INSTRUCTIONAL PERSONNEL HIRING PROCESS

Miami-Dade County Public Schools

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Definitions of Steps in the Proposed Process

PLAN	RECRUIT	SELECT	HIRE	FOLLOW-UP
Review Strategic Plan and school needs ↓ Assess historical and projected turnover and hire data ↓ Create a formal recruiting plan that includes positions to be filled and strategies to fill those positions	Actively seek highly effective candidates using most cost effective methods ↓ Monitor and determine cost/benefit of recruiting activities	Explain application process and address any questions from potential applicants ↓ Accept online applications ↓ Conduct interviews at school sites	Follow-up with applicant (in writing and verbally) ↓ Upon acceptance, applicant completes fingerprinting, drug testing and I-9 within required timelines ↓ Once cleared, send next steps letter	Call and survey candidates/new hires ↓ Provide ongoing support for new hires ↓ Conduct interviews/surveys with employees periodically and as they leave system

Refer to agenda item A-3, June 2007, School Board Meeting

Note: Dark green denotes the two steps that are completely new (plan and follow-up). The lighter green denotes the three steps (recruit, select, and hire) that are not new but entail activities that are significantly different as part of this proposed redesign.

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Current State

- Hiring process has not been reviewed and redesigned in this manner at least within the last decade

- No/limited recruitment planning* or new hire follow up

- Limited use of data

- Hiring process is complicated, paper intensive and time consuming

- Use of technology is limited

- Quantity of available applicants has been primary focus, leaving relatively less time to focus on quality

- Focus groups revealed that new hires often feel unsupported by "downtown" and have a hard time "navigating through the system"

- Orientation for new employees is too infrequent, lacks consistency from school to school and is often not tailored to the school

*A Three-Year Instructional Recruitment Plan was developed in accordance with enhancing the hiring process (Agenda Item A-3, June 2007, School Board Meeting)

Key Changes

Plan

- Use data to project school- and subject-specific instructional vacancies and how to fill those vacancies annually and over a three-year period

Recruit

- Intensify focus on the most effective and efficient methods, and eliminate those with a lower return on investment. Specifically focus on needs of students, based on data, and strategic initiatives
- Current and Future Vacancies posted for applicants to view and apply directly
- Continually use data to understand turnover, project vacancies, and assess recruitment strategies

Key Changes (cont'd)

<u>Select</u>

- Automate screening process including full implementation of SAP e-recruiting application

- Improve and simplify electronic candidate profile to allow principals to view all data (e.g. degree, resume, years of experience)

- Improve quality of full-time instructional applicants by requiring completion of on-line training for non-education majors

- Decentralize process by allowing applicants to apply on-line from anywhere

- Allow principals to have access to view, contact, interview, and offer a position to applicants much earlier in the process
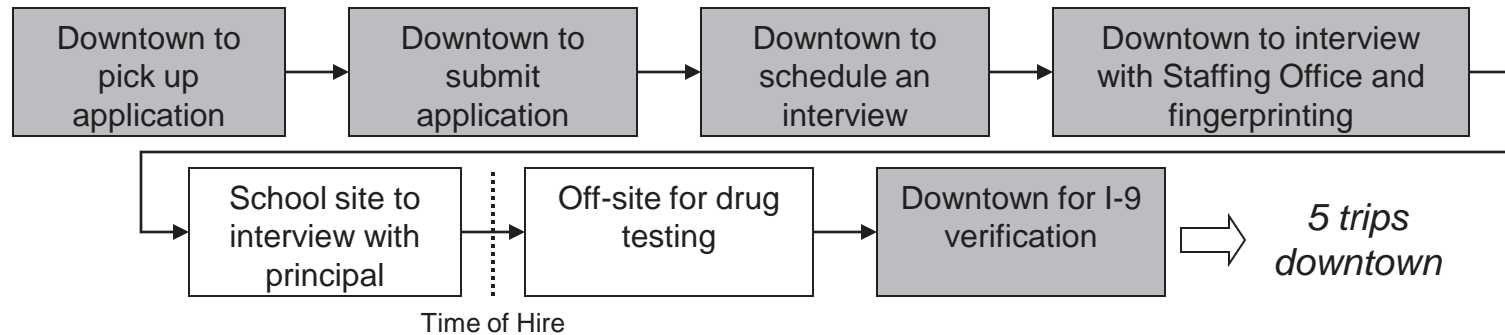
Key Changes (cont'd)

Hire

- Follow-up with all applicants when position is filled
- Utilize e-recruiting to capture, maintain and analyze interview information
- Extend an offer in writing in addition to verbally within one business day of decision
- Proactively work with principals to ensure new hire has met all requirements to begin employment
- Streamline central office processes to decrease number of steps for applicants and the number of downtown visits (see page 8)
- Provide new hires with essential employee information prior to employment
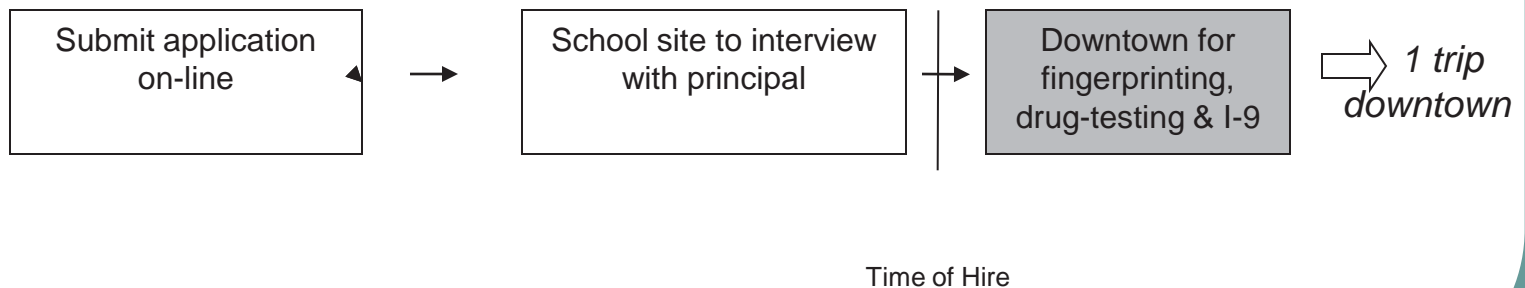
Follow-up

- Create and provide access to customer service centers to address new hire questions and concerns
- Conduct periodic and exit surveys of instructional staff to acquire retention and attrition information

Applicant Process Comparison

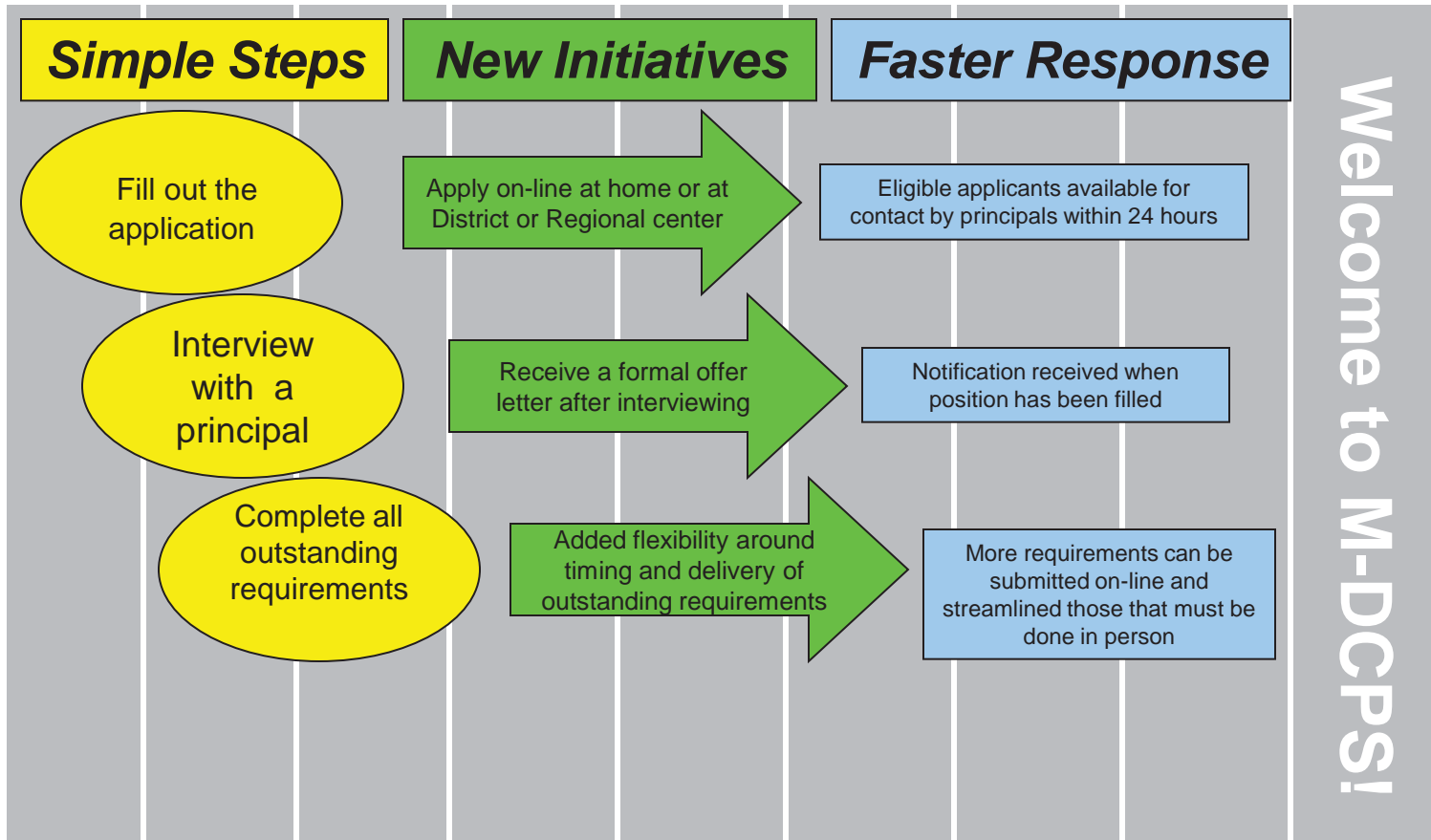**Prior process: _Seven_ in-person stops for typical applicant**

Downtown to pick up application	→ Downtown to submit application	→ Downtown to schedule an interview	→ Downtown to interview with Staffing Office and fingerprinting

School site to interview with principal	→ Off-site for drug testing	→ Downtown for I-9 verification	⇨ *5 trips downtown*

Time of Hire

Current process for all applicants: On-line application and _one_ in-person stop

Submit application on-line	→ School site to interview with principal	→ Downtown for fingerprinting, drug-testing & I-9

⇨ *1 trip downtown*

Time of Hire

What is Different for the Applicant?

An easier way to reach your goal…

Simple Steps	New Initiatives	Faster Response
Fill out the application	Apply on-line at home or at District or Regional center →	Eligible applicants available for contact by principals within 24 hours
Interview with a principal	Receive a formal offer letter after interviewing →	Notification received when position has been filled
Complete all outstanding requirements	Added flexibility around timing and delivery of outstanding requirements →	More requirements can be submitted on-line and streamlined those that must be done in person

Welcome to M-DCPS!

- Plan and Recruit-
Prior and Current Process Changes

PRIOR STATE ⇨ RESULTED IN:	CURRENT
• No systematic process for anticipating and planning for needs	• Reactive, rather than proactive, recruiting	• Formalize and institute a systematic process of: 　◦ Creating a three-year recruiting plan based on the District's Strategic Plan and turnover data 　◦ Monitoring the three-year plan 　◦ Updating the three-year plan
• Recruiting activities were not consistently evaluated based on effectiveness, cost-per-recruit and cost-per-hire	• Recruiting efforts were often not tailored to the District's specific needs • Recruiting activities are not always most cost-effective	• Modified and enhanced recruiting activities and external contracts based on data and results 　◦ Teacher performance and retention metrics 　◦ Staff survey

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- Plan and Recruit (cont'd)-
Prior And Current Process Changes

PRIOR STATE ⟹ RESULTED IN:		CURRENT
• Recruiting has not explicitly focused on strategic initiatives	• Recruiting efforts are often not coordinated with efforts of other departments	• Align recruiting initiatives with District-wide strategies to address student needs

• Some school and subject areas/ categories are "hard-to-staff"	• Students may go for long periods of time without a consistent permanent teacher	• Explore implementing recruiting initiatives specifically targeting hard-to-staff schools and categories, including:
		  • Recruiting and retention incentives
		  • Recruiting events targeting hard-to-staff schools

- Select -
Prior And Current Process Changes

PRIOR STATE ⟹ RESULTED IN:		CURRENT

• Applicants have few avenues through which their questions can be effectively answered during application process	• Delay in time-to-hire and potential loss of candidates stemming from confusion and frustration	• Streamline central processes and expand appropriate processes to regional centers and schools
		    • Enhance web-site to be more user-friendly and relevant
		    • Enhance and streamline front desk processes at central office
		    • Expand applicant services to regional centers and schools

• Applicants apply via a manual paper-driven process	• Delay in time-to-hire and potential loss of candidates due to labor intensive and pro-longed screening processes	• Enhance current technology to make the application process more user-friendly and efficient to decrease time-to-hire
		    • On-line application and tracking
		    • Electronic notifications to applicant informing him/her of status with 48 hours

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- Select (cont'd) -
Prior and Current Process Changes

PRIOR STATE ⇒ RESULTED IN:		CURRENT
• Only applicants with all requirements completed are available for principals to view	• Fewer applicants for principals to directly recruit	• Allow principals to view and recruit applicants earlier in the process
• Interview data is not being collected in a consistent and accurate manner	• Inability to strategically track interview information	• Better utilize current technology to track candidates and monitor system-wide interview activity

- Hire -
Prior and Current Process Changes

PRIOR STATE ⟹ RESULTED IN:		CURRENT
• Typical applicant is required to come "downtown" <u>five</u> times before hired	• Delay in time-to-hire and potential loss of quality applicants	• Reduce the number of required stops "downtown" for applicant to ONE
• Follow-up procedures with applicant are inconsistent or non-existent	• Delays in the next step of the interview process • Loss of "goodwill" with candidates	• All applicants are contacted during the process and informed of ultimate decision in writing
• Pending hires are sometimes not monitored to ensure all requirements are met to move candidate from pending to active	• Delays in time-to-hire	• Proactively work with principals and regional centers to ensure all new hires become active as a soon as possible

- Follow-up-
Current and Proposed Process Changes

PRIOR STATE ⟹ RESULTED IN:		CURRENT
• No central location for new hires to ask questions and raise concerns	• Some new hires do not feel welcome and feel confused about where to go to have questions answered	• Establish customer service centers as an initial point of contact for new instructional staff
• There is no systematic follow-up with new hires	• No consistent way of gauging effectiveness of hiring process and orientation activities	• During first quarter of employment, send new hire survey via email to evaluate the hire process and orientation activities
• Exit surveys are not consistently conducted and are not offered to staff who have resigned or retired	• Retention/turnover information is often not accurate or not available	• Develop staff exit survey and process and utilize exit survey data to modify recruiting efforts and create retention initiatives

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Wednesday February 19, 2014

STUDENTS   PARENTS   EMPLOYEES   COMMUNITY

Welcome to the SIP Staff List Report

Please enter your school number in the space provided

Charter schools are not included in these staff listings since the staff of a charter school is not employed by M-DCPS and staffing data is not available

Please call (305) 995-2828 or (305) 995-2692 if you do not know your password

Instructional Staff

School Number: _____

EESAC Principal Verification Password:

Generate Instructional Staff Report

Leadership Team (Includes Coaches)

School Number:

EESAC Principal Verification Password:

Generate Leadership Team Report

RTTT (Pay for Performance)

School Number:

EESAC Principal Verification Password:

Generate RTTT Staff Listing