

**Harford County Public Schools
Hiring Practices and Diversity Report
December 2023**



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Introduction to Harford County Public Schools

Harford County Public Schools (HCPS) is one of 24 public school systems in the state of Maryland. HCPS has approximately 38,000 students enrolled in Harford County Public Schools. The school system has the eighth largest student enrollment of the 24 public school systems in Maryland. Approximately 5,400 individuals are employed by the school system to provide the necessary educational programs and supporting services for the students of HCPS. Currently, in the Harford County public school system, there are 33 elementary schools, nine middle schools, nine comprehensive high schools, Harford Academy (a separate public day school for students with disabilities), Harford Technical High School and Swan Creek School (blended virtual learning program) - a total of 54 schools.

HCPS System-Wide Demographic Data

HCPS Teacher Data

The following table identifies the race and ethnicity makeup of certificated staff within each of our 54 schools. It is important to note that staff can select one or more races at time of hire.

TABLE A – Certificated Staff Race and Ethnicity by School

School	Ameri. Ind. or Alask. Nat.	Asian	Black	Not Disclosed	Two or More Races	White	Not Hispanic or Latino	Hispanic or Latino
Aberdeen High	0.00%	0.92%	8.26%	0.00%	1.83%	88.99%	96.57%	3.43%
Aberdeen Middle	0.00%	0.00%	8.16%	1.02%	4.08%	86.73%	94.48%	5.52%
Abingdon Elementary	0.00%	0.00%	0.00%	0.00%	3.64%	96.36%	94.95%	5.05%
Bakerfield Elementary	0.00%	0.00%	0.00%	0.00%	6.52%	93.48%	93.15%	6.85%
Bel Air Elementary	0.00%	2.78%	0.00%	0.00%	2.78%	94.44%	98.33%	1.67%
Bel Air High	0.00%	0.00%	3.96%	0.00%	2.97%	93.07%	97.99%	2.01%
Bel Air Middle	0.00%	0.00%	1.19%	0.00%	1.19%	97.62%	98.43%	1.57%
C. Milton Wright High	0.00%	2.22%	1.11%	0.00%	3.33%	93.33%	96.60%	3.40%
Church Creek Elementary	1.67%	3.33%	5.00%	1.67%	3.33%	85.00%	97.96%	2.04%
Churchville Elementary	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	0.00%
Darlington Elementary	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	0.00%
Deerfield Elementary	0.00%	2.86%	8.57%	1.43%	4.29%	82.86%	96.26%	3.74%
Dublin Elementary	0.00%	4.35%	0.00%	0.00%	4.35%	91.30%	100.00%	0.00%
Edgewood Elementary	0.00%	0.00%	13.64%	0.00%	6.82%	79.55%	95.24%	4.76%
Edgewood High	0.00%	0.00%	12.04%	0.00%	2.78%	85.19%	95.54%	4.46%
Edgewood Middle	0.00%	1.10%	15.38%	0.00%	4.40%	79.12%	95.54%	4.46%
Emmorton Elementary	0.00%	2.38%	2.38%	0.00%	0.00%	95.24%	96.97%	3.03%
Fallston High	0.00%	1.47%	1.47%	0.00%	0.00%	97.06%	99.09%	0.91%
Fallston Middle	0.00%	0.00%	1.39%	0.00%	2.78%	95.83%	98.17%	1.83%
Forest Hill Elementary	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	98.70%	1.30%
Forest Lakes Elementary	0.00%	0.00%	2.94%	2.94%	2.94%	91.18%	95.38%	4.62%



School	Ameri. Ind. or Alask. Nat.	Asian	Black	Not Disclosed	Two or More Races	White	Not Hispanic or Latino	Hispanic or Latino
Fountain Green Elementary	0.00%	0.00%	2.38%	0.00%	4.76%	92.86%	96.00%	4.00%
George D Lisby Elem @Hillsdale	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	98.68%	1.32%
Hall's Cross Roads Elementary	2.08%	0.00%	10.42%	0.00%	4.17%	83.33%	96.30%	3.70%
Harford Academy @ Campus Hills	0.00%	2.86%	1.90%	0.00%	2.86%	92.38%	97.94%	2.06%
Harford Technical High	1.54%	0.00%	0.00%	0.00%	3.08%	95.38%	99.03%	0.97%
Havre de Grace Elementary	0.00%	0.00%	2.13%	0.00%	8.51%	89.36%	96.39%	3.61%
Havre de Grace High	0.00%	0.00%	3.70%	0.00%	1.85%	94.44%	98.86%	1.14%
Havre de Grace Middle	0.00%	0.00%	3.85%	0.00%	3.85%	92.31%	97.40%	2.60%
Hickory Elementary	0.00%	1.85%	1.85%	0.00%	1.85%	94.44%	97.20%	2.80%
Homestead/Wakefield Elementary	0.00%	1.39%	0.00%	0.00%	1.39%	97.22%	98.36%	1.64%
Jarrettsville Elementary	0.00%	0.00%	0.00%	0.00%	2.78%	97.22%	98.41%	1.59%
Joppatowne Elementary	0.00%	0.00%	5.88%	0.00%	5.88%	88.24%	96.74%	3.26%
Joppatowne High	0.00%	2.94%	23.53%	0.00%	4.41%	69.12%	99.07%	0.93%
Magnolia Elementary	0.00%	0.00%	8.20%	0.00%	3.28%	88.52%	94.90%	5.10%
Magnolia Middle	0.00%	0.00%	11.69%	1.30%	5.19%	81.82%	95.45%	4.55%
Meadowvale Elementary	2.63%	0.00%	10.53%	0.00%	0.00%	86.84%	98.65%	1.35%
Norrisville Elementary	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	0.00%
North Bend Elementary	0.00%	0.00%	5.56%	0.00%	0.00%	94.44%	100.00%	0.00%
North Harford Elementary	0.00%	3.33%	0.00%	0.00%	0.00%	96.67%	100.00%	0.00%
North Harford High	0.00%	1.22%	1.22%	0.00%	1.22%	96.34%	99.24%	0.76%
North Harford Middle	0.00%	0.00%	0.00%	1.47%	1.47%	97.06%	97.17%	2.83%
Old Post Road Elementary	0.00%	0.00%	7.23%	1.20%	3.61%	87.95%	99.25%	0.75%
Patterson Mill High	0.00%	1.72%	3.45%	0.00%	3.45%	91.38%	96.88%	3.13%
Patterson Mill Middle	0.00%	0.00%	1.89%	0.00%	5.66%	92.45%	96.10%	3.90%
Prospect Mill Elementary	0.00%	2.04%	0.00%	2.04%	4.08%	91.84%	98.86%	1.14%
Red Pump Elementary	0.00%	0.00%	5.17%	1.72%	1.72%	91.38%	98.97%	1.03%
Ring Factory Elementary	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	98.39%	1.61%
Riverside Elementary	2.08%	0.00%	10.42%	0.00%	4.17%	83.33%	92.63%	7.37%
Roye-Williams Elementary	0.00%	2.17%	2.17%	0.00%	6.52%	89.13%	94.05%	5.95%
Southampton Middle	0.00%	1.18%	1.18%	0.00%	3.53%	94.12%	98.51%	1.49%
Swan Creek	0.00%	2.33%	2.33%	0.00%	4.65%	90.70%	95.00%	5.00%
The CEO at Swan Creek	0.00%	0.00%	18.18%	0.00%	4.55%	77.27%	94.59%	5.41%
William S. James Elementary	0.00%	0.00%	5.56%	0.00%	8.33%	86.11%	92.96%	7.04%
Youth's Benefit Elementary	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	0.00%

Table B identifies the percentages of male and female instructional staff at each school site, the average years of teaching experience at each school site, and Career Ladder status. It is important to note that HCPS has not reached an agreement with our teachers association on the Career Ladder as of the date of this report.



TABLE B – Certificated Staff Gender and Average Years of Experience by School

School	Female	Male	Average Years	Status on Career Ladder
Aberdeen High	66.97%	33.03%	11.95	No Status
Aberdeen Middle	72.45%	27.55%	10.81	No Status
Abingdon Elementary	90.91%	9.09%	15.14	No Status
Bakerfield Elementary	95.65%	4.35%	10.07	No Status
Bel Air Elementary	100.00%	0.00%	15.69	No Status
Bel Air High	65.35%	34.65%	15.75	No Status
Bel Air Middle	83.33%	16.67%	17.98	No Status
C. Milton Wright High	68.89%	31.11%	16.12	No Status
Church Creek Elementary	93.33%	6.67%	11.55	No Status
Churchville Elementary	100.00%	0.00%	12.62	No Status
Darlington Elementary	93.75%	6.25%	14.49	No Status
Deerfield Elementary	85.71%	14.29%	9.20	No Status
Dublin Elementary	95.65%	4.35%	14.11	No Status
Edgewood Elementary	84.09%	15.91%	13.44	No Status
Edgewood High	65.74%	33.33%	11.64	No Status
Edgewood Middle	75.27%	24.73%	9.59	No Status
Emmorton Elementary	92.86%	7.14%	18.25	No Status
Fallston High	61.76%	38.24%	17.11	No Status
Fallston Middle	83.33%	16.67%	15.65	No Status
Forest Hill Elementary	92.50%	7.50%	17.27	No Status
Forest Lakes Elementary	91.18%	8.82%	17.13	No Status
Fountain Green Elementary	92.86%	7.14%	15.67	No Status
George D Lisby Elem @Hillsdale	93.48%	6.52%	10.77	No Status
Hall's Cross Roads Elementary	95.83%	4.17%	13.04	No Status
Harford Academy @ Campus Hills	97.14%	2.86%	16.46	No Status
Harford Technical High	60.00%	40.00%	16.76	No Status
Havre de Grace Elementary	80.85%	19.15%	9.91	No Status
Havre de Grace High	59.26%	40.74%	13.17	No Status
Havre de Grace Middle	75.00%	25.00%	15.34	No Status
Hickory Elementary	88.89%	11.11%	15.09	No Status
Homestead/Wakefield Elementary	90.28%	9.72%	14.13	No Status
Jarrettsville Elementary	97.22%	2.78%	13.02	No Status
Joppatowne Elementary	90.20%	9.80%	9.93	No Status
Joppatowne High	73.53%	26.47%	13.83	No Status
Magnolia Elementary	90.16%	9.84%	8.91	No Status
Magnolia Middle	75.32%	24.68%	9.31	No Status
Meadowvale Elementary	92.11%	7.89%	13.06	No Status
Norrisville Elementary	100.00%	0.00%	17.01	No Status
North Bend Elementary	91.67%	8.33%	14.08	No Status



School	Female	Male	Average Years	Status on Career Ladder
North Harford Elementary	93.33%	6.67%	16.63	No Status
North Harford High	65.85%	34.15%	17.82	No Status
North Harford Middle	75.00%	25.00%	17.00	No Status
Old Post Road Elementary	91.57%	8.43%	9.35	No Status
Patterson Mill High	70.69%	29.31%	17.31	No Status
Patterson Mill Middle	77.36%	22.64%	15.48	No Status
Prospect Mill Elementary	93.88%	6.12%	14.26	No Status
Red Pump Elementary	93.10%	6.90%	16.35	No Status
Ring Factory Elementary	95.12%	4.88%	14.82	No Status
Riverside Elementary	89.58%	10.42%	8.30	No Status
Roye-Williams Elementary	91.30%	8.70%	8.85	No Status
Southampton Middle	77.65%	22.35%	18.32	No Status
Swan Creek	76.74%	23.26%	14.76	No Status
The CEO at Swan Creek	73.91%	26.09%	9.66	No Status
William S. James Elementary	97.22%	2.78%	14.13	No Status
Youth's Benefit Elementary	91.55%	8.45%	15.27	No Status

Number of Certificated New Hires Since October 16, 2022: 308

Attrition Rate of Certificated Staff: 7.9%



Factors in Evaluation of Hiring Practices

Factor 1 - Staffing Trends

The following is an analysis of data collected and published by the Maryland State Department of Education (MSDE) on the marylandpublicschools.org website. This data is reflected in the published document, [Professional Staff by Assignment, Race/Ethnicity and Gender](#), from 2018 to 2022, to show a five-year trend. Specifically, we have examined state-wide data and data specific to HCPS.

Number of New Hires: October 16, 2022 - October 15, 2023

In alignment with the Maryland State Department of Education (MSDE) staffing reporting, which reflects staffing statistics annually from October 16 through October 15 annually, HCPS hired 308 new instructional staff.

Attrition Rate

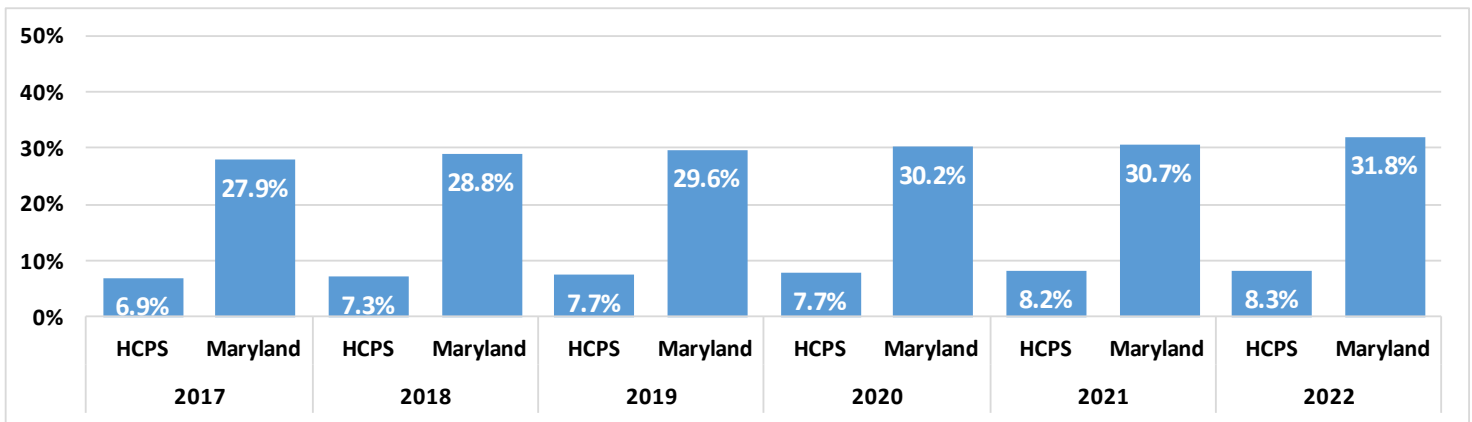
MSDE published attrition rates in the [Maryland's Teacher Workforce: Supply, Demand, and Diversity report, July 26, 2022](#). The attrition rate for the State of Maryland was 9.1%. In HCPS, the attrition rate was 7.9%.

<https://www.marylandpublicschools.org/stateboard/Documents/2022/0726/TabGBBlueprintAndDataDeepDiveTeacherPipelineAndDiversity.pdf>

Table 1 - Professional Staff by Race/Ethnicity

Table 1 of the report includes all professional positions. The tables that follow break down subsets of the professional positions. It represents the entire professional staff defined as individuals required to hold a teaching certification by the Maryland State Department of Education or other licenses required by the State of Maryland, such as therapists.

Table 1 – Persons of Color Representation Among Professional Staff



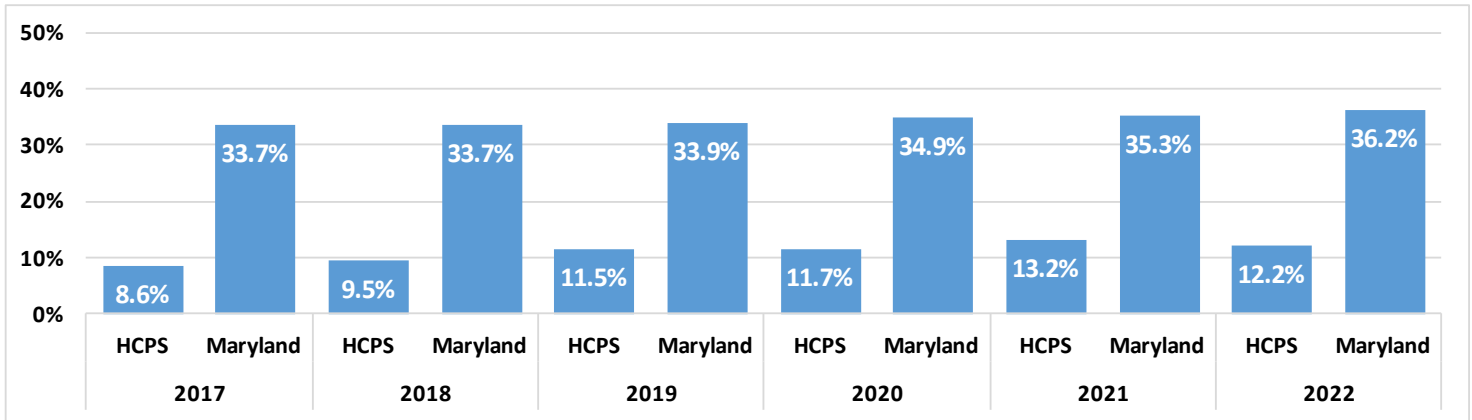
This chart demonstrates that the State of Maryland has increased the overall number of minority professional staff by 2.9% over the past five years. HCPS has increased the overall number of minority professional staff by 1.4% over the past five years. Both represent minimal increases in the diversification of the professional staff in schools across Maryland.



Table 2 - Minority Representation among Selected Professional Staff

This table of selected professional staff includes superintendents, deputy superintendents, associate or assistant superintendents, directors, coordinators, supervisors, other administrators, pupil personnel workers, and school social workers.

Table 2 - Persons of Color Representation Among Selected Professional Staff



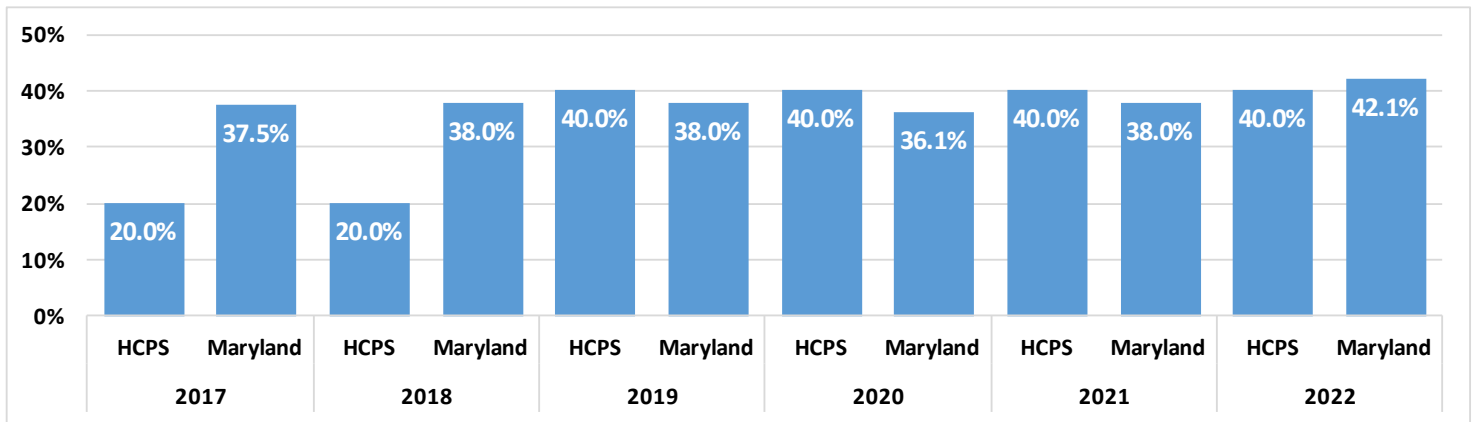
This chart demonstrates that the State of Maryland has increased the overall number of minority selected professional staff by 2.58% over the past five years. HCPS has increased the overall number of minority selected professional staff by 3.6% over the past five years. Albeit the increase is minimal, HCPS has increased the number of selected professional staff slightly better than the state average.

Table 2a - Minority Representation among Central Office Staff



This table of central office staff includes superintendents, deputy superintendents, and associate or assistant superintendents.

Table 2a - Persons of Color Representation Among Central Office Staff - Superintendents, Deputy Superintendents, Associate/Assistant Superintendents

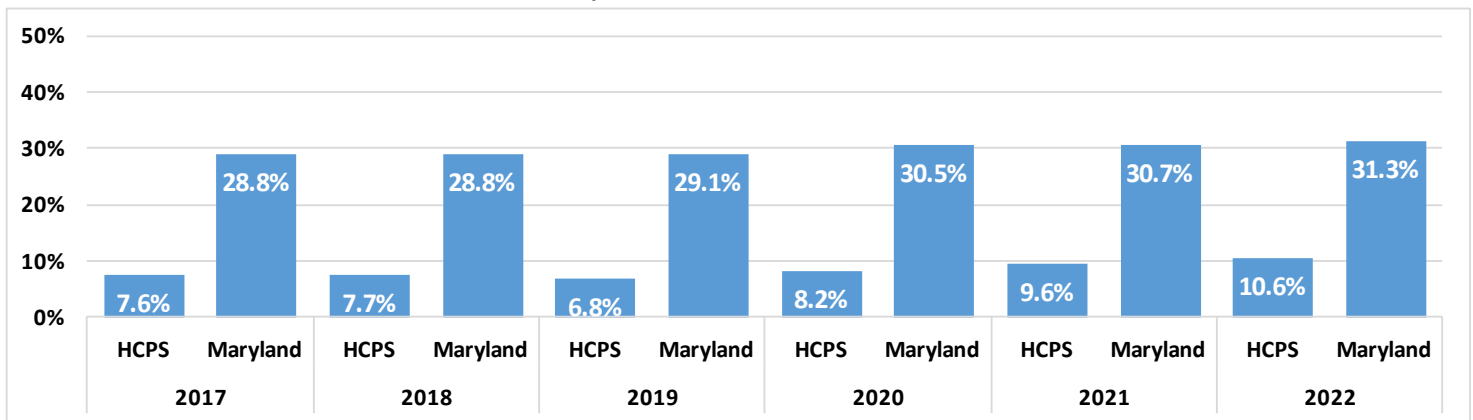


This chart demonstrates that the State of Maryland has increased the overall number of minority superintendents, deputy superintendents, and associate or assistant superintendents by 4.13% over the past five years, the most dramatic increase from 2021 to 2022. HCPS has had a significant increase of 20% in these positions over the past five years.

Table 2b - Minority Representation among Administrative Office Staff

This table of administrative office staff represents the directors, coordinators, supervisors, and other administrative staff by race and ethnicity.

Table 2b - Persons of Color Representation Among Administrative Office Staff - Directors, Coordinators, Supervisors, and Other Administrators



This chart demonstrates that the State of Maryland has increased the overall number of minority administrative office staff, including directors, coordinators, supervisors, and other administrators, by 2.5% over the past five

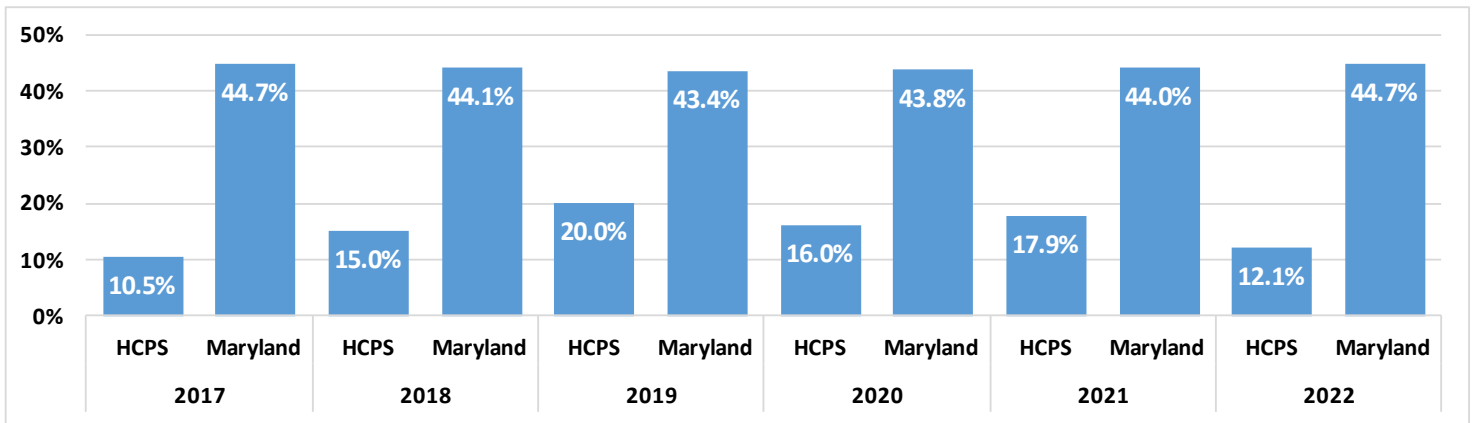


years. HCPS has increased the overall number of minority administrative office staff, including directors, coordinators, supervisors, and other administrators, by 3.0% over the past five years. This percentage is slightly higher than the overall state average in this category.

Table 2c - Minority Representation among Student Personnel

This table represents the student personnel, specifically pupil personnel workers and school social workers by race and ethnicity.

Table 2c - Persons of Color Representation Among Student Personnel - Pupil Personnel Workers and School Social Workers



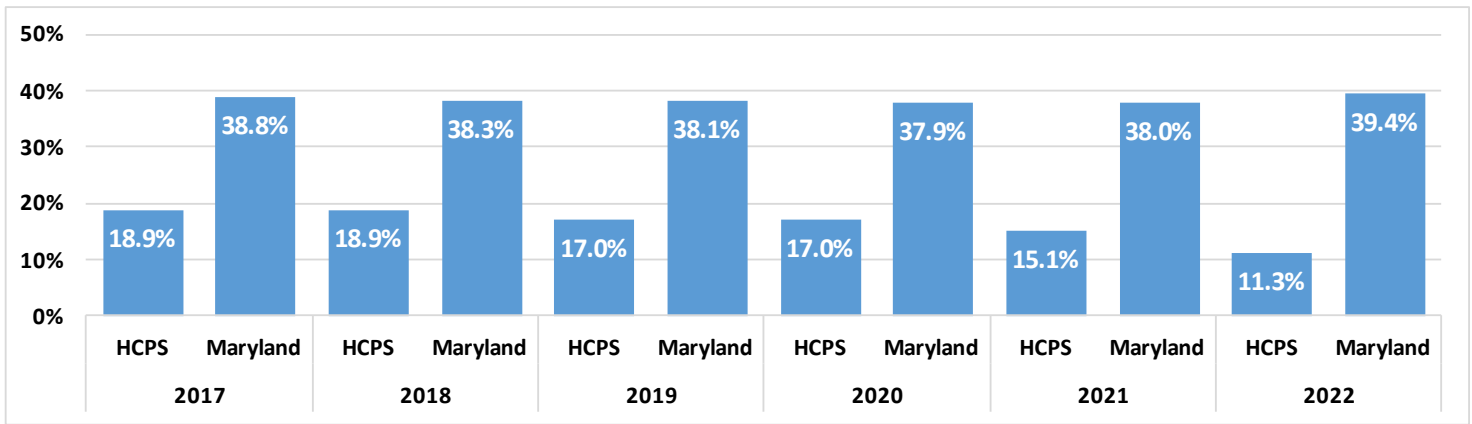
This chart demonstrates that the State of Maryland has increased the overall number of minority pupil personnel workers and school social workers by only 0.65% over the past five years. HCPS had a minimal increase in the diversity of Pupil Personnel Workers and Social Workers by 1.6% over the past 5 years.

Table 3 - Minority Representation among School Principals

This chart represents school principals, at all levels of elementary, middle, and high school, by race and ethnicity.



Table 3 - Persons of Color Representation Among School Principals

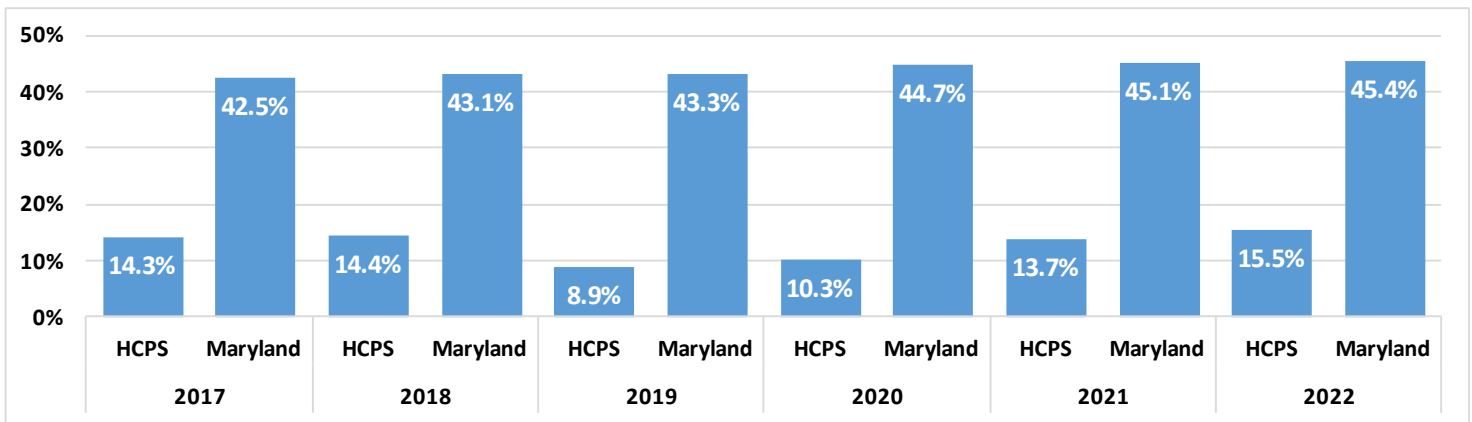


This chart demonstrates that the State of Maryland has shown an increase in the overall number of minority school principals over the past five years by 1.07%. Prior to 2022, the State of Maryland had shown a decline in the percentage. HCPS has had a decrease in the percentage of minority school principals by 7.6% over the previous five years.

Table 4 - Minority Representation among Assistant Principals

This chart represents school assistant principals, at all levels of elementary, middle, and high school, by race and ethnicity.

Table 4 - Persons of Color Representation Among School Assistant Principals



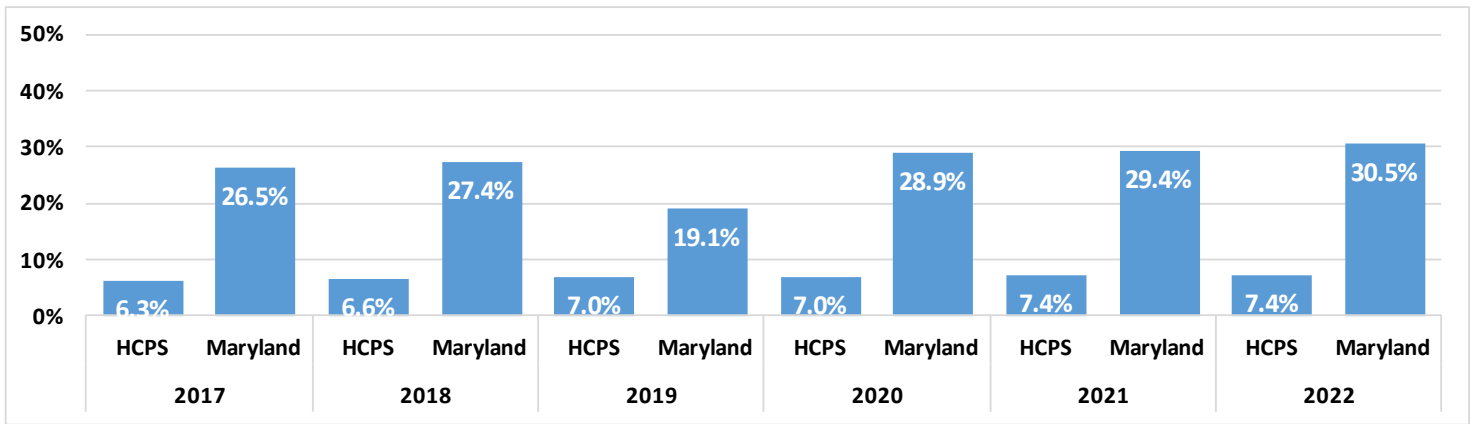
This chart demonstrates that the State of Maryland has increased the overall number of minority school assistant principals over the past five years by 2.27%. HCPS has had a slight increase in the percentage of minority school assistant principals increasing by 1.2% over the previous five years.

Table 5 - Minority Representation among Teachers

This chart represents teachers, at all levels of elementary, middle, and high school, by race and ethnicity.



Table 5 - Persons of Color Representation Among Teachers



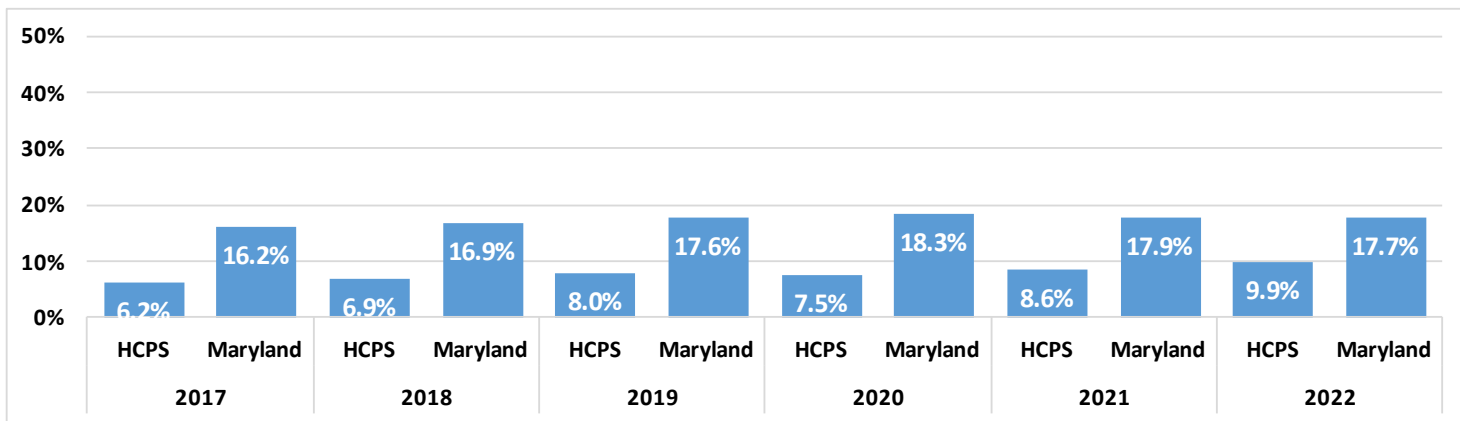
This chart demonstrates that the State of Maryland has increased the overall number of minority teachers, state-wide, over the past five years by 3.06%. HCPS has had an increase in the percentage of minority teachers by 1.01% over the previous five years. This is the major area of focus for this report and Career Ladder subgroup. Maryland must do more to attract minority teachers to the teaching profession. All Maryland school systems, including Harford County Public Schools, would benefit from an increase in the number of minority teacher candidates.

Table 6 - Minority Representation among Therapists

This chart represents therapists, at all levels of elementary, middle, and high school, as well as therapists at the central office level, by race and ethnicity.

Table 6 - Persons of Color Representation Among Therapists



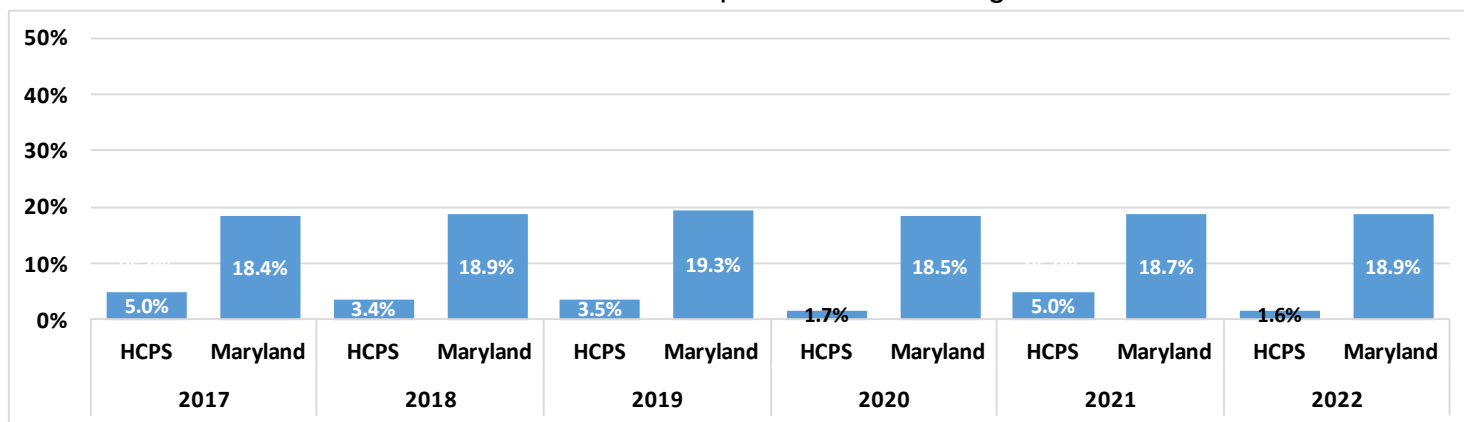


This chart demonstrates that the State of Maryland has increased the overall number of minority therapists over the past five years by 0.77%. HCPS has had an increase of 3.7% in minority therapists hires over the past five years.

Table 7 - Minority Representation among Librarians

This chart represents librarians, at all levels of elementary, middle, and high school, as well as librarians at the central office level, by race and ethnicity.

Table 7 - Persons of Color Representation Among Librarians



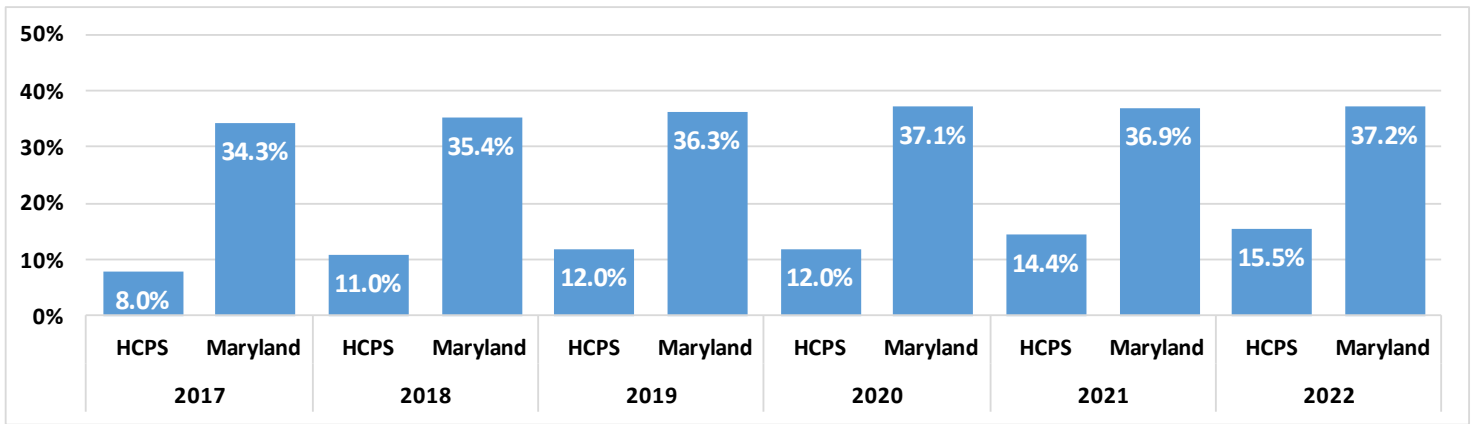
This chart demonstrates that the State of Maryland has decreased the overall number of minority librarians over the past five years by 0.06%. HCPS has also had a decrease in the percentage of minority librarians by 3.4% over the previous five years.

Table 8 - Minority Representation among Guidance Counselors

This chart represents guidance counselors, at all levels of elementary, middle, and high school, as well as guidance counselors at the central office level, by race and ethnicity.



Table 8 - Persons of Color Representation Among Guidance Counselors

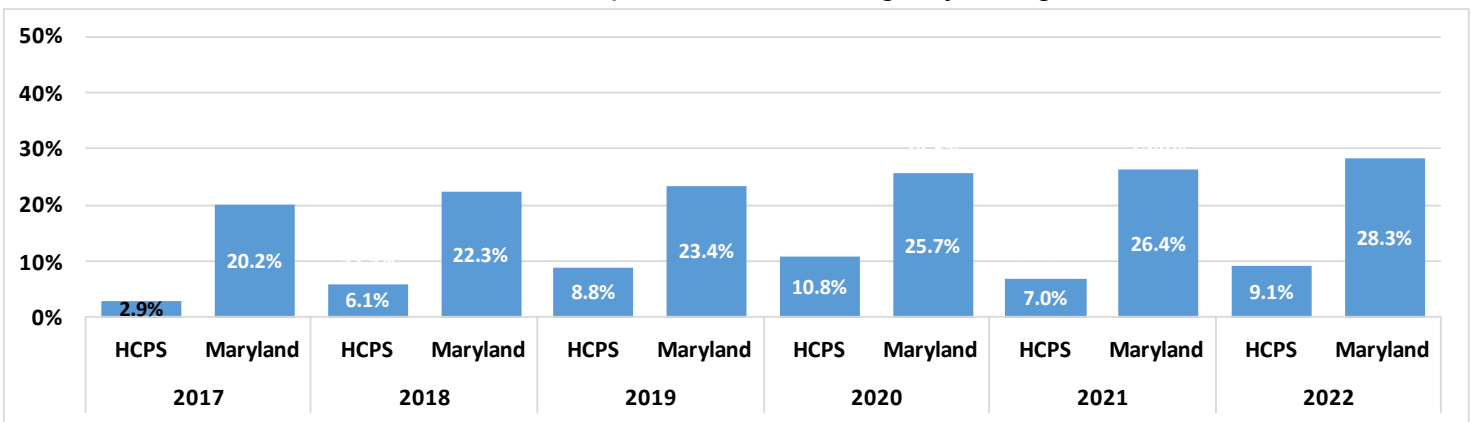


This chart demonstrates that the State of Maryland has increased the overall number of minority guidance counselors over the past five years by 1.85%. HCPS has had a significant increase in the percentage of minority guidance counselors increasing by 7.5% over the previous five years.

Table 9 - Minority Representation among Psychological Personnel

This chart represents psychological personnel, at all levels of elementary, middle, and high school, as well as psychological personnel at the central office level, by race and ethnicity.

Table 9 - Persons of Color Representation Among Psychological Personnel



This chart demonstrates that the State of Maryland has increased the overall number of minority psychological personnel over the past five years by 6.2%. HCPS has fluctuated with the minority representation of psychological personnel over the past five years. While it increased from 2.9% to 10.8% from 2017 to 2020, it took a dip in 2021. However, from 2021 to 2022, we saw an increase of 2.1%. School psychologists are an area of extreme shortage for HCPS.

Analysis of Data for Factor 1 for HCPS



Minority representation in education throughout Maryland is a challenge. In HCPS, we reflect and align with the overall trends in minority staffing throughout the state.

HCPS had large increases in the percentage of minority professional staff such as an increase in the following areas:

- 20% increase in minority superintendents, deputy superintendents, and associate or assistant superintendents (Table 2a)
- 7.5% increase among guidance counselors (Table 8)
- 6.2% increase in minority psychological personnel (Table 9)

HCPS had slight increases in the following areas:

- 3.6% increase of selected professional staff (Table 2)
- 3.7% increase in minority therapists hires over the past five years (Table 6)
- 3.0% increase in the number of minority administrative office staff, including directors, coordinators, supervisors, and other administrators over the past five years. (Table 2b)
- 1.6% minimal increase in the diversity of Pupil Personnel Workers and Social Workers over the past 5 years. (Table 2C)
- 1.2% minimal increase of minority school assistant principals over the previous five years. (Table 4)
- 1.01% minimal increase of minority teachers over the previous five years. (Table 5)

HCPS had decreases in the following areas:

- 3.4% decrease in minority librarians over the previous five years. (Table 7)
- 7.6 % decrease in minority principals over the previous five years. (Table 3)

Factor 2: Recruitment Practices

As part of the Harford County Public Schools Equity Policy the school system uses an equity lens in all staff recruiting, hiring, retention and promotional processes. A comprehensive recruitment plan is in effect to attract diverse, highly qualified teachers to HCPS. The plan focuses efforts among local and regional colleges and universities as well as planned visitations to locations where the pool of candidates further supports attraction to difficult-to-fill positions. Our outreach this past year has included both in-person and virtual recruitment events reaching national audiences in Maryland as well as Pennsylvania, South Carolina, Delaware, Virginia, Washington DC, North Carolina, Ohio, New York, New Jersey, Michigan, Georgia, and Alabama. Seven (7) of these events were sponsored by a Historically Black College/University or was sponsored by an organization focusing on diversity-centered recruitment. While virtual events allow us to reach a broader list of states without travel expenses, attendance continues to be low at many of the events. Advertising through targeted websites and social media has continued to be used to attract viable instructional and support candidates to the school system.

In addition to attending recruitment events in Maryland and neighboring states, HCPS hosts annual hiring expos throughout the county. The goal is to streamline the application process for potential applicants while providing the convenience of setting up HR support within the community. The Hiring Expo serves to recruit potential



applicants for both instructional and operational vacancies. Annual evaluations of events are done to ensure our recruitment efforts are fruitful and allow us to visit areas with the greatest potential. The community-based Hiring Expo also helps to assist us in achieving our recruitment goals while removing any potential barriers to hiring. To ensure our recruiters are prepared to engage in a wide variety of recruitment opportunities, recruiters, as well as our administrators/hiring managers receive annual bias training as well as professional development on strategies to diversify and retain staff.

The Human Resources Team also works alongside our Supervisor of Teacher Preparation and Professional Development to meet with all our teacher intern cohorts to inform them of the benefits of working for HCPS and the hiring process with a goal of welcoming them as new hires for the following school year.

Additional Support: Diversity Retention and Recruitment Specialist

To further support our plan, Harford County Public Schools has created a position to support the retention and recruitment of teachers and staff traditionally under-represented in the district. The Diversity Retention and Recruitment Specialist (DRRS) provides vision and direction for district-wide and school-based retention initiatives, establishes additional systems of support for conditionally certified teachers seeking state certification, partners with Institutions of Higher Education(IHE) to streamline procedures for teachers, staff, and students pursuing or exploring a career in education, collaborates with community partners in efforts to implement mandated procedures resulting from the Blueprint for Maryland's Future legislation, and works with various HCPS departments and district consultants to strengthen and expand professional pathways into education for current HCPS students.

District-wide & School-Based Retention

Understanding the importance of retaining diverse educators, the DRRS has created annual networking opportunities for teachers and staff of color. Each year two events are held to provide teachers and staff of color an opportunity to connect with district leadership and colleagues from around the district. When polling diverse staff members, participants noted they felt they did not have ample opportunities to connect with top district leadership and any information they received from executive leadership was filtered through school-based administration. To remedy this concern, annual networking events are held at various locations around the county. In addition to meeting and networking with executive leadership, participants receive information on upcoming programs and leadership opportunities. Participation in these networking opportunities continues to grow and feedback has been favorable. Participants have expressed their appreciation of the events being created as a direct result of their feedback and input. As an additional means to engage the larger diverse community in Harford County, the DRRS along with the Supervisor of Staffing conducted a virtual presentation to members of the Harford County Chapter of the NAACP. The presentation was geared to share career opportunities, provide insight to streamline the application process, and invite community members to spread the word regarding employment opportunities within HCPS.

Conditional Teacher Support



Working alongside the Coordinator of Certification, the DRRS spearheads efforts to provide district-wide and school-based support for conditionally certified instructional staff. Support includes a newly created handbook for conditionally certified staff highlighting the steps to state certification, university partners, tuition reimbursement, Praxis test prep & support, and other information vital to assist teachers as they successfully complete certification requirements. The handbook is not only made available to conditionally certified teachers, but also to school-based Instructional Coaches in an effort to ensure Coaches remain informed as they provide targeted support to teachers. A significant part of support for conditionally certified teachers involves forging ongoing partnerships with our IHE partners to provide direct bill support for teachers completing coursework. This benefit has proven to be extremely beneficial as it limits the out of pocket costs teachers must incur as they complete their course requirements. The DRRS in partnership with the Office of Organizational Development provides Praxis test prep materials to conditionally certified teachers. This benefit also serves to limit out-of-pocket cost teachers incur as they prepare for testing. In addition to providing test prep materials, the DRRS coordinates study groups with conditionally certified teachers based on areas of content. The goal is to pair a current conditionally certified teacher with a former conditionally certified teacher in the same content area to provide support and insight in preparation for the Praxis exam(s). In addition to this specialized support offered to conditionally certified teachers, the DRRS along with our Human Resources staff conducts annual professional development sessions for conditionally certified staff. These sessions are designed to provide an overview of the path to certification, provide resources, and field any questions or concerns. Providing ongoing support for conditionally certified instructional staff not only allows us to support teachers throughout their certification journey but allows us to maintain touchpoints with many of our teachers of color. Currently, HCPS supports 201 conditionally certified staff members. Of that number, 44 are male (22%) and 52 are individuals of color (26%).

IHE Partnerships

As mentioned in the previous section, the Diversity Retention & Recruitment Specialist spearheads the creation and expansion of partnerships with Institutions of Higher Education (IHE) in an effort to streamline access to information and resources for HCPS employees as well as connect with and support current college students. The DRRS provides support to current college students by sharing resources and advancement opportunities available in Harford County Public Schools while also creating opportunities for non-education majors to explore a career in education. Currently these partnerships have resulted in direct billing arrangements with ten (10) colleges and universities; three of whom are identified as Historically Black Colleges and Universities (HBCUs). In addition to the direct billing benefit, the DRRS continues to work with our IHE partners to expand internship placement opportunities within HCPS. At the university level, the DRRS works with the School of Education as well as the Career Placement offices to conduct specialized career exploration workshops, networking opportunities, and participation in specialized recruitment opportunities for college students (education and non-education majors). Building and nurturing these partnerships are vital to ensuring current and future candidates remain abreast of the merits of not only a career in education, but a career in education in Harford County Public Schools.

Blueprint for Maryland's Future

As a means to engage and support all educational stakeholders, the DRRS is a member of the Blueprint for Maryland's Future Elevating Educators Committee. In this capacity, the DRRS works with HCPS staff, community partners, and Institutions of Higher Education to ensure legislative mandates are successfully implemented. As a member of this committee, the DRRS chairs the Diversity Retention & Recruitment Workgroup along with the Supervisor of Talent Management. The initial goal once the workgroup was created was to ensure that all workgroup members were educated regarding district recruitment and retention efforts. Going forward, the workgroup will continue to share efforts with workgroup members while brainstorming



additional efforts to expand recruitment and retention efforts. The workgroup will also serve as a means to share our efforts with stakeholders outside of the district thereby expanding the reach and overall impact of all implemented efforts.

Talent Pathways

To ensure viable pathways into the profession of education exists for traditionally under-represented professionals, the DRRS also provides support to the Teacher Academy of Maryland Magnet program and Educators Rising student groups in HCPS middle and high schools. To that end, the Diversity Retention & Recruitment Specialist has partnered with the University of Maryland Eastern Shore's (UMES) Men of Color in Education Program and the High School Teacher University Program under the direction of Dr. Richard Warren to build affinity spaces for male educators of color in HCPS as well as working with male high school students of color to share the merits of a career in education in HCPS. Each program provides HCPS and UMES opportunities to not only diversify the pool of qualified applicants but establish systems of support for male educators at all stages of their professional development. Additionally, the Diversity Retention and Recruitment Specialist has forged a partnership with Coppin State University (CSU) to provide support for conditionally certified teachers seeking assistance with course completion and Praxis exam prep. This partnership also provides opportunities for the DRRS to visit university campuses to meet with current education and non-education majors in an effort to introduce them to employment opportunities in HCPS.

Conditional Certification

Due to the lower number of diverse candidates graduating from traditional teacher preparation programs, Harford County Public Schools has worked to promote the education profession to career changers through conditional certification. This strategy has afforded us the opportunity to hire a larger pool of diverse teacher candidates which are supported by Diversity Retention and Recruitment Specialist, our Curriculum and Instruction Office and our Certification Department.

Grow Your Own

The school system also has in place two Grow Your Own programs to increase our diverse candidate pool to include the Teacher Academy of Maryland and the Growing Exceptional Teachers (G.E.T More) Program to advance support professionals into teaching positions. This program provides increased tuition reimbursement for those pursuing teacher certification and provides a paid and benefited internship.

The G.E.T More Program is coordinated and overseen by our Career Counseling Specialist who works with our staff to:

- Performs assessments with participants to determine their interests, work history, educational history, skills, and strengths.
- Evaluates employee's background, education, and training, to help them develop individualized pathways and realistic goals for career change plans and/or career advancement.



- Makes career pathway recommendations based on interest assessments, the labor market, and HCPS staffing needs and talent pathways.
- Creates concrete career development assignments, steps, self-assessment, and goals to help participants move more quickly through the career exploration and decision-making process.
- Identifies barriers to employment goals and works with participants on problem-solving, resource identification, and action steps to reduce or remove barriers.
- Motivates and guides participants in meeting the goals laid out in their employment plans.
- Works individually with employees on resume building skills, application completion and preparing for interviews as needed.
- Conducts group workshops on a variety of topics, including HCPS talent pathway options, writing resumes and cover letters, successful job interviewing, navigating the qualification processes, and career development resources.
- Assists employees and identified outside candidates with selecting and applying for educational programs to obtain the necessary degrees, credentials, and/or skills needed in order to pursue career opportunities within the organization.
- Collaborates with the Supervisor of Equity to identify opportunities and initiatives to promote diversity and equitable outcomes for talent pathways and participants.
- Collaborates with the Talent Pathways Manager for alignment, support, and leveraging of the HCPS Talent pathways initiative.
- Identifies and reports on trends in job growth and job opportunities in our organization.
- Assists employees with finding both internal and external resources related to an individual's job change plans and/or career advancement goals.
- Promotes Harford County Public Schools resources to educate employees and all interested participants of growth and employment opportunities.
- Monitors the certification status of all conditionally certificated educators, ensuring that educators meet the MSDE COMAR certification requirements according to stated timeframes.

The Human Resources Team works alongside the Teacher Academy of Maryland to fully support our TAM students on their educational journey, as well as recruit them to come back to work for Harford County Public Schools.

Both programs focus on eliminating barriers and providing support for interested students and/or employees in our school system who want to become teachers and offer employment at the conclusion of the program. Through our collaboration with our Office of Strategic Initiatives – Talent Pathways, we are working to create additional Grow Your Own programs.

Open Contracts

In an effort to jumpstart access to a more diverse candidate pool, HCPS offers open contracts to diverse candidates early in the hiring process in order to guarantee them a position with our system prior to our budget being finalized. We have also been intentional about making our social media marketing campaign attractive to a diverse audience.



We have also worked with the Harford County Chapter of the NAACP to present information to their organization, as well as collaborating on social media outreach.

Professional Development

To prepare our hiring managers to recruit a diverse workforce we held a professional development for all system hiring managers to link to success of our students and building their capacity on recruiting and retaining a diverse workforce, as well as how to celebrate diversity in their buildings. We have also conducted bias training with our recruiters and educated them on how to find the best fit for our county, in addition to sharing recruitment best practices.

To ensure that our efforts to increase diversification of our staff is reflected in our district leadership, a new program was created to support the leadership development of interested staff. Future U is a program coordinated by The Office of Organizational Development. The Future U Academy is for Aspiring Principals and Assistant Principals. The academy is an opportunity for current HCPS staff and leaders to take their next steps in leadership development. Participants uncover leadership strengths, discover the core leadership competencies, and explore strategies that can be used in participants' current placement. Participants are selected through an application process. The academy meets once a week for nine weeks. The Diversity Retention & Recruitment Specialist works closely with program administrators to ensure diverse representation in the candidate selection process. At the onset of the program during the 2022-23 academic year, diverse candidates comprised less than 1% of the program's participants. To date, 14% of the program's participants are identified as racially and ethnically diverse. This increase was the direct result of the ongoing partnership between the DRRS and Future U program administrators to ensure that all eligible candidates are routinely informed and updated regarding the application process and requirements.

Community Partnerships

We are building community partnerships through our Elevating Educators Diversity Retention and Recruitment Workgroup. The group is made up of school system leaders, higher education leaders, and those involved in community action. It is the intent of this group to yield measurable enhancements to the personal and professional lives of our employees, families, and most importantly our students. The group will continue to work on Grow Your Own initiatives as well as community partnerships to increase our diverse candidate pool.

Challenges

Currently, we have not been able to identify any recruitment practices that have contributed to a lack of diversity; however, we are working to enhance all of our programs to increase our outreach to diverse candidates. Working with the Talent Pathways Office, the Human Resources Team hopes to recruit from their additional pipelines being created.

Our challenges include:



- Identifying diverse candidates who meet statewide certification requirements, recruiting from a limited candidate pool, and hiring candidates with a competitive statewide market.
- While we recruit at several HBCUs, the closest HBCU is over forty miles away, making it a less than attractive internship choice. We are working with the universities to find other ways to host students to experience the culture of HCPS. The counties that do have an HBCU close, often are able to hire the graduates who serve as their interns more successfully.
- The rate of our diverse student population is increasing much faster than the diverse candidates Maryland and the surrounding states are producing from teacher certification programs, making it difficult for our staff to mirror our student population.
- Our current workforce is not as diverse as we would like it to be, so we hope that as we continue our intentional efforts, increases will be evident in the diversification and retention of our staff. There are some erroneous notions that HCPS is not a diverse, inclusive work environment. It is our goal to debunk this myth by expanding our efforts to increase opportunities for those outside our district to visit and see first-hand the diverse cultures that make up HCPS and why working in our district is a viable career option.

Factor 3 – Interview Practices

Harford County Public Schools teacher candidates are first screened by a Human Resources team member, Curriculum Supervisor, or a member of the recruitment team. Interviews are either conducted in-person, via Microsoft Teams or a one-way recorded interview. In order to accommodate the increased number of career changers into the education workforce, Human Resources, in partnership with the Diversity Retention & Recruitment Specialist, has created a new set of interview screening questions. Since career changers rarely have direct experience in education, the new screening tool is used to help determine the transferable strengths and skills the applicant potentially brings to the profession. This new tool has proven useful to not only HR staff, but school-based administration to ensure applicants are properly screened and receive credit for their professional experiences and expertise. Once a candidate has been screened and identified as meeting initial eligibility criteria, candidates are then released to school administrators to review and interview if appropriate. While our applicant pool of diverse candidates is often low, the initial screening process focuses on expediting diverse candidates to school administrators. Leadership positions are conducted in a panel interview process to include a diverse interview panel. The candidate selection process includes several factors to include a review of all candidates to ensure there is diverse representation. However, our candidate pool of diverse candidates is often limited. Leadership interviews are often tiered with a multistep interview process starting with a larger panel to identify candidates to move forward before moving into final stages of the selection process that could include an additional interview, demonstration of skill set, presentation, etc. All participating in an individual interview or panel are provided with training on using a county created screening tool to assess candidates' fit for the position. The screening tools include diversity and equity centered questions to ensure a candidate's ability to serve a diverse population, even though they may not be considered diverse themselves. Members of the recruitment team are also trained on diversity centered recruitment at the beginning of each recruitment season.



Professional development was provided to system administrators/hiring managers. The focus of this professional development was to equip those conducting interviews with best practices in interviewing diverse candidates. Our assistant principal pool was more diverse this year and we felt these best practices prepared our interviewers. We have also implemented a tool to track candidates that are interviewed at the school level. This allows us to see who was interviewed, who was on the panel and the final selection. This allows the Human Resources Team to analyze the data at any time to ensure best practices are being utilized and holds the interviewers accountable. A challenge that we do have is that it is often difficult to ensure that diverse candidates are interviewed for every position, as the applicant pool does not always allow us to do so. We could have a candidate pool with no diversity. This leads us back to our recruitment practices to ensure we are reaching a diverse audience when advertising positions. We are also trying to increase diversity on our leadership teams. Because we still have gains to make in this area, we are often calling upon the same system leaders to ensure our interviewers are representative of the candidates we wish to interview and/or hire.

Factor 4 – Selection Practices

The Human Resources Team provides an annual report to The Board of Education highlighting hiring trends and demographics in comparison to our student population. It has continued to be a goal of the Human Resources team to continue to diversify our staff, as well as educate the hiring managers about this goal and the significance of this goal and its impact on student achievement.

In Harford County Public Schools, school-based employees are selected by school administrators once screened by the Human Resources Team. School administrators are always working to diversify their staff and while the pool of diverse candidates is sometimes limited, it is a priority to interview candidates who would assist in achieving this goal. In an effort to increase the diversity of instructional staff, school administrators have taken the option to hire a candidate who is eligible for conditional certification through MSDE. Conditionally certified instructional staff are hired as the teacher of record while completing course and test requirements needed for state certification. This has been a successful recruitment strategy during the national teacher shortage and for also recruiting teachers of color.

Selection for Leadership positions within the district are made by recommendation of the panel and selection is made by the hiring manager. All position offers are made by the Human Resources team to ensure an equitable process has been followed in the selection process. All interview notes are collected and archived for future reference should it be required.

In collaboration with various school system stakeholders, the Human Resources team implemented a priority hiring window for identified schools this past year. A variety of data sources were analyzed, and other criterion information was reviewed to determine which schools would be provided access to the priority hiring window in order to address hiring challenges. The established priority hiring window provided our identified schools an opportunity to access the interview and hiring process and available candidates prior to our schools who did not meet this criterion.



As mentioned above, we did conduct a professional development for system leaders to educate them on the importance of hiring a diverse team and the impact on student success. We are looking at the selections being made to ensure these best practices are being utilized when possible.

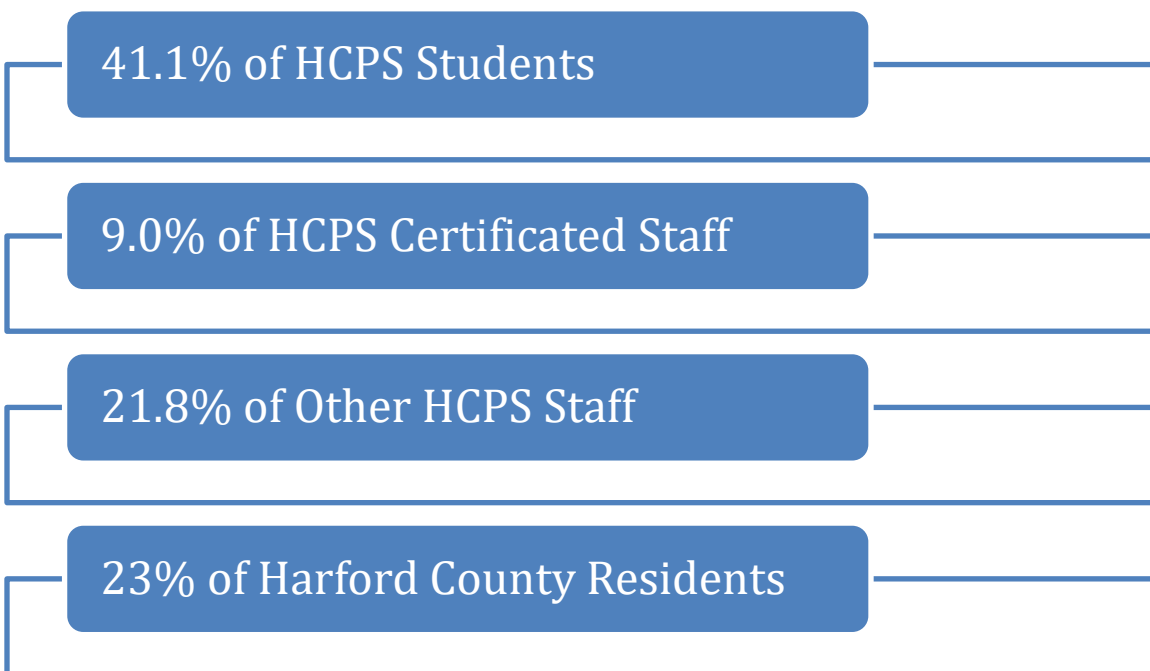
A continued challenge is that our candidate pool is often not as diverse as we would like. Therefore, it is hard to select a diverse candidate to serve in the role. We do see that our administrators are making diversity a priority when making selections. We hope by our continued efforts in building pipelines, reaching a broader audience when recruiting and advertising, and our continued efforts in retaining our diverse workforce, we will see our candidate pool become more diverse and therefore be able to select diverse candidates to fill our positions.

Through our work with our Maryland Blueprint Elevating Educators Committee, we have put together a group of stakeholders to focus on diversifying our workforce. This group has and will continue to evaluate our practices, provide insight, and ultimately assist us with enhancing our current practices, as well as implementing new practices to make continued efforts.



Factor 5 – Comparison to Student Population

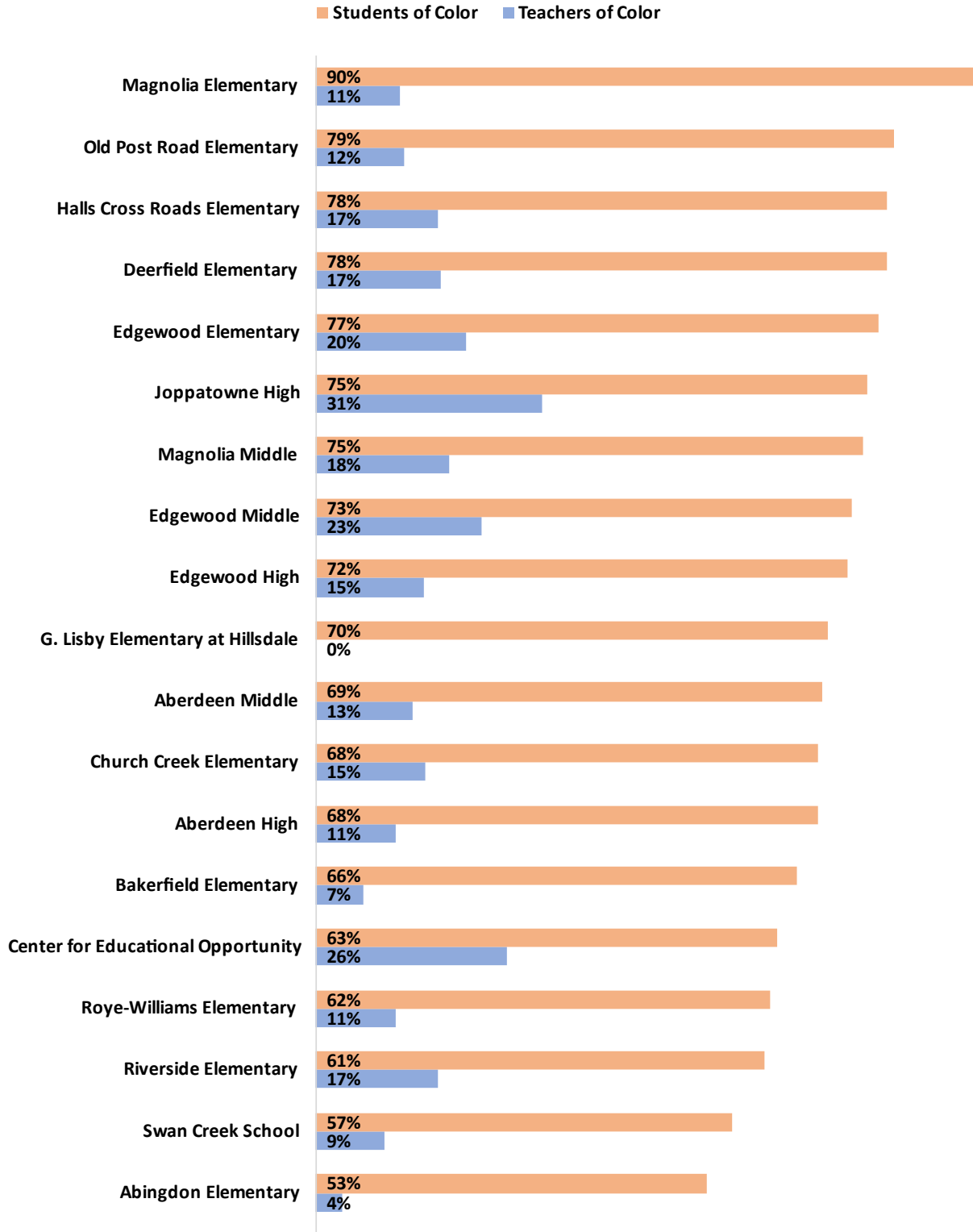
In this section, we compare the minority populations of HCPS students to the minority population of HCPS teachers as well as how these numbers compare to the overall diversity of Harford County. The graphic below indicates that 41.1% of HCPS students identify as non-white students while only 9.0% of our certificated staff identify as non-white. Using 2022 US Census data, the minority representation within Harford County was 23%. The ability to recruit diverse teachers from within our community continues to be a challenge. One positive to note is that in light of the teacher shortage and therefore the need to recruit and hire more conditional teachers to fill remaining classroom vacancies, HCPS is hiring diverse candidates at a much higher rate from the community than from traditional teacher prep IHE programs. This past reporting year, we hired 57 teachers of color with 22 of those individuals hired as conditional hires. These are career changers from our local and surrounding community who have chosen to teach in HCPS.



The following data reflects the percentage of students of color within each school compared to the teachers of color within the same school. The data indicates that although we do have teachers of color represented in most of our schools, the percentages in most cases are not close to mirroring the student populations we serve. This graphic makes it clear as to why we must continue to focus on this critical work of diversifying and retaining our workforce.



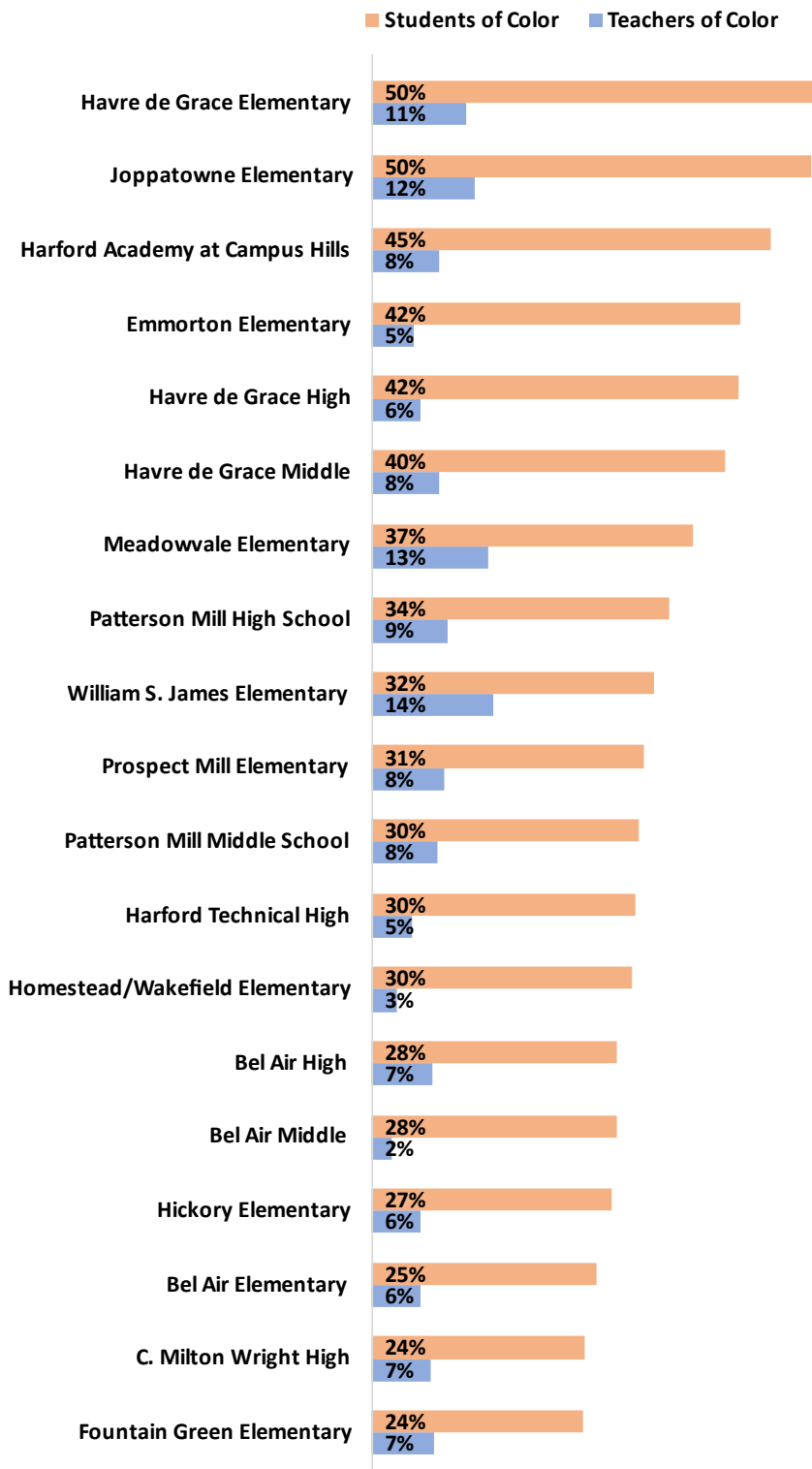
***People of Color Percents witin Student and Teacher Populations by School**



*Specific race counts per school that are less than ten are not available on the MSDE report card.



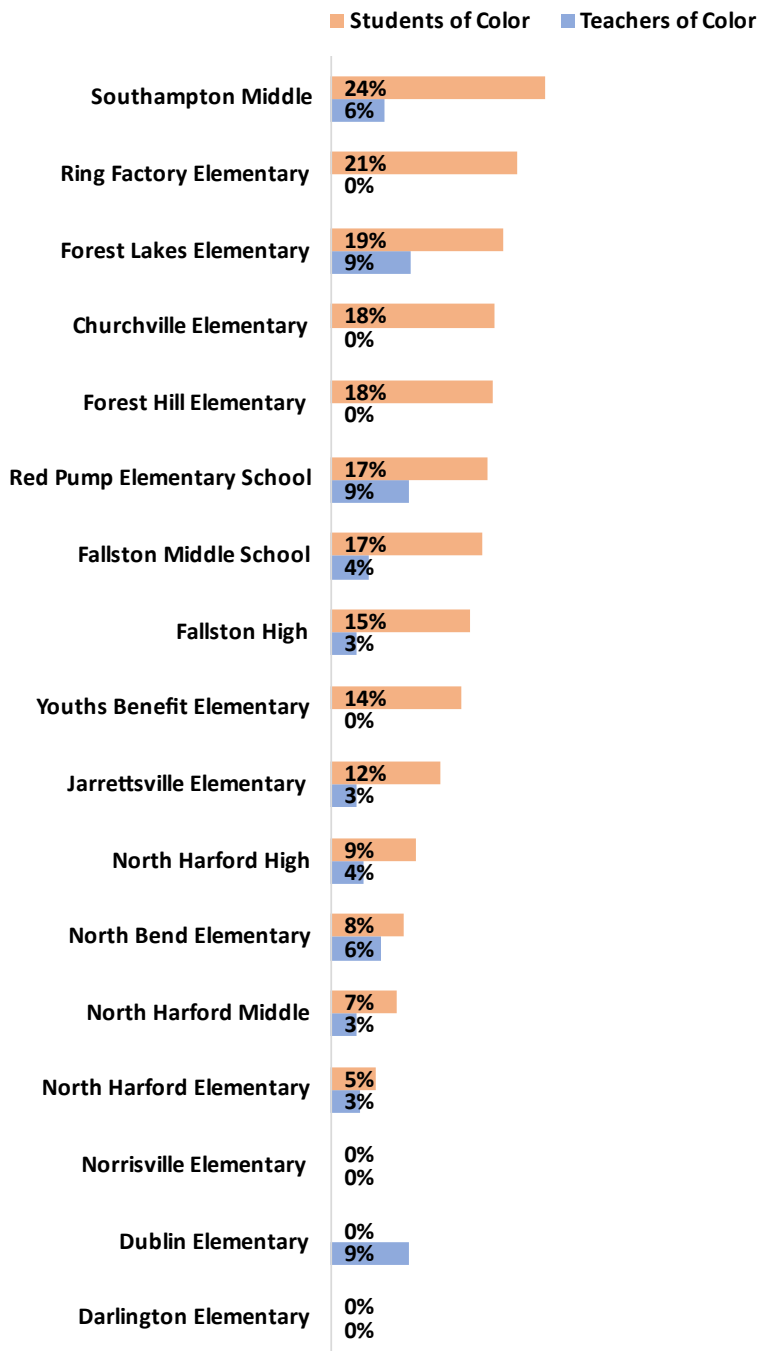
***People of Color Percents within Student and Teacher Populations by School**



*Specific race counts per school that are less than ten are not available on the MSDE report card.



***People of Color Percents within Student and Teacher Populations by School**



*Specific race counts per school that are less than ten are not available on the MSDE report card.



Factor #6 - Survey Data from Stakeholders (optional)

HCPS provided our new hires with a survey to rate their onboarding experience with HCPS based on last year's recommendation. The following ratings were provided using a rating scale of 1-5 with 1 being the lowest rating and 5 as the highest rating.

Application Process: 4.46

Interview Process: 4.46

Hiring Process: 4.44

Onboarding: 4.09

Diversity in the system: 4.27

Overall experience with Talent Management Team: 4.59

We also collected data on what enticed them to apply for HCPS without a rating system.

Most notable changes we plan to make based on comments include:

- Ensuring schools act quickly on interviewing and notifying candidates who were not selected
- Providing onboarding materials in a more timely manner
- Ensuring diversity is seen in staff in all parts of county, as some mentioned they felt the most diverse staff were in our more diverse parts of the county only

Reasoning for joining HCPS included the following. We hope to continue to capitalize on these areas to strengthen our talent pathways.

- Diversity of the school system
- Community engagement
- Close to home
- Experience with HCPS (substituting, support staff, internship, etc)
- Salary, Benefits, Tuition Reimbursement
- HCPS respect and support for staff
- HCPS team spirit

HCPS has not conducted any surveys with identified stakeholders identified as hiring managers as was recently recommended. Moving forward, our Human Resources team will conduct a survey to include information about areas of responsibility (schools/sites), availability and quality of diverse candidates, process of selecting candidates for interviews, expectations of candidates during an interview (answer questions, present a lesson, etc.), development of interview questions, consistency, organization of interview panel, how they feel they reduce bias, if the interviews are resulting in quality candidates, the role diversity plays into selection, how well the system's interview process is working, barriers encountered, the need for additional training, and suggestions for improvement. We look forward to including this survey data in next year's report submission.

Factor 7: Localized or Unique Challenges Conclusion



HCPS is located in the northeast portion of Maryland neighboring Pennsylvania to our north and west, Cecil County to our north and east and Baltimore County to our south. Although Harford County has Harford Community College and Towson University in Northeastern Maryland campus, our closest HBCU is Morgan State University which is 40 minutes away. The lack of 4-year institutions local to HCPS decreases the number of interns available to place in our schools, especially the number of diverse candidates. This negatively impacts our overall pipeline of diverse teaching candidates. Historically, we have been relatively successful in recruiting candidates out of Pennsylvania as our immediate neighbor to the north. Regretfully, the teacher shortage has started to impact the number of export candidates Pennsylvania is able to provide making it more and more difficult to fill our growing need for teacher candidates. Although not unique to Harford County, the cost of housing and/or rental at this point in time is negatively impacting our ability to convince candidates to relocate. Although Harford County as a whole continues to grow in numbers as far as overall community diversity, the number of certificate eligible individuals able to serve in a teaching capacity has not increased. This is a contributing factor to the limiting numbers of diverse teaching candidates for our school system.



Workgroup Recommendations

Recommendation #1: The workgroup makes a strong recommendation to expand the evaluation for this required report to include all public school employees, not just teaching staff. All public school employees, including bus drivers, cafeteria workers, building maintenance and operations staff, office staff, instructional assistants, teachers, and administrators impact our students in a positive way and all should be recognized for the positive impact they have on the learning environment. All HCPS employees have an impact on our students. This would require MSDE to collect and report out staffing data for all professional, certificated, and non-certificated staff of public schools throughout Maryland.

Recommendation #2: The workgroup makes a strong recommendation to increase education programs throughout the State of Maryland. All colleges and universities in Maryland should implement or expand teacher preparation programs, including community colleges. Maryland needs to examine and enhance teacher loan forgiveness programs, increase available scholarships for individuals enrolled in teacher preparation programs, or other ways to offset the financial burden for individuals who want to become teachers. The increase in the number of days required for a student-teacher internship may result in an increased amount of tuition, thus eliminating low-income college/university students from being able to fulfill their degree programs, many of whom may also be in minority groups.

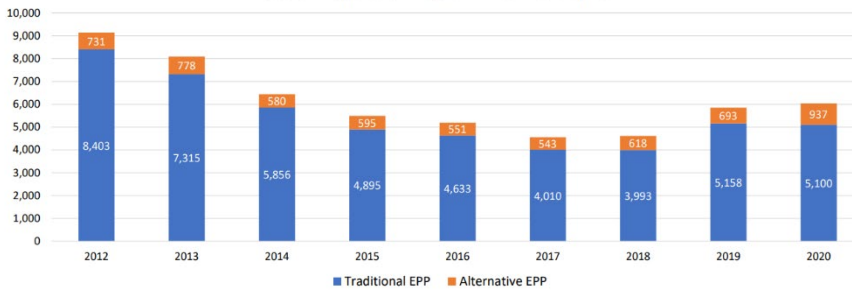
Recommendation #3: Maryland needs to invest in and promote a national recruitment campaign to increase diverse teacher candidates to live, work and grow in the State of Maryland. A state-led organization needs to be established with dedicated staff, immediate timelines, and demonstrated efforts to assist all local school systems in Maryland with a lack of qualified candidates for hire. While MSDE had previously discussed such an initiative with Directors of Human Resources and Deans and Directors of Higher Education, there has been no proof or demonstration of any state-led recruitment efforts. A state-wide job fair, sponsored by the Maryland Association of School Personnel Administrators (MASPA) was once a highly regarded and attended event. While MSDE partnered with MASPA to send representatives to assist with certification, MASPA was the lead agent on this initiative, not MSDE. These tables below represent education majors graduating throughout the University System of Maryland as compared to the number of new teacher hires needed each year. This data is a strong indicator that the state as a whole needs to come together and collaborate in order to find better ways to grow future teachers.



Maryland Teacher Preparation Enrollment Trends

Total enrollment in teacher preparation programs has declined by 33% since 2012.

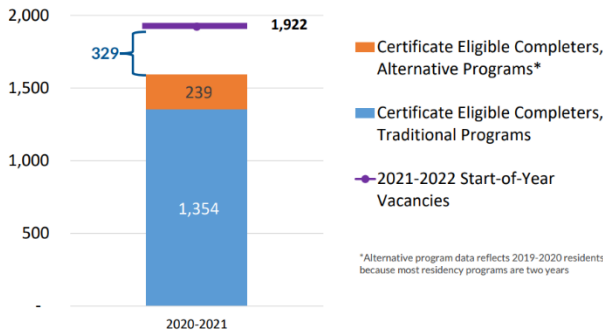
Teacher Preparation Program Enrollment by Year



Source: 2020-2021 Traditional Program Annual Report and 2020-2021 Alternative Program Annual Report

Maryland Supply of Teachers vs. Demand for Teachers

Maryland Educator Preparation Programs do not produce enough teachers to fill the state's vacancies.

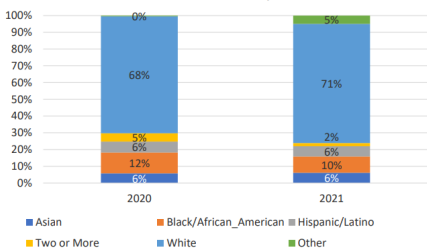


Source: 2020-2021 Traditional Program Annual Report and 2020-2021 Alternative Program Annual Report

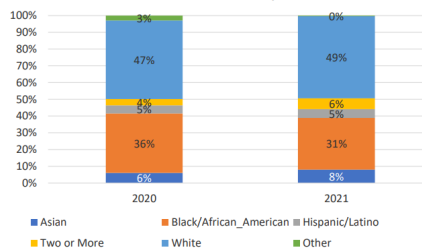
Maryland Teacher Preparation Program Completers

Completers in alternative preparation programs are more diverse than in traditional programs.

Distribution of Traditional Preparation Program Completers by Year and Race/Ethnicity



Distribution of Alternative Preparation Program Completers by Year and Race/Ethnicity



Source: MSDE staff data collection



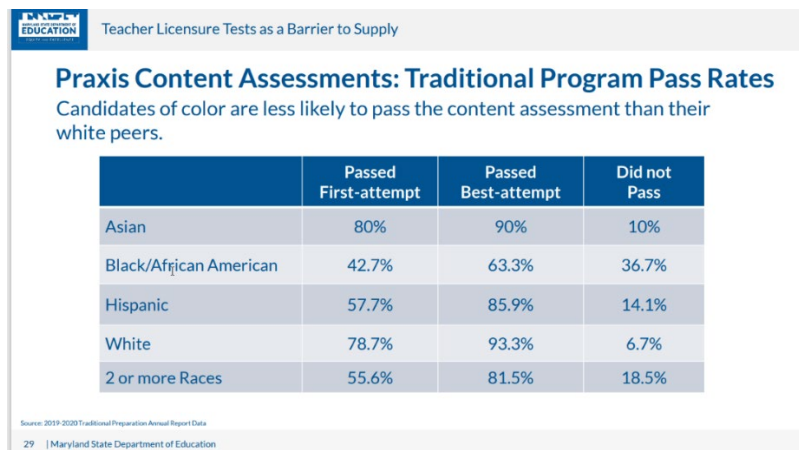
Key Takeaways from MSDE data charts above:

- The number of people completing teacher-education programs across the country is steadily declining
- Enrollment in Maryland educator preparation programs has decreased by 33% since 2012
- Maryland program completers are predominately white at ~71%

Recommendation #4: All tests required for certification in Maryland should be evaluated immediately to report to the Accountability and Implementation Board (AIB) the percentage of minority passing rates to determine if there is an inequity. Additionally, the costs of these assessments should be examined by the AIB and offset by state funds. The Maryland State Department of Education would be required to report to the AIB the number of tests required in order to obtain initial certification by certification area, possibly limiting the number of tests the State of Maryland can require per certification area. Lastly, the number of tests required per certification area should also be examined to limit the number of tests any one certification area can require. For example,

- A person seeking elementary certification is required to take nine tests to become certified. Praxis Core (3 tests), Praxis II Content (4 tests), Praxis II pedagogy (1 test), Teaching of Reading (1 test). We believe the amount of required assessments is excessive.
- Adding the teaching of reading test requirement for initial certification in elementary, early childhood, special education and ESOL is unnecessary and redundant because Maryland Approved Programs and conditional evaluations require the completion of 12 mandatory teaching of reading credits.
- Switching from the Praxis II pedagogy to the edTPA is also causing a hardship, especially for a conditional certified teacher who does not complete education programs. To successfully pass the edTPA test, the individual will have to take an additional class that walks them through the edTPA requirements and process. Additionally, it is double the cost of taking the Praxis.

The EdTPA and PPAT assessments should be included in this evaluation. HCPS also would encourage the AIB to request data from the National Board for Professional Teaching Standards (NBPTS) that analyzes the number and percentage of minority teachers who achieve and maintain their national certification, both on a national level and throughout Maryland.



Key Takeways:



- Teacher licensure exams are not a strong predictor of teacher effectiveness and can be a barrier to the supply of teachers of color
- Requiring alternative program candidates who have a 3.0 GPA or higher to pass a basic skills assessment limits an opportunity to diversify the profession

Recommendation #5: The Hiring Practices and Diversity report currently required by July 1, 2022, should be delayed until the AIB accepts the recommendations from the workgroup and accepts the proposed composition of the report by each local board of education as described in this report. Additionally, this workgroup feels that such an analysis should occur on a biennial basis on the years opposite the publication of the Maryland State Department of Education Teacher Staffing Report (currently published on even years). The MSDE Teacher Staffing Report would be required to be published by July 1, 2022, July 1, 2024, July 1, 2026, etc., and the Hiring Practices and Diversity Report required by local boards of education would be required to be submitted by July 1, 2023, July 1, 2025, July 1, 2027, etc. By requiring this report on a biennial basis, school systems may be able to produce data impacted by the implementation of the Blueprint requirements such as changes to the National Board Certification stipend, implementation of career ladders, any changes to certification requirements/tests, future salary increases, and the impact of the time teachers spend teaching and the time administrators are expected to teach.

Closing

In closing, HCPS remains fully committed to diversifying and increasing the diversity of staff throughout our school system. We look forward to partnering with the AIB, MSDE, and other school systems throughout Maryland to implement positive changes which will result in outstanding achievements for our students and students across the state of Maryland.

