



Human Resources Strategic Support Team Overview

Presentation to the Board of Education

April 11, 2023



AGENDA



- ❑ CGCS Recommendations
 - ❑ Status Report
- ❑ Recruitment
- ❑ HR Needs
- ❑ Questions



Phase Definitions

1. Phase 1 – Prior to 8/1/2023
2. Phase 2 – Prior to 7/30/2024
3. Phase 3 – Prior to 7/30/2026



Recommendations

1. Continue to move the Human Resources Department forward by setting a laser-clear focus on customer service and efficiency by ensuring the following activities are implemented through –
 - a. Convening, with a sense of urgency, ongoing discussions to analyze the findings and recommendations identified in this management letter and any previous reviews, audits, or reports.
 - b. Developing a realistic five-year department strategic plan that is laser-focused on customer needs.
 - c. Shifting emphasis away from transactional activities to a vision of proactivity, fully leveraging current HR technologies
 - d. Refining HR department-wide policies and procedures
2. Eliminate any over-reliance on a single person to complete specific job functions by establishing succession planning and cross-training within the department to ensure knowledge transfer and the orderly transition of responsibilities.

Phase	Due Date	Status
1	7/30/23	Ongoing
1	2/24/23	Ongoing
2	1/1/24	Planning
2	6/30/24	Planning
2	6/30/24	Planning
2	2/2/23	Ongoing



Recommendations

3. Implement a systematic review, evaluation, and reconstruction of the department's teacher recruitment program. Ensure that a representative group of school site administrators and labor partners are at the table and that the following activities are incorporated into the reconstructed program –
 - a. **Developing and funding a realistic recruitment and marketing budget**
 - b. Identifying and filling appropriate seasonal staffing needs to ensure that SLPS is well-represented at job fairs and university/college recruitment opportunities.
 - c. Updating annual marketing and recruiting master plans
4. Build a strategic and coordinated districtwide professional development plan to increase organizational coherence and employee value. This plan, to be championed by the Human Resources Department, will have all impacted stakeholder groups at the table.

Phase	Timeline	Status
1	7/30/23	In-progress
1	7/30/23	In-progress
1	7/30/23	In-progress
1	7/30/23	In-progress
2	6/30/24	Developing



Recommendations

5. Convene, with considerable urgency, a team of appropriate stakeholders (i.e., Human Resource Services Department for HR information; Budget Department for budget development and funding for possible procurement and training; Payroll Department for payroll-related data; the Finance Department for salary and benefit projections; and Technology Services for guidance and support) to –

- a. Determine the viability and a cost-benefit analysis of bringing unused modules (position control, budget development processing, staffing, and attendance management) online or procuring newer systems, especially an automated onboarding tracking system so principals and other administrative staff can observe where candidates are in the onboarding process; and
- b. Clarify and document to strengthen the district's position control process. This documentation shall include flowcharts and who "owns" each step in the process to ensure that no positions can be added without approved funding in place.

Phase	Timeline	Status
1	7/30/23	In-progress
2 and 3	6/30/24 RFP Creation	Developing
3	7/1/26	Implementation
2	6/30/24	Developing



Recommendations

6. Continue to strengthen stakeholder communication activities to enhance HR services by implementing meaningful communication outreach with regular meetings with Network and Associate Superintendents, school principals (or a representative group), budget and payroll staff, appropriate IT staff, and other appropriate leadership staff to identify opportunities for improved communication, rebuilding trust, and eliminating existing information islands and siloed environments.
7. Create opportunities to invite and confer with internal and external stakeholders to provide input and analyze potential outcomes for establishing and staffing with cross functionally trained personnel; streamlining the online application procedure; and implementing programs to measure the degree to which the Human Resource Services Department provides responsive, results-oriented services and meets the needs of its customers.

Phase	Timeline	Status
1	3/27/23	In-progress
2	6/30/24	Developing



Recommendations

8. Monitor turnover rates, establish exit interview protocols for all employees that voluntarily separate from SLPS, and identify and track the causes of leaving for opportunities to make or recommend policy changes.
9. **Develop a comprehensive plan to boost employee retention and provide opportunities for employees at all levels to enhance their skills and learn industry best practices.**
10. Require the CHRO to be at the table to serve as an expert resource for any human capital impact when the district's instructional leadership evaluates, considers, or determines –
 - a. Potential school closures,
 - b. Enrollment decline and unused classroom seat options,
 - c. The most effective use (and return on investment) of teachers not assigned to classrooms, and
 - d. Incorporating "right-sizing" or "leveling" classrooms after the first state-wide enrollment count to ensure the most appropriate use of teaching resources.

Phase	Timeline	Status
1	7/30/23	In-progress
1	7/30/23	Developing
1	7/30/23	Developing



Recommendations

11. Conduct a comprehensive study to determine appropriate staffing levels and future funding needs for all functions in the new HR organization;
12. Develop concise reporting relationships with clearly defined job titles, roles, and position (job) descriptions to provide a realistic portrayal of duties, responsibilities, expectations, accountabilities, and reporting lines that represent the core functions of the HR organization and its focus on customer service; and
13. Maximize opportunities for cross-training, capacity building, and promotability within and between HR operational units.

Phase	Timeline	Status
2	6/30/24	Developing
1	7/30/23	In-Progress
1	7/30/23	In-progress



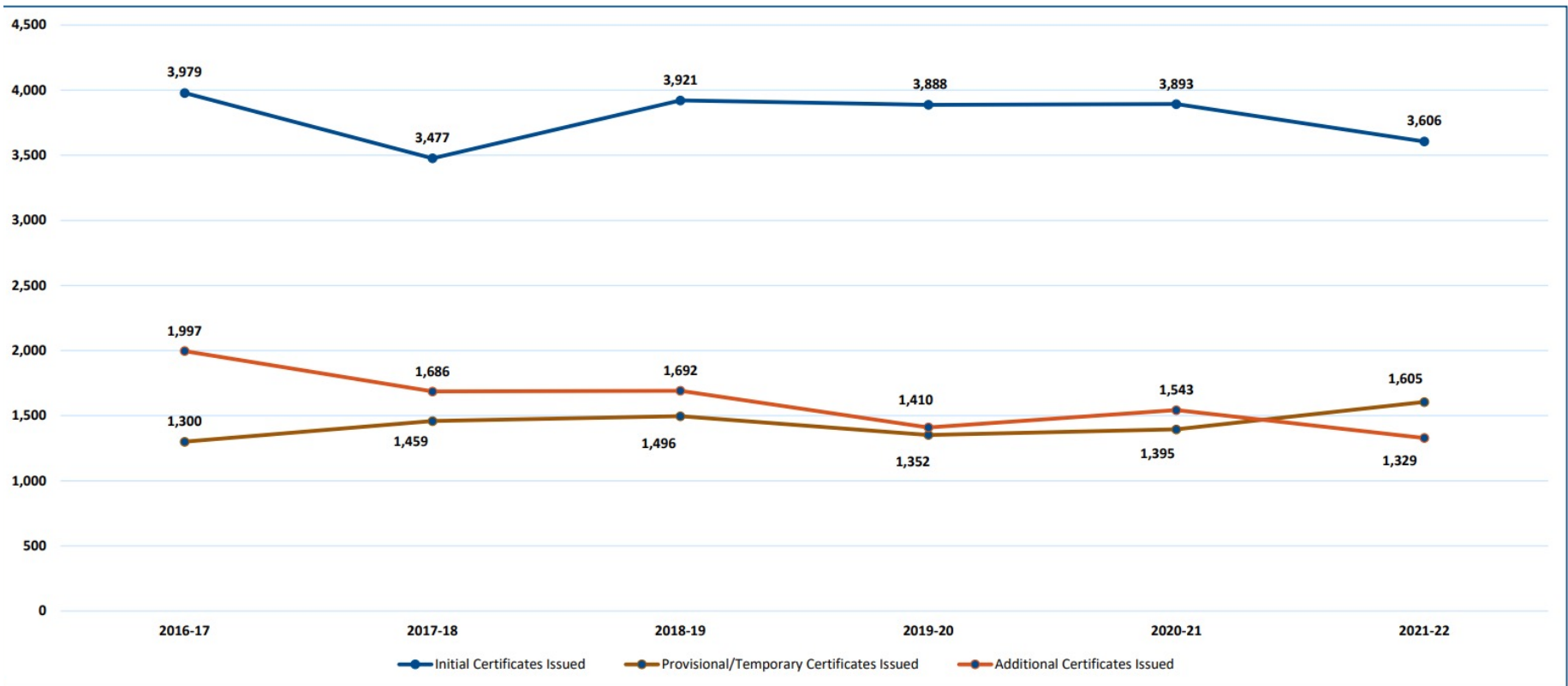
Recruitment and Retention Context



Teacher Certificates Issued

3

2016-17 to 2021-22



* Missouri Educator Certification data, Recruitment and Retention Report 2022



More Recruitment and Retention Context

- [National Education Association](#) (NEA) reported that approximately 55% of educators are more likely to voluntarily resign to pursue other careers or retire early.
- Additionally, [HigherEdJobs](#) reported an increase of 16.5 percent in job openings for the education sector.
- The number of working-age Americans steadily rose for as long as we collected the data until it flattened out in 2018 and 2019. From 206.6 million in mid-2019, the working-age population has fallen to 204.8 million. That's only a 1% drop, but it's a persistent drop. It's the lowest number since 2015.
- In Texas, Houston alone reporting [nearly 1,000 vacancies](#) in early August. |



More Recruitment and Retention Context

- In Maryland, more than **5,500 teachers** reportedly left the profession in 2022, leaving Baltimore with an estimated **600 to 700 vacancies** going into the fall.
- Department of Education officials in Pennsylvania are calling that state's shortage a "**crisis**," and experts there say the state will need "thousands" of new teachers by 2025.
- Kansas is facing what has been called **the most severe teacher shortage** it has ever had: about 1,400 teaching jobs are unfilled. In Florida, there are about **8,000 teacher vacancies**, up from 5,000 at the start of school last year. The shortage is reportedly also dire in other states, including **Nevada**, **California**, **Illinois**, **Arizona**, and **Missouri**.

Recruitment Initiatives:

What we are doing?



- ❑ Built Recruitment Team (2 Recruiters, Grow Your Coordinator)
- ❑ Partnerships with Indeed (553), Zip Recruiter (37), LinkedIn (13), Glassdoor (2), Handshake, Google Search (135) Other (305) Total: 1,045 Teacher Applications
- ❑ Refer a Teacher/Staff Member
 - ❑ \$100-\$250
- ❑ Job Fairs/Recruitment Events
 - ❑ 21-22 SY 300 Prospects: Career Fairs & Online Sourcing
 - ❑ 15 Career Fairs
 - ❑ 22-23 SY 427 Prospects: Career Fairs Only
 - ❑ 40 Career Fairs
- ❑ Paid Student Teachers (8 Interns)
- ❑ Student Teachers (34)
- ❑ Pipelines (STLTR-25, UMSL-29, SLU-12, LU-16) (82 participants)
- ❑ Partnerships with Temp Agencies (AOS, Tryfacta, Abacus, ESS) (49 temps placed)
- ❑ Substitutes Credentialed (453) August to present
- ❑ Career Ladder
- ❑ Multi-tiered advertising campaign including billboards and radio advertising (in progress)
- ❑ Relocation Assistance





Exit Survive Data (7.1.22-3.27.23)

Why are teachers leaving?

- The top 5 reasons teachers are leaving the District are (42 responses):
 - Working Conditions 35.71%
 - Personal/ family reasons 23.81%
 - Retirement 14.28%
 - Experience with building leadership 14.28%
 - Better compensation/salary 4.76%
- Employees who selected “working conditions were asked to select the **top 2** working conditions that led to their leaving:
 - Support for Student Discipline 35.71%
 - School wide Systems and policies 31.00%
 - Workload and Responsibilities 26.19%
 - Building resources 19.04%
 - Building Conditions 14.28%



Exit Survive Data (7.1.22-3.27.23)

Why are staff leaving?

- The top 5 reasons teachers are leaving the District are (92 responses):
 - Working Conditions 23.91%
 - Personal/ family reasons 22.83%
 - Retirement 16.30%
 - Experience with building leadership 13.04%
 - Better compensation/salary 8.70%
- Employees who selected “working conditions were asked to select the **top 2** working conditions that led to their leaving:
 - School wide Systems and policies 51.22%
 - Support for Student Discipline 48.78%
 - Workload and Responsibilities 39.02%
 - Support for student socio-emotional needs 34.15%
 - Building resources 19.51%
 - Building Conditions 17.07%



What we need?

- Clarity about district-wide strategic priorities
- Partnership and a comprehensive approach to:
 - The District's value proposition
 - Leadership development
 - Teacher retention
 - Other staff retention
 - Weighted Staffing Formula
- Flexibility for Central Office staff (Finance, HR, Technology, etc.)
- Meaningful opportunity to engage peer Districts in this transformational process



QUESTIONS?