



Resources to Attract, Hire,
and Support Excellent
Educators in Ohio

Conducting an HC Audit

November 17, 2020

Presenters

Stephanie Fojas

Ohio Department of Education
Education Program Specialist
Stephanie.Fojas@education.ohio.gov



Kate Heynoski, PhD, LSSBB, pHCLE

Battelle for Kids
Consultant
kheynoski@bfk.org



Presenters

Scott Siegfried

Miami Valley Child Development Centers

Chief Innovation Officer

SSiegfried@mvcdc.org



Today's Topics

- Introduction: What & Why
- Key decision points
- Conducting an HCMS audit
- Mistakes to avoid
- Taking action



What is an Audit?



This Photo by Unknown Author is licensed under [CC BY-SA-NC](#)

A study that provides a fresh look at organizational processes and provides insights into how things are working.

- Effectiveness
- Efficiency
- Compliance

What comes to mind when you hear the term, *audit*?

Tax Audit

Government Audit

Safety Audit

Information Systems Audit

Supplier Audit

Quality Audit

Financial Audit

Why Are Audits Important?



UNCOVER
GAPS & ISSUES



REVEAL
STRENGTHS

Why Conduct a Human Capital (HC) Audit?



- Can spur the process of transforming your human resource function into a strategic, customer-centered human capital management system (HCMS).
- Helps staff be at their best for students.

Key Decision Point: Who?

First-party Audit

Conducted by people in your organization

Pros

- Shorter learning curve (familiar with people, processes, systems, and organizational history)

Cons

- Preconceptions/blind spots
- More difficult to provide anonymity
- Cost: Time/bandwidth of personnel

Third-party Audit

Conducted by an outside organization

Pros

- Fresh perspective/greater objectivity
- Easier to provide anonymity

Cons

- Steeper learning curve
- Cost: Consulting fees

Key Decision Point: Scope



Entire HCMS

Subset of HC functions
(e.g. staffing practices)

Single HC function
(e.g. compensation study)

Sample Scope Statement: Entire HCMS

The audit will examine effectiveness of current human capital processes and performance through the following activities:

- **Evaluate** core HCMS policies, practices, and processes
- **Review** human capital performance measures (e.g. staff turnover, cost per hire, employee engagement, and equity gaps)
- **Assess** how well day-to-day human capital operations are aligned with the organization's mission, vision, core values, and strategic goals

Key Decision Point: Standard or Basis of Comparison



What standards or best practices will inform the identification of findings and recommendations?

Human Capital Leaders in Education (HCLE) Professional Standards



The HCLE Standards outline competencies for effective human capital management in PK–12 education

[View HCLE Standards](#)

Preparation: Leadership Support & Communication is Essential

- Engage cabinet-level leadership to champion the work and maintain momentum
- Build a guiding coalition to provide feedback and drive action
- Identify stakeholders in the areas of your HCMS you will be auditing
- Communicate audit purpose and process



HC Audit Methodology

Phase 1: Initial Assessment



- Identify preliminary areas of focus.
- Administer survey. Review documentation.

Phase 2: Deepen Understanding



- Examine priority areas to validate and expand on preliminary findings.
- Interview stakeholders. Review HC processes.

Phase 3: Report Findings



- Synthesize findings and document HCMS baseline performance.
- Identify action items.

Phase 1

Initial Assessment



Begin to establish priorities

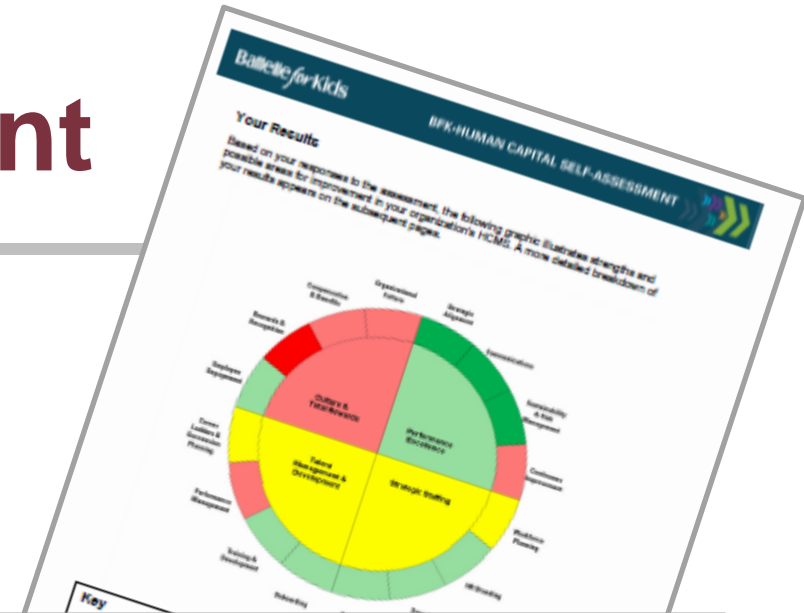
Purpose: Quickly and efficiently get a snapshot of your current HCMS through a survey and document review.

- When surveying HC stakeholders, be sure to gather diverse perspectives.
- Prominent district documents and communications provide insights into what is prioritized and valued.

BFK•Human Capital Assessment

- Online self-assessment aligned to HCLE standards
- Identifies strengths and opportunities for growth within your HCMS
- Generates customized report of findings for each person that completes it

Link to the assessment can be found on the Getting Started page of the HCRC website.



Battelle for Kids BFK-HUMAN CAPITAL SELF-ASSESSMENT

Using Your Results

Now that you have completed the BFK-Human Capital Assessment and reviewed your results, consider the following action steps and guiding questions to continue the momentum.

Steps	Guiding Questions
1. Share Results: Use results to inform conversations with your team/staff.	<ul style="list-style-type: none"> • What are the organization's main strengths? • What are the organization's key areas for improvement? • On which areas should we focus our initial improvement efforts to have the maximum impact? • How can we leverage our strengths to help make improvements?
2. Plan Next Steps: Develop improvement targets, a strategy, and an action plan.	<ul style="list-style-type: none"> • What is our end goal? • What is our target completion date? • Who is responsible? • What resources are necessary for completing this work successfully?
3. Implement Strategy: Use the action plan to drive meaningful improvements to your	<ul style="list-style-type: none"> • How will we monitor progress? • What data will we use to measure success? • How will we communicate this work with

Sample Results: HC Assessment

Response Scale

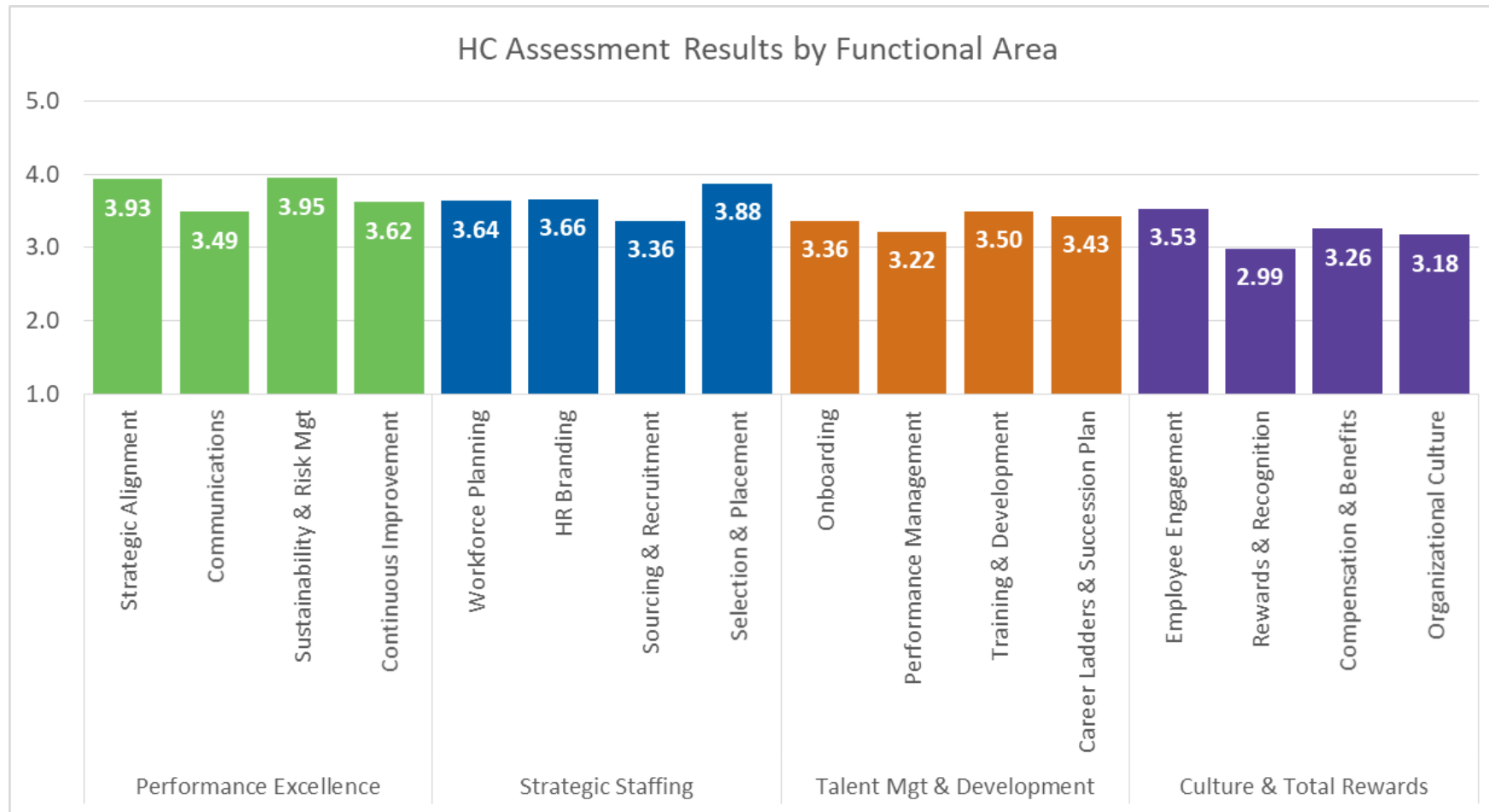
How true do you feel is each statement is of your organization's current practices?

- 5—Very true of my organization
- 4—Mostly true
- 3—Moderately true
- 2—Slightly true
- 1—Not at all true of my organization

MVCDC'S AVERAGED SCORES ON 4 DOMAINS



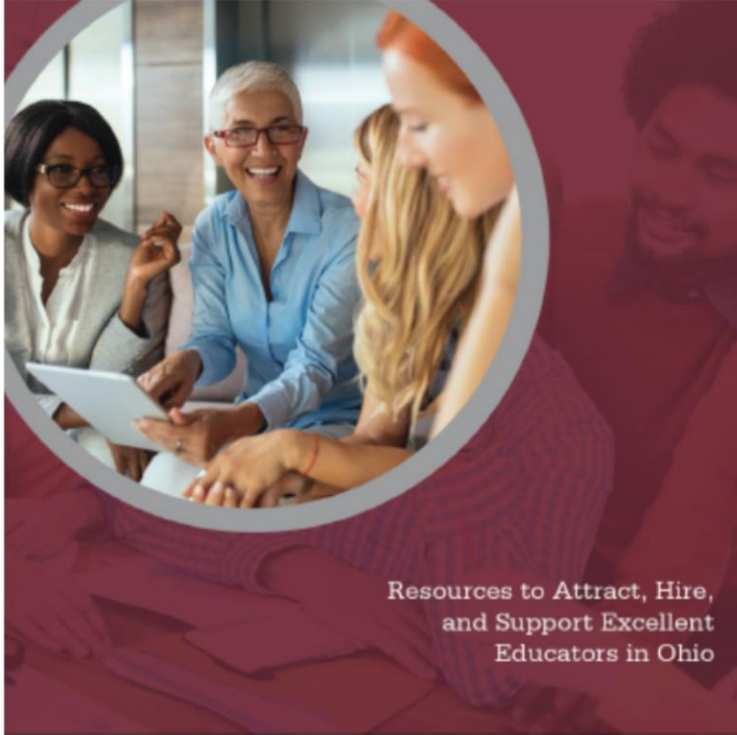
Sample Results: HC Assessment



Resource: Facilitator Guide

Includes tips for using the human capital assessment to diagnose strengths and opportunities.

Facilitator guide can be found on the Getting Started page of the HCRC website.



Resources to Attract, Hire, and Support Excellent Educators in Ohio

Strengthening Human Capital Management Systems in Ohio Schools and Districts
Facilitator Guide for Educational Service Centers

Ohio | Department of Education
THE HUMAN CAPITAL RESOURCE CENTER



Ohio | Department of Education
THE HUMAN CAPITAL RESOURCE CENTER

Resources to Attract, Hire, and Support Excellent Educators in Ohio

Facilitating HR Strategic Change

Often, education leaders recognize the need to improve their HCMS, but don't know where to start. Using HCRC resources, ESCs can support districts to:

- Diagnose strengths and opportunities in their HCMS
- Focus on specific human capital improvement areas

Diagnosing strengths and opportunities

The BFK-Human Capital Assessment is a self-evaluation tool for overall performance across the following areas:



assessment with districts to inform decisions. Educators to individually take the assessment. One suggested way to use the assessment is to have representatives of different groups of educators take the assessment. Facilitate a discussion of strengths and opportunities. Start with a small group discussion. Form conversations regarding compensation data, number of educators, etc.)

9

Phase 1 Information Gathering: Examples

- Strategic Plan
- Vision, mission, & values
- Organizational chart
- District website
- District communications (e.g., newsletter)
- Collective bargaining agreements
- Recruitment materials
- Employee handbook
- Compensation philosophy/
Compensation structures
- Job descriptions
- HR goals
- Internal scorecard or
dashboard data
- Staff survey data

Stakeholder Interviews & Focus Groups

Phase 2

Deepen
Understanding



Purpose: Validate initial findings and gain a deeper understanding of the priority areas identified in Phase 1

- Target audiences: Executive staff, HR Department, HC customers, HR partners, and individuals responsible for identified priority areas
- Follow-up with requests for supporting information (objective evidence)

Generating a Report

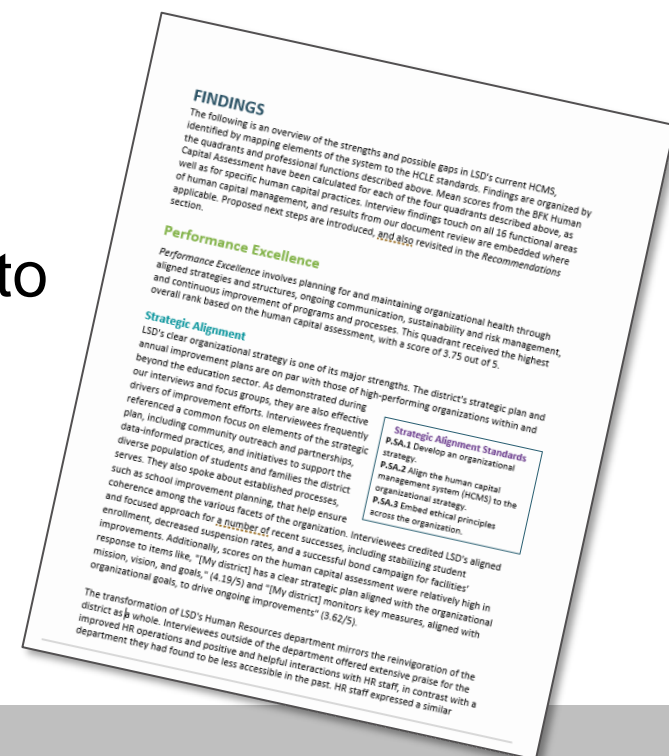
Phase 3

Report Findings



Purpose: Document baseline performance and recommend targeted action items to improve the HCMS and advance strategic goals.

- Summarize strengths as well as opportunities for improvement
- Conduct follow-up conversations to further clarify processes and practices
- Review initial findings with guiding coalition

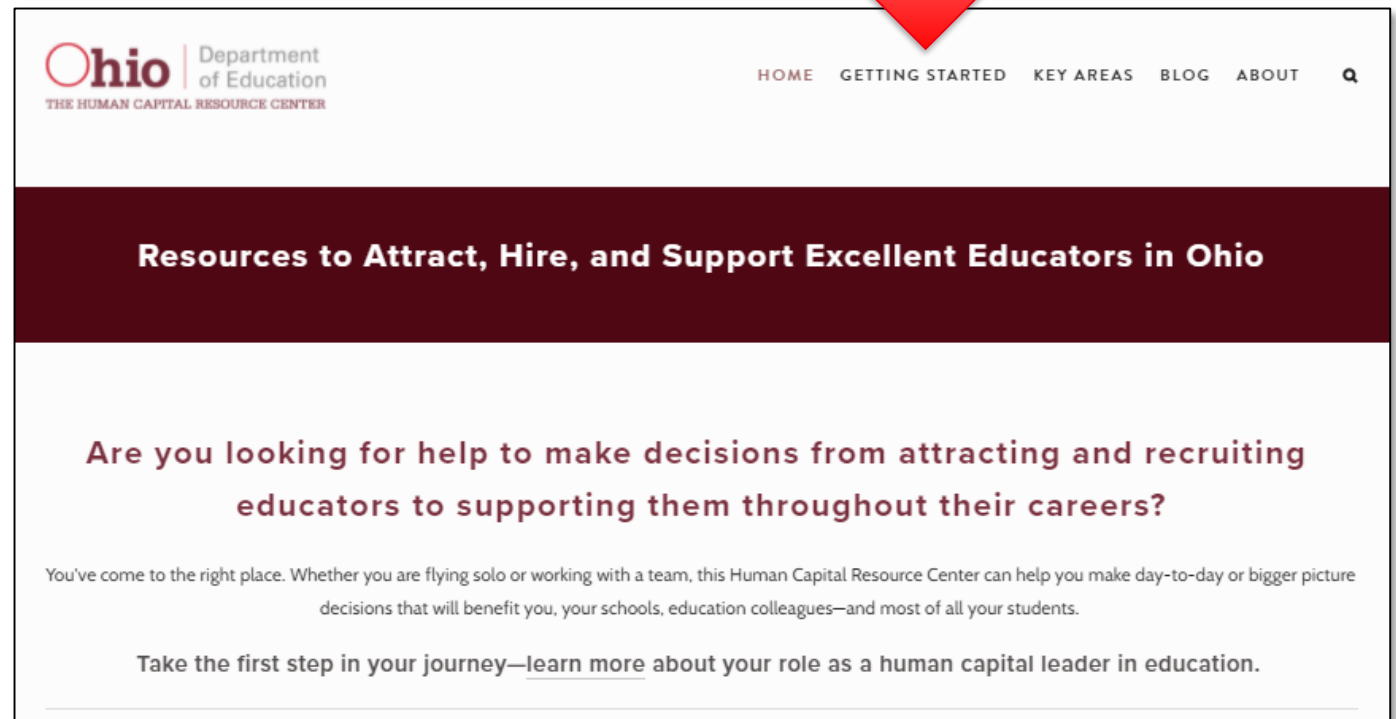


HCRC Audit Resources

Free resources available on the Getting Started page of the HCRC website.


- HCLE Standards
- HC Assessment
- Guiding Questions
- HCRC At-a-glance document
- Facilitator Guide for ESCs

OhioHCRC.org/getting-started



The screenshot shows the top portion of the Ohio Department of Education's Human Capital Resource Center (HCRC) website. A red arrow points to the 'GETTING STARTED' link in the navigation menu. The page features a dark maroon header with the text 'Resources to Attract, Hire, and Support Excellent Educators in Ohio'. Below this, a central message asks if the user is looking for help with educator decisions, followed by a paragraph explaining the center's mission and a call to action to 'learn more' about the role of a human capital leader in education.

Ohio | Department of Education
THE HUMAN CAPITAL RESOURCE CENTER

HOME GETTING STARTED KEY AREAS BLOG ABOUT 

Resources to Attract, Hire, and Support Excellent Educators in Ohio

Are you looking for help to make decisions from attracting and recruiting educators to supporting them throughout their careers?

You've come to the right place. Whether you are flying solo or working with a team, this Human Capital Resource Center can help you make day-to-day or bigger picture decisions that will benefit you, your schools, education colleagues—and most of all your students.

Take the first step in your journey—[learn more](#) about your role as a human capital leader in education.

Mistakes to Avoid



Gather selective feedback

Collect 360° feedback (leaders, process owners, process customers) using a variety of methods.



Get defensive

Approach audits as a way to improve. You will get a mix of positive, negative, and neutral feedback.



Keep findings a secret

Sharing results helps build trust with the people who provided feedback.



Take no action

Conducting an audit is an investment. Don't let it go to waste.



Take on too much at once

Prioritize action items, ensure alignment, and maintain your focus.

Taking Action

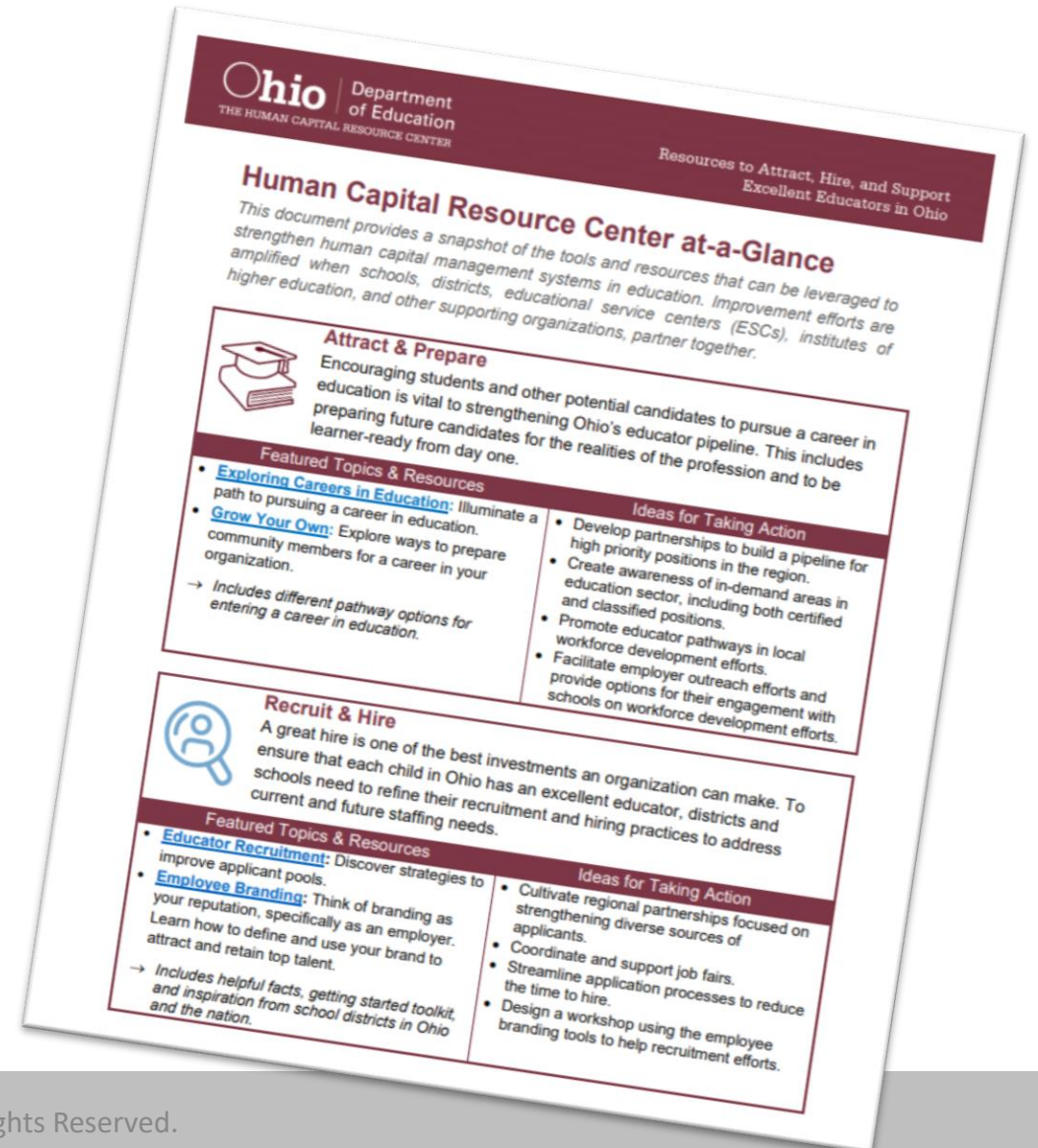
1. Tackle foundational issues that impact multiple HC processes.
2. Prioritize the remaining recommendations. Consider both urgent needs and “low-hanging fruit” that can generate quick wins and build momentum for change.
3. Create a timeline and action plan.



Resource: HCRC At-a-Glance Document

Provides an overview of website topics and ideas for taking action.

Document can be found on the Getting Started page of the HCRC website.





Templates & Checklists

Mentor Application Form

If you would like to participate as a mentor, please fill out the following form. Information will be kept confidential and will be shared only with Mentor Program administrators.

Name: _____
 School: _____ Role/Position in School: _____
 Years of experience in education: _____ Years of experience in current role/position: _____
 Email: _____ Cell phone: _____

Learning Goals for the mentoring relationship:

- _____
- _____
- _____

Provide responses to the questions below:

- Have you ever been mentored?
 - Have you ever mentored someone?
 - Why do you want to be a mentor?
 - What do you think you can learn from being a mentor?
 - How do you think you can help your mentee?
 - What do you think you can teach your mentee?
- Work Hours: _____
 From _____ to _____
 1. _____
 2. _____
 3. _____
- Optional: _____
 Submit _____

Ohio Department of Education
THE HUMAN CAPITAL RESOURCE CENTER

Resources to Attract, Hire, and Support
Excellent Educators in Ohio

Employee Brand Checklist

Every experience is an opportunity to communicate your employee brand. The following is a list of areas to explore how you can boost what you are doing to share your employee brand.

Environmental		
<input type="checkbox"/> Signage	<input type="checkbox"/> Staff offices	<input type="checkbox"/> Cafeteria
<input type="checkbox"/> Lobby	<input type="checkbox"/> Hallways	<input type="checkbox"/> Teacher's lounge
<input type="checkbox"/> Front office	<input type="checkbox"/> Classrooms	<input type="checkbox"/> Bathrooms
Brand/Identity		
<input type="checkbox"/> Name	<input type="checkbox"/> Mascot	<input type="checkbox"/> Key messages
<input type="checkbox"/> Logo, Colors	<input type="checkbox"/> Mission, vision, values	<input type="checkbox"/> Slogans
Events		
<input type="checkbox"/> Assemblies, Staff meetings	<input type="checkbox"/> Open houses, tours	<input type="checkbox"/> Teacher in-service days
<input type="checkbox"/> Parent-teacher conferences	<input type="checkbox"/> Graduation ceremony	<input type="checkbox"/> Interviews
Marketing Channels		
<input type="checkbox"/> Website	<input type="checkbox"/> Brochures, flyers	<input type="checkbox"/> Letters
<input type="checkbox"/> Social media	<input type="checkbox"/> Emails	<input type="checkbox"/> Media, News articles
<input type="checkbox"/> Business cards	<input type="checkbox"/> Newsletters	
Primary Audience		
<input type="checkbox"/> Administration	<input type="checkbox"/> Teachers, Staff	<input type="checkbox"/> Applicants, Perspective hires
Secondary Audience		
<input type="checkbox"/> PTA/PTO	<input type="checkbox"/> Neighborhood groups	<input type="checkbox"/> School board
<input type="checkbox"/> Parents	<input type="checkbox"/> Peers	<input type="checkbox"/> Business, community leaders
<input type="checkbox"/> Media	<input type="checkbox"/> Elected officials	<input type="checkbox"/> Community members

© 2019 Battelle for Kids. All rights Reserved. June 2019 | 1

Tip Sheets & Activities

Mentoring Activities

Use the recommended activities and topics below to engage your mentee and improve the quality of your interactions.

Beginning the Mentoring Relationship

- Using Ohio's Educator Standard [Self-Assessment](#) and use the results to guide your mentoring.
- Complete the [Mentoring Action Plan](#) to ensure your meetings stay on track.
- Ask your mentee to create a vision statement and/or fifteen years in relation to their career.
- Discuss the organizational culture and values.
- Help your mentee understand their role and responsibilities.

Developing the Mentoring Relationship

- Identify an article or book that you can read. Plan a time to discuss the article or book.
- Identify professional organizations that might benefit your mentee.
- Share a life experience that has shaped your career.
- Attend a professional meeting to meet other educators in the field.
- Invite your mentee to come observe a lesson.
- Observe another educator with your mentee.
- Pick one area to focus on that is a strength of the focus area.
- Include the mentee in one of your projects.
- Ask your mentee to share a situation and how they might have handled it.
- Role play how to address a particular situation.
- Describe the most challenging situation you have faced.

Remote Instruction TIP SHEET 11

#ABCConduct

To download additional tip sheets, visit education.ohio.gov/ABCConduct



As Ohio educators rose to the challenging, unexpected circumstances of the COVID-19 pandemic, many districts transitioned to remote instruction. The following tips can help educators instruct their students remotely while maintaining the highest educational and ethical standards.

Navigating new instruction methods and platforms

The *Licensee Code of Professional Conduct for Ohio Educators* applies 24/7/365, whether educators are in the classroom, in the community or instructing their students online. Educators always must be aware of all applicable federal, state and district guidelines. These tips will help educators adjust to new remote instruction formats.

Tip 1: Keep contact with students professional. Contact with students online should be as professional as it is in the classroom. When contacting students, reach out to them as a group or include a colleague or parent on the communication. Avoid one-on-one contact with students when possible.

Tip 2: Maintain professional decorum. You might be in students' living rooms, but don't act like it. If you wouldn't say it in your regular classroom, don't say it online. Also, be aware of the content before you share files or links with students.

Tip 3: Protecting confidential information. Don't save confidential information on your personal device when you can avoid it. If you must do so, be sure to follow all district policies for keeping student information confidential. If personally identifiable information (PII) is included, take a second look at anything that is to be hosted, posted or sent.

Tip 4: Keep personal social media personal. Do not use your personal social media accounts for instruction. Only use district-approved apps and methods for sharing content with students. If you do need to sign up for a new account, use your school information.

Resources for remote instruction

The U.S. Department of Education offers [more guidance](#) on the best ways to deal with personally identifiable information in the classroom and digitally.

The U.S. Department of Education provides [helpful tips](#) for educators and districts choosing third-party technology vendors.

Click [here](#) for the Ohio Department of Education's most up-to-date information on COVID-19.

The Ohio Department of Education offers Ohio-specific information for [maintaining services for special needs students](#).

The Ohio Department of Education offers Ohio-specific information for [protecting your classroom](#).



Ohio Department of Education

Leverage
HCRC toolkit
resources



Guidance & Instructions

Leverage
HCRC toolkit
resources

Ohio Department of Education
THE HUMAN CAPITAL RESOURCE CENTER
Resources to Attract, Hire, and Support
Excellent Educators in Ohio

Pay Equity Analysis

Note: This document and the information in it does not constitute legal advice.

What is a pay equity analysis?
A pay equity analysis is an internal examination of compensation data to identify and address potential disparities in compensation for this analysis seeks to identify any employee grade (higher or lower) and to understand if protected class receive less compensation

Why is it important to examine pay equity?
Although legislation prohibiting discrimination for decades, gaps in pay for certain groups explained by valid factors. Figure 1 highlights United States Department of Labor's Bureau of Labor Statistics

Figure 1: 2018 Median Weekly Earnings by Gender
(Source: Bureau of Labor Statistics)

Gender	Median Weekly Earnings
Men	\$973
Women	\$789

Although there are instances of pay discrimination, pay equity analysis is intended to identify and address pay disparities and other practices that may result in pay inequity.

Job Posting Guide

The following tips will help you post an accurate job ad that reflects the position requirements as well as gets the maximum number of qualified applicants to apply. While this list is not exhaustive, following these practices increases the likelihood that you end up with higher quality candidates.

- 1. Think about "searchability"**
Using the appropriate keywords in a job posting is the most important thing an employer can do when placing ads online. Start by brainstorming a list of terms or phrases that someone who is looking for similar jobs may search online. Another option is to look at similar job postings from other organizations. You can even use tools like Google Keyword Planner to find the terms that get searched on Google every month. The hard part is balancing searchability with being lost in the shuffle of the internet, so be sure to share your post in the right place so it gets the traffic you are hoping for!
- 2. Ditch the creative job titles**
While creating fun titles for positions in your organization may seem like a great way to express individuality, creativeness, and a fun culture, it can dramatically impact your searchability. In addition, going outside industry standards of title progression may impede a candidate's ability to find your organization when doing searches online or in job boards. This can also hurt a job seeker's ability to understand the level of the position in your organization and the tasks for which the person in the job will be held accountable.

OHIO'S EDUCATOR EXIT SURVEY – GUIDANCE DOCUMENT

Design Guides & Sample Questions

Ohio Department of Education
THE HUMAN CAPITAL RESOURCE CENTER
Resources to Attract, Hire, and Support
Excellent Educators in Ohio

Identify Your Current Employee Brand

To help define your current employee brand, think about the following questions:
What are you currently doing to bring your employee brand to life?

What is your mission?

What's your biggest strength?

What's your biggest challenge?

Ohio Department of Education
THE HUMAN CAPITAL RESOURCE CENTER
Resources to Attract, Hire, and Support
Excellent Educators in Ohio

Stay Interview Sample Questions

Questions used during stay interviews should invite open dialogue and provide actionable information for the supervisor. Avoid closed questions that have a yes/no response.

The supervisor should remain open, ask clarifying questions, and reassure the employee of the value of his/her feedback.

The following sample questions are commonly used within stay interviews. Also included is the rationale, options for rephrasing, and probing questions intended to help uncover the root issues.

Sample Stay Interview Questions	Considerations and Probing Questions
<p>What is your biggest challenge?</p>	<p>Questions should set a positive tone. Probing questions: What are the most enjoyable parts of your job? What is the most challenging part of your job? What factors most directly impacts employee engagement? What do you like to learn? What career advancement opportunities are you looking for?</p>
<p>What is your biggest strength?</p>	<p>What do you tell someone when they ask why you work here? What do you recommend our workplace/school as a good place to work? What topics with deep meaning for the employee. What do you consider leaving, why would that be? What could resolve the issue? How do you feel this way? If not, what changed? What is one thing that I don't currently do frequently enough that I'd do more often? What are your concerns as heard? How do you like to be recognized? What is an ending question to allow employee to share any feedback? Do not ask this question if you don't plan to receive feedback.</p>
<p>What is your mission?</p>	<p>What is the manager's guide to keeping the best and brightest?</p>

Ohio Department of Education
THE HUMAN CAPITAL RESOURCE CENTER
Resources to Attract, Hire, and Support
Excellent Educators in Ohio

Onboarding Design Guide

The Onboarding Design Guide is divided into four major areas of onboarding: compliance, clarification, culture, and connection.¹ For each of these areas, the guide provides an initial list of activities and information that can be shared with new employees as part of your onboarding program. Blank rows are included so that you can add to the list.

Step 1: Examine the current state of each area of your onboarding program.

- What is being done in each area?
- Who is responsible for each activity?

Tip: Onboarding practices can vary widely across employee groups, departments, and buildings. Work with a team to get a more accurate and complete picture of your current onboarding practices.

Step 2: Define your ideal future state for each area of your onboarding program.

- What should be done in each area?
- What should be the same for all employees? What should be differentiated?
- Who should be responsible for each activity?

Tip: Consider making onboarding activities that are the same for all employees the responsibility of one role or department while making differentiated activities the responsibility of the hiring manager.



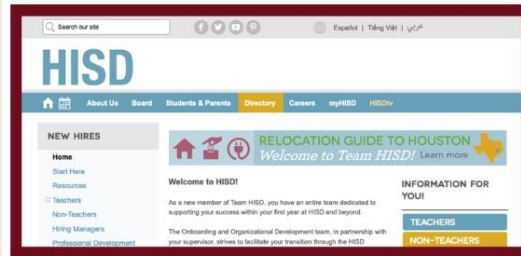
See what others are doing

ONBOARDING

Leverage
HCRC
inspiration
examples

Resource Hubs for New Employees

Explore these websites to gather ideas for welcoming new employees and providing easy access to important information.



Houston ISD

Includes important links and information about the first year of employment along with a relocation guide.

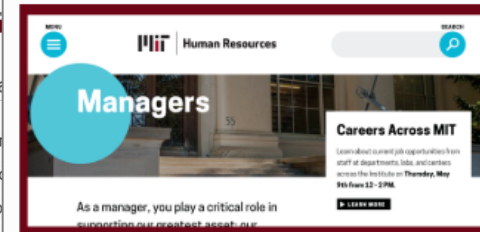


Mount Vernon Schools

Provide links to important information and descriptions.

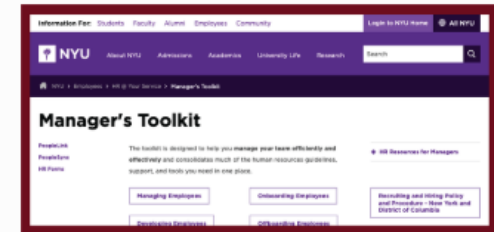
Resource Hubs for Hiring Managers

Do hiring managers understand their role in the onboarding process? Explore ways to help hiring managers provide a positive onboarding experience for new employees.



Massachusetts Institute of Technology

Provides a wide range of resources and tools to help managers build an effective team and cultivate a constructive, positive environment.



New York University

Helps leaders manage teams efficiently and effectively and consolidates human resources guidelines, support, and tools in one place.


Other inspiration pages: Recruitment, Employee Branding, Compensation & Benefits, Stay Interviews, Grow Your Own

Leveraging Inspiration Examples

- What do you like?
- What would you want to do differently?
- How can you leverage existing resources and technology?
- How well does this meet the needs of employees?



HCRC Blog: Educator Stories



BLOG

Topics	Mental Health Resources for Educators Nov 12, 2020	American Education Week Nov 10, 2020	Hiring and Onboarding in Times of a Pandemic Nov 6, 2020
<u>Attract & Prepare</u>			
<u>Recruit & Hire</u>	New #ABConduct Tip Sheet: Professional Boundaries and Personal Business Nov 3, 2020	How is COVID-19 Changing Mentoring? Oct 30, 2020	Register for the Trauma-Informed Schools Conference Oct 16, 2020
<u>Support & Grow</u>			
<u>Engage & Reward</u>			
<u>Grant Opportunities</u>	Nominate a Classified Employee for the RISE Award Oct 9, 2020	Human Capital Strategies in Action: Akron Public Schools Oct 8, 2020	Fall 2020 Human Capital Webinars Oct 5, 2020
<u>Learning Opportunities</u>			



Questions?

Past HCRC Webinars



RECRUITMENT

Mar 3, 2020



PROFESSIONAL
CONDUCT

May 12, 2020



ONBOARDING

Jun 2, 2020



MENTORING

Oct 27, 2020

Sign up for the HCRC List Serve

1. Visit OhioHCRC.org
2. Sign-up to be the first to receive HC news and updates.

Hear it first

Sign up with your email address to receive news and updates.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="SIGN UP"/>
----------------------	----------------------	----------------------	--

We respect your privacy. You will receive an email to confirm your subscription.



Department
of Education

THE HUMAN CAPITAL RESOURCE CENTER

Resources to Attract, Hire, and Support the
Excellent Educators in Ohio

Thank you!

Contact Information:

Stephanie Fojas

Ohio Department of Education

E-mail: stephanie.fojas@education.ohio.gov