

BOARD OF EDUCATION OF HARFORD COUNTY  
INFORMATIONAL REPORT

PRESENTATION OF RECRUITMENT AND RETENTION

February 8, 2021

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 10/15/2020, Harford County Public Schools (HCPS) hired 499 staff, including 274 teachers, in our efforts to support student achievement.

This informational report presents an overview of staff recruitment for the 2019-2020 school year utilizing the MSDE reporting period of October 16, 2019 to October 15, 2020. A Board Presentation accompanies this informational report, which shares recruitment and retention initiatives and our success toward our goals for the 2019-2020 school year.

The Human Resources Department established two (2) objectives during this report period which reflect a continued focus and commitment towards diversifying our workforce and supporting Board of Education Goal 3:

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.

Our progress in achieving these objectives is reported below:

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 2019-2020, HCPS was scheduled to participate in sixty-one (61) offsite recruitment events around Maryland, Pennsylvania, New Jersey, Delaware, Virginia, West Virginia, Ohio and South Carolina. Unfortunately, due to the pandemic, our recruitment plans came to an abrupt halt when the school system had to alter operations on March 13, 2020. At the time of the state of emergency in March 2020, we had participated in twenty-six (26) of the sixty-one (61) offsite recruitment events to include two (2) historically black colleges and universities (HBCUs) up to that point in time. We had to quickly establish a new recruitment action plan as our staffing needs required that we hire 200+ new teachers for the upcoming school year. Our team was able to continue accepting applications and screening teaching candidates using our video interviewing platforms. In addition to screening and pursuing candidates who completed video interviews, our staff management team participated in ten (10) virtual recruitment events to include two (2) HBCU virtual events. Our HCPS team hosted an additional three (3) virtual recruitment events as well during the peak of recruiting season this past spring. Advertising through targeted websites and social media has continued to be used to attract viable instructional and support candidates for the school system.

HCPS accepts unsolicited applications year-round to fill known and anticipated teacher, operational and support staff vacancies. In the past year, we received 8,048 applications for openings in all job

classifications throughout HCPS. Of the 8,048 applications, 1,980 or ~25% were for teacher positions. We experienced an average of seven (7) 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. We had a recruitment team of forty-three (43) staff members from administrative, curriculum, and human resources functional areas trained and lined up to participate in intensive local, regional, and on-site recruiting. The pandemic and state of emergency during peak recruitment season impacted the ability to utilize all of our recruitment team members this past year. We started off this school year with four (4) teacher vacancies in an identified critical shortage area to include: mathematics, special education, world languages and technology education. Twenty-eight (28) teacher offers were declined, with six (6) candidates indicating another job offer had already been accepted or they had decided to stay in their current position. Thirteen (13) members of our existing teaching staff received promotions during this reporting period.

New teachers during the report period graduated from ninety-three (93) different colleges and universities among twenty-seven (27) states, the District of Columbia and one (1) from Ireland. Our attraction from Maryland and the surrounding states continues to be high, with 80% of the new hires coming from these areas, including 56% of those from a Maryland University/College. Fifty-two (52) HCPS interns accepted offers of employment and nineteen (19) former HCPS colleagues returned to our ranks as teachers in 2019-2020.

Attracting and recruiting a diverse workforce is important for HCPS. Eight (8) of the sixty-one (61) planned off-site recruiting events specifically targeted historically black colleges and universities (HBCU). Unfortunately, six (6) of the HBCU events we were scheduled to attend were cancelled due to the pandemic to include visits to Morgan State University, Virginia Union University, Bowie State University, Coppin State University, Hampton University and University of Maryland Eastern Shore. We were able to attend HBCU events at Delaware State University and West Virginia State College prior to the cancellation of the remaining events. We were also able to participate in two (2) HBCU virtual recruitment events to include Morgan State University and the University of Maryland Eastern Shore. Among all newly hired staff, sixteen-point six percent (16.6%) have self-identified as a minority under the race/ethnicity categories reported to the Equal Employment Opportunity Commission (EEOC). Twelve-point five (12.4%) 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 94.3% is above the national average of approximately 90% for teacher retention. Retention among central office, administrative, and support services staff improved slightly from 84.3% last reporting year to 87.3% this reporting period.

The attached exhibits/documents provide a snapshot of the 4,797-member HCPS workforce as of October 15, 2020.

Exhibit 1- Profile of Staff

Exhibit 2- Profile of Staff Separations

Exhibit 3- Profile of Replacement Staff

Separate document - HR Presentation of Recruitment and Retention PPT

Superintendent's Recommendation:

The Superintendent recommends the Board accept this informational report.

## Exhibit-1 Profile of Staff

CHARACTERISTIC	Total		Teachers		Support & Administrative Services	
	2020		2020		2020	
<b>NUMBER OF STAFF:</b>	4797		2885		1912	
% of total workforce	100.0%		60.1%		39.9%	
<b>EXPERIENCE:</b>	Number	Percentage	Number	Percentage	Number	Percentage
1 year or less of experience	539	11.2%	253	8.8%	286	15.0%
2 - 4 years of experience	550	11.5%	299	10.4%	251	13.1%
5 - 9 years of experience	875	18.2%	546	18.9%	329	17.2%
10 - 15 years of experience	1003	20.9%	591	20.5%	412	21.5%
16+ years of experience	1830	38.1%	1196	41.5%	634	33.2%
		100.0%		100.0%		100.0%
<b>EDUCATION:</b>	Number	Percentage	Number	Percentage	Number	Percentage
High School Diploma or Less	1408	29.4%	24	0.8%	1384	72.4%
Bachelor's Degree	995	20.7%	757	26.2%	238	12.4%
Master's Degree	1634	34.1%	1445	50.1%	189	9.9%
Master's +30	720	15.0%	639	22.1%	81	4.2%
Beyond Masters +30	40	0.8%	20	0.7%	20	1.0%
		100.0%		100.0%		100.0%
<b>RACE/ETHNICITY:</b>	Number	Percentage	Number	Percentage	Number	Percentage
Caucasian	4344	90.6%	2705	93.8%	1639	85.7%
African American	351	7.3%	131	4.5%	220	11.5%
Asian	37	0.8%	16	0.6%	21	1.1%
AmIndn/AK Ntv	21	0.4%	4	0.1%	17	0.9%
Black/White	15	0.3%	9	0.3%	6	0.3%
Asian/White	12	0.3%	9	0.3%	3	0.2%
AmIndn/AK Ntv/WH	10	0.2%	7	0.2%	3	0.2%
AmIndn/AK Ntv/AS/WH	1	0.0%	1	0.0%	0	0.0%
Philippine Islands	1	0.0%	0	0.0%	1	0.1%
Asian/PI/WH	1	0.0%	0	0.0%	1	0.1%
Not Disclosed	2	0.0%	2	0.1%	0	0.0%
AmIndn/AK Ntv/Blk/WH	2	0.0%	1	0.0%	1	0.1%
		100.0%		100.0%		100.0%
<b>SEX:</b>	Number	Percentage	Number	Percentage	Number	Percentage
Female	3799	79.2%	2355	81.6%	1444	75.5%
Male	998	20.8%	530	18.4%	468	24.5%
		100.0%		100.0%		100.0%
<b>AGE:</b>	Number	Percentage	Number	Percentage	Number	Percentage
Gen X	1981	41.3%	1201	41.6%	780	40.8%
Millenials	1527	31.8%	1202	41.7%	325	17.0%
Baby Boomers	991	20.7%	261	9.0%	730	38.2%
Gen Z	296	6.2%	221	7.7%	75	3.9%
Silent Generation	2	0.0%	0	0.0%	2	0.1%
		100.0%		100.0%		100.0%

\* Data collected as of 10/15/2020 to be consistent with the MSDE State Report

## Exhibit-2 Profile of Staff Separations

CHARACTERISTIC	Total		Teachers		Support & Administrative Services	
	2020		2020		2020	
<b>NUMBER OF STAFF:</b>	407		164		243	
% of Total Workforce:	8.5%		5.7%		12.7%	
<b>EXPERIENCE:</b>	Number	Percent	Number	Percent	Number	Percent
1 year or less of experience	128	31.4%	32	19.5%	96	39.5%
2 - 4 years of experience	66	16.2%	29	17.7%	37	15.2%
5 - 9 years of experience	44	10.8%	28	17.1%	16	6.6%
10 - 15 years of experience	39	9.6%	9	5.5%	30	12.3%
16+ years of experience	130	31.9%	66	40.2%	64	26.3%
		100.0%		100.0%		100.0%
<b>RACE/ETHNICITY:</b>	Number	Percent	Number	Percent	Number	Percent
Caucasian	334	82.1%	138	84.1%	196	80.7%
African American	55	13.5%	20	12.2%	35	14.4%
Hispanic or Latino	6	1.5%	2	1.2%	4	1.6%
AmIndn/AK Ntv	2	0.5%	0	0.0%	2	0.8%
Asian/White	1	0.2%	0	0.0%	1	0.4%
Asian	5	1.2%	2	1.2%	3	1.2%
Black/White	3	0.7%	2	1.2%	1	0.4%
Philippine Islands	1	0.2%	0	0.0%	1	0.4%
		100.0%		100.0%		100.0%
<b>GENDER:</b>	Number	Percentage	Number	Percentage	Number	Percentage
Female	321	78.9%	130	79.3%	191	78.6%
Male	86	21.1%	34	20.7%	52	21.4%
		100.0%		100.0%		100.0%
<b>AGE:</b>	Number	Percentage	Number	Percentage	Number	Percentage
Silent Generation	5	1.2%	0	0.0%	5	2.1%
Baby Boomers	176	43.2%	52	31.7%	124	51.0%
Gen X	79	19.4%	33	20.1%	46	18.9%
Millenials	112	27.5%	65	39.6%	47	19.3%
Gen Z	35	8.6%	14	8.5%	21	8.6%
		100.0%		100.0%		100.0%

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## Exhibit-3 Profile of Replacement Staff

CHARACTERISTIC	Total		Teachers		Support & Administrative Services	
	2020		2020		2020	
<b>NUMBER OF STAFF:</b>	499		274		225	
% of total workforce	100.0%		54.9%		45.1%	
<b>EXPERIENCE:</b>	Number	Percent	Number	Percent	Number	Percent
1 year or less of experience	354	70.9%	163	59.5%	191	84.9%
2 - 4 years of experience	60	12.0%	40	14.6%	20	8.9%
5 - 9 years of experience	41	8.2%	34	12.4%	7	3.1%
10 - 15 years of experience	26	5.2%	22	8.0%	4	1.8%
16+ years of experience	18	3.6%	15	5.5%	3	1.3%
		100.0%		100.0%		100.0%
<b>EDUCATION:</b>	Number	Percent	Number	Percent	Number	Percent
High School Diploma or Less	175	35.1%	13	4.7%	162	72.0%
Bachelor's Degree	203	40.7%	156	56.9%	47	20.9%
Master's Degree	112	22.4%	97	35.4%	15	6.7%
Master's +30	7	1.4%	6	2.2%	1	0.4%
Beyond Masters +30	2	0.4%	2	0.7%	0	0.0%
		100.0%		100.0%		100.0%
<b>RACE/ETHNICITY:</b>	Number	Percent	Number	Percent	Number	Percent
Caucasian	412	82.6%	237	86.5%	175	77.8%
African American	60	12.0%	25	9.1%	35	15.6%
Asian	9	1.8%	1	0.4%	8	3.6%
Black/White	4	0.8%	4	1.5%	0	0.0%
Asian/White	2	0.4%	1	0.4%	1	0.4%
AmIndn/AK Ntv	2	0.4%	0	0.0%	2	0.9%
AmIndn/AK Ntv/WH	2	0.4%	2	0.7%	0	0.0%
AmIndn/AK Ntv/AS/WH	1	0.2%	0	0.0%	1	0.4%
Not Disclosed	4	0.8%	3	1.1%	1	0.4%
Asian/PI/WH	1	0.2%	0	0.0%	1	0.4%
AmIndn/AK Ntv/Blk/WH	2	0.4%	1	0.4%	1	0.4%
		100.0%		100.0%		100.0%
<b>GENDER:</b>	Number	Percent	Number	Percent	Number	Percent
Female	397	79.6%	227	82.8%	170	75.6%
Male	102	20.4%	47	17.2%	55	24.4%
		100.0%		100.0%		100.0%
<b>AGE:</b>	Number	Percent	Number	Percent	Number	Percent
Baby Boomers	52	10.4%	8	2.9%	44	19.6%
Gen X	108	21.6%	49	17.9%	59	26.2%
Millenials	178	35.7%	104	38.0%	74	32.9%
Gen Z	161	32.3%	113	41.2%	48	21.3%
		100.0%		100.0%		100.0%

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