



Department of
Education &
Workforce

Human Capital
Resource Center

ADDRESSING EDUCATOR WORKFORCE NEEDS ATTRACT & HIRE WINTER 2024

Welcome!



**Department of
Education &
Workforce**

Human Capital Resource Center

ABOUT

Since 2018, the Ohio Human Capital Resource Center has been the source for helping Ohio educators make decisions about finding, supporting, and elevating the people working in our districts. In classrooms, offices, and school-related areas, a variety of caring, competent, and committed adults can and do make a difference for students.

OhioHCRC.org



**Department of
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Human Capital Resource Center

OUR SUPPORTING PARTNERS

The Ohio Department of Education and Workforce relies on these partners to deliver training and networking, create and sustain resources, and provide the necessary supports for creating robust district- and school-level human capital management systems in our state:



At Experience Management Institute, we help organizations build more human workplaces. We are a woman-owned social enterprise with extensive experience in organization strategy, human-centered experience management design, people management, instructional design, and process improvement.



Established in 1946, with headquarters in Arlington, Virginia, the American Institutes for Research® (AIR®) is a nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance to solve some of the most urgent challenges in the U.S. and around the world. We advance evidence in the areas of education, health, the workforce, human services, and international development to create a better, more equitable world.





**Department of
Education &
Workforce**



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THANK YOU!

For Hosting Our Event



AGENDA

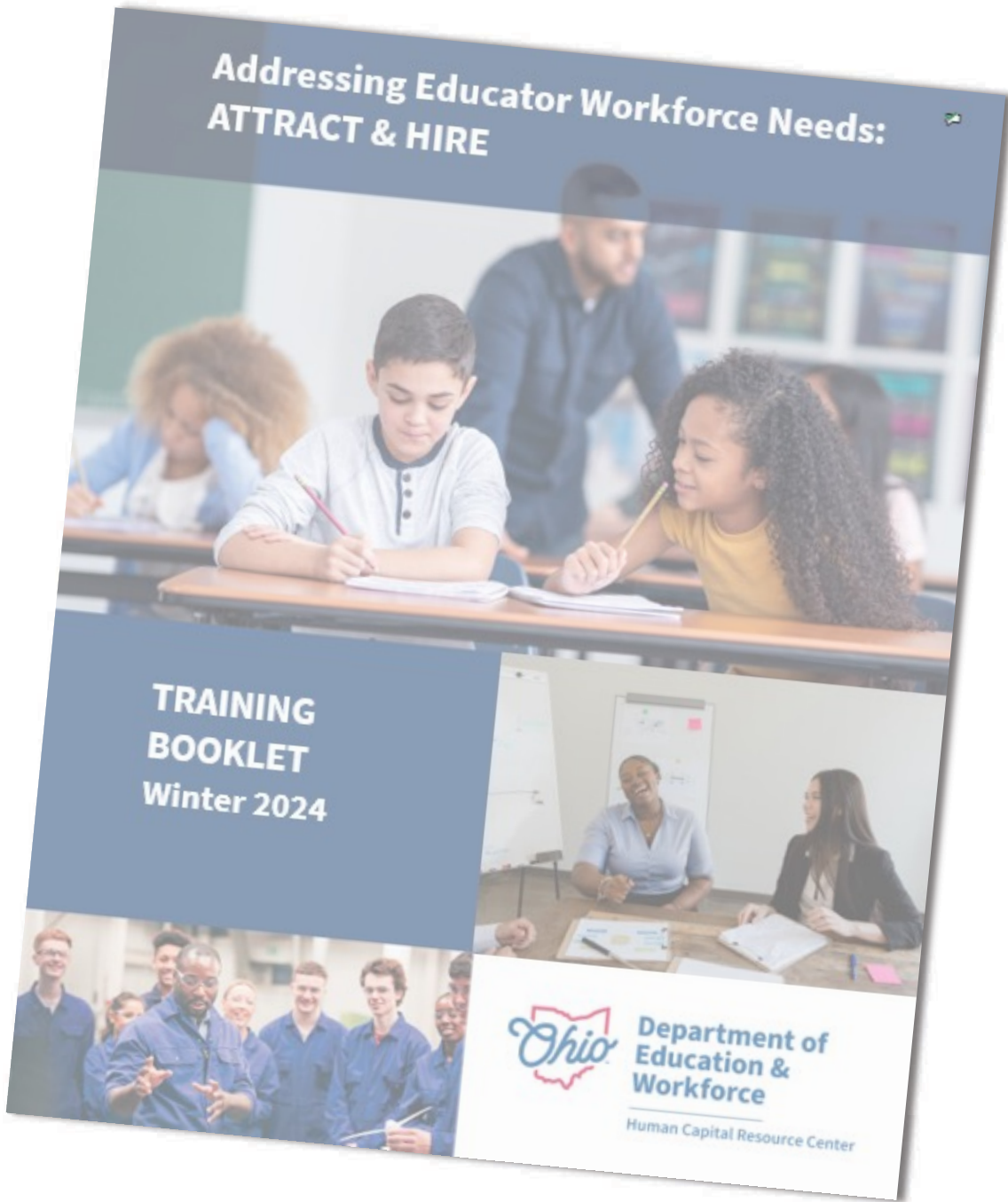
See handout for lunch break recommendations!

Time	Topic
9-9:15 a.m.	Welcome / Introductions
9:15-9:30	Responding to Educator Shortages
9:30-10:30	Identifying Recruitment Needs
10:30-11:30	Creating a Positive Candidate Experience
11:30 a.m-12:30 p.m.	Lunch: On Your Own
12:30-1:30 p.m.	Room D: Finding & Developing Teacher Candidates Room E: Hiring Process Improvement
1:35-2:35	Room D: Employee Value Proposition Room E: Hiring Deep Dive
2:40-3:40	Room D: Intro to Social Media Room E: AI for Recruitment and Hiring
3:40-4 p.m.	Wrap-Up in Each Breakout

There will be five-minute transitions between each breakout session.



TRAINING BOOKLET & HANDOUTS



OHIOHCRC.ORG

Watch for updates to the HCRC website in 2024. We will be delivering a new look and feel with these features:

- Mobile- and tablet-friendly use
- A library of resources that you can sort and filter
- More lessons from the field
- New blog posts and video
- Updated checklists, toolkits, and other resources to support HC leaders

The screenshot shows the homepage of the Ohio Human Capital Resource Center. At the top left is the logo for the Department of Education & Workforce, Human Capital Resource Center. To the right is a navigation menu with links for HOME, GETTING STARTED, KEY AREAS, BLOG, and ABOUT, along with a search icon. Below the navigation is a large blue banner with the text "HUMAN CAPITAL RESOURCE CENTER" and "Resources to Attract, Hire, and Support Excellent Educators in Ohio". The main content area features a central question: "Are you looking for help to make decisions from attracting and recruiting educators to supporting them throughout their careers?". Below this is a paragraph of text: "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." A call to action follows: "Take the first step in your journey—learn more about your role as a human capital leader in education." At the bottom is a horizontal flowchart with four circular icons connected by arrows. The first icon (maroon) shows a graduation cap and books, labeled "ATTRACT & PREPARE". The second icon (blue) shows a magnifying glass over a person, labeled "RECRUIT & HIRE". The third icon (green) shows a hand holding a plant, labeled "SUPPORT & GROW". The fourth icon (yellow) shows a gear with a ribbon, labeled "ENGAGE & REWARD".

Ohio Department of Education & Workforce
Human Capital Resource Center

HOME GETTING STARTED KEY AREAS BLOG ABOUT

HUMAN CAPITAL RESOURCE CENTER

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.

ATTRACT & PREPARE **RECRUIT & HIRE** **SUPPORT & GROW** **ENGAGE & REWARD**



Staff Shortages in Schools Are Here to Stay. Here's Why



By [Mark Lieberman](#) — August 18, 2023

The Other School Staff Shortage. Teacher Posts Are Not The Only Ones Schools Are Having Trouble Filling

School's starting – but many districts don't have enough bus drivers for their students

Our Focus: Attracting and Hiring Candidates

1

Awareness

Getting to know who you are and what you do.



2

Consideration

Determining interest in working for your organization.



3

Application

Complete application form for desired position(s).



4

Selection/ Hiring

Advance through selection phases until decision is made.



5

Orientation/ Onboarding

Transitioning into their new role.

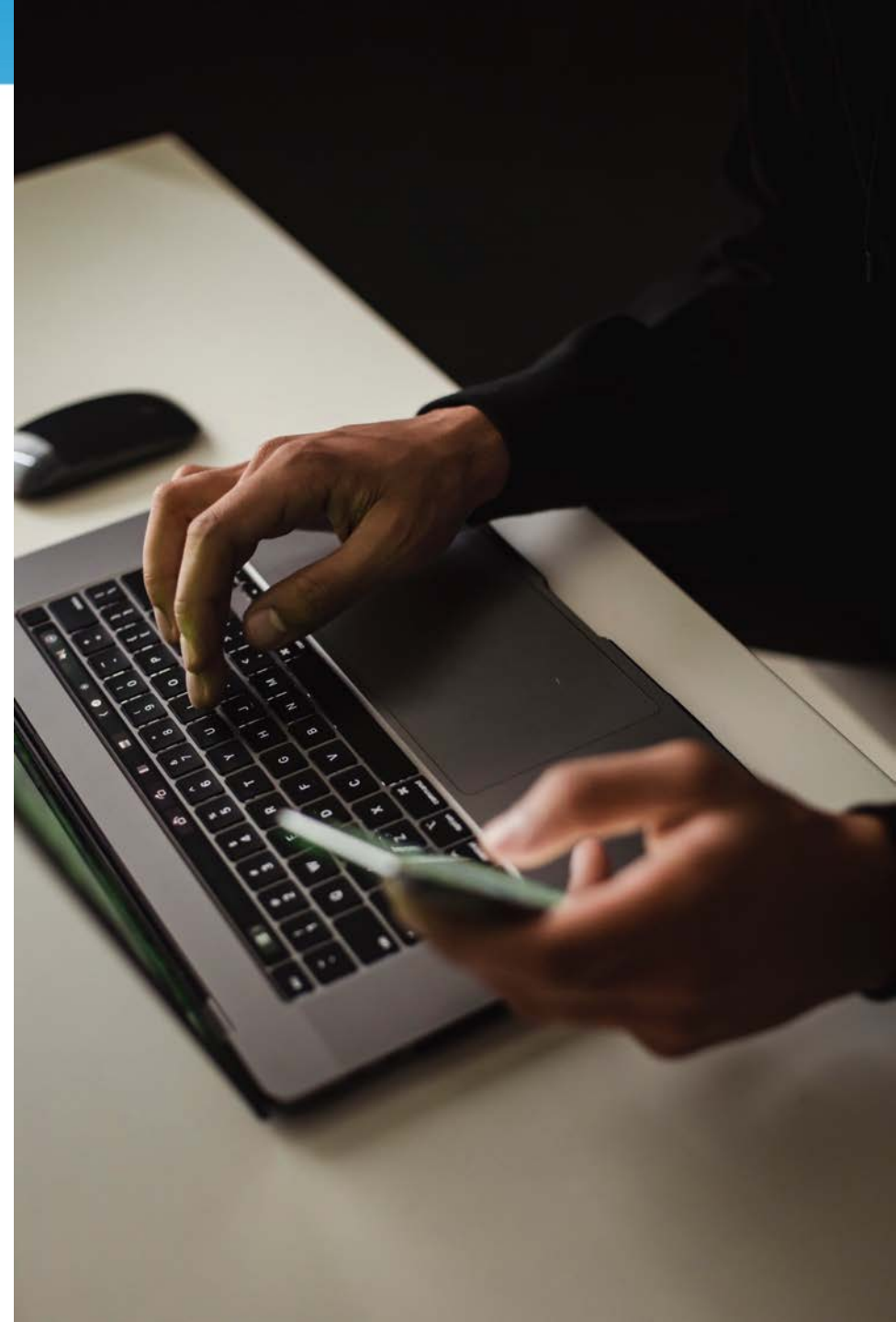


STAY IN THE KNOW

Join us in June to talk about
engaging and retaining educators



**Sign up for our
newsletter!**





**Department of
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Human Capital
Resource Center

IDENTIFYING RECRUITMENT NEEDS

General Session 1

Winter 2024

AGENDA

- Identify and discuss current recruitment needs for certified and classified staff
- Consider state professional needs data sources
- Consider tracking recruitment needs over time
- Identify some next steps



SESSION OUTCOMES

- Participants will reflect on their current recruitment needs
- Participants will understand sources of additional employment needs data
- Participants will identify some next steps for identifying recruitment data



ACTIVITY 1: IDENTIFY CURRENT RECRUITMENT NEEDS

Individually or with your school team, **identify your current recruitment needs (teacher types and other staff) and answer the following questions:**

1. How do you know these are your needs?
2. Where do you anticipate still having needs, after the sources of applicants and candidates are exhausted?
3. How have recruitment needs changed over time (including in the past several years)?

ACTIVITY 1: IDENTIFY CURRENT RECRUITMENT NEEDS

Areas for recruitment are listed on poster papers around the room. Place stickers next to the recruitment needs for your LEA or the LEAs that you support:

RED sticker = highest recruitment need

YELLOW sticker = moderate recruitment need

GREEN sticker = not a recruitment need

ACTIVITY 2: IDENTIFY STATE DATA SOURCES FOR DETERMINING EMPLOYMENT AND RECRUITMENT NEEDS

Individually or in district teams, **reflect on the results from activity 1 and answer the following questions:**

1. How do you monitor employment and recruitment needs?
 2. What data sources or tools do you use to identify employment and recruitment needs (e.g., existing reports, anecdotal evidence, trend data)?
3. Who is typically involved in monitoring your employment and recruitment needs?

ACTIVITY 2: IDENTIFY STATE DATA SOURCES FOR DETERMINING EMPLOYMENT AND RECRUITMENT NEEDS

Who in your district completes the One Needs Assessment or identifies or reviews sources of employment need?

ACTIVITY 2: IDENTIFY STATE DATA SOURCES FOR DETERMINING EMPLOYMENT AND RECRUITMENT NEEDS

On your handout, look over the subset of One Needs Assessment questions.

How do you think your answers to these questions could help inform your thinking around employment and recruitment needs?

THE EQUITABLE ACCESS ANALYSIS TOOL

Equitable Access Analysis Tool 2024 - Overview and Guidance

Data Sources

All data on courses, educators, schools, student demographics, and student course enrollment data were reported by districts to EMIS (SY 2022-2023). Teacher and principal evaluation data are from the Ohio Evaluation System (OTES and OPES).

Educator Measures

- **Out of Field courses** are academic core courses whose teacher's credential does not qualify them to teach the course.
- **Inexperienced teachers** have fewer than two years experience.
- **Not yet effective teachers** received a final summative rating of *Ineffective* or *Developing* on OTES.
- **Frequently absent teachers** were absent more than ten days in the year.
- **No enrollment in advanced courses** compares the percent of students in each comparison group not enrolled in at least one designated advanced course.
- **Inexperienced principals** have fewer than two years of experience as a school leader.

Student Group Comparisons within Schools

- **Economic Disadvantagement:** Students with and without economic disadvantagement.
- **Race/Ethnicity:** Students of color and white students.
- **English Learner Status:** English Language Learners and students at least proficient in English.
- **Disability Status:** Students with and without disabilities.

Significant Gaps: Risk Ratios

This tool calculates and displays equitable access gaps.

For each comparison, the EAAT calculates a **risk ratio**. A **risk ratio** compares the rate of experience with an educational measure across the two student group within a school.

$$\text{Risk Ratio} = \frac{\% \text{ Exposure or Access for Group of Interest}}{\% \text{ Exposure or Access for Comparison Group}}$$

An equitable access gap is defined as a risk ratio of at least 1.5

For example: Consider *Out of Field* teachers in core academic classes: If 12% of students reported as economically disadvantaged within the school have such a teacher, but only 4% of their peers without economic disadvantage have such a teacher, 12% divided by 4% is three (3).

The risk ratio for economically disadvantaged students on *Out of Field* teachers is three (3x). **This is a gap.**

Purpose

The Equitable Access Analysis Tool (EAAT) supports creation of the Local Equitable Access Plan (LEAP). The LEAP is a federally mandated plan that all Ohio districts and community schools must submit [ESSA, 1111g1B]. The LEAP ensures equitable access to high quality educators for students of color and students who are living at or below the federal poverty level. Focus the LEAP on the effectiveness of the educators, not on the students. For definitions of terms related to the EAAT or the LEAP, please visit:

<https://education.ohio.gov/Topics/Teaching/Educator-Equity/Educator-Equity-in-Ohio/Local-Equity-Plan-1>

This analysis tool also supports exploration of student access to strong educators beyond the requirements of the LEAP process.

Gap Analysis Navigation Map: Begin on the District View Tab

District View

District gap overview: student groups, educator measures, schools with gaps



Many elements on each page interact with each other. Select a column representing a student group to focus on schools with gaps for that group.

Tooltips on hover over many elements on the page provide data detail and helpful data interpretations.



Hover and right-click over any school's blue bar to drill to



School View: See all risk ratios per groups and measures for the school.



Measure Detail: See educator-level detail data for all educators affecting gaps.

Hover and right-click over any educator's information to drill to



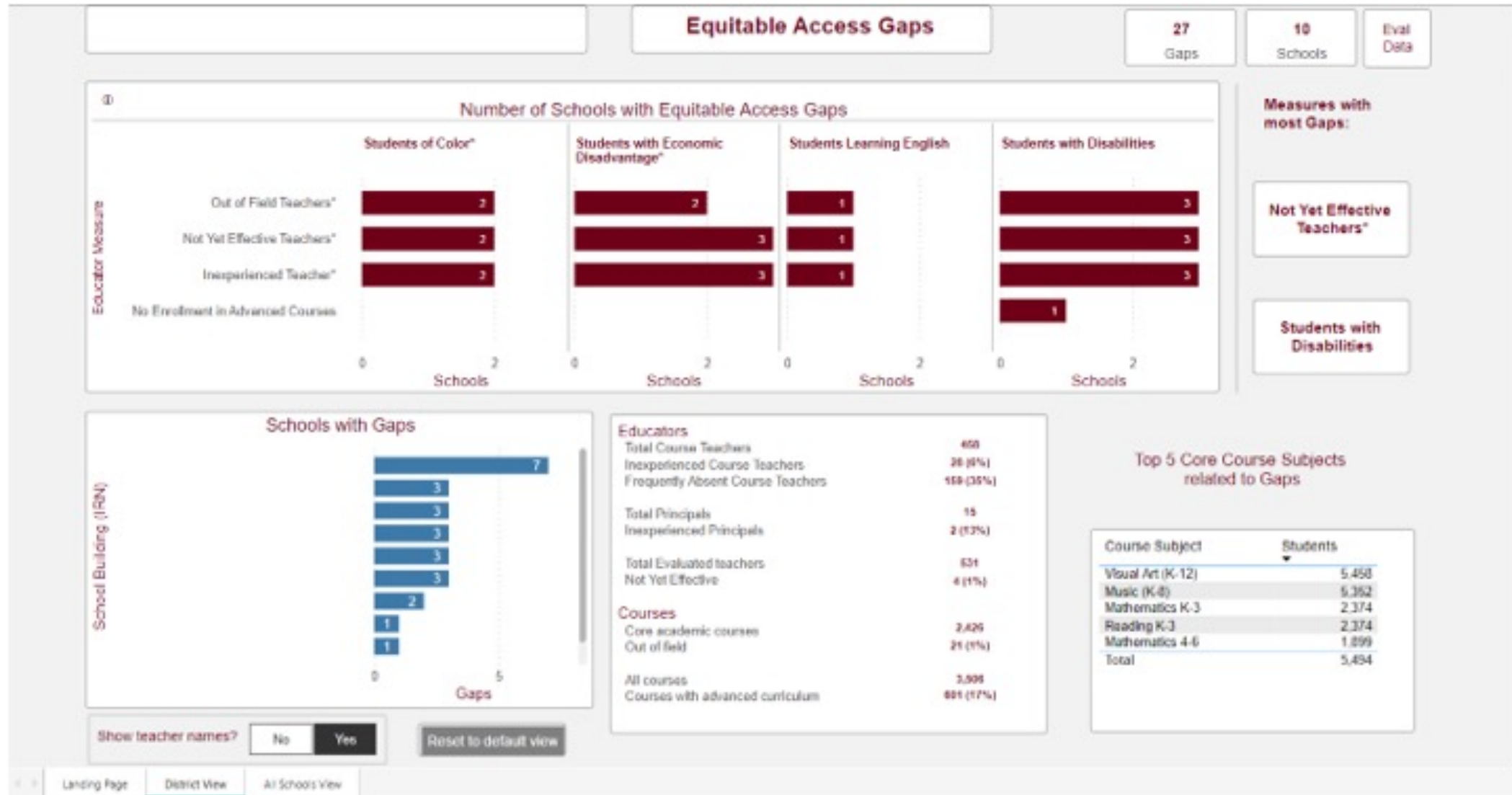
Educator Detail: Educator profile with course detail - subjects, grades, number of students

Landing Page

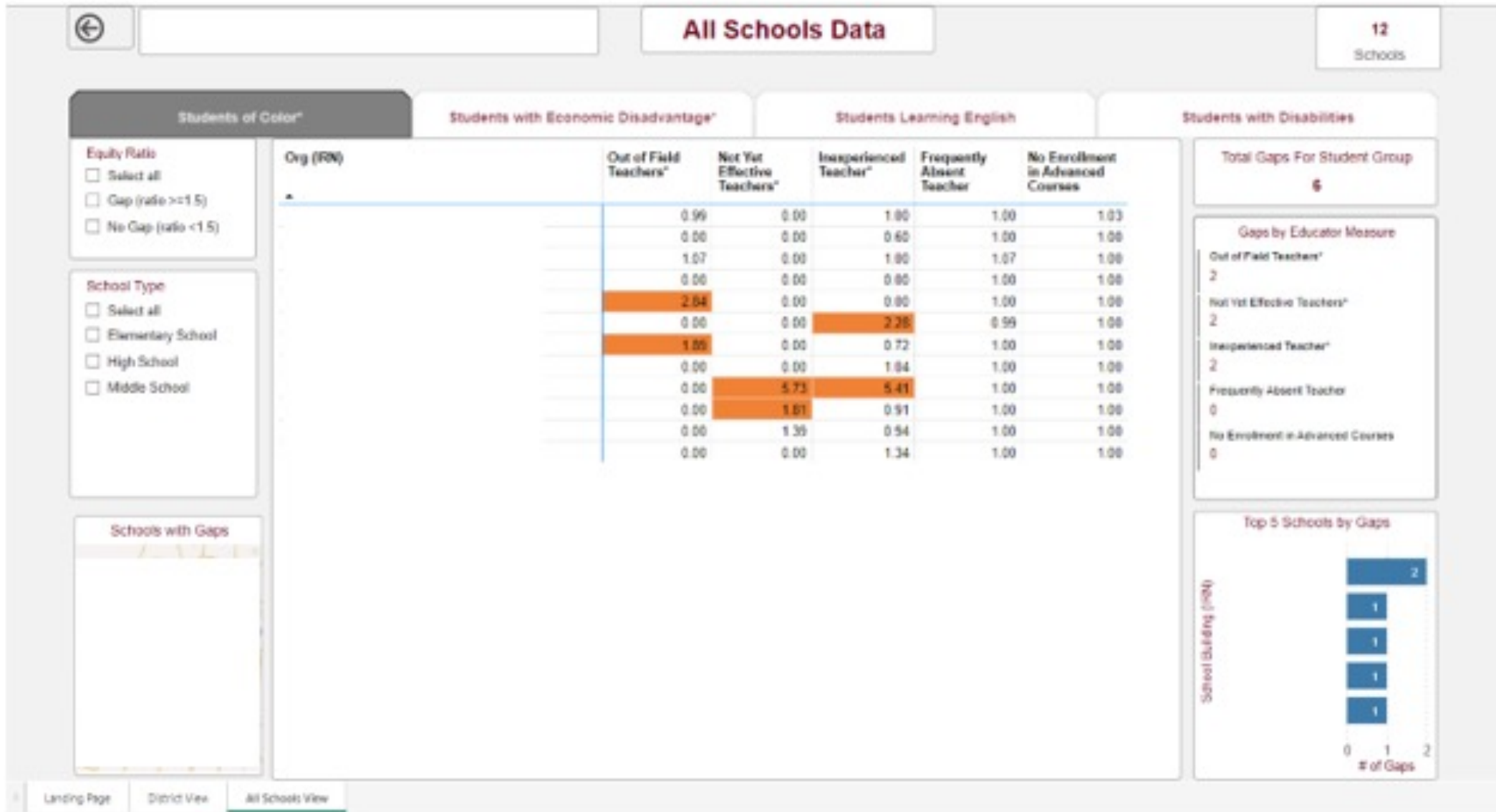
District View

All Schools View

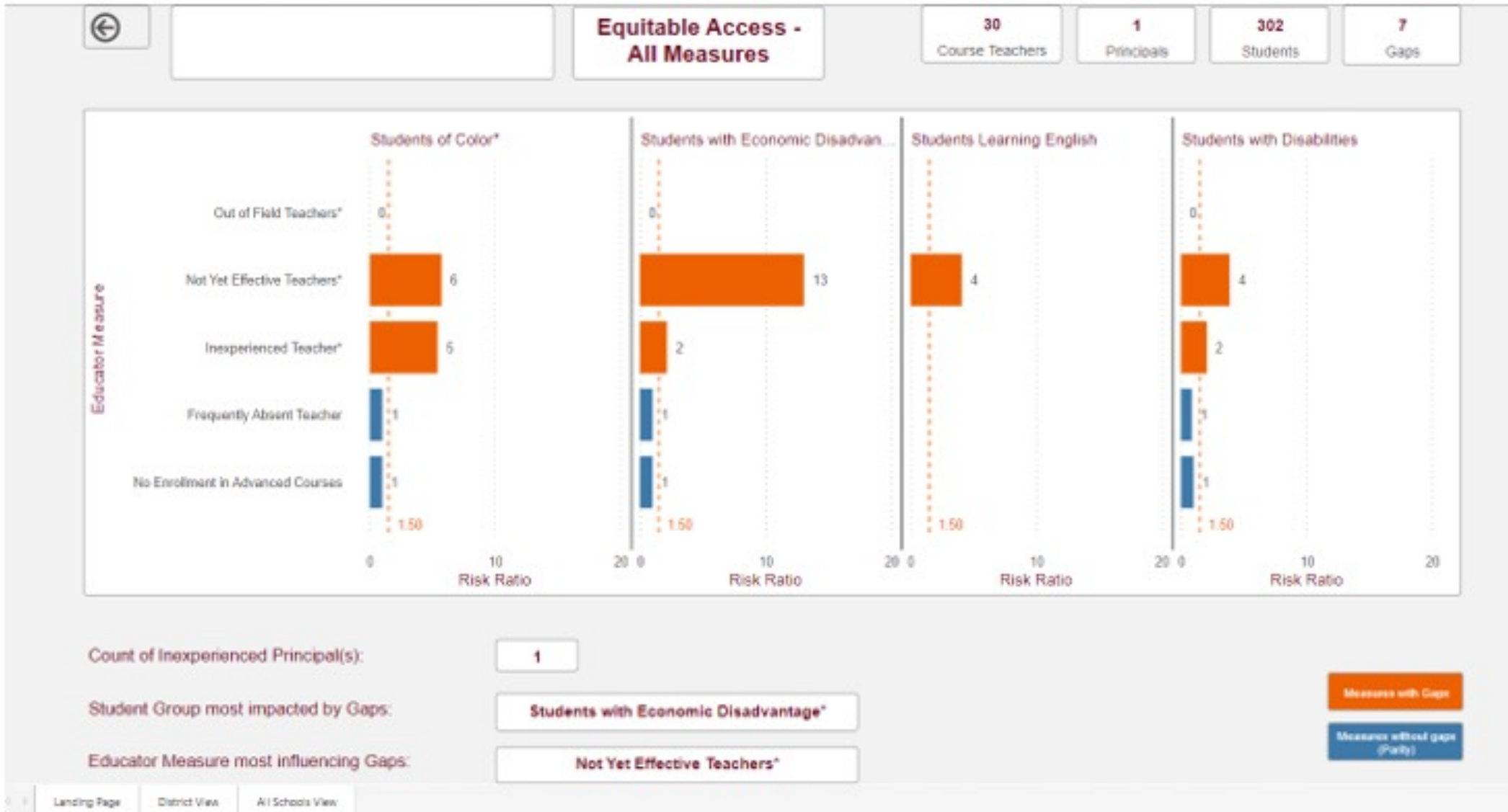
THE EQUITABLE ACCESS ANALYSIS TOOL



THE EQUITABLE ACCESS ANALYSIS TOOL



THE EQUITABLE ACCESS ANALYSIS TOOL



ACTIVITY 2: IDENTIFY STATE DATA SOURCES FOR DETERMINING EMPLOYMENT AND RECRUITMENT NEEDS

Whole group share-out and discussion:

1. What are your reflections on the One Needs Assessment and Equitable Access Analysis Tool as data sources for employment and recruitment needs ?
2. What other data sources do you use to track employment and recruitment needs?

ACTIVITY 3: TRACKING RECRUITMENT NEEDS OVER TIME

Do you track hiring efforts/results and vacancies over time (e.g., number of total openings, hires made before the start of the school year, hires made during the school year)? If so, how do you use this data?

TRACKING TOOL FOR LONGITUDINAL DATA TO ASSESS RECRUITMENT NEEDS

Position Title [Position ID]	School Year/Time of Year			School Year/Time of Year			School Year/Time of Year			School Year/Time of Year			School Year/Time of Year		
	2023-2024			2024-2025			2025-2026			2026-2027			2027-2028		
	Hired permanent position	Hired non-permanent position (e.g., long-term sub, online platform)	Not filled (e.g., course not offered)	Hired permanent position	Hired non-permanent position (e.g., long-term sub, online platform)	Not filled (e.g., course not offered)	Hired permanent position	Hired non-permanent position (e.g., long-term sub, online platform)	Not filled (e.g., course not offered)	Hired permanent position	Hired non-permanent position (e.g., long-term sub, online platform)	Not filled (e.g., course not offered)	Hired permanent position	Hired non-permanent position (e.g., long-term sub, online platform)	Not filled (e.g., course not offered)
Certified															
7-12 Math Teacher	X														
AP Psychology/Social Studies Teacher			X												
[Position Title/ID]															
[Position Title/ID]															
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ACTIVITY 4: NEXT STEPS FOR TRACKING RECRUITMENT NEEDS OVER TIME

1. How could you improve how you track recruitment needs over time?
2. How would this impact recruiting and hiring processes?

QUESTIONS?

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CREATING A POSITIVE CANDIDATE EXPERIENCE

General Session 2

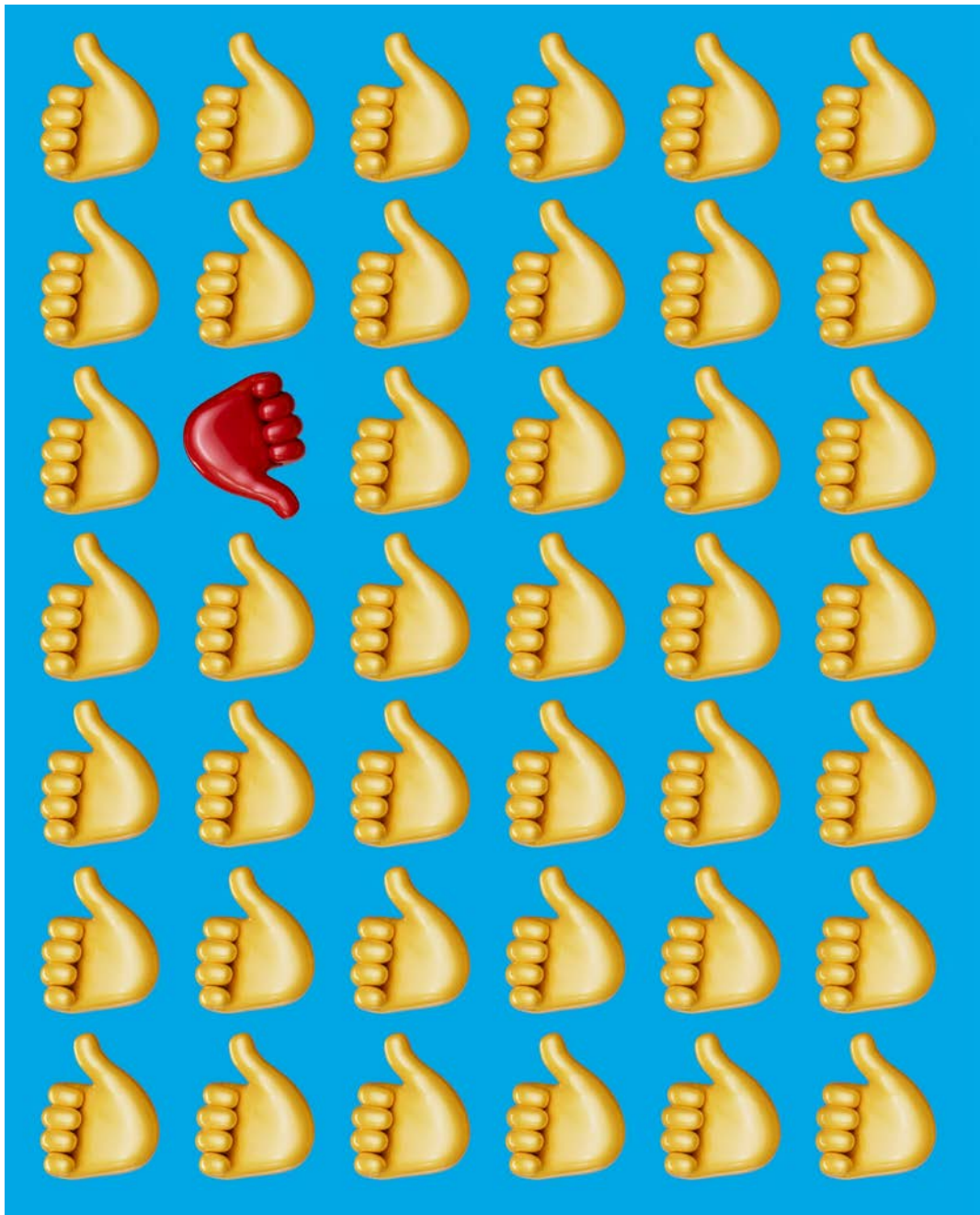
Winter 2024

DEFINING “EXPERIENCE”

Directions: Think about a time that you participated in a recruitment process as an applicant and had a positive experience. What are three things that contributed to your positive experience?

1. Respected my feelings
2. Answered my questions
3. Provided a clear timeline





DEFINING “EXPERIENCE”

Directions: Now think about a time that you participated in a recruitment process as an applicant and had a negative experience. What are three things that contributed to that negative experience?

1. Lack of communication
2. Late to interview
3. Ghosted

CANDIDATE EXPERIENCE DEFINED

Candidate experience describes how a job seeker perceives an organization throughout the candidate journey.

This perception is shaped by interactions with an organization through its job postings, connections with current and past employees, and the overall hiring process.



WHAT CONTRIBUTES TO CANDIDATE EXPERIENCE?



Speed

+



Ease

+



Process

+



Communication

+



Feeling

KEY TAKEAWAYS

- Experience is about feelings which can make it hard to describe and hard to understand.
- There is no formula. What's a good experience for one person or organization may not work for another.
- Your job is to figure out what works for your ideal candidates and design processes with them and their experience in mind.



THE NUMBERS DON'T LIE

In education, 42% of job seekers **declined** an offer due to poor candidate experience in the hiring process.
(CareerPlug, 2024)

ENSURING A POSITIVE CANDIDATE EXPERIENCE

In a job seekers market, often candidates are deciding between multiple offers. Organizations can set themselves apart by providing an exceptional recruitment and hiring experience that signals to candidates that the organization values employees.

The best way to improve candidate experience is to focus on **touchpoints** which are those moments in the candidate journey where candidates interact directly with your organization.



A CLOSER LOOK AT THE CANDIDATE JOURNEY

	Awareness	Consideration	Interest
Key Activities	Candidate finds organizations and open positions	Candidates are reviewing organization for alignment with self	The candidate is interested in the organization
The organization wants...	Qualified candidates to find roles and attract them to apply	Candidates to determine if the organization and the role aligns with them	Candidates to choose them as the preferred employer and begin to apply
The candidate wants...	To find positions that align with professional wants/needs	To know if the organization fits wants/needs/desires for next professional step	To complete an application and begin the hiring process
Touchpoints	<ul style="list-style-type: none"> • Website • Social Media • Job Boards • Networking • Current/Past employees 	<ul style="list-style-type: none"> • District Website • Social Media • Third-party Websites (e.g., Glassdoor, Indeed) • Job Postings/Descriptions 	<ul style="list-style-type: none"> • Job Descriptions • Communications



	Apply & Wait	Hiring Process	Decision
Key Activities	The candidate begins to watch for and then apply for the open position	The candidate begins the hiring process, including attending information sessions, interviews, on-site visits	The candidate receives a decision regarding whether they have been hired or rejected from the position.
The organization wants...	The candidate to complete an application	The organization wants to further entice qualified candidate to join the organization, while letting go of others	To fill the position with the most qualified candidate.
The candidate wants...	To complete a simple application and be kept apprised of the process	An efficient and informative selection process that gives them enough information to make decisions	To be respected regardless of outcome.
Touchpoints	<ul style="list-style-type: none"> • ATS software • Application • Follow-up 	<ul style="list-style-type: none"> • Interview • Communications • Process 	<ul style="list-style-type: none"> • Process • Communication



HUMAN CENTERED DESIGN AND CANDIDATE EXPERIENCE

A LOOK AT DRIVERS OF CANDIDATE EXPERIENCE

Positive Experiences

- Meet candidate needs, wants, desires
- Include elements that candidates find meaningful, or rewarding
- Leave candidates feeling respected, valued, or otherwise positively impacted
- Center the candidate

Negative Experiences:

- Cause discomfort by not addressing needs, wants or desires
- Feel irrelevant or disjointed
- Cause confusion or distrust
- Center the organization

Ensuring your recruitment and hiring process provides positive experiences for candidates may require you to reframe how you think about the process

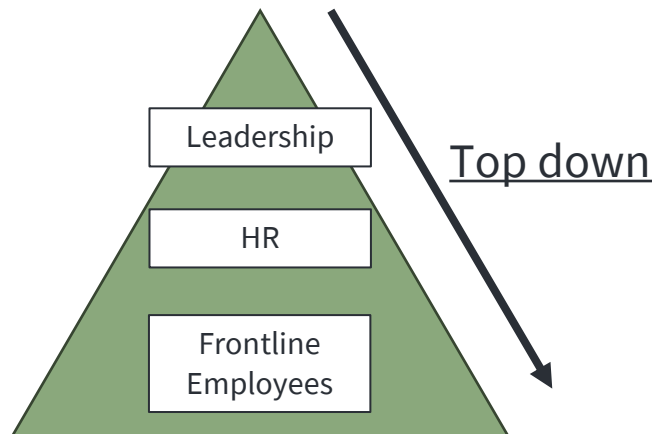
Source: Forbes, HBR, CareerPlug



TRADITIONAL HR VS. THE “NEW” HR

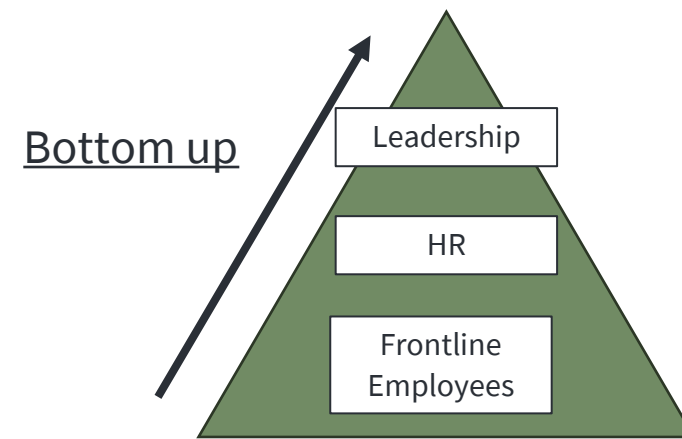
Traditional HR

- Focus is on positive outcomes for the organization, efficiency, and effectiveness for HR
- Belief that what attracts people to our organization is our reputation



The “New” HR

- Focus is on positive outcomes for both the organization and people, efficiency, and effectiveness for candidates
- Understanding that people have choices
- More attention on human-centered design



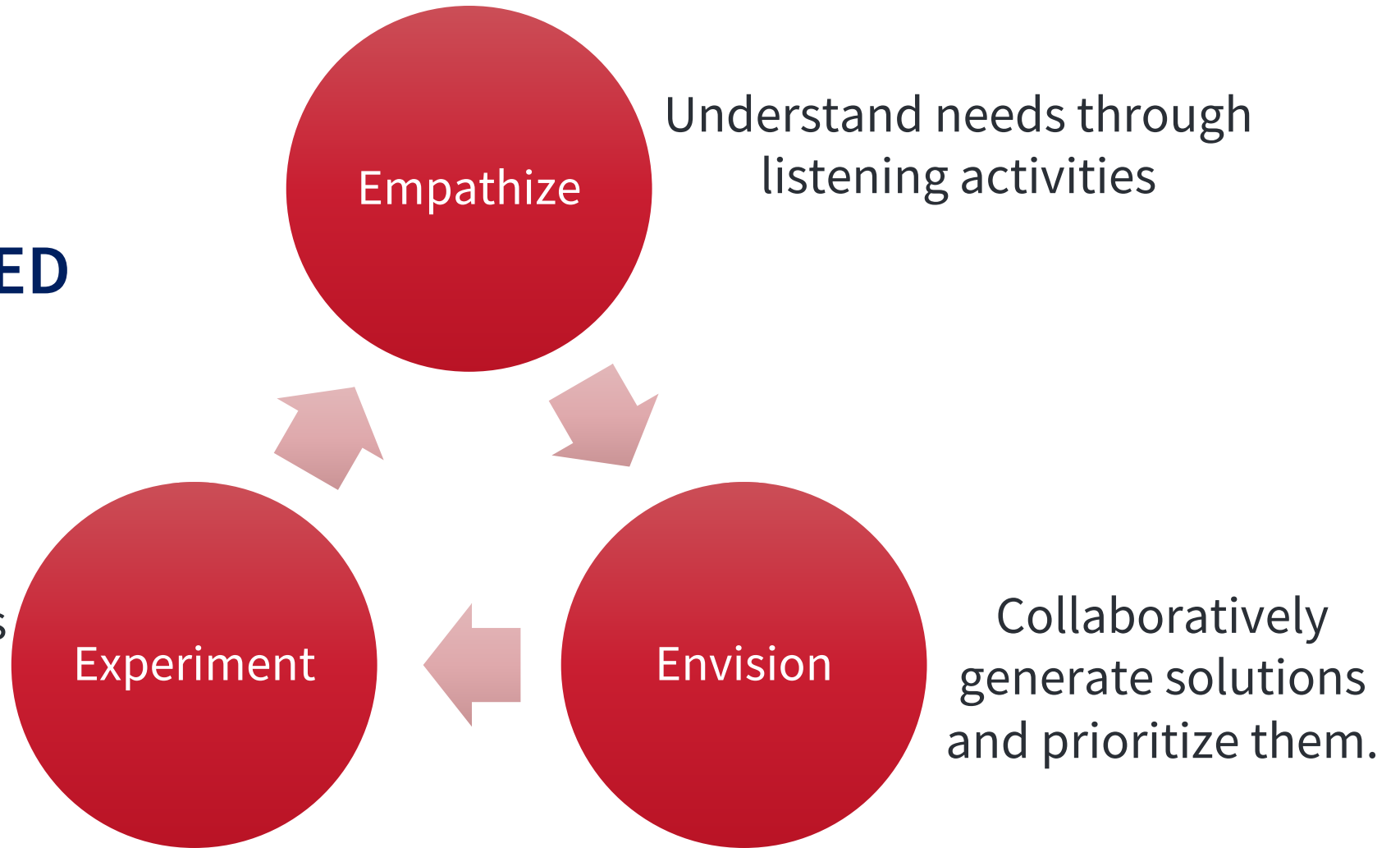
HUMAN CENTERED DESIGN

Human-centered design is a problem-solving technique that puts people at the center of the development process, enabling you to create programs or processes that resonate with your candidates.



IMPROVING CANDIDATE EXPERIENCE: LESSONS FROM HUMAN-CENTERED DESIGN

Iteratively test solutions
and revise touchpoints
as needed



Empathize

Understand candidate needs; learn what candidates think and how they feel about your organization and career opportunities.



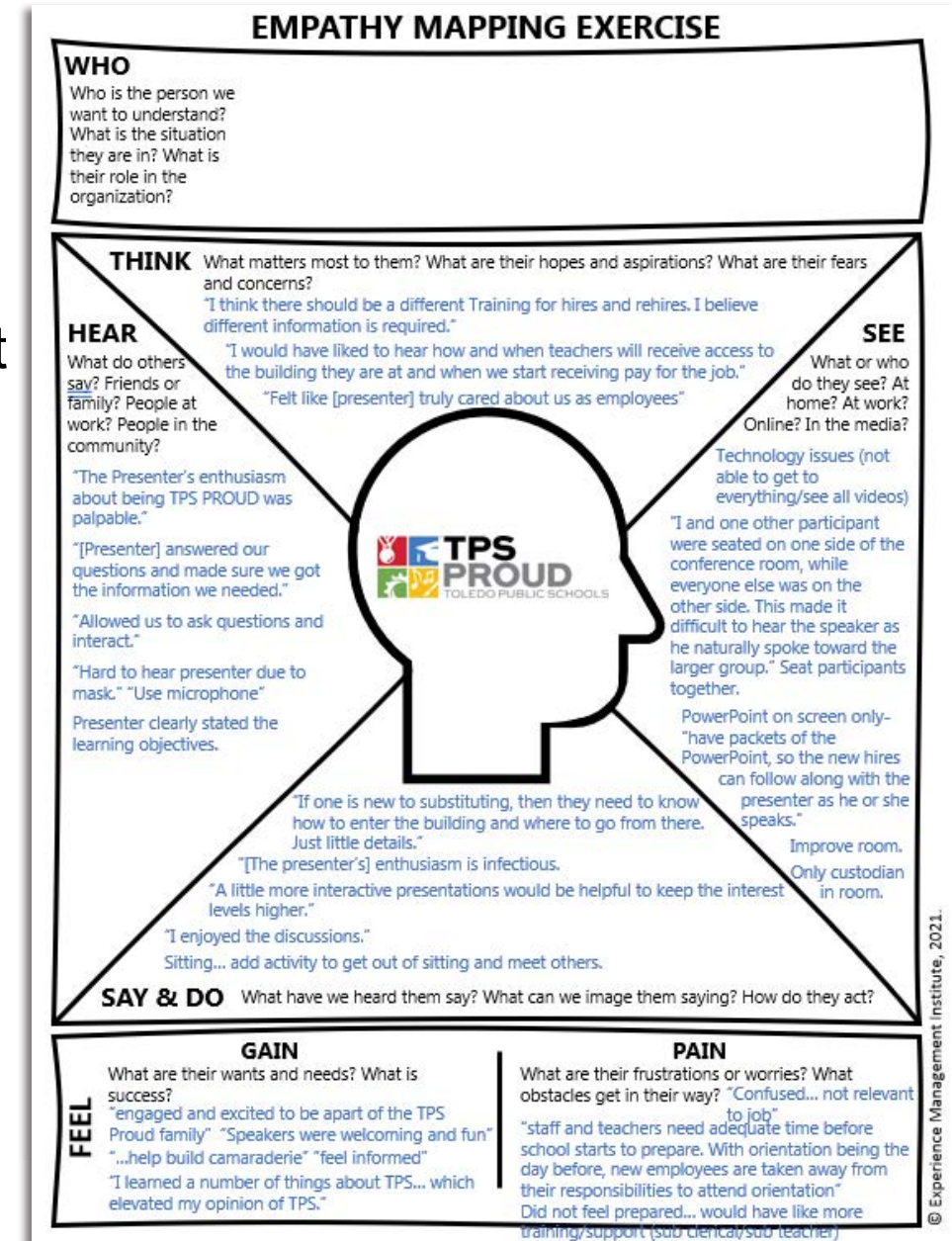
Turn and Talk: What are some ways you can gather this information about candidates?

- Candidate surveys
- Recent hire or new employee surveys
- Empathy mapping

TOOL: EMPATHY MAP

Objective: Develop a deeper understanding of candidate's wants and needs. Helps you consider the candidate's perspective when designing a product or service.

- What do candidates think?
- What do they hear during this process?
- What or who do candidates see?
- What have we heard them say?
- What are their wants or needs? What are their frustrations?



TOOL: KNOW, FEEL THINK, ACT

Objective: This tool helps us define the future state by identifying what we want candidates to know, how we want them to feel, think, and act as a result of participating in our hiring process.

MESSAGE MAPPING EXERCISE

While originally used as a tool for designing communications, know-feel-think-act can also be used when redesigning any process to ensure you are properly planning for exceptional experiences. This simple but useful model can assist when it comes to designing communications, learning, processes, or event. In each box identify what you believe the audience should know, feel, think, and do during or after they have interacted with you or your organization.

Activity: _____

The board is divided into four sections: Know, Feel, Think, and Act. The 'Know' section has a pink sticky note with 'Mission Vision Strategic Goals' and another with 'Structure'. The 'Feel' section has a pink sticky note with 'Excited'. The 'Think' section has a pink sticky note with 'What do you want the audience to think now and after?'. The 'Act' section has a pink sticky note with 'What do you want the audience to know or learn?'. Other sticky notes include 'What does TPS offer?', 'Opportunities and Risks', 'Who is my contact @ my location?', 'Where to go?', 'Experiences Resources', 'What are the key messages?', 'Current info about doctor', 'What do you want the audience to think now and after?', 'What do you want the audience to know or learn?', 'What do you want the audience to think now and after?', and 'What do you want the audience to know or learn?'.

KNOW
What do you want the audience to know or learn?

FEEL
What do you want the audience to feel now and after?

THINK
What do you want the audience to think now and after?

ACT
What do you want the audience to do now and after?

Management Institute, 2021.



Engage recent hires in defining desired experiences. Collaboratively generate solutions and prioritize them.

Envision



- Journey mapping
- SWOT analysis
- TOWS analysis
- PESTLE analysis

Iteratively test solutions and experimentally revise candidate experience touchpoints, one at a time.

Experiment



- Prototyping
- Pilot programs
- Impact-effort matrix

TIPS FOR IMPROVING CANDIDATE EXPERIENCE

AWARENESS/CONSIDERATION PHASE

Key Activities

Candidate finds organizations and open positions

Touchpoints

- District Website
- Social Media
- Job Boards/Postings
- Networking
- Current/Past employees



QUICK WIN: IMPROVE YOUR JOB POSTINGS

To provide sufficient information for candidates, job postings should include:

- A summary of the position tasks
- Information on the organization
- Minimum requirements (education, years of experience, licensure, etc.)
- Required documents for consideration
- Physical and/or mental requirements
- Compensation, hours, benefits information
- How to apply

Drivers of Negative Experience:

- Misleading or vague job descriptions or postings
- Postings for jobs that aren't actually open
- Using jargon, language, or idioms that exclude certain groups

APPLICATION PHASE

Key Activities

The candidate begins to watch for and then apply for the desired open position.

Touchpoints

- Applicant Tracking System
- Application
- Follow-up Communications



IMPROVE YOUR APPLICATION

Drivers of Negative Experience:

- Asking for too much information too soon
- Requiring multiple log ins to multiple platforms
- Not making the application mobile friendly
- Not following up with candidates when they hit submit!

When is the last time you went through your district's job application process yourself? Start to improve your application experience by asking yourself or your team these questions:

- Are our applications asking for too much information?
- Are they requiring applicants to upload a resume and then type in that same information again?
- Are our applications mobile friendly?
- Do applicants ever hear from us once their application is submitted and accepted?

THE REALITY ABOUT APPLICATIONS

- 60% of job seekers quit in the middle of filling out online job applications because they're too long. The shorter the application, the more likely it will be completed!
- 86% of candidates use their smartphones to begin a job search. Ensure your application is mobile friendly. Limit the amount of information that needs to be retyped.
- Having candidates create multiple accounts to apply is another barrier to completion.
- Asking for too much information at first contact (like references) can be a deterrent!

You can improve job application experience by keeping candidates in mind. Only ask what is truly necessary for the first interview on the application. The rest, you can ask later!

Source: SHRM



DECISION PHASE

Key Activities

The candidate receives a decision regarding whether they have been hired or rejected from the position.

Touchpoints

- Communications



ACTIVITY: KNOW-FEEL-THINK-ACT

Does not receiving an offer automatically mean a negative candidate experience? Not necessarily!

Complete the Know-Feel-Think-Act activity with a group to take a human-centered approach to rejecting candidates.

Candidate Experience Activity

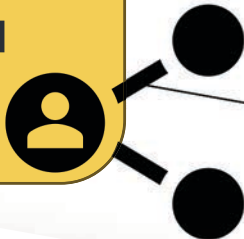
Know-Feel-Think-Act Exercise

DIRECTIONS: While originally used as a tool for designing communications, the Know-Feel-Think-Act exercise can be used when redesigning any process to ensure you are properly planning for exceptional experiences.

In each of the boxes below, identify what you believe the candidates should know, feel, think and do when they are **not** selected for your current opening.

Know What do you want candidates to know or learn?	
Feel	
Think	
Act	

Select a spokesperson to briefly share your thoughts when you return.



ACTIVITY DEBRIEF

1. Share what you would want qualified candidates to [Know, Feel, Think, Act] after they have not been selected to fill your open position.
2. Moving forward, what are some other phases in the candidate journey you think you can add human-centered design principles to?

SUMMARY

- In an era of competition, an exceptional experience can set you apart.
- Centering candidates and their needs is an easy way to improve their experience.
- Focus on touchpoints to make the most impact.

PLEASE SHARE YOUR FEEDBACK!

MORNING GENERAL SESSIONS



AFTERNOON BREAKOUT SESSIONS





Department of
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LUNCHTIME!