Review of the
Human Resources Program
of the
Milwaukee Public Schools

Dr. Keith P. Posley, Superintendent of the Milwaukee Public Schools (MPS), requested that the Council of the Great City Schools (CGCS) provide a high-level management review of the school district's Office of Human Resources. Specifically, he requested that the Council[1] --

- Review, evaluate, and comment on the leadership, management, organization, and operations of the department since the organization's June 2009 review.

- Identify opportunities to improve existing processes and internal controls within the department.

- Develop recommendations that would help the Human Resources Department achieve greater operational efficiency and effectiveness and enhance its strategic value to the district.

In response to this request, the Council assembled a Strategic Support Team (the team) of senior managers with extensive experience in human resources, finance, and operations from other major urban city school systems across the country. The team was composed of the following individuals. (Attachment A provides brief biographical sketches of team members.)

Robert Carlson, Project Director
Director, Management Services
Council of the Great City Schools (Washington, D.C.)

David Palmer, Principal Investigator
Deputy Director (Retired)
Los Angeles Unified School District (California)

Paul Idsvoog
Chief of Human Resources and Labor Relations
Fresno Unified School District (California)

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[1] The Council has conducted over 300 instructional, management, and operational reviews in over 60 big city school districts over the last 20 years. The reports generated by these reviews are often critical, but they also have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. In other cases, the reports are complimentary and form the basis for identifying "best practices" for other urban school systems to replicate (Attachment F lists the reviews that the Council has conducted.)

Deborah (Debi) Ignagni
Deputy Chief HR Officer (Retired)
Los Angeles Unified School District (California)

Judith Marte
Chief Financial Officer
Broward County Schools (Florida)

Toni Thompson
Associate Superintendent of Human Resources
San Antonio Independent School District (Texas)

The team reviewed documents provided by the district prior to a four-day site visit to Milwaukee, Wisconsin, on July 7-10, 2019. The general schedule for the site visit is described below, and the complete working agenda for the site visit is presented in Attachment B.

The team met with Superintendent Posley, Chief of Communications and School Performance Marla Bronaugh, and Chief Financial Officer Martha Kreitzman during the evening of the first day to discuss expectations and objectives for the review and make final adjustments to the work schedule. The team used the second and third days of the site visit to observe operations, conduct interviews with key staff members (a list of individuals interviewed is included in Attachment C, and examine additional documents and data (a complete list of documents reviewed is included in Attachment D).[2]

The final day of the visit was devoted to synthesizing and refining the team's findings and recommendations and providing the Superintendent, the Chief of Communications and School Performance, and the Chief Financial Officer with a briefing on the team's preliminary findings.

The Council sent a draft of this document to team members for their review to affirm the accuracy of the report and obtain their concurrence with final recommendations. This management letter contains the findings and recommendations that have been designed by the team to help improve the operational efficiencies and effectiveness of the Milwaukee Public Schools' Office of Human Resources.

Previous Reviews

This is the third time in the past ten years that the Council has been requested by MPS to review its Office of Human Resources (HR), previously titled the Department of Human Resources. In 2009, the Council's review of the department resulted in approximately 80 findings and sub-findings, which identified areas of concern and lack of best practices in leadership, management, and operational functions. The review also provided 13 recommendations associated with restructuring, reengineering, and rebuilding the department to improve its effectiveness, efficiency, service delivery, and strategic value to the district.

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[2] The Council's reports are based on interviews with district staff and others, a review of documents, observations of operations, and professional judgment. The team conducting the interviews must rely on the willingness of those interviewed to be truthful and forthcoming but cannot always judge the accuracy of statements made by interviewees.

The Council was asked to return to the district for a follow-up review in 2012. The Council, in its second report to the Board of Education and Superintendent, indicated that while the department had made *some* progress in its organizational restructuring and external communication, there were still multiple areas that needed to be addressed.

This current review examined the 2009 findings to determine if the conditions identified then still exist today. Attachment E provides a comparison of the 2009 HR organizational structure with the current (2019) organizational structure; a comparison of 2009 and 2019 key demographic and budget data; and a listing of the 2009 findings. Conditions that still exist in some form today are highlighted in Attachment E.

This third review also identified current practices that require attention. The recommendations provided in this and in the 2009 review can be used as a roadmap to enhance the value and the critical support function the Office of Human Relations performs in assisting Milwaukee Public Schools in meeting its mission and strategic goals.

Office of Human Resources

The Chief Human Resources Officer[3] heads the Office of Human Resources, which is a direct report to the Deputy Superintendent. The following positions and functional areas are direct reports to the Chief Human Resources Officer (CHRO): one Senior Director, Benefits, Compensation, and Pension Systems; one Senior Director, Technology; one Senior Director, Talent Management; one Director II, Employment Relations; and one Manager II, Employee Rights Administration.

Exhibit 1 on the next page presents an overview of the Department's organizational structure and functions.

The core responsibilities of the Office of Human Resources include the timely recruitment, selection, and onboarding of teachers, administrators, and support staff. The department also provides services that include position classification[4] and compensation; employee discipline; employee rights; maintenance of personnel records; employee benefits; processing leaves, grievances, internal transfers, verifications of employment; and the district's technology needs. Lastly, the department is responsible for exit and transition services that include employee separation, resignation, retirement, and exit interview processing.

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[3] The current Chief Human Resources Officer, like many other executive and leadership positions in the district, is currently in "Interim" status.

[4] MPS Human Resources maintains nearly 500 separate position classifications.

Exhibit 1. Office of Human Resources Organizational Chart
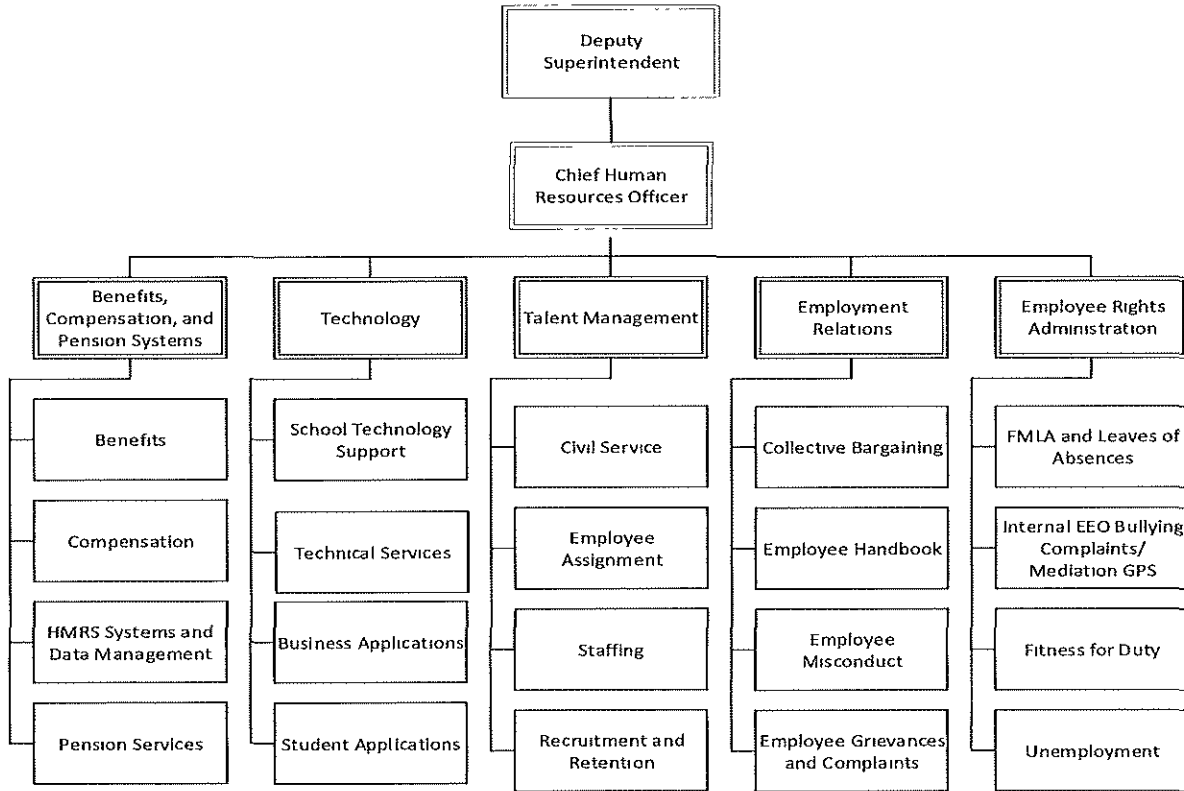
Source: CGCS, Using Data Provided by the Milwaukee Public Schools

The Chief Human Resources Officer is responsible for department staffing and budget. The Office of Human Resources is staffed with 129 FTE positions. The department budget for FY2019 was $14,956,686, which was 1.59 percent of the district's general fund budget. Exhibit 2 below displays the Office of Human Resources expenditures for FY17 and FY18, the FY19 final adopted budget, and the FY20 proposed budget.[5] The significant increase in budget from FY17 to FY18 was due to the realignment of the district's Technology Services Department from the Office of the Chief Innovation and Information Officer to the Office of the Chief Human Resources Officer.

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[5] Source: *MPS 2019-20 Superintendent's Proposed Budget* and the *MPS Amended Adopted Budget for Fiscal Year July 1, 2017 – June 30, 2018,* located at: https://mps.milwaukee.k12.wi.us/en/District/About-MPS/Departments/Office-of-Finance/Budget--Finance.htm

Exhibit 2. Office of Human Resources Budget Data

Expenditures	FY17 Actual	FY18 Actual	FY19 Final Adopted	FY20 Proposed Budget
Salaries	$3,172,411	$8,216,490	$8,662,495	$8,815,755
Other Wages	$108,013	$192,725	$233,500	$205,806
Employee Benefits	$1,559,284	$4,461,964	$4,750,737	$4,907,598
Purchased Services	$735,862	$1,357,262	$1,083,580	$867,330
Supplies	$39,422	$64,318	$189,762	$129,524
Other Wages	$14,018	$7,754	$36,612	$13,100
Total	$5,629,010	$14,300,513	$14,956,686	$14,939,113

Source: CGCS from Data Provided by the Milwaukee Public Schools

Findings

The findings of the Council's Strategic Support Team are organized into four general areas: Commendations, Leadership and Management, Organization, and Operations. These findings are followed by a set of related recommendations.[6]

Commendations

- Principals indicated a high-level of satisfaction in areas of employee rights and relations.

- The leader of the employee benefits function has made some positive changes but continues to face challenges in introducing and implementing changes that impact long-term employees.

- The Milwaukee Public Schools University program is a partnership with area universities that brings credit-level certifications, licensures, and programs to MPS staff (certified and classified) at a reduced cost. Courses are taught by MPS staff and held at MPS locations throughout the district.

- The new practice of allowing schools to maintain all teaching positions going into the next school year, even with potential enrollment decline, has been well received by principals interviewed. Principals indicated that they understand that staffing levels would be reviewed on the 3rd Friday of the new school year with possible adjustments made at that time.

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[6] Review teams often identify areas of concern that may go beyond the intended scope of the project. As a service to our member districts, any concern that rises to a high-level is included in the report.

Leadership and Management

- The team found few internal priorities or strategic pathways supporting the department's Mission, Vision statements[7] that --

  o Aligned with the School Board and Superintendent's Strategic Goal of *Effective and Efficient Operations*, Big Idea 7, *Develop our Work Force*, Key Strategies to:

     · Improve Recruitment and Retention of Staff,

     · Cultivate Employee Well-being,

     · Overhaul Performance, Compensation and Recognition; and

     · Develop Leadership.[8]

  o Identified significant initiatives, business initiatives, or action plans with benchmarks, accountabilities, performance measures, or business analytics;

  o Included departmental processes, procedures, or quality control systems needed to increase effectiveness and efficiencies;

- The team found a minimal sense of urgency that there was a need for change, and a general lack of ownership or responsibility for resolving issues and addressing challenges.

- There was a lack of collaboration, shared ownership, and collective accountability in working toward common intra- and interdepartmental goals and strategies. For example--

  o Staff in the Office of Human Resources did not meet regularly[9] for planning and information dissemination. The team heard from staff that --

     ▪ They *may* have had a meeting several months ago; or

     ▪ They could not remember the last time their department met.

  o The lack of communication channels up-and-down and side-to-side within and across departments and teams had created silos and an impression of dismissiveness in HR.

- Communications with HR was found to be lacking and difficult, and, as a result, the Office was not generally perceived as an effective department throughout the district. The Council team heard, for example that--

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[7] See: https://mps.milwaukee k12.wi.us/MPS-English/CFO/Budget--Finance/2018-19SuperintendentsProposedBudget pdf, p 3B-50.

[8] Source https://mps.milwaukee k12.wi.us/en/District/Initiatives/Strategic-Plan.htm

[9] Some department staff shared that they may have met several months ago or could not remember the last time there was a staff meeting.

o There was a significant lack of a customer service focus, both outwardly and inwardly;

o Calls and emails from district personnel to HR staff were often unanswered. The team had similar results when it made calls during normal hours to phone numbers published on MPS webpages that were unanswered or went into voicemail;

o Applicants who were selected for MPS teaching positions often sought assistance from principals to confirm their job offers because HR was unresponsive;

o Principals indicated that quality teacher candidates often accept teaching positions at other districts because they do not receive "formal" MPS job offers in a timely manner;

o To "move things along," principals and managers frequently leave their schools or work sites and go directly to HR to get their concerns addressed;

o There was a disconnect by some in HR who "believe" the office was performing well versus what their customers experience;

o The office suffers from inertia by "doing the same thing, in the same way, with the same results" without any serious sense of guidance and resolve to change. In other words--

  ▪ Department staff appeared to feel comfortable operating in the past; and

  ▪ Without a collaborative approach to goal setting and developing a "change agent" mentality, the department will continue to be frozen in the past.

o Although HR is a cabinet-level position, it does not have the "standing" or respect to warrant on-going and active participation, so its involvement appears to be "ad hoc."

- The office has difficulty assessing performance or holding staff accountable because personnel evaluations are not tied to position (job) descriptions and not regularly conducted or required for non-teaching staff. Multiple HR employees interviewed indicated --

o They had never seen their position description;

o They had either not been evaluated in years or had ever been evaluated;

o They had never been evaluated while on probation.[10]

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[10] The current version (updated July 1, 2017) of the Milwaukee Public Schools *Employee Handbook* states, in pertinent part, "The District values its employees. As such, the District is responsible for providing a continuous and effective employee evaluation process that focuses on job performance, professional development, effectiveness, and individual growth." Source: https://mps.milwaukee.k12.wi.us/MPS-English/OHC/Employment-Relations/EmployeeHandbookDec22015Final pdf, p. 25

- The under- or non-utilization of data to drive decision-making has contributed to many of the current conditions identified in this report. To illustrate--

  o Although the department submits data into the CGCS annual KPI survey, *Managing for Results*,[11] the team found little evidence that the data was leveraged to measure the effectiveness or performance levels of the department and its sub-units, or to identify positive and negative trending, training opportunities, and goal setting;

  o The team found no plan to perform internal and external customer satisfaction surveys or utilize customer focus groups to --

    - Better understand their customers' needs;

    - Measure the degree of customer satisfaction with services provided or received; or

    - Leverage survey and focus group data to initiate needed changes, establish future priorities, and design training opportunities.

- The team found no deliberative, proactive succession plan, capacity building, or cross-training in critical functions to ensure continuity in the event of an absence, leave, retirement, promotion, or resignation of crucial department staff.

- There did not appear to be adequate bench strength either in terms of numbers or skill sets of current employees, which raises uncertainties about whether the right people are in the right positions.

- The Council team saw no evidence of an overall districtwide or HR philosophy, strategy, or detailed recruitment and retention plan for teachers, especially for those that reflected the diversity of the students they served. For example --

  o HR staff were unable to articulate the district's value ranking among its competitors.

  o Recruitment staff could not describe practical reasons why a teacher would want to come to MPS or why the MPS compensation package was better than what nearby districts were offering;

  o The district's compensation package did not include incentives for hard-to-fill positions or positions at less attractive campuses;

  o The approach to recruiting was passive, i.e., it waited for candidates to come to MPS rather than using an aggressive strategy that would, among other things, help meet the district's teacher diversity goals;

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[11] The Council's *Managing for Results* report is a performance measurement and benchmarking tool that identifies performance measures, key indicators, and best practices that can guide the improvement of non-instructional operations in urban school districts across the nation

o The district's use of "steps and columns" for salary determination and advancement negatively affects teacher recruitment;

o The department provided no evidence of a viable partnership with selected non-local universities to develop teacher pipelines;

o Budgeted funds were not made available to support even a modest recruitment effort. The team was told that the HR FY20 recruitment budget was reduced from $100,000 to $20,000, which was insufficient even to post teacher openings on leading state-wide online teacher posting websites, career sites, and organizations;

o There was no system in place to track and recruit highly effective student and substitute teachers in a timely way;

o Open postings for generic teacher positions or to create and maintain pools of eligible candidates are not maintained;

o Principals are not actively engaged in any meaningful way at job fairs and not formally involved at district recruitment planning tables to provide input or collaborate in developing recruitment strategies and guidelines;

o The "best practice" of using principals to observe teacher applicants teaching lessons before a job offer was made has not been consistently followed;

o The late starting time for the annual hiring process places MPS at a disadvantage in its ability to recruit the best candidates;

o There was no districtwide retention strategy that would include training principals to assist new teachers at their schools. It was also not clear who was even responsible for employee retention. In addition, new teacher retention will be further jeopardized if, as the team was told the mentoring time provided to new teachers is reduced from weekly to, at best, monthly.

o No one at the school or district levels are held accountable for retaining the district's best talent. It is also not clear that the district knows who its best talent is.

o HR staff and principals were not able to offer early contracts[12] to top teacher candidates, thereby losing the best and the brightest applicants to other districts. Exhibit 3 below compares FY18-19 average MPS teacher and principal salaries with nearby school districts (sorted high to low by average salary).[13]

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[12] Early contracts would be written as "conditional" awaiting background and other required clearances and verifications.

[13] Source: Wisconsin Department of Public Instruction at:
https://publicstaffreports.dpi wi gov/PubStaffReport/Public/PublicReport/TeacherSalaryReport, and
https://publicstaffreports.dpi.wi.gov/PubStaffReport/Public/PublicReport/AdministrativeSalaryReport. Note: only districts with at least two schools were listed

Exhibit 3. Teacher and Principal Salary Comparisons

District	18-19 Average Teacher Salary	18-19 Average Teacher Benefit	Combined Salary & Fringe Benefits	District	18-19 Average Principal Salary	18-19 Average Principal Benefit	Combined Salary & Fringe Benefits
Greendale School District	$ 67,217	$ 10,449	$ 77,666	Mequon-Thiensville School District	$ 120,694	$ 39,368	$ 160,062
Oak Creek-Franklin Joint School District	66,548	22,992	89,540	Whitefish Bay School District	120,253	38,624	158,877
Fox Point J2 School District	66,372	24,462	90,834	Oak Creek-Franklin Joint School District	112,571	31,936	144,507
Shorewood School District	65,865	28,532	94,397	Milwaukee School District	109,313	26,614	135,927
Menomonee Falls School District	64,564	23,419	87,983	Brown Deer School District	108,063	21,311	129,373
Maple Dale Indian Hill School District	62,579	29,551	92,130	Shorewood School District	107,663	35,898	143,562
Greenfield School District	62,446	23,581	86,027	Fox Point J2 School District	106,818	38,366	145,184
South Milwaukee School District	61,659	25,328	86,987	Greenfield School District	106,351	36,147	142,498
Mequon-Thiensville School District	61,400	28,928	90,328	Greendale School District	106,275	17,515	123,790
Milwaukee School District	60,384	18,243	78,627	Wauwatosa School District	106,085	33,151	139,235
Whitefish Bay School District	60,121	25,525	85,646	Germantown School District	105,353	27,910	133,263
Germantown School District	60,036	21,760	81,796	Saint Francis School District	103,632	38,957	142,589
Cudahy School District	59,729	19,416	79,145	South Milwaukee School District	102,783	29,727	132,509
Saint Francis School District	56,610	25,496	82,106	West Allis-West Milwaukee School District	98,032	31,381	129,413
Wauwatosa School District	56,550	26,542	83,092	Cudahy School District	97,698	32,870	130,568
Brown Deer School District	56,191	20,533	76,724	Maple Dale-Indian Hill School District	93,245	38,062	131,307
West Allis-West Milwaukee School District	51,687	21,041	72,728	Menomonee Falls School District	92,514	29,329	121,842

Source: Wisconsin Department of Public Instruction

- Minimal department resources were dedicated to recruiting and retaining non-teaching (classified) staff. Only two FTE positions are dedicated to filling approximately 5,000 classified positions.

- There was little evidence of training, supporting, or communicating best practices in the office. For example--

  o The online employment application process did not communicate the value proposition of working in the district. To illustrate --

    - The application process was unnecessarily cumbersome;

    - The application could be challenging to complete for entry-level applicants, and it might require a translator to assist non-English fluent applicants;

    - Applicants were required to provide their social security number, which added unnecessary risk and liability to the district by exposing the applicant to identity theft;[14]

  o Peer comparisons and involvement in professional activities were minimally used;

  o Few HR "professionals" had school-based experience, which raised credibility issues about HR staff supporting and understanding school-site needs;

  o The time to onboard employees was not formally tracked but could take weeks or months to complete.[15] Turnover rates were also not tracked;

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[14] The team recognizes that once an employee has accepted a job offer, providing a social security number will be required.

[15] Interviewees provided differing onboarding completion times.

- o There were differing data on the current number of SY20 first day teacher vacancies provided to the team; and

- o Dashboards were not utilized in the department to measure performance and goal tracking. Tracking of key department data elements was performed manually.

- HR lacked formal internal training programs to develop management capacity and the technical competencies of its staff. As a result--

  - o The annual training of managers on such critical issues as employment discrimination and workplace harassment, which entails potentially high-profile risks, is not provided.

  - o There was little recognition that building the technical competence of staff was an important element in mitigating potential risks and liabilities to the district.

Organization

- There was a lack of permanency in many key HR leadership positions. For example--

  - o The interim Chief Human Resources Officer[16] reported to an interim Deputy Superintendent;

  - o Positions reporting to the interim Chief Human Resources Officer included an interim Director, Employment Relations, an interim Manager, Employee Rights Administration, and an interim Senior Director, Talent Management;

  - o Reporting to the interim Manager, Employee Rights Administration was a substitute EEO Compliance Officer. The team noted--

    - That leaders in interim positions appeared to approach their work tentatively and were hesitant to implement needed change for fear of "rocking the boat."

- HR was not organized around the critical functions of onboarding, including recruitment, vetting, selection, and placement; employees services, including performance assessment, leaves, benefits, employee retention, EEO compliance, labor relations, and employee misconduct; and exiting, including resignations, retirements, and terminations.

- The district's Technology Services Department, which reports to the Chief Human resources Officer, was misaligned because it should be a direct report to the Superintendent, since its core functions are enterprise-wide and critically important to multiple departments and divisions throughout the district.

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[16] At the time of the site visit in July 2019, the Chief of Human Resources had been in "interim" status since September 2018

- The leave of absence function (except for FMLA) was misaligned because as currently placed in the Employee Rights Department implies that "leaves" are "rights," rather than benefits.

- The bifurcation of employee relations and employee rights created redundancies and unnecessary risks because while employee relations is considered just one specific discipline, experts in this area must be knowledgeable of and effective in handling workplace matters in all areas of human resources, including compensation and benefits, workplace safety, recruitment and selection, and performance management.

- Position classifications and position (job) descriptions were not consistently reviewed and updated and were not easily accessible as employees must come to the Office of Human Resources to review their position description. Additionally, not all job titles on position descriptions aligned with current job titles found on the organizational charts provided.[17] For example --

  o The position description for the Chief Human Resources Officer did not include oversight of the district's technology function, which added $9.3M and 84 positions to the Office of Human Resources;

  o The position description for Director, Employment Relations was last updated in January 2012, and the job title for this position shown on the Office of Human Resources organizational chart indicated that this department was led by a Director II level position, not a Director level position; and

  o The position description for Manager, Employee Rights and Administrative Law was last updated in September 2011, and the job title for this position shown on the Office of Human Resources organizational chart indicated that this department was led by a Manager II level position, not a Manager level position;

- The team saw no evidence that the HR organizational structure and workflows were examined, and if staff or positions could be repurposed to achieve operational efficiencies and effectiveness.

Operations

- No staff person interviewed by the Council team was able to identify an executive sponsor or an overall program manager for the district's new ERP[18] software transition and implementation. This vacuum in critical communications and leadership has--

  o Led to the constant churning of project managers and consultants;

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[17] The current version (updated July 1, 2017) of the Milwaukee Public Schools *Employee Handbook* states, in pertinent part, "Position descriptions are available for review in the Office of Human Resources," p. 12.

[18] Enterprise Resource Planning

- o Led to staff apprehension and skepticism around the district's ability to successfully convert to a new system and deliver an effective transition and implementation;

- o Led to concerns that the district's current workflows have not been successfully cross walked to the new system's software.[19] This critical "parallel mapping" is essential to minimizing the potential for significant customizing, which could place the district back to where it was with the older legacy system.

  - ▪ Significant amounts of customization hinder the district's ability to implement ERP software upgrades needed to strengthen system security and improve internal processes.

- o Led to concerns that the new ERP system may not be as "fully integrated" as advertised; and

- o The team questioned why a clear explanation of the reasons why the new ERP implementation was put on hold, and for how long, was never answered.

- The Council team did not receive the front-end direct costs associated with acquiring the new ERP application, and the anticipated indirect costs (consultants, training, etc.) associated with the total cost of implementation that it asked for.

- Clearly defined compensation guidelines were not known or applied universally for salary placement. For example--

  - o The team was told that one cohort of assistant principals (APs) who completed their requirements at the same time as another cohort but were appointed a few months apart earned $10,000 less per person.

- The team identified the following concerns about the department's use of technology --

  - o The Office of Human Resources offers an online exit survey[20] that falls short of best practices for in-person exit interviews with *all* transitioning employees. The team found little evidence that reasons for separation were tracked, analyzed, or acted upon, although some teacher exit data were shared with the Superintendent's cabinet;

  - o The HR presence on the MPS website has significant deficiencies. For example, the team could not find--

    - ▪ Links to salary schedules or salary information for open teaching positions;

    - ▪ Links to position descriptions or career ladder/career path opportunities within job families; and

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[19] The team was told of significant issues with the new ERP system and its ability to handle and process "split assignments," such as a music or orchestra teacher, or a custodian that is assigned to multiple schools.
[20] The team was unable to locate the survey on the MPS HR webpage.

- ■ How applicants could select a group of schools (such as all elementary schools) with openings in a geographic area but instead were required to select each school individually.

- Principals interviewed[21] rated (1-10 with 10 being high) HR's level of service an average to be 4.8 because--

  - o The hiring/onboarding process was painfully complicated and slow, and communications channels were viewed as dismissive;

  - o There was a significant time lag between an administrator's request to fill a position and the actual time required until the employee's first day at a school;

  - o Staff were not being allowed to make initial employment offers to student teachers, substitutes, or other candidates;

  - o HR only used the MPS web page to post vacancies and did not utilize other best practice methodologies to expand the recruitment effort;

  - o Some job postings were inaccurate, which delayed the ability to find replacements, so the vacancies had to be reposted;

  - o Differing answers were often given to the same questions;

  - o Newly hired teachers did not have access to critical employee portals on their first day of classroom instruction; and

  - o Vacancies were left unfilled throughout the entire 2018-19 school year;

- The district recently proposed creating 60 certificated positions to provide improved instructional support in math and reading. It was anticipated that current highly qualified and experienced MPS teachers would fill these positions. If approved, however, this would require backfilling positions with less qualified or experienced teachers while creating an additional 60 vacancies over and above the approximately 200 teacher vacancies that existed at the time of this review.

- Written departmental processes, workflows, standard operating procedures (SOPs), and access to timely data necessary to create "an effective and efficient operation" were essentially missing.

- Many processes within the department were transactional and manually intensive and did not focus on the customer experience or value to the customer. For example –

  - o Monitoring and counting vacancies, benefits, requests to fill, applicant tracking, and employee relations were all transactional and manually intensive. As a result--

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[21] Although requested by CGCS, not all areas of the district were represented on the interview panel

- Operating procedures and workflow processes were unnecessarily complicated, slow, and cumbersome; and

- There was substantial reliance on spreadsheets, paper forms, and processes, which has resulted in inefficient workflows and high error risks.

  o Key department and enterprise software systems were not integrated, resulting in data taken from one system and hand-entered into another; and

  o There was the perception that HR equates "busyness" with "effectiveness."

- Position control and management were lacking and not clearly understood. HR was reconciling vacancies on spreadsheets and the finance unit had to manually calculate and validate vacancies, resulting in the potential for inaccuracies, differing figures, and expanded lag time in filling vacant positions.

- Exhibit 4 below compares MPS self-reported human resources KPI data with other urban districts located throughout the nation that are part of the Great City Schools.[22] Data are presented to identify opportunities for improvements[23] Noteworthy KPI comparative data indicated that --

  o MPS *Employee Relations - Discrimination Complaints Per 1,000 Employees* was significantly higher than the CGCS median;

  o MPS *Employee Relations - Misconduct Investigations Per 1,000 Employees* was somewhat higher than the CGCS median;
  o MPS *Employee Separation Rate - Instructional Support Staff* was significantly higher than the CGCS median;

  o MPS *Employee Separation Rate - Non-School Non-Exempt Staff* was significantly higher than the CGCS median;

  o MPS *Health Benefits Cost Per Enrolled Employee* was significantly higher than the CGCS median;

  o MPS *Retirement Health Benefits Cost Per Enrollee* was somewhat higher than the CGCS median;

  o All MPS *Teacher Retention* data was lower than the CGCS medians; and

  o No MPS *Time To Fill Vacancies* data was submitted.

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[22] CGCS must rely on the accuracy and consistency of the data reported by school districts when making comparisons
[23] Source: 2017-2018 CGCS KPI data

Exhibit 4. Key Performance Indicator Comparison

2017-2018 Key Performance Indicators Human Resources	Milwaukee Public Schools	CGCS National Median	Note
Employee Relations - Discrimination Complaints Per 1,000 Employees	3 4859	0 8621	Lower is Better
Employee Relations - Misconduct Investigations Per 1,000 Employees	24 6192	20 441	Lower is Better
Employee Separation Rate	13 11%	12 72%	Lower is Better
Employee Separation Rate - Instructional Support Staff	13 30%	8.90%	Lower is Better
Employee Separation Rate - Non-School Exempt Staff	14 32%	12 83%	Lower is Better
Employee Separation Rate - Non-School Non-Exempt Staff	24.52%	12 10%	Lower is Better
Employee Separation Rate - School-Based Exempt Staff	6 20%	7 76%	Lower is Better
Employee Separation Rate - School-Based Non-Exempt Staff	14.22%	14 22%	Lower is Better
Employee Separation Rate - Teachers	12.41%	11 15%	Lower is Better
Exit Interview Completion Rate	39 88%	22.96%	Higher is Better
Health Benefits Cost Per Enrolled Employee	$18,744 50	$7,946 32	
Health Benefits Cost Per Enrolled Employee - Fully Insured Districts			
Health Benefits Cost Per Enrolled Employee - Self-Insured Districts	$18,744 50	$8,292 82	
Health Benefits Enrollment Rate	88 94%	88 94%	Higher is Better
HR Cost Per $100K Revenue	$495 45	$493 94	Lower is Better
HR Cost Per District FTE	$610.25	$610 25	Lower is Better
Retirement Health Benefits Cost Per Enrollee	$7,132 63	$5,145 36	
Retirement Health Benefits Cost Per Enrollee - Fully Insured Districts	$7,132 63	$5,145 36	
Retirement Health Benefits Cost Per Enrollee - Self-Insured Districts			
Substitute Placement Rate	79.95%	79 55%	Higher is Better
Substitute Placements With A BA/BS Or Higher	100%	66 27%	Higher is Better
Teacher Absences Per Teacher	12 7728	14 216	
Teacher Retention - Average For 1-5 Years	50.48%	59 88%	
Teacher Retention - Remaining After 1 Year	68 07%	74.46%	Higher is Better
Teacher Retention - Remaining After 2 Years	56 87%	66.20%	Higher is Better
Teacher Retention - Remaining After 3 Years	44 26%	57.73%	Higher is Better
Teacher Retention - Remaining After 4 Years	43 71%	50.17%	Higher is Better
Teacher Retention - Remaining After 5 Years	43.13%	42 51%	Higher is Better
Teachers Highly Qualified In All Assignments	93.61%	86 66%	
Teachers With National Board Certificate	1.31%	1.63%	
Time To Fill Vacancies - Instructional Support (No Data Submitted (NDS))		24 12	
Time To Fill Vacancies - Non-School Exempt (NDS)		47	
Time To Fill Vacancies - Non-School Non-Exempt (NDS)		35	
Time To Fill Vacancies - School-Based Exempt (NDS)		23 09	
Time To Fill Vacancies - School-Based Non-Exempt (NDS)		33	
Time To Fill Vacancies - Teachers (NDS)		25 035	

Source CGCS KPI Project

Recommendations

The CGCS Strategic Support Team developed the following recommendations[24] to improve the Milwaukee Public Schools Office of Human Resources' strategic value to the district:

1. Accelerate the promotion, or recruitment and onboarding of a proven school district human resources executive to permanently fill the Chief Human Resources Officer position. This leader and his or her leadership team should set a compelling department focus on *customer service* and be responsible for identifying, developing, owning, and articulating department priorities that support the MPS Mission, Core Values, and Strategic Plan. These priorities should include --

   a. Convening ongoing meetings with the interim Deputy Superintendent (or whoever the

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[24] Recommendations are not listed in any specific order or priority

CHRO reports to), and others as appropriate, to review the findings and recommendations identified in the 2009 review and this review. Incorporate and merge relevant recommendations from the 2009 review and all recommendations from the 2019 review into one document. Use the "combined" recommendations as a "road map" to develop, prioritize, and assign "project owners" to move the recommendations forward;

b. Setting appropriate automation benchmarks, performance plans, goals, expectations, and ensuring empowerment and accountability across the team and department;

c. The development of a realistic five-year department strategic plan that is laser-focused on *customer needs*. The plan, to be developed with the participation of staff and other stakeholders, should include quantifiable goals, performance measures, accountabilities, targets, metrics, and timelines—consistent with the district's vision and goals. The plan shall be refreshed annually;

d. The development of comprehensive policies and procedural guides (SOPs) so department employees know what to do and how to do it;

e. The transition to a data-driven organization that relies upon fact-based and analysis-centric justifications for decisions, including the use of benchmarks and techniques, such as --

    i. Basic HR metrics and management information (e.g., turnover rates, absentee rates, substitute fill rates, vacancy rates, time to fill vacancy rates, recruitment rates, and retention rates);

    ii. Cost/benefit analysis, risk assessment, and business case justifications to continually move the department forward;

    iii. Root-cause analysis to address operational challenges;
    iv. Salary surveys to measure competitiveness and equity; and

    v. Defined performance measures, including KPIs, industry best practices, standards for all primary functions of the department, and holding directors, managers, and supervisors accountable for achieving these measures.

2. Implement a systematic review, evaluation, and reconstruction of the department's teacher recruitment and retention program. Ensure that a representative group of school site administrators are at the table and the following activities are incorporated into the reconstructed program--

a. Establishment of an annual marketing and recruiting master plan designed to meet the needs of the district and are aligned with changing market demands;

b. Developing in-depth knowledge of an employee value proposition;

c. An annual recruiting calendar that is coordinated with, but not in conflict with, the district's master calendar, and requires that recruiting begin earlier than other districts that are competing for the same candidates;

d. Annual goals and previous results are used to guide recruitment activities;

e. Recruiters who are appropriately trained and held accountable for results;

f. Clearly defined and updated procedures and processes are in place for the timely recruitment, selection, and fast-track placement of candidates;

g. Identifying previous--or anticipating potential--"bottlenecks" or "chokepoints" in the recruitment and onboarding process and taking corrective action well in advance of annual recruitment effort;

h. Identifying and tracking highly effective substitutes, student teachers, and paraprofessionals throughout the year for recruiting opportunities, then fast-tracking them onto eligible lists and ultimately into teaching positions;

i. Specific strategies and funding are in place to fill hard-to-staff and critical areas with top talent;

j. Substitute fill-rate goals exceeding CGCS medians;

k. Ongoing relationship building and communication with pipeline programs with local and non-local university partners, and emphasis on increasing the diversity of the MPS teaching force remains a very high priority;

l. Departments are staffed appropriately to ensure that communications between applicants, principals, and HR staff is timely, accurate, and adequate to prevent candidates from seeking employment elsewhere;

m. Regional superintendents, instructional support, and principals are actively engaged in timely recruitment efforts;

n. Eligible lists are continually updated and verified as accurate;

o. Before selection, principals (or designee) observe candidates teaching a lesson;

p. Processes are in place for the ongoing reporting of staffing results to stakeholder groups;

q. Efforts for improving the retention of new teachers are in place, including enhanced orientation, intensified mentorships, coaching programs. Ensure that new teacher candidates are apprised of this support; and

r. Track all costs associated with recruiting, onboarding, and retaining for future budget justifications and to demonstrate that financial and human resources are utilized efficiently for maximum return on investment.

3. Convene a meeting with the CEO of the ERP implementation consulting company, and if necessary, a meeting with the ERP software provider, to discuss the conversion and integration

issues the district is experiencing. These meetings should include MPS legal staff, procurement and contract administration staff, technology staff, and other impacted departments. The purpose of the meeting is to --

a. Determine why the new ERP implementation has stalled and is unable to serve the district and its students in a timely way;

b. Identify all inadequacies in the implementation encountered to determine if problems are related to implementation, training, or both;

c. Verify whether the vendor is committed to dedicating all needed resources to ensuring all MPS needs are met as required in the contract;

d. Verify appropriate redundancy is in place to protect all MPS data in the event of security or catastrophic failure of the new ERP system;

e. Establish an agreed upon timeline by which corrective action will be completed, and consequences for failure to complete all corrective action is specified; and

f. Determine if MPS should continue to use these vendors.

4. Appoint an internal project owner/project manager to collaborate with all departments affected by the new ERP implementation, and together develop a work plan for the seamless migration to the new enterprise (ERP) system. The plan should --
   a. Allow all HR and other departments multiple opportunities for input and Q and A's;

   b. Identify all applicable HR modules and applications needed to integrate with the new ERP system. Well-before rollout, "stress-test" all modules and applications to ensure correct integration and appropriate transaction bandwidth is in place and thoroughly tested;

   c. Provide significant professional development and opportunities for HR Office staff to ensure that everyone fully understands what the ERP can and cannot provide, how correct use of the system will enhance job performance, and ensure the department is fully trained and prepared at the time of rollout; and

   d. Require, at the time of rollout, parallel systems[25] be operational.

5. Review and update HR job titles and position descriptions to provide a more realistic portrayal of duties, responsibilities, and expectations.

6. Build a strategic partership with the Department of Organizational Development to recognize HR's broader role in organizational and professional development. Together, the offices should--

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[25] Parallel systems include the older legacy system and the newly procured ERP system, both operating during final testing phases and throughout implementation of the new ERP system

a. Design and implement a districtwide professional development plan to engage new and continuing employees. The plan should include--

    i. A well-planned and documented orientation and onboarding process that incorporates --

- A welcoming environment for new employees;

- A well-defined and structured orientation to the district and its culture;

- Clear communications about the onboarding process so that potential employees are not lost in the complexities of recruitment, selection, job offers, vetting, background and drug test clearance, and joining the MPS family;

    ii. Comprehensive orientation and job-specific onboarding and training for new hires;

    iii. Ongoing professional development to enhance job skills and promotional opportunities for current employees;

    iv. A process for analyzing and correlating employee evaluation data with school performance to provide direction for professional development programs;

b. Provide organizational development services that result in system coherence, the establishment of departmental service-level standards, and employee productivity measures; and

c. Develop an *organizational change management* component to address and manage adverse effects on employees due to altering organizational structures (reorganization) and changing business processes with the new ERP software.

7. Develop or hire leaders who will lead by example in championing knowledge sharing, collaboration, and inclusion. Ensure regular HR Department staff meetings take place at each level with specific agendas, documented minutes, decisions, and follow-up activities, so employees know --

a. District and department goals and objectives, how they relate, and how they will be achieved;

b. That intra- and interdepartmental collaboration is taking place with all appropriate departments and stakeholders at the table;

c. How personnel will be held accountable and evaluated using performance-monitoring metrics;

d. Why changes are being made that may impact the team along with expected outcomes;

e. That managers and supervisors are held responsible for ensuring that information and

feedback is disseminated up-and-down and side-to-side within and across departments;

    f.   That employee feedback and suggestions are welcomed and considered, so team members know there is an ongoing departmental program to encourage innovation and improvement; and

    g.   That communication channels are in place to regularly distribute department news and information.

8. Establish, for all employees, standardized employee evaluation and performance assessment instruments and processes that incorporate expectations, performance measures, and professional growth strategies. Educate administrators, managers and supervisors on the effective use of evaluations and how to conduct evaluation conferences. Create systems to track and ensure *all* employees are assessed annually.

9. Strengthen external stakeholder communications activities to enhance coordination of HR functions and increase the recognition of your customers by implementing communication outreach plans that will provide for --
    a.   Regular meetings with school principals to address their concerns;

    b.   Labor-management meetings to resolve or mitigate issues before they become grievances;

    d.   Collaboration with the teachers' bargaining unit to develop programs to support teachers who may need an improvement plan; and

    e.   A strategy for teacher outreach and input.

10. Reorganize the Office of Human Resources to optimize efficiency and effectiveness, sharpen its focus, improve internal communication, eliminate silos, and promote clear lines of responsibility, authority, and accountability. Exhibit 5 below illustrates a potential high-level functional reorganization for the office. Under this organization--

Exhibit 5. Human Resources Functional Reorganization
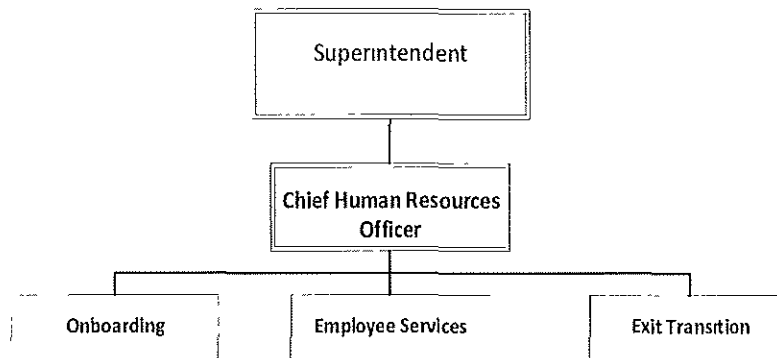
Source: CGCS Review Team

    a.   Reinstate the HR Department as a direct report to the Superintendent to reflect its role and value as a strategic partner in the management and leadership of the school district.

    b. The Chief Human Resources Officer's span of control is simplified, permitting increased departmental oversight, goal setting, and focusing on filling vacancies in key leadership positions throughout the organization. The core functions and workflows of the Office of Human Resources should be organized and focused on --

        i. Onboarding (including marketing, recruiting, selection, applicant tracking, vetting, and the timely placement of new and promoted employees);

        ii. Employee Services (including performance assessment, organizational development, employee retention, position classification, leaves, benefits, labor relations, employee assistance and counseling, and employment verification);

        iii. Exit Transition (including retirement, other separation processing, terminations and exit interviews);

    b. Combine the current Employment Relations Department and the Employment Rights and Administration Division into a new Employee Assistance and Accountability Department, which will report to the new Employee Services function leader;

    c. Ensure that individuals placed in leadership positions in the new functional organization have the appropriate skills, expertise, experience, and ongoing training to be successful;

    d. Fill positions, as necessary, in the new organization with individuals who are able and willing to perform duties that are required; and provide staff the autonomy and opportunity to perform their work. Recognize staff when they display quality work and hold all staff accountable for results;

    e. Conduct a comprehensive study to determine appropriate staffing levels for both professional and staff positions within every department under the new HR organization; and

    f. Develop concise reporting relationships with clearly defined position descriptions, roles, and responsibilities that represent the core functions of the new organization and the focus on customer service.

11. Monitor turnover rates, establish exit interview protocols for all employees who voluntarily separate from MPS, and identify and track the causes of leaving for opportunities to make or recommend changes in policy.

12. Implement programs to measure the degree to which the HR Department provides services that are responsive, results-oriented, and meet the needs of its customers. Utilize customer satisfaction[26] surveys and focus groups to identify areas of concern. At a minimum, input from applicants, school site administrative staff, teaching staff, support staff, and recently hired teachers, must be solicited. Use this input to establish future priorities and training

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[26]Customers include all current and future district staff.

opportunities.

13. Develop succession planning and cross-training within the department to ensure knowledge transfer and the orderly transition of responsibilities.

14. Develop and regularly update HR practices and procedures with a *customer service focus*. Conduct workflow mapping of HR systems and cross-training to ensure continuity of service in the event of employee unavailability or absenteeism.

15. Convene a team of appropriate stakeholders from HR and finance to clarify and document the district's *position control* process. This documentation shall include flowcharts specifying who "owns" each step in the process, and an agreement on the methodology to be used to determine, at any point in time, the number of budgeted positions and the number of vacancies.

16. Ensure new teachers and substitute teachers are fully prepared to be successful on their first day of assignment by --

    a. Designing orientation programs that include --

        i. Sufficient training on the curriculum; and

        ii. Requiring and ensuring that district identification badges are issued at the orientation;

    b. Mandating that all new hire assignments are entered into all appropriate systems on a timely basis to ensure new employees have access to all needed technology, including, but not limited to, email, and student attendance databases.

17. Create opportunities to invite and confer with stakeholders to provide input and analyze potential outcomes for the following activities --

    a. Establishing and staffing with cross-functionally trained personnel, a "one-stop" customer information walk-in and telephone service center to provide same-day responses to all requests from both internal (district employees) and external customers;

    b. Streamlining the online application procedure by making the process more user-friendly, especially for entry-level positions. Design strategies to assist applicants who are not computer savvy to navigate the required online application process, and to assist applicants who may not be English proficient;

    c. Fast-tracking applications and offering early contracts; and

    d. Identifying opportunities to strengthen the HR Department's web page presence, ease of access, user-friendliness, and relevance.

18. Create a comprehensive staff development plan to benefit employee retention and provide opportunities for employees at all levels to enhance their skills and learn industry best practices through --

a. Participation in professional organizations,

b. In-depth new employee orientations,

c. Cross-functional teaming and training, and

d. Visiting peer districts to gather information on performance, recruitment, customer service, and technology-leveraging strategies.

19. Evaluate the possibility of increased recruitment and employee retention by offering employees who complete the MPSU program full reimbursement by --

a. Continuing the practice of employee payroll deductions for MPSU costs;

b. Requiring successful completion of all required coursework;

c. Requiring employee commitment to a specified number of years of service to MPS; and

d. Reimbursing costs back to the employee after fulfilling the years of service commitment.

ATTACHMENT A. STRATEGIC SUPPORT TEAM

Robert Carlson

Robert Carlson is Director of Management Services for the Council of the Great City Schools. In that capacity, he provides Strategic Support Teams and manages operational reviews for superintendents and senior managers; convenes annual meetings of Chief Financial Officers, Chief Operating Officers, Transportation Directors, and Chief Information Officers and Technology Directors; fields hundreds of requests for management information; and has developed and maintains a Web-based management library. Prior to joining the Council, Dr. Carlson was an executive assistant in the Office of the Superintendent of the District of Columbia Public Schools. He holds doctoral, and master's degrees in administration from The Catholic University of America; a B.A. degree in political science from Ohio Wesleyan University; and has done advanced graduate work in political science at Syracuse University and the State Universities of New York.

David M. Palmer

David Palmer, Deputy Director (retired), Los Angeles Unified School District (LAUSD), is a forty-year veteran of school business operations administration. Mr. Palmer's executive responsibilities included the management and oversight of operations, strategic planning and execution, budget development and oversight, and contract administration. Mr. Palmer oversaw the design and implementation of performance standards, benchmarks and accountabilities for staff and advised the Council of Great City Schools on the *Key Performance Indicator* project. Mr. Palmer was also an instructor in the School Business Management Certificate Program at the University of Southern California. After retirement, Mr. Palmer continued working with LAUSD as a professional expert with the HR Division in the areas of grievance resolution, and guiding administrators on contract interpretation and employee disciplinary matters. Mr. Palmer also advised the LAUSD Office of Labor Relations on negotiation strategy and impacts on proposed contract language changes. Mr. Palmer currently provides consulting services for school districts and other governmental agencies and is a very active member of the Council's Strategic Support Team.

Paul Idsvoog

Paul Idsvoog is the Chief of Human Resources and Labor Relations for Fresno Unified School District. Mr. Idsvoog has extensive experience in both private business and public education as prior to returning to Fresno as the Chief Executive of Labor Relations for Fresno Unified where he served as the chief negotiator for the District's seven bargaining units, he was the Vice President and owner of a food service contract company headquartered in Milwaukee, WI. His duties as Vice President required him to serve on all bargaining teams as the chief negotiator as well as responsible for all departments within the organization including Human Resources, Operations, Finance, Sales and Marketing. Mr. Idsvoog has a master's degree in Business Administration (MBA) from Colorado State University and was selected as the 2017 Administrator of the Year in the Personnel and Human Resources Division by the Association of California School Administrators Region IX Chapter.

Deborah Ignagni

Deborah Ignagni retired in 2016 after an extensive 36-year career in public education. Deborah began her career teaching special education for three years in Rhode Island before moving to California where she spent the next 33 years in the Los Angeles Unified School District (LAUSD), the second largest school district in the Nation. Her long career in the LAUSD included positions as teacher, assistant principal and principal before she transitioned to the Human Resources Division for her final 15 years of service to the District. During her time in HR, Deborah held the positions of Director of Certificated Recruitment and Selection, Administrator of Employee Operations, Assistant Chief HR Officer, and Deputy Chief HR Officer.

Toni Thompson

Toni Thompson currently serves as the Associate Superintendent for the Human Resources Department in the San Antonio Independent School District. Ms. Thompson served as an Administrative Officer in Human Resources prior to her current position where her work focused largely on employee relations, employee appraisal, and employee support. Ms. Thompson has extensive experience in labor relations, mediation, conflict resolution and effective communication strategies. Ms. Thompson earned both her bachelor's and master's degrees from Southwest Texas State University. She pursued elementary education and special education as a course of study with an emphasis on working with children with emotional disturbances. She began her career in education teaching in the Edgewood Independent School district in San Antonio, where she taught emotionally disturbed youth in a psychiatric facility. She then moved to the San Antonio Independent School District, where she served the District as a Special Education Supervisor/Educational Diagnostician before moving to Human Resources.

ATTACHMENT B. WORKING AGENDA

Strategic Support/Technical Assistance Team
Office of Human Resources Review
Milwaukee Public Schools
July 7-10, 2019

Contact: Gretta Hicks
Office of the Superintendent

Working Agenda

Subject to Change as Required

Sunday, July 7	**Arrival**	
6.15 p m	**Team to Meet in Hotel Lobby** The Pfister Hotel 424 E Wisconsin Ave	
6.30 p m	**Dinner Meeting**	**Dr. Keith Posley** Superintendent **Marla Bronaugh** Chief of Comm. & School Perf **Martha Kreitzman** Chief Financial Officer
Monday, July 8		
7 00 - 7.45 a m	Team Continental Breakfast District Headquarters – Room 217	**Requirements** Internet Connectivity LCD Projector & Power Strips *White Board/Flip Charts*
8.00 - 9·00 a m	Team Interviews	**Dr. Jeremiah Holiday (via phone)** Interim, Chief Academic Officer **Vickie Brown-Gurley (via phone)** Interim, Senior Director Department Curriculum & Instruction **Jennifer Mims-Howell** Senior Director, Specialized Services
9 15 - 10 00 a m	Team Interview	**Evangeline (Leia) Scoptur** Interim, Chief Human Resources Officer
10.15 - 11·00 a m.	Team Interviews	**Martha Kreitzman** Chief Financial Officer **Dr. Katrice Cotton** Chief School Administrative Officer **LaWanda Baldwin** Comptroller **Ruth Ruhl**

11:15 - 12:00 Noon	Team Interview	Director, Fin. Planning. & Budget Svcs **Carol Eady** Director, Benefits, Pension, & Comp

12:15 - 1:00 p.m.	Working Luncheon

1:15 - 2:00 p.m.	Team Interviews	**David Solik-Fifarek** Sr Dir., Business & Transp. Svcs. **Travis Luzney (via phone)** Director, Facilities & Maintenance **Eduardo Negron** Director, School Safety & Security **Deb Bruner** Nutrition Services **Christina Rothe** Nutrition Services
2:15 - 3:00 a.m.	Team Interviews	**Chad Meyer** Senior Director, Dept. of Technology **Tom Andrews** PeopleSoft Administrator **Rena Williams** Program Analyst
3:15 - 3:45 p.m.	Team Interviews	**Annie Woodward** **Erika Siemsen** MPS Board Members
4:00 - 4:45 p.m.	Team Interview	**Ben Ward** MTEA President **John Weigelt** ASC Executive Director

4:45 - 5.00 p.m.	Team Discussion of Work Plan for Balance of Site Visit

Tuesday, July 9

7:00 - 7:45 a.m.	Continental Breakfast	
8:00 - 8:45 a.m.	Team Interview	**James Gorton** Interim, Director, Employment Relations
9:00 - 9:45 a.m.	Team Interview	**Therese Freiberg** Interim Manager, Employee Rights Admin
10:00 - 10:45 a.m.		**Suzi Englebart** Supervisor, Data Management **Lisa Belanger** Data Management Technician **Whitney Ruiz** Systems Coordinator
11:00 - 11:45 a.m.	Team Interviews	**Pepper LaMothe** Manager, Talent Management

Pat Perry-Wright
Talent Management Specialist
LaQuinta Hoskin
Recruitment Coordinator
Bernadine Cosey
Talent Management Specialist

12.00 - 12·45 p m.	Working Luncheon – Team Interview	**Tony Baez**, MPS Board Member

1·00 - 1·45 p m	Team Interviews	**Ryan Hudak** Employee Relations Specialist **Emily VanDerra** Employee Relations Specialists **Yashica Spears** Sub EEO Compliance Officer
2 00 - 2.45 p m	Team Interviews	**Lonnie Anderson** Interim Sr Dir Talent Mgt
3·00 -	Team Interviews	**Principals** Randomly Selected Across Grade Levels

Team Discussion of Work Plan for Balance of Site Visit

Wednesday, July 10

7.00 - 7·45 a m	Continental Breakfast	
8 00 - 12 00 Noon	Team Meeting	**Discussion of Findings &** **Recommendations**
12·00 - 1 00 p m	Working Luncheon & Debriefing	**Dr. Keith Posley** Superintendent **Marla Bronaugh** Chief of Comm & School Perf **Martha Kreitzman** Chief Financial Officer

Adjournment & Departures

ATTACHMENT C. DISTRICT PERSONNEL INTERVIEWED

- Dr. Keith Posley, Superintendent
- Marla Bronaugh, Chief of Communication and School Performance
- Martha Kreitzman, Chief Financial Officer
- Dr. Jeremiah Holiday, Interim, Senior Director, Department Curriculum and Instruction (via conference call)
- Vickie Brown-Gurley, Senior Director, Specialized Services (via conference call)
- Jennifer Mims-Howell, Senior Director, Specialized Services
- Evangeline (Leia) Scoptur, Interim, Chief Human Resources Officer
- Dr. Katrice Cotton, Chief School Administrative Officer
- Lynn Ruhl, Director, Financial Planning and Budget Services
- Carol Eady, Director, Benefits, Pension and Compensation
- Ryan Elbert, Transportation Supervisor
- Travis Luzney, Director, Facilities and Maintenance (via conference call)
- Eduardo Negron, Director, School Safety and Security
- Deb Brunner, Nutrition Services
- Christina Rothe, Nutrition Services
- Chad Meyer, Senior Director, Department of Technology
- Tom Andrew, PeopleSoft Administrator
- Rena Williams, Sr. Program Analyst
- Annie Woodward, Board Member
- Erika Siemsen, Board Member
- Ben Ward, META President
- John Weigelt, ASC Executive Director
- James Gorton, Interim, Director, Employment Relations
- Therese Freiberg, Interim Manager, Employee Rights Administration
- Suzl Engelbart, Supervisor, Data Management
- Lisa Belanger, Data Management Technician
- Whitney Ruiz, Systems Coordinator
- Pepper LaMothe, Manager, Talent Management
- LaQuita Hoskin, Recruitment Coordinator
- Bernadine Cosey, Talent Management Specialist
- Tony Baez, Board Member
- Ryan Hudak, Employee Relations Specialist
- Emily VanDerra, Employee Relations Specialist
- Yashica Spears, Sub EEO Compliance Officer
- Steven Krull, Principal, Hamlin Garland School
- Kim Malacara, Principal, Mitchell School
- Rhode Marquez-Feliciano, Principal, Doerfler School

- Tyrone Nichols, Principal, Cass Street School
- Eric Rian, Principal, Academy of Accelerated Learning
- Theresa Russell, Lowell International School
- Aaron Shapiro, Principal, Bradley Technology and Trade School
- Marko Radmanovic, Principal, Escuela Vieau School
- Jennifer Carter, Principal, Individualized Developmental Educational Approaches to Learning School
- Michelle Morris-Carter, Principal, Golda Meir School

ATTACHMENT D. DOCUMENTS REVIEWED

- Budget:
  - School Budget Preparation Guide, 2019-2020, dated January 18, 2019
  - Comprehensive Annual Financial Report, 2018, For the year Ended June 30, 2018, dated December 21, 2018
- Enrollment 5-Year Projection, dated January 6, 2019
- Organizational Charts:
  - Superintendent
  - FY20 Office Human Resources
- Human Resources Highlights
- Staffing Changes and Needs Form, FY20
- Staffing Changes and Needs Form Instruction, FY20
- Early Start School Fall FY20 Vacancies, dated June 28, 2019
- Traditional Start Schools Fall FY20 Vacancies, dated June 28, 2019
- Position Descriptions:
  - Chief Human Resources Officer, last revised April 06, 2017
  - Director, Employment Relations, dated January 2012
  - Leave Administrator, dated August 2014
  - Department Administrative Assistant (OHC), dated July 2015
  - Diversity, Inclusion and EEO Specialist, dated June 2015
  - Employment Relations Specialist I (no date)
  - Employment Relations Specialist II (no date)
  - Employment Relations Specialist III (no date)
  - Manager, Employee Rights and Administrative Law, dated September 2011
- Compensation SOP Draft FY20 Release
- MPS External Compensation SOP Daft, dated December 2018
- Office of Human Resources Salary Schedules
- Office of Human Resources Staff List, dated November 8, 2018
- Benefits Enrollment Process for New Hires and Newly Eligible Employees
- Termination Process for Employee Benefits
- Health and Dental Plans for Active Employees, Open Enrollment, effective January 1, 2019
- Information Regarding Your MPS Benefits, Summary of Benefits, effective January 1, 2019, updated January 1, 2019
- Grievance and-or Complaints Ledger (current year FY19, FY18, and FY17)
- Grievance/Complaint Flowchart
- Misconduct Proceedings Flowchart
- Employee Handbook, handbook updated Jul, 2017, names updated June 7, 2019
- 2017-2018 and 2018-2019 Internal Complaint Data
- Employee Leave Data, January 1, 2019 to June 24, 2019

- Employment Relations Standing Weekly Meeting, dated June 10, 2019
- Reviews:
  - Review of the Milwaukee Public Schools' Office of Human Resources, dated October 2012, Council of the Great City Schools
  - Review of Operations of the Department of Human Resources of the Milwaukee Public Schools, dated Summer 2009, Council of the Great City Schools
  - Review of Office of Human Resources Summer School Hiring Process, Audit: 2019-042, dated March 14, 2019, Office of Board Governance-Audit Services
  - Review of Dependent Eligibility – Office of Human Resources, Audit: 2019-040, dated March 5, 2019
- 2018-2019 Certificated Exit Survey
- Tech Support Center Data, Number of Calls Handled, August 1, 2018 to June 7, 2019
- Request to Fill Vacant Position, dated August 28, 2015
- Department of Nutrition Services, Vacant Positions by Type by School, dated June 28, 2019
- Various Documents Provided by Board Member
- New Educator Institute Agenda, July 31, 2019- August 2, 2019
- Contract with 3rd Party Vendor to Facilitate the Conversion to the new ERP Software, created May 2017
- Contract with ERP Provider, dated May 26, 2017

ATTACHMENT E. 2009 AND 2019 DATA COMPARISON AND FINDINGS FROM THE 2009 MILWAUKEE PUBLIC SCHOOLS CGCS HR REVIEW

Exhibit 6 below compares the organizational structure of the HR department from the 2009 review and the 2019 review.

Exhibit 6. Human Resources Organizational Comparisons
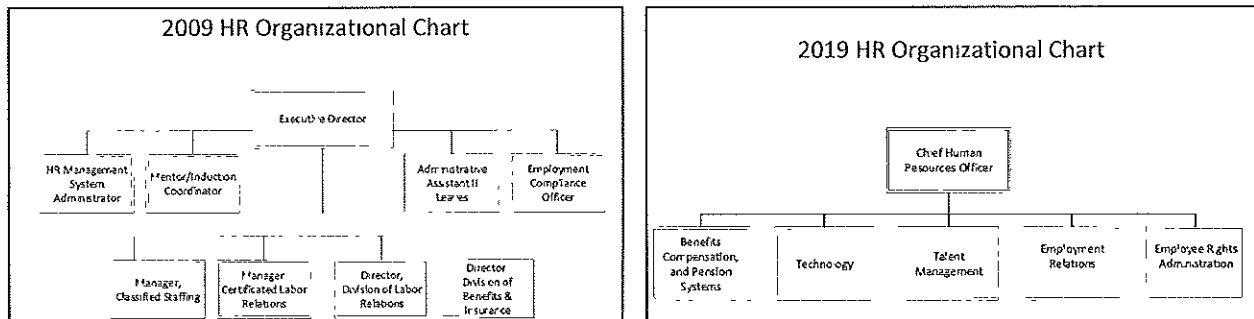
Source CGCS 2009 Human Resources Review and Data Provided by MPS for the 2019 Review

Exhibit 7 below compares key data enrollment, staffing, and budget elements from the CGCS 2009 HR review and the current 2019 HR review. For these comparisons, the Technology Department budget and staff FTE's were not included in the 2019 data as the district's enterprise technology function was not part of HR during the 2009 review.

Exhibit 7. MPS Office of Human Resources Key Data Comparisons

	FY2009	FY2019
Number of Schools	213	161
Enrollment	92,261	80,805
HR Budget	$5,457,447	$ 5,634,568
HR FTE	47.5	45
District FTE	13,576	9,574
Population	603,000	596,000
Teaching Staff	5,897	5,324
HR Cost per Student	$ 59.15	$ 69.73
Students per HR FTE	1942	1796

Source CGCS 2009 Review and MPS Budget Books

Council of the
Great City Schools

2009 CGCS Peer Review Findings

(Findings highlighted in yellow indicate that the condition still existed in some form in the 2019 review)

⤞ Organization

- The Executive Director of the Department of Human Resources is a cabinet position which reports directly to the Superintendent It is, therefore, appropriately positioned at a high enough level within the district's organizational structure to ensure that the department operates effectively and efficiently, and it plays a strong strategic role in supporting the district's mission and achieving its goals.

- There is no indication, however, that the Department's organizational and administrative structure is regularly reviewed or revised to address emerging issues Although the team had an Organization Chart that was dated 2/18/09, the reality is that the organization of the department has remained unchanged since at least FY 2006 when it was included as part of the Adopted Budget document

- The Department has some elements of typical core HR functions—such as office operations (Management System), employment (Classified and Certificated Staffing), and employee support (Division of Benefits and Insurance Services). As evidenced by the results of the Self-Assessment of Best Practices presented later in this report, other equally important core HR functions are either assigned to different departments or are non-existent. For example--

  o Professional Development Services is a function of the Office of Instructional Leadership and Support (which is not atypical in many urban districts)

  o *The team could not determine if managing the district's organizational development and health* was a core functional responsibility of a specific department. The team saw no evidence, however, that the Human Resources Department had actively sought this responsibility, which the Society for Human Resource Management (SHRM) argues should be a core function of human resource management professionals.

⤞ Leadership

- The Department's Executive Director is the liaison between the Board of School Directors, top management, and the Division of Labor Relations The prominent role that the Executive Director plays in labor relations may explain why improving operational effectiveness and efficiencies in existing HR functions, incorporating other core HR functions (e.g., organizational and human resources development), and developing programs that would support the district's strategic mission and goals has not always been a focus of the unit
- The Department has made an *initial* effort to align itself with the district's Strategic Goal to "employ highly qualified personnel to support student learning." For example, the Department has set goals, objectives, long-term targets, key outcome measures, accomplishments and strategies to--

- o Attract and retain high quality employees for the district, and

- o Comply with relevant state, federal, and district employment obligations

- The Department's Functional Chart, however, identifies activities that are fundamentally transactional in their orientation and fail to add significant value to the district in meeting its strategic goals. There is little reference in the Chart to the core functions of a high- performing HR organization that would--

- o Manage the organizational development and health of the district

- o Provide professional development and training that would develop "human capital" across all employee classes

- o Develop timely, accurate, and complete data relating to all areas of human resources responsibilities

- o Focus on appropriate and timely customer service and support to principals who are among their most critical customers.

- The Department does not appear to use a systematic or strategic approach in dealing with budget and staffing matters. For example--

- o The team heard from department staff that a change in teacher certification requirements enacted four years ago would become effective in the 2009 school year Furthermore, it was stated that this requirement could result in a substantial decrease in funding due to the loss of certification for teachers currently holding temporary or less than renewable professional teaching credentials The team did not hear that HR Department leadership had identified this as a critical issue, however, and no documentation was provided that suggested either a sense of urgency or that planning was underway to address this challenge [27]

- o Staff members interviewed expressed little knowledge of departmental budgets (e g , allotments) or interest in controlling costs (e g., position control, benefits costs) At a time when the district was facing significant budget reductions for FY 2009, the Department proposed, for example--

  - An increase of over $2 5 million (a 56 9 percent budget increase), including a 78 5 percent increase in FTEs, to "attract and retain high-quality employees"

  - An increase of nearly $325,000, including a 27 percent increase in FTEs, to "deliver appropriate and cost-effective benefits and services to employees and retirees"

  - A decrease of nearly $120,000, with a 10 percent decrease in FTEs, to "comply with relevant state, federal and district obligations" which would not come close to off-setting the proposed budget increases noted above

- The Strategic Support Team saw no evidence that the Department is involved in developing

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[27] This is significant because the team heard that the Wisconsin Department of Public Instruction had sanctioned the district over a similar finding

strategies that would--

o   Improve the performance and retention of district employees

o   Support evaluation practices that hold employees accountable for results

o   Help employees develop the skills and knowledge needed for promotion to key leadership positions within schools and departments

In fact, as evidenced in the Self-Assessment section of this report, it is unclear which departments are responsible for these strategies.

- While the Department has made an initial effort to align itself with the district's Strategic Goal to "employ highly qualified personnel to support student learning," it has not demonstrated key outcome measures for achieving the district goal to "provide/deliver appropriate and cost-effective benefits and services to employees and retirees."

- The team found no evidence that the Department utilizes its own written vision, mission, goals, action plans, and key measures to hold personnel accountable for delivering high quality and effective services with cost-efficient results.

- The team saw no evidence that the long-term cost implications of the department goals, targets, and strategies are recognized as part of the district's budget processes. For example, the team never saw the percent of FTEs or budgets (i e , sources of funds) for each of the Department's Goals

- The team saw no evidence that the department had developed coordinated plans, goals, priorities, major initiatives, programs, or procedures to ensure that the measurable objectives and annual key outcome measures in the *Action Plan to Improve Milwaukee Public Schools*, 2007-12 would be met, or had developed cross-functional communications channels so that the "rank and file" would understand expectations or reasons for "doing things differently."

⊥ Management

- The Department's goals, long-term targets, and strategies are not supported by detailed plans to either actualize these efforts or to measure progress towards achieving these goals. For example, milestones, cost implications, target completion dates and ownership responsibilities, where they existed, were poorly defined or non-existent.

- The Department of Human Resources has responsibility for managing employee health, life, and dental benefits and insurance programs, which currently have an unfunded liability exceeding $2 2 billion [28] The department, however, hires third party administrators to run the programs and actuaries to provide the data and information that supports programmatic changes because the programs are major cost centers.

- There was no indication that there was any follow-up to determine the causes of or to hold anyone accountability for the Department's failure to meet its target of having 98 percent of school-based positions filled on the first day of the FY 2008 school year [29] The district had only 76 percent filled.

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[28] According to Standard # 45 of the Government Accounting Standards Board (GASD # 45), public sector employers must quantify past employment liabilities in both budget and balance sheets Even though there is no requirement that public sector employers actually provide funding, they must quantify and report this liability annually
[29] Office of Human Resources, FY09 Proposed Budget, p 116

- Job titles and descriptions do not match assigned functions and responsibilities. For example, none of the following major duties and responsibilities of the Executive Director's position description are included in the Department's Functions Chart--

  o Develop, recommend, and implement human resources programs and policies that align with the district's organizational goals

  o Evaluate the effectiveness of all Human Resource practices to ensure support of the district's goals

  o Provide leadership, direction, and directives to Human Resources Management staff for the development of streamlined processes to maximize efficiency and effectiveness within the department

  o Provide direction and directives to Human Resources Department staff in the performance of their duties, establishing work priorities, and in achieving management initiatives.

  o In accordance with the school district's policies and procedures on hiring, evaluates and recommends administrative and supervisory assignments and promotions to the Superintendent and appropriate department/division/office heads

  o Oversee aspects of the salary administration program for district employees

  o Oversee the management of the district's insurance and benefits program, insurance and risk management program and the development and implementation of safety and health policies and procedures for all MPS facilities

  o Plan and develop departmental budget and manage expenditures.

  o Recommend training programs that will help to continually improve productivity of human resource staff

- The Department does not embrace continuous quality or performance improvement methodologies.

- The organization of the Department by function has over-specialized staff resulting in operational silos, information hoarding, and a prevalent "us" versus "them" mentality that is adverse to change, discourages teamwork, and generates conflicting expectations, ineffective operations, poor customer services, and potentially higher costs.

- There seems to be a pervasive avoidance of responsibility and an aversion to risk among Department management. For example, it was reported that--

  o Directors and managers lack decision-making authority, which results in delays of up to two weeks for routine decisions

  o Innovations, identifying and adopting best practices, regular peer comparisons with other districts and involvement in professional activities are not standard practices [30]

  o Coordinated services and workflow efficiencies between offices are not emphasized as standard business practices.

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[30] The Department, for example, has not participated in the Council's *Managing for Results Project,* which is developing metrics and key performance indicators to measure performance, provide comparisons with other urban school districts, and ensure accountability in HR Operations, Staffing and Recruiting and Employee Relations

- Department managers and staff admitted during their interviews to focusing almost exclusively on their individual tasks and using processes that are convenient for them but exhibited little concern nor understanding for how these practices might affect the timely, effective and efficient delivery of services or impact their customers at large.

- Resource allocations are not based on evaluations of program effectiveness, analyses of the cost-benefits, or returns on investment from previous year decisions. For example, the 2009 budget allocated for "attracting and retaining high-quality employees" was increased by 56 8 percent (over $2 5 million, from $4.5 to $7 0 million) even though--

  o The strategies that were adopted to increase the "percent of school-based positions filled on the first day of the (2008) school year" missed the proposed 98 percent fill rate by 22 percent.[31]

  o No data were available at the time of budget adoption to determine if the percent of teachers leaving in the first year of employment met the proposed target of 16 percent

- The Strategic Support Team saw no evidence that either the FTEs or budgets allocated to the functional units within the Department were distributed based on well-defined allocation policies and formulas.

- Lower management and support staff appear to have limited opportunities to raise concerns to senior management, are not informed of or given a voice in decisions; appear to be reluctant to express their opinions about internal departmental operations; are unaware of internal issues, and do not feel they are an equal part of their team.

- The Council team heard that departmental staff meetings, when they are called, are largely intended to share information, not to solve problems.

- The Department's Functions Chart and Position Descriptions do not reference the use of project management methodologies and techniques, collaborative decision-making processes, or cross-functional teams as requirements for developing, agreeing on or monitoring overall strategies; for addressing multi-dimensional issues associated with major initiatives; or for resolving inter-departmental issues.

- The Department does not utilize management systems with metrics to assess performance, measure productivity, and ensure accountability in day-to-day work of staff.

- There is a limited effort to develop plans, programs, or initiatives to measure workplace satisfaction and reduce employee turnover, and it is unclear who has the responsibility and accountability for doing so.[32]

- The district's Action Plan to Improve Milwaukee Public Schools barely mentions the need for central services to "monitor compliance with Wisconsin Department of Public Instruction licensure requirements in hiring and retaining educators" or to relate "to district employees in ways that support their performance and retention."

- Point-of-service, focus group, customer-satisfaction surveys, exit interviews and communications-feedback mechanisms are not routinely used to gain awareness of customer and stakeholder

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[31] Office of Human Resources, FY09 Proposed Budget, p 116

[32] The Strategic Support Team, however, does commend the district and the Center for Urban Initiatives and Research at the University of Wisconsin-Milwaukee for the *Survey of Central Office Job Satisfaction and Morale 2008*

needs or to measure the degree to which customers are satisfied with the Department's services. The lack of focus on customer service contributes to complaints from principals.

- There has been no recent effort to conduct a classification study; to evaluate, revise or update job descriptions, roles and positions to reflect workplace enhancements, recent innovations and requirements; or to establish appropriate and competitive salaries that would attract the highest quality candidates and qualified staff, particularly in the technology field For example--

  o The Position Summaries, Purposes, Essential Functions, Job Requirements provided to the team, for the most part, were created and/or updated in 2001-2006

  o A Classified Personnel Analyst position, which was created in June 2008, requires a bachelor's degree, previous experience in public sector human resources, and strong interpersonal and communication skills, the ability to work effectively with a diverse population, and knowledge of recruitment strategies and techniques, but does not require flexibility to adjust to changing district needs or technological innovations

- There are few formalized training programs for new employees and no commitment to provide professional training and development opportunities for existing employees, including school-level administrative staff

- There is no systemwide talent-assessment process or succession plan for replacing key personnel

- With the exception of the Classified Staffing and the Management Systems Offices, the team found little evidence that the Department had set performance expectations that foster a sense of ownership and accountability for results.

- The district would have difficulty assessing performance or holding staff accountable because personnel evaluations, where they exist, are not tied to district, departmental or office goals and objectives for results

- HR leaders and staff members indicated that union contracts are the de facto district policies, rules, and procedures guiding practice because the Department does not have a comprehensive set of standard operating procedures (SOPs) or rules based on policy Furthermore, those interviewed indicated that there are a significant number of supplements to the contracts in the form of Memoranda of Understanding

⊥ Operations

- Department processes and practices tend to be slow and cumbersome and contribute b duplicative work, excessive time losses, extensive use of redundant and parallel paper and electronic systems, and risky and inefficient 'work around" methods For example--

  o HR staff indicated that the on-line job application system is highly efficient and useful but made no comments about job applicants' use or satisfaction with the system. Principals, on the other hand, reported that applicants complain about difficulties with the system and a corresponding frustration with not being able to talk with HR staff for assistance.

  o Principals reported that they routinely maintain duplicate "back-up" documents for both paper and electronic transactions because the Department has an excessively high rate of lost documents

- o Principals complained that communications with the Department were difficult, that calls were frequently not returned, and that HR staff showed little regard for the needs of principals.

- o The prevailing attitude among principals was that specific people in HR are the "go to persons" to staff schools or resolve other personnel related issues Other staff members are not viewed as accessible in the same ways.

- Business processes and data flows are prone to error because they are not--

  - o Well-defined or designed for accuracy or efficiency

  - o Portrayed in a manner that enables staff to understand their purposes

  - o Regularly reviewed or revised to reflect changes in policies or operating procedures

  - o Documented in easy-to-use user manuals, handbooks or on-line guides.

- Business processes have not been reengineered, integrated or aligned so that--

  - o Over-lapping and non-standardized processes that have evolved over many years are perpetuated and exacerbated by numerous and overly complex requirements

  - o Back-office operations rely heavily on spreadsheets and paper forms because the HR staff has not embraced the district's existing technologies and has marginalized and under-utilized the functionalities that could automate processes and improve workflow efficiencies.[33]

- Managers and staff provided little or no evidence of either collecting or using reliable data as guides for performance improvement. There is no evidence, for example, that trend data is used to make decisions regarding future hiring and workforce needs.

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[33] LinkNet, for example, is used extensively in the hiring of certificated staff, but is not used at all in the hiring of classified personnel This may be due, at least in part, to dependence upon the city's Civil Service Department whose primary responsibility is hiring classified employees for the city workforce

ATTACHMENT F. COUNCIL REVIEWS

History of Strategic Support Teams of the Council of the Great City Schools

The following is a history of the Strategic Support Teams provided by the Council of the Great City Schools to its member urban school districts over the last 20 years.

City	Area	Year
Albuquerque		
	Facilities and Roofing	2003
	Human Resources	2003
	Information Technology	2003
	Special Education	2005 & 2018-9
	Legal Services	2005
	Safety and Security	2007
	Research	2013
	Human Resources	2016
Anchorage		
	Finance	2004
	Communications	2008
	Math Instruction	2010
	Food Services	2011
	Organizational Structure	2012
	Facilities Operations	2015
	Special Education	2015
	Human Resources	2016
Atlanta		
	Facilities	2009
	Transportation	2010
Austin		
	Special Education	2010
Baltimore		
	Information Technology	2011
Birmingham		
	Organizational Structure	2007
	Operations	2008
	Facilities	2010
	Human Resources	2014
	Financial Operations	2015
Boston		
	Special Education	2009
	Curriculum & Instruction	2014
	Food Service	2014
	Facilities	2016
Bridgeport		
	Transportation	2012
Broward County (FL)		

	Information Technology	2000
	Food Services	2009
	Transportation	2009
	Information Technology	2012
	Information Technology	2018
	Facilities Operations	2019
Buffalo		
	Superintendent Support	2000
	Organizational Structure	2000
	Curriculum and Instruction	2000
	Personnel	2000
	Facilities and Operations	2000
	Communications	2000
	Finance	2000
	Finance II	2003
	Bilingual Education	2009
	Special Education	2014
	Facilities Operations	2019
Caddo Parish (LA)		
	Facilities	2004
Charleston		
	Special Education	2005
	Transportation	2014
Charlotte-Mecklenburg		
	Human Resources	2007
	Organizational Structure	2012
	Transportation	2013
Cincinnati		
	Curriculum and Instruction	2004
	Curriculum and Instruction	2009
	Special Education	2013
Chicago		
	Warehouse Operations	2010
	Special Education I	2011
	Special Education II	2012
	Bilingual Education	2014
Christina (DE)		
	Curriculum and Instruction	2007
Cleveland		
	Student Assignments	1999, 2000
	Transportation	2000
	Safety and Security	2000
	Facilities Financing	2000
	Facilities Operations	2000
	Transportation	2004
	Curriculum and Instruction	2005
	Safety and Security	2007
	Safety and Security	2008

	Theme Schools	2009
	Special Education	2017
Columbus		
	Superintendent Support	2001
	Human Resources	2001
	Facilities Financing	2002
	Finance and Treasury	2003
	Budget	2003
	Curriculum and Instruction	2005
	Information Technology	2007
	Food Services	2007
	Transportation	2009
Dallas		
	Procurement	2007
	Staffing Levels	2009
	Staffing Levels	2016
Dayton		
	Superintendent Support	2001
	Curriculum and Instruction	2001
	Finance	2001
	Communications	2002
	Curriculum and Instruction	2005
	Budget	2005
	Curriculum and Instruction	2008
	Organizational Structure	2017
Denver		
	Superintendent Support	2001
	Personnel	2001
	Curriculum and Instruction	2005
	Bilingual Education	2006
	Curriculum and Instruction	2008
	Common Core Implementation	2014
Des Moines		
	Budget and Finance	2003
	Staffing Levels	2012
	Human Resources	2012
	Special Education	2015
	Bilingual Education	2015
Detroit		
	Curriculum and Instruction	2002
	Assessment	2002
	Communications	2002
	Curriculum and Assessment	2003
	Communications	2003
	Textbook Procurement	2004
	Food Services	2007
	Curriculum and Instruction	2008
	Facilities	2008

	Finance and Budget	2008
	Information Technology	2008
	Stimulus planning	2009
	Human Resources	2009
	Special Education	2018
Fresno		
	Curriculum and Instruction	2012
	Special Education	2018
Guilford County		
	Bilingual Education	2002
	Information Technology	2003
	Special Education	2003
	Facilities	2004
	Human Resources	2007
	Transportation	2017
Hillsborough County		
	Transportation	2005
	Procurement	2005
	Special Education	2012
	Transportation	2015
Houston		
	Facilities Operations	2010
	Capitol Program	2010
	Information Technology	2011
	Procurement	2011
Indianapolis		
	Transportation	2007
	Information Technology	2010
	Finance and Budget	2013
	Finance	2018
Jackson (MS)		
	Bond Referendum	2006
	Communications	2009
	Curriculum and Instruction	2017
Jacksonville		
	Organization and Management	2002
	Operations	2002
	Human Resources	2002
	Finance	2002
	Information Technology	2002
	Finance	2006
	Facilities operations	2015
	Budget and finance	2015
Kansas City		
	Human Resources	2005
	Information Technology	2005
	Finance	2005
	Operations	2005

	Purchasing	2006
	Curriculum and Instruction	2006
	Program Implementation	2007
	Stimulus Planning	2009
	Human Resources	2016
	Transportation	2016
	Finance	2016
	Facilities	2016
	Curriculum and Instruction	2016
Little Rock		
	Curriculum and Instruction	2010
Los Angeles		
	Budget and Finance	2002
	Organizational Structure	2005
	Finance	2005
	Information Technology	2005
	Human Resources	2005
	Business Services	2005
Louisville		
	Management Information	2005
	Staffing Levels	2009
	Organizational Structure	2018
Memphis		
	Information Technology	2007
	Special Education	2015
	Food Services	2016
	Procurement	2016
Miami-Dade County		
	Construction Management	2003
	Food Services	2009
	Transportation	2009
	Maintenance & Operations	2009
	Capital Projects	2009
	Information Technology	2013
Milwaukee		
	Research and Testing	1999
	Safety and Security	2000
	School Board Support	1999
	Curriculum and Instruction	2006
	Alternative Education	2007
	Human Resources	2009
	Human Resources	2013
	Information Technology	2013
	Human Resources	2019
Minneapolis		
	Curriculum and Instruction	2004
	Finance	2004
	Federal Programs	2004

	Transportation	2016
	Organizational Structure	2016
Nashville		
	Food Service	2010
	Bilingual Education	2014
	Curriculum and Instruction	2016
Newark		
	Curriculum and Instruction	2007
	Food Service	2008
New Orleans		
	Personnel	2001
	Transportation	2002
	Information Technology	2003
	Hurricane Damage Assessment	2005
	Curriculum and Instruction	2006
New York City		
	Special Education	2008
Norfolk		
	Testing and Assessment	2003
	Curriculum and Instruction	2012
	Transportation	2018
	Finance	2018
	Facilities Operations	2018
Omaha		
	Buildings and Grounds Operations	2015
	Transportation	2016
Orange County		
	Information Technology	2010
Palm Beach County		
	Transportation	2015
	Safety & Security	2018
Philadelphia		
	Curriculum and Instruction	2003
	Federal Programs	2003
	Food Service	2003
	Facilities	2003
	Transportation	2003
	Human Resources	2004
	Budget	2008
	Human Resource	2009
	Special Education	2009
	Transportation	2014
Pittsburgh		
	Curriculum and Instruction	2005
	Technology	2006
	Finance	2006
	Special Education	2009
	Organizational Structure	2016

	Business Services and Finance	2016
	Curriculum and Instruction	2016
	Research	2016
	Human Resources	2018
	Information Technology	2018
	Facilities Operations	2018
Portland		
	Finance and Budget	2010
	Procurement	2010
	Operations	2010
Prince George's County		
	Transportation	2012
Providence		
	Business Operations	2001
	MIS and Technology	2001
	Personnel	2001
	Human Resources	2007
	Special Education	2011
	Bilingual Education	2012
	Bilingual Education	2019
Puerto Rico		
	Hurricane Damage Assessment	2017
	Bilingual Education	2019
Reno		
	Facilities Management	2013
	Food Services	2013
	Purchasing	2013
	School Police	2013
	Transportation	2013
	Information Technology	2013
Richmond		
	Transportation	2003
	Curriculum and Instruction	2003
	Federal Programs	2003
	Special Education	2003
	Human Resources	2014
	Financial Operations	2018
Rochester		
	Finance and Technology	2003
	Transportation	2004
	Food Services	2004
	Special Education	2008
Sacramento		
	Special Education	2016
San Antonio		
	Facilities Operations	2017
	IT Operations	2017
	Transportation	2017

	Food Services	2017
	Human Resource	2018
San Diego		
	Finance	2006
	Food Service	2006
	Transportation	2007
	Procurement	2007
San Francisco		
	Technology	2001
St. Louis		
	Special Education	2003
	Curriculum and Instruction	2004
	Federal Programs	2004
	Textbook Procurement	2004
	Human Resources	2005
St. Paul		
	Special Education	2011
	Transportation	2011
	Organizational Structure	2017
Seattle		
	Human Resources	2008
	Budget and Finance	2008
	Information Technology	2008
	Bilingual Education	2008
	Transportation	2008
	Capital Projects	2008
	Maintenance and Operations	2008
	Procurement	2008
	Food Services	2008
	Capital Projects	2013
	Transportation	2019
Toledo		
	Curriculum and Instruction	2005
Washington, D.C.		
	Finance and Procurement	1998
	Personnel	1998
	Communications	1998
	Transportation	1998
	Facilities Management	1998
	Special Education	1998
	Legal and General Counsel	1998
	MIS and Technology	1998
	Curriculum and Instruction	2003
	Budget and Finance	2005
	Transportation	2005
	Curriculum and Instruction	2007
	Common Core Implementation	2011
Wichita		

	Transportation	2009
	Information Technology	2017