	48	2.5%
		100.0%		100.0%		100.0%

* Data collected as of 10/15/2019 to be consistent with the MSDE State Report

Exhibit-2 Profile of Staff Separations

Exhibit-2 Profile of Staff Separations						
CHARACTERISTIC	Total		Teachers		Support & Administrative Services	
	2019		2019		2019	
NUMBER OF STAFF:	566		265		301	
% of Total Workforce:	12.0%		9.4%		15.7%	
EXPERIENCE:	Number	Percent	Number	Percent	Number	Percent
1 year or less of experience	142	25.1%	33	12.5%	109	36.2%
2 - 4 years of experience	104	18.4%	63	23.8%	41	13.6%
5 - 9 years of experience	82	14.5%	52	19.6%	30	10.0%
10 - 15 years of experience	80	14.1%	36	13.6%	44	14.6%
16+ years of experience	158	27.9%	81	30.6%	77	25.6%
		100.0%		100.0%		100.0%
RACE/ETHNICITY:	Number	Percent	Number	Percent	Number	Percent
Caucasian	485	85.7%	236	89.1%	249	82.7%
African American	52	9.2%	16	6.0%	36	12.0%
Hispanic or Latino	14	2.5%	8	3.0%	6	2.0%
AmIndn/AK Ntv	4	0.7%	1	0.4%	3	1.0%
Asian/White	4	0.7%	2	0.8%	2	0.7%
Asian	4	0.7%	2	0.8%	2	0.7%
Black/White	2	0.4%	0	0.0%	2	0.7%
AmIndn/AK Ntv/WH	1	0.2%	0	0.0%	1	0.3%
		100.0%		100.0%		100.0%
GENDER:	Number	Percentage	Number	Percentage	Number	Percentage
Female	434	76.7%	209	78.9%	225	74.8%
Male	132	23.3%	56	21.1%	76	25.2%
		100.0%		100.0%		100.0%
AGE:	Number	Percentage	Number	Percentage	Number	Percentage
Silent Generation (> 77 yrs. old)	6	1.1%	0	0.0%	6	2.0%
Baby Boomers (56 – 76 yrs. old)	201	35.5%	59	22.3%	142	47.2%
Gen X (41 – 55 yrs. old)	137	24.2%	62	23.4%	75	24.9%
Millennials (26 – 40 yrs. old)	192	33.9%	133	50.2%	59	19.6%
Gen Z (<25 yrs. old)	30	5.3%	11	4.2%	19	6.3%
		100.0%		100.0%		100.0%
* Data collected as of 10/15/2019 to be consistent with the MSDE State Report						

Exhibit-3 Profile of Replacement Staff

CHARACTERISTIC	Total		Teachers		Support & Administrative Services	
	2019		2019		2019	
NUMBER OF STAFF:	464		221		243	
% of total workforce	100.0%		47.6%		52.4%	
EXPERIENCE:	Number	Percent	Number	Percent	Number	Percent
1 year or less of experience	338	72.8%	131	59.3%	207	85.2%
2 - 4 years of experience	53	11.4%	32	14.5%	21	8.6%
5 - 9 years of experience	38	8.2%	27	12.2%	11	4.5%
10 - 15 years of experience	22	4.7%	18	8.1%	4	1.6%
16+ years of experience	13	2.8%	13	5.9%	0	0.0%
		100.0%		100.0%		100.0%
EDUCATION:	Number	Percent	Number	Percent	Number	Percent
High School Diploma or Less	194	41.8%	1	0.5%	193	79.4%
Bachelor's degree	165	35.6%	129	58.4%	36	14.8%
Master's degree	97	20.9%	83	37.6%	14	5.8%
Masters +30	6	1.3%	6	2.7%	0	0.0%
Beyond Masters +30	2	0.4%	2	0.9%	0	0.0%
		100.0%		100.0%		100.0%
RACE/ETHNICITY:	Number	Percent	Number	Percent	Number	Percent
Caucasian	352	75.9%	178	80.5%	174	71.6%
African American	82	17.7%	29	13.1%	53	21.8%
Hispanic	13	2.8%	9	4.1%	4	1.6%
Asian	7	1.5%	1	0.5%	6	2.5%
Black/White	4	0.9%	2	0.9%	2	0.8%
Asian/White	2	0.4%	1	0.5%	1	0.4%
AmIndn/AK Ntv	2	0.4%	0	0.0%	2	0.8%
AmIndn/AK Ntv/WH	1	0.2%	1	0.5%	0	0.0%
Pacific Islands	1	0.2%	0	0.0%	1	0.4%
		100.0%		100.0%		100.0%
GENDER:	Number	Percent	Number	Percent	Number	Percent
Female	451	97.2%	212	95.9%	239	98.4%
Male	13	2.8%	9	4.1%	4	1.6%
		100.0%		100.0%		100.0%
AGE:	Number	Percent	Number	Percent	Number	Percent
Silent Generation (<i>> 77 yrs. old</i>)	2	0.4%	0	0.0%	2	0.8%
Baby Boomers (<i>56 – 76 yrs. old</i>)	45	9.7%	9	4.1%	36	14.8%
Gen X (<i>41 – 55 yrs. old</i>)	143	30.8%	56	25.3%	87	35.8%
Millennials (<i>26 – 40 yrs. old</i>)	176	37.9%	93	42.1%	83	34.2%
Gen Z (<i>< 25 yrs. old</i>)	98	21.1%	63	28.5%	35	14.4%
		100.0%		100.0%		100.0%
<i>* Data collected as of 10/15/2019 to be consistent with the MSDE State Report</i>						

The Experience of a “Typical” Student Teacher in Harford County Public Schools

The following story represents the journey of many of the interns within Harford County Public Schools (HCPS). Although we tailor each experience to the individual’s needs, program, and goals, the story below represents the trajectory of experiences that all our interns share.

Imagine a recent HCPS high school graduate named Shay. Shay begins her college experience at Harford Community College. She completes the two required 30-hour teacher observation placements, one at John Archer School and one at Have de Grace High School. In each of these experiences, the HCPS teacher talks with her about her goals and supports her as she plans her very first lessons. She also meets the Professional Development Office for the first time in a face to face meeting to talk about the field observation experiences and what HCPS has to offer to those embarking on their career preparation.

Shay finishes her two years of work at Harford Community College and applies to Towson University, specifically to the dual certificate program in Early Childhood Education and Special Education housed at the Towson University in Northeastern Maryland (TUNE) campus located across Thomas Run Road from Harford Community College. While taking many of her classes locally here in Harford County, she also meets the HCPS Human Resources team for the first time when they come visit one of her classes. In the fall of her junior year, she spends one day a week at Churchville Elementary School seeing Mathematics instruction in conjunction with her Teaching Mathematics Methods course. In the spring, she spends one day a week at Hall’s Cross Road’s Elementary School observing Science instruction in a Kindergarten classroom. She is thrilled that she also gets to return to John Archer School for a visit to multiple classrooms to see their use of Assistive Technology.

At the start of Shay’s senior year, Towson University works with the Professional Development Office to place Shay for her two full-time internships – one in special education and one in early childhood education. She is placed with a teacher at William Paca Old Post Road Elementary School for her first rotation and gets to spend the pre-service teacher days shadowing her mentor during all school-based and county-based activities. Shay then spends the first full week of school with students, getting to know the children and getting to see how the year starts for them. During this time, she also has the opportunity to attend a faculty meeting at William Paca and a Title I sponsored community event where she has the chance to interact with the entire HCPS Title I Office. During the spring semester, Shay completes her second rotation at Jarrettsville Elementary School where she also participates in our countywide Active Assailant Critical Response Training (ACRT) as well as content specific professional development on early dismissal days. Being a part of these experiences makes her feel as if she is already a part of HCPS.

Both the Supervisor of Early Childhood and the Supervisor for Elementary Special Education enjoy talking with Shay at the annual Student Intern Meet and Greet sponsored by the Curriculum, Instruction, and Assessment Office each February. She learns more about the Envision mathematics program directly from the Supervisor of Mathematics that evening, as well as about the Lucy Calkins Reading pilots from the Supervisor of Reading, English, and Language Arts. When she sees these two Supervisors again at Towson University’s on-campus recruiting events, she feels an instant connection to their familiar faces.

In lieu of a screening interview during March of her senior year, Shay opts to have the Principal and Assistant Principal of Jarrettsville Elementary School observe her and they both take the time to talk with her about her experiences and goals. Although Shay is nervous about being observed, having already had an informal walk-through by Dr. Susan Brown, Executive Director of Curriculum, Instruction, and

Assessment and Heather Kutcher, Coordinator of Teacher Induction, has helped her to be more comfortable with others seeing her in practice.

When Shay attends the annual Student Intern Expo sponsored by the Human Resources Office each April, she sees many other familiar faces from the multiple observations of teachers and schools she has had over her college experience, as well as the content Supervisors, Human Resources representatives, and Professional Development Office staff who have met with her Towson classes and met with her individually throughout the past several years.

For four years, Shay sees firsthand what it means to be a new teacher in HCPS. She has seen the support that is provided at the school level by people such as Instructional Coaches and Title I Resource teachers, as well as the support provided at the system level by people such as Special Education Teacher Specialists, Instructional Technology Specialists, and others. She has made personal connections with the schools, the teachers, the administrators, and the central office employees of HCPS. She understands the observation process and has experienced that firsthand from caring administrators. Shay can picture herself in HCPS and has a sense of belonging even before she officially interviews for openings.



HARFORD COUNTY

PUBLIC SCHOOLS

OFFICE OF HUMAN RESOURCES INFORMATIONAL REPORT ON RECRUITMENT AND RETENTION

**Jean Mantegna – Assistant Superintendent for Human Resources
Benjamin Richardson – Senior Manager of Human Resources
Shannon Hagan – Staff Management Team Leader
Heather Kutcher – Coordinator of Teacher Induction**

January 27, 2020



hcpsrecruiter

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HCPS Recruitment

HCPS Recruiters work to Recruit the best employees for HCPS. Follow us to learn where we'll recruit and what kind of candidates we need!



HIRES



SHORTAGE



RETENTION



RECRUITMENT



SHINING

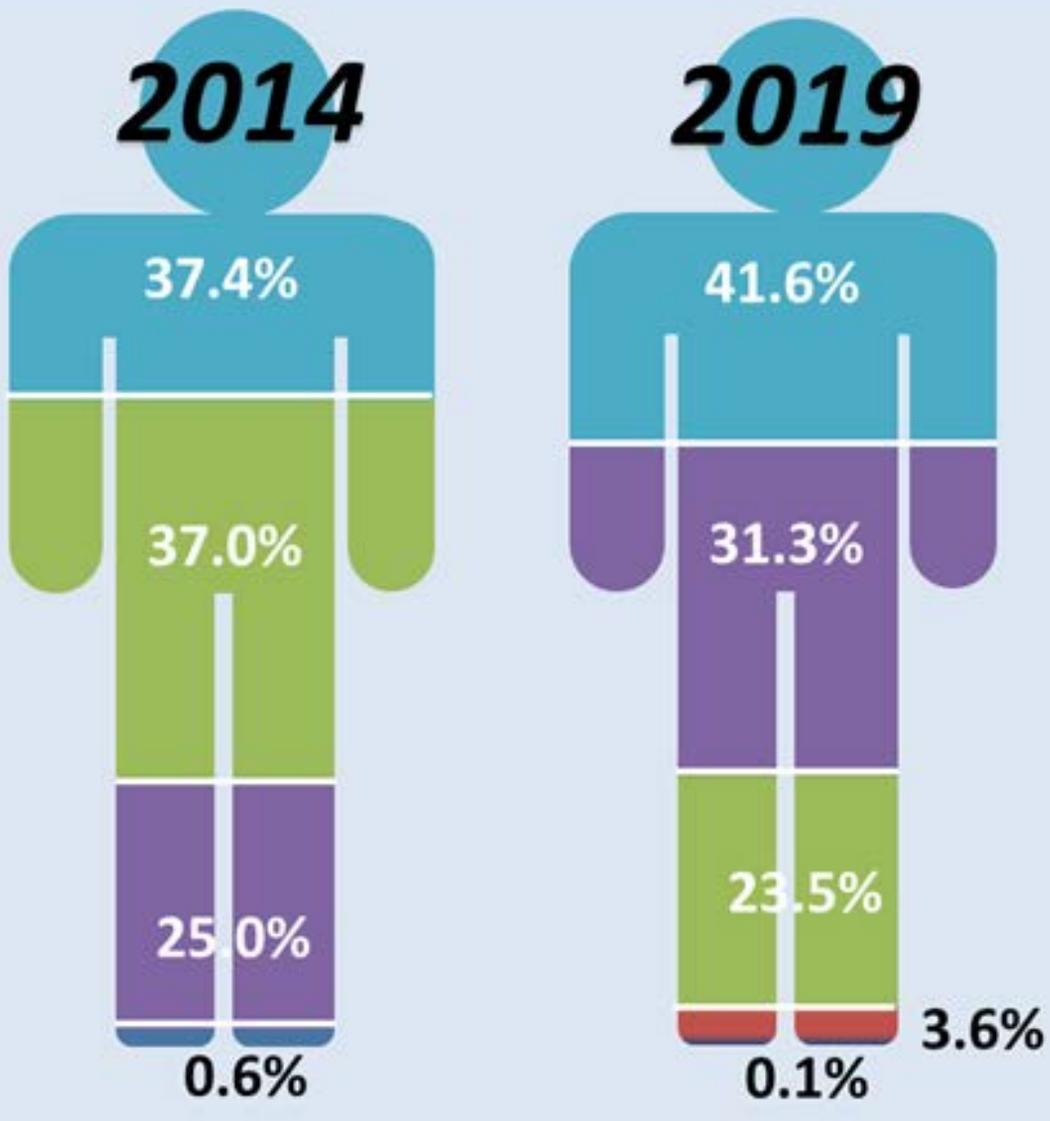


CHALLENGES

Our Changing Workforce

Physical Health

Mental Health



Silent Generation ≥ 77 Yrs old

Baby Boomers 56 to 76 Yrs old

Generation X 41 to 55 Yrs old

Millenials 26 to 40 Yrs old

Generation Z ≤ 25 Yrs Old

Financial Health

Challenges as we move forward.....



Teacher Shortage Few Minority Candidates



**Half of teachers admit they
have seriously considered
leaving the profession.¹**

44%

**of new teachers leave
teaching within five years.²**



U.S. Talent Shortage: #3 Teaching

Shine

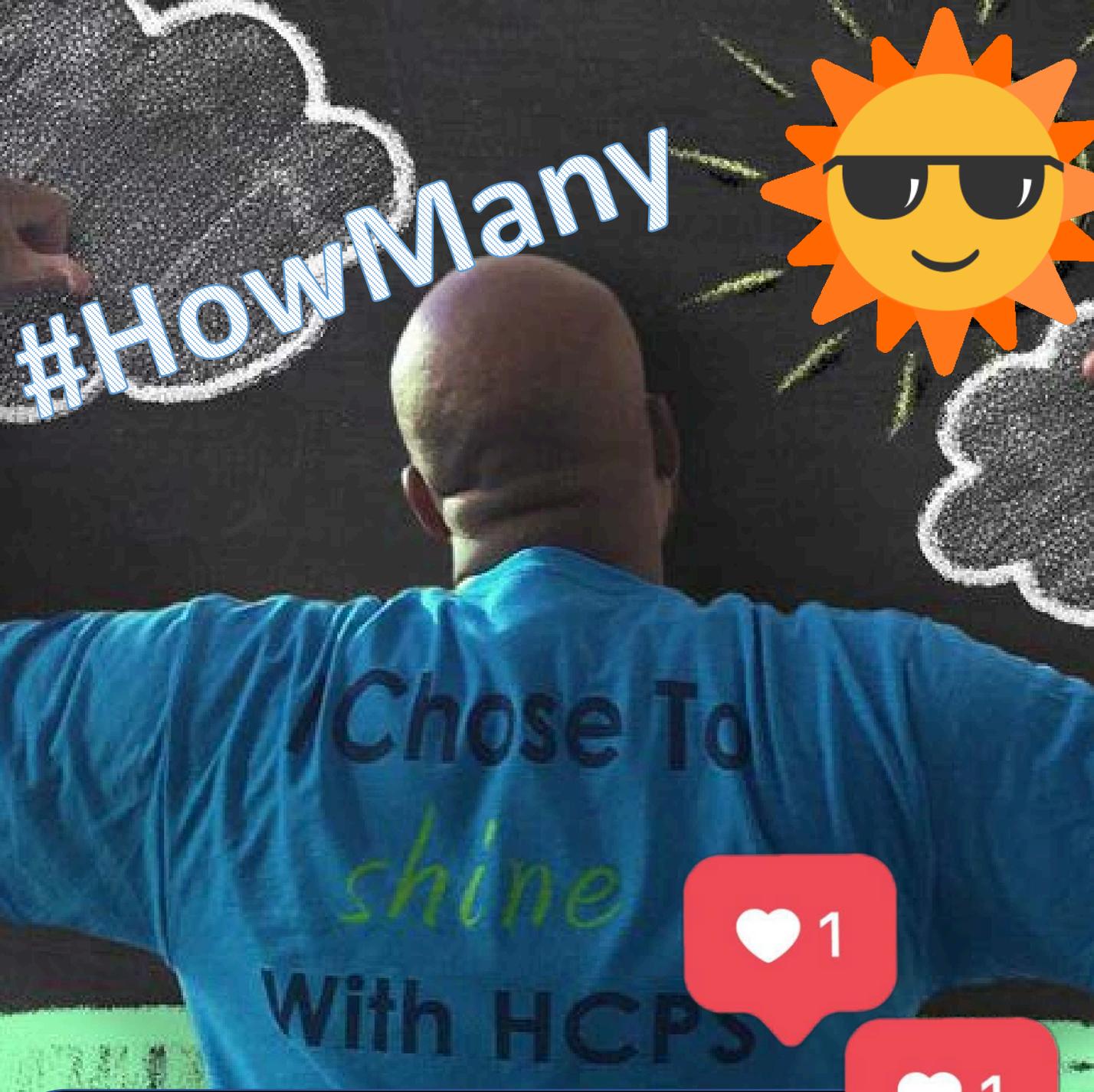


a national shortage of over 100,000 teachers

17







This is 2019!

464 hires

221 teachers

**19.5% minority teacher
hires**

24% all minority hires



Retention Rates

100.0%

95.0%

90.0%

85.0%

80.0%

91.8%

89.3%

92.0%

90.1%

90.6%

84.3%

2017

2018

2019

Teachers

Support and Administrative





#Recruitment

#Marketing

#Interns

#NewTeacherSupports



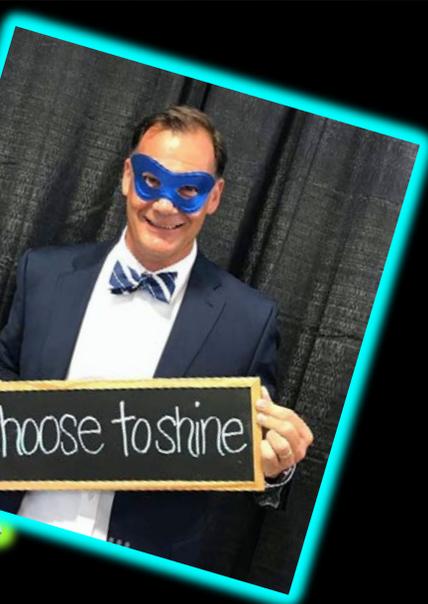
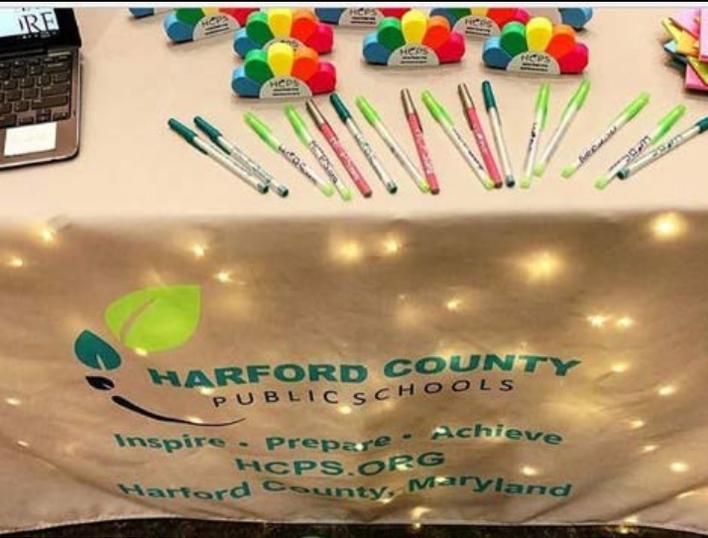
Grow Our Own

#EdRising/FTA

#TeacherAcademyofMD

#GET/GETMore

Shine





From

Colleges/
Universities

9

Spring
Interns
hosted

96

Hired

57

Nearly 60% of our
interns are now
employed where they
were trained!

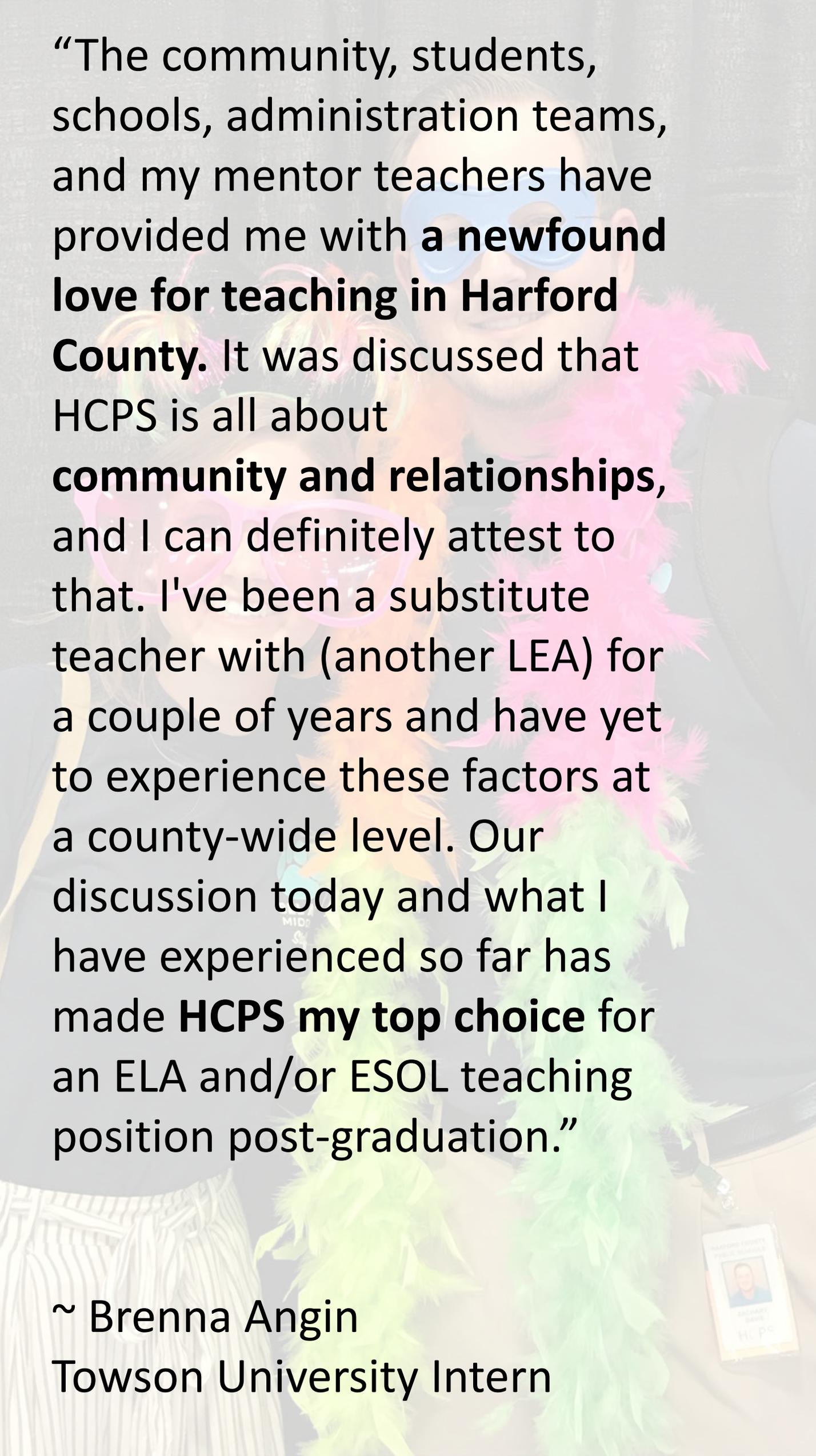


44 new graduates hired
were awarded a degree
from TU

We hired 13% of TU's
education graduates



#TUproud



“The community, students, schools, administration teams, and my mentor teachers have provided me with a **newfound love for teaching in Harford County**. It was discussed that HCPS is all about **community and relationships**, and I can definitely attest to that. I've been a substitute teacher with (another LEA) for a couple of years and have yet to experience these factors at a county-wide level. Our discussion today and what I have experienced so far has made **HCPS my top choice** for an ELA and/or ESOL teaching position post-graduation.”

~ Brenna Angin
Towson University Intern







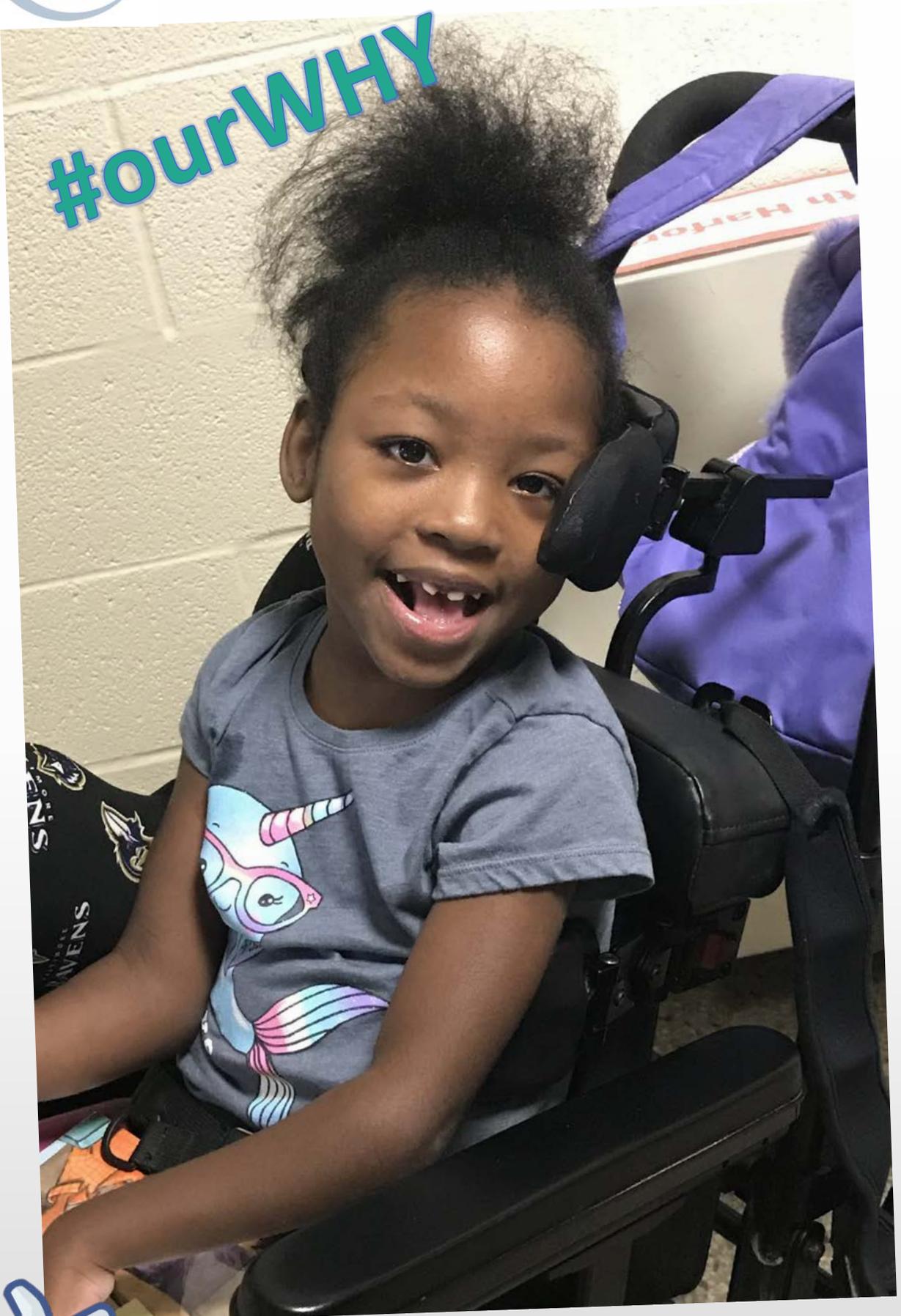
Every student
graduates prepared
for career success.







We are ALL Educators



@hcpsrecruiter



#HCPStogetherweshine

Questions

**Ask me
how to sponsor
a future teacher!**

