



Custodian Retention & Growth

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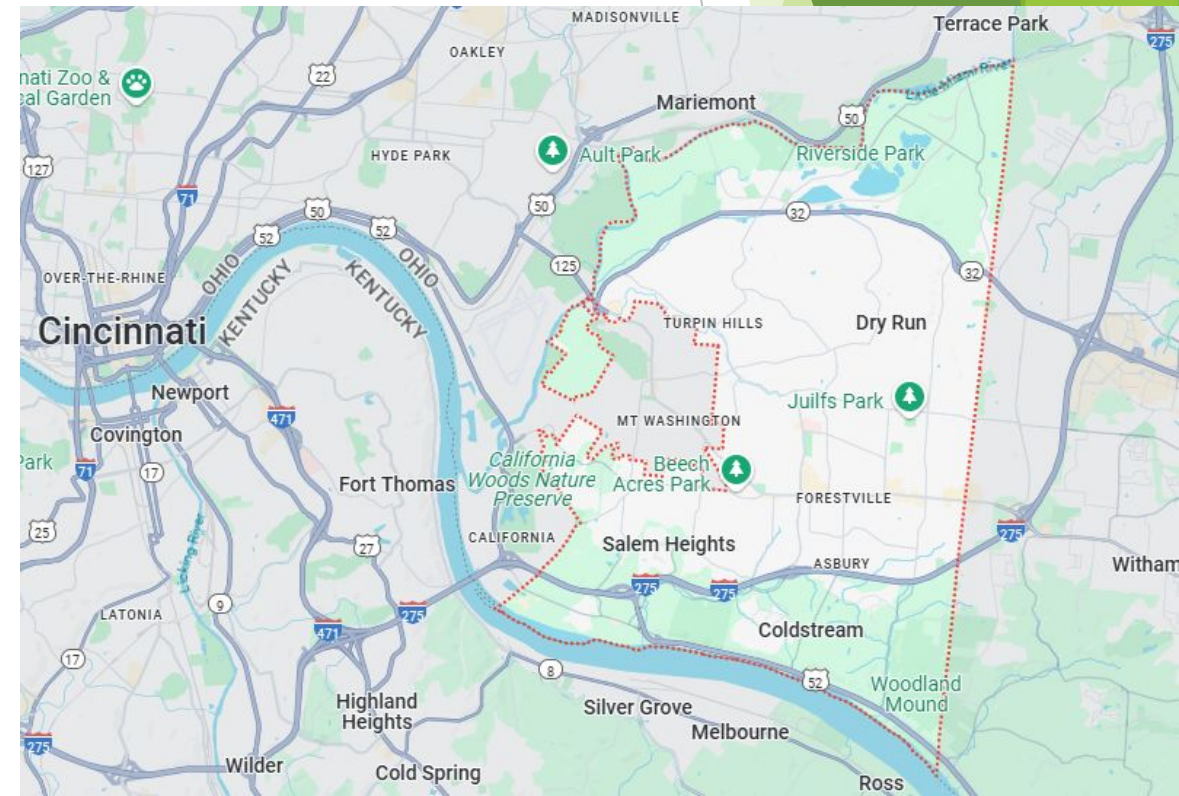


Introduction

- ▶ Sycamore School District - Social Studies Teacher
 - ▶ American/World History
 - ▶ American Military History
- ▶ Princeton School District - HS AP/Principal
- ▶ Loveland School District - MS Principal/HR
- ▶ Mt. Healthy School District - HR/Business Operations
- ▶ Forest Hills School District - Secondary Curriculum

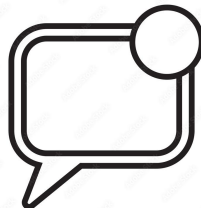


Forest Hills School District



Agenda for the Presentation

- ▶ Project Description, Goals, Data Collection/Analysis, Sustainability.
- ▶ Flow of the presentation
 - ▶ Traditional presentation
 - ▶ Interaction during the presentation
- ▶ Participants in the room (que!)
 - ▶ Slides throughout the presentation to request 2-3 participants to engage.
 - ▶ Engagement Examples
 - ▶ Verbal engagement to converse with the zoom team.
 - ▶ Chat box use when prompted by a question.
 - ▶ Non-verbal engagement...thumbs up or thumbs down.



Chat box



Practice

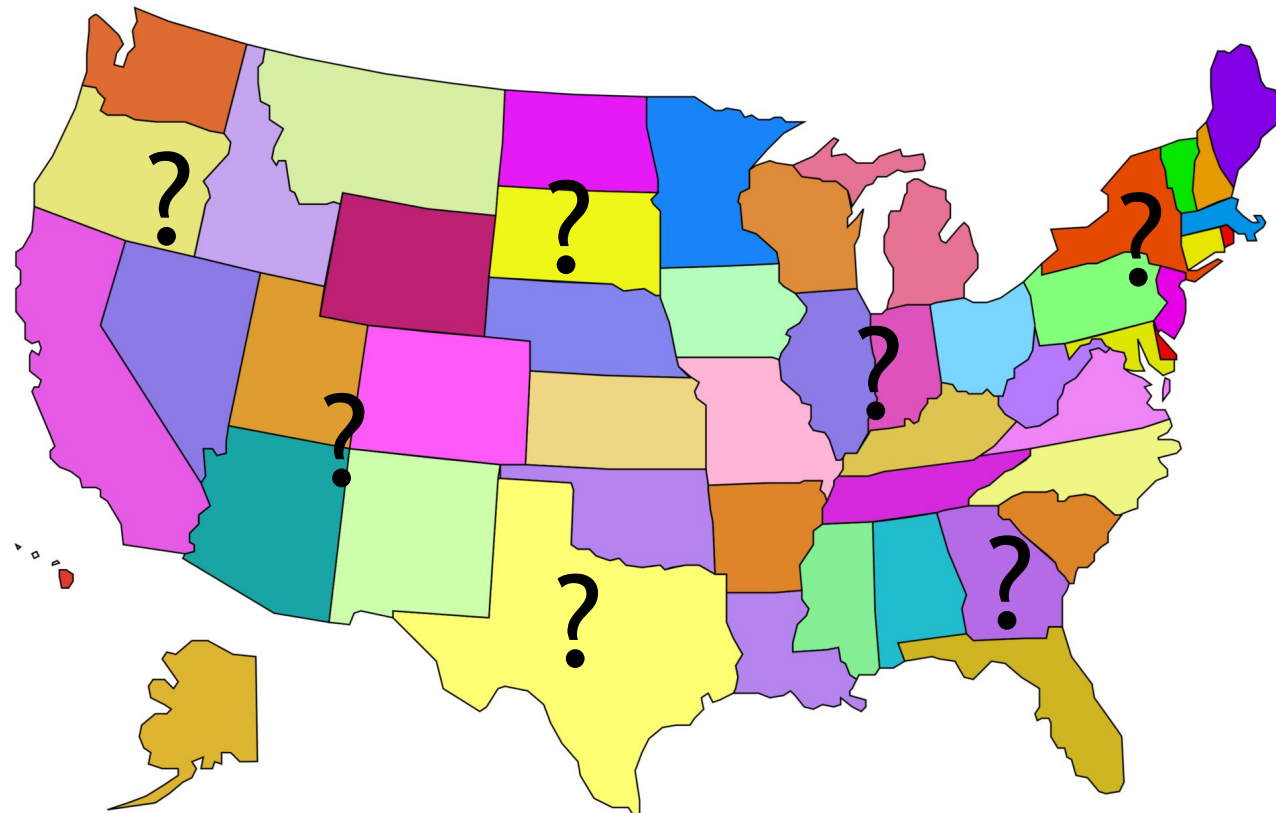
- ▶ Participants in the room!
- ▶ Please give me a **THUMBS UP**, if you understand the interaction for today's presentation.



Participants in the Room

► Interaction #1

- I have shared that my district is on the East side of Cincinnati, OH
- Would 5-10 participants share in the chat where you are tuning in from.



Project Description

- ▶ Not uncommon to Forest Hills School District, but acquiring and retaining high quality classified staff is becoming more and more difficult. We have experienced certain trends in new hires:
 - ▶ Not trained in a specific classification, which cost the district time and money.
 - ▶ Lower motivation to perform additional tasks compared to previous years.
 - ▶ More transient than at anytime before.
- ▶ For this project, the district custodial team was selected considering there is a majority of custodians within 0-5 years of experience in the district.
- ▶ **IF** there is a systematic and personalized approach to gathering information about the culture, job satisfaction, skills, and growth goals of our custodial employees, and by actively seeking to understand what makes their work meaningful, **THEN** we will see a significant increase in custodial retention, improved employee satisfaction, build strong internal leadership pipelines, reduce custodian exits, and decrease district expenditure on recruitment, hiring, and training.



Project Goals

- ▶ **Goal 1:** By May of 2026, custodian exits from the district will decrease by 15% (1.4 FTEs) based on the previous three (3) years of custodial turn over data.
 - ▶ Sub Goal 1 - 75% of custodians have a positive relationship with co-workers.
 - ▶ Sub Goal 2 - 75% of custodians feel their building culture is positive.
- ▶ 3 year custodian exit data:
 - ▶ 28 custodians have exited the district over the last 3 years.
 - ▶ That calculates to 9.3 custodians a year are leaving FHSD.
 - ▶ A 15% reduction would equate to 1.4 FTEs.



Project Goals

- ▶ **Goal 2:** By August of 2025, the majority of custodians in the Forest Hills School District will know other employee classifications within the district and they have the opportunity to apply for those positions when available.
 - ▶ Sub Goal 1 - Custodians are given the opportunity to share their skills.
 - ▶ Sub Goal 2 - Custodians are given the opportunity to share their interest in advancing within the district.



Project Timeline

February - March

- Collaborate with the Executive Director of HR.
- Collaborate with the Classified Admin Ast. to collect data on the custodial staff.
- Collaborate with Business Dept. over custodians in the district)
 - Director of Business/Operations
 - Supervisor of Facilities
 - Supervisor of Custodians



March

- Meet with ALL Head Custodians and the Business Dept. to build **TRUST** for the survey to be sent out.
- Deploy custodian survey to ALL custodians.
- Follow up communication to custodians to complete survey (2x) in collaboration with the Supervisor of Custodians.



April - June

- In collaboration with the Business Dept. schedule individual follow up meetings with Head Custodians with more specific and granular questions based on the initial survey.



July - October

- Comparative analysis of initial custodial survey with data collected from the follow up Head Custodian meetings.
- Apply the data analysis to custodian culture, work-life balance, and potential openings in the district from promotion.

November and Beyond

- Nov. - May
 - Monitor custodian staffing, retirements, and replacements.
- 2026-2027
 - Continue work with custodians and expand to bus driver staffing.
- 2027-2028
 - Continue work with custodians & bus driver staff.
 - Expand to paraprofessionals



Action Plan: Phase #1

- ▶ Meet with Executive Director of HR to review project ideas.
- ▶ Meet with the Business Director and his two supervisors.
- ▶ Share my plan with the Business team.
- ▶ Reflect on specific questions that could be asked in a google form survey.
 - ▶ Use their historical knowledge to hopefully avoid “land mine” questions.
- ▶ Meet with the Classified Admin Assistant to HR
 - ▶ Gather custodian emails.
 - ▶ Review survey for potential additional questions.
- ▶ Complete a survey for custodians focusing on job value, building culture, skill assessment and desire to participate.



Action Plan: Phase #2

- ▶ Meet with ALL Head Custodians to start trust building and to enlist their help in getting their custodians to check email and complete survey.
 - ▶ Business Manager and two supervisors helped immensely with this.
- ▶ Analyze retention data from the past three years with HR Classified Admin Ast.
- ▶ Analyze survey data as it comes in via google form.

RISKS

- ▶ Lack of trust for management (medium).
- ▶ Fear of outsourcing (high).
- ▶ Fear of RIF (medium).



Action Plan: Phase #3

- ▶ Have individual meetings with Head Custodians
 - ▶ This will be focused at clarifying any of the answers and gathering additional data on building culture, connectivity to the district and personal growth interests.
- ▶ Share both data pieces from the survey and individual meetings with Business Team and HR.
 - ▶ This step will be focused on input from the leadership team and hopefully information that can lead to positive change or modifications based on data.
 - ▶ After analyzing this data with the team, share with Business Department & HR.
 - ▶ Create opportunities for custodians to train each other based on skills they shared in the survey.



Action Plan: Phase #4

- ▶ Collaborate with Business Department & HR to create Standard Operating Procedures:
 - ▶ Cadence of when to send out Custodian culture survey (ex. Quarterly).
 - ▶ Build in time for Custodial Teams to meet/collaborate/grow.
 - ▶ Create exit interviews for custodians.
 - ▶ Apply the aforementioned to different classifications of employees.



District Rating Information



Exceeds state standards

Overall Rating

[Print](#)

Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of up to six rated components.

Achievement

The Achievement Component is a measure of how well students performed on state tests.



Significantly exceeds state standards in academic achievement

[View More Data](#)

Progress

The Progress Component is a measure of the growth students are making based on their past performance.



Significant evidence that the district exceeded student growth expectations.

[View More Data](#)

Gap Closing

The Gap Closing Component is a measure of the reduction in educational gaps for student groups.



Significantly exceeds state standards in closing educational gaps

[Gifted Data](#)

[View More Data](#)

Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.



Significantly exceeds state standards in graduation rates

[View More Data](#)

Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.



Exceeds state standards in early literacy (K-3)

[View More Data](#)

College, Career, Workforce, and Military Readiness

The College, Career, Workforce, and Military Readiness Component is a measure of how prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.



Meets state standards in college, career, workforce, and military readiness.

[View More Data](#)

District Rating Information



School	Rating	Student Enrollment	Certified Staff	Custodial Staff
Anderson HS	4.5 Stars	1,081	93	9
Turpin HS	4.5 Stars	988	74	8
Nagel Middle School	5 Stars	1,078	78	7
Ayer Elementary	4 Stars	574	35	3
Maddux Elementary	5 Stars	569	36	3
Mercer Elementary	4.5 Stars	635	43.5	4
Sherwood Elementary	4.5 Stars	724	38	3
Summit Elementary	4.5 Stars	505	33.5	3
Wilson Elementary	4.5 Stars	644	37.5	3.5

District Student Information

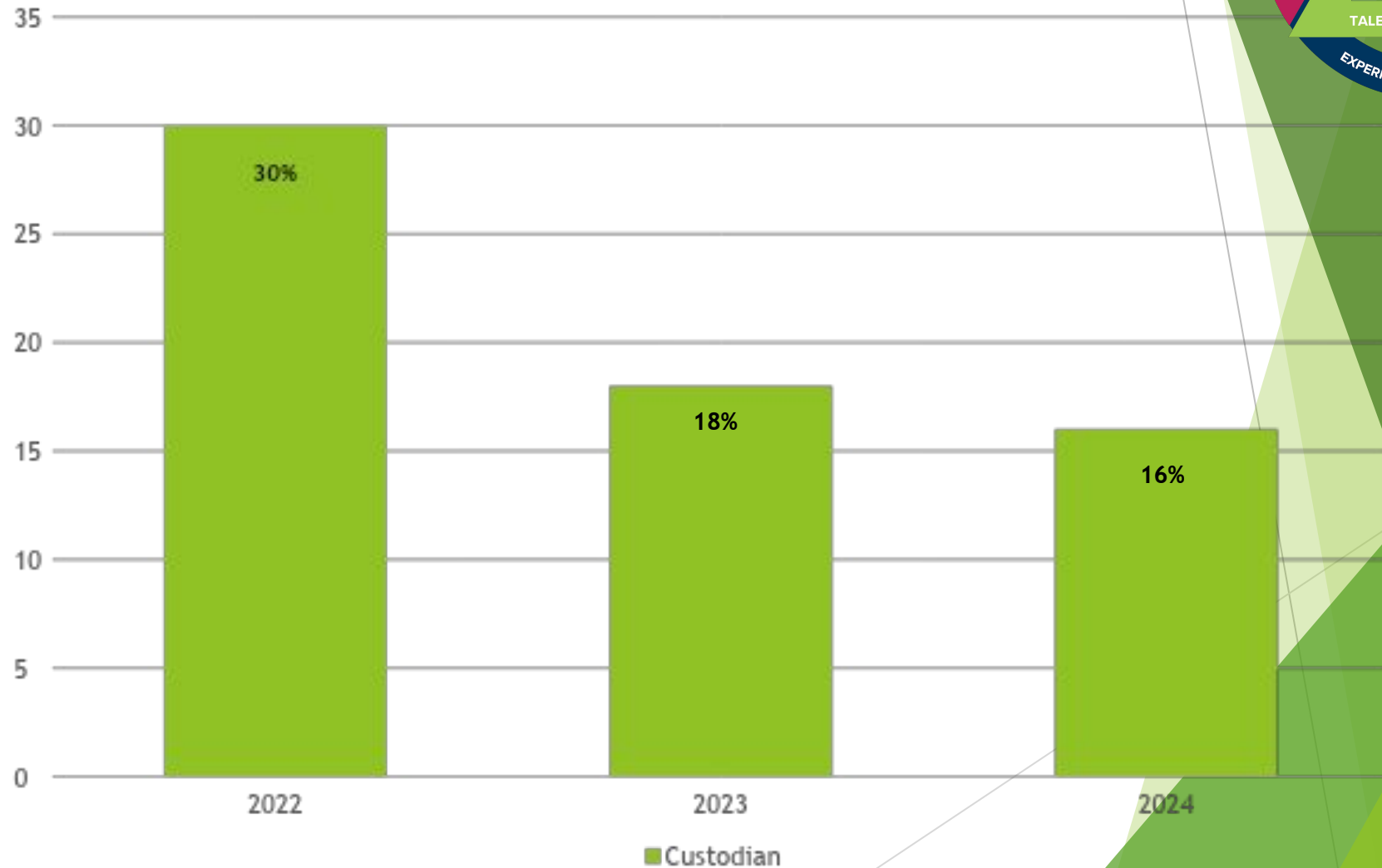


Students	Enrollment %	Attendance
All Students	6706	94.3%
Asian or Pacific Islander	2.4%	95%
Black, Non-Hispanic	3.0%	92.7%
Hispanic	4.6%	93.1%
Multiracial	6.2%	93.3%
White, Non-Hispanic	83.6%	94.4%
SWD	11.3%	92.2%
ED	18.8%	91.6%

Custodial Exit Analysis



Custodian Exit % from 2022-2024

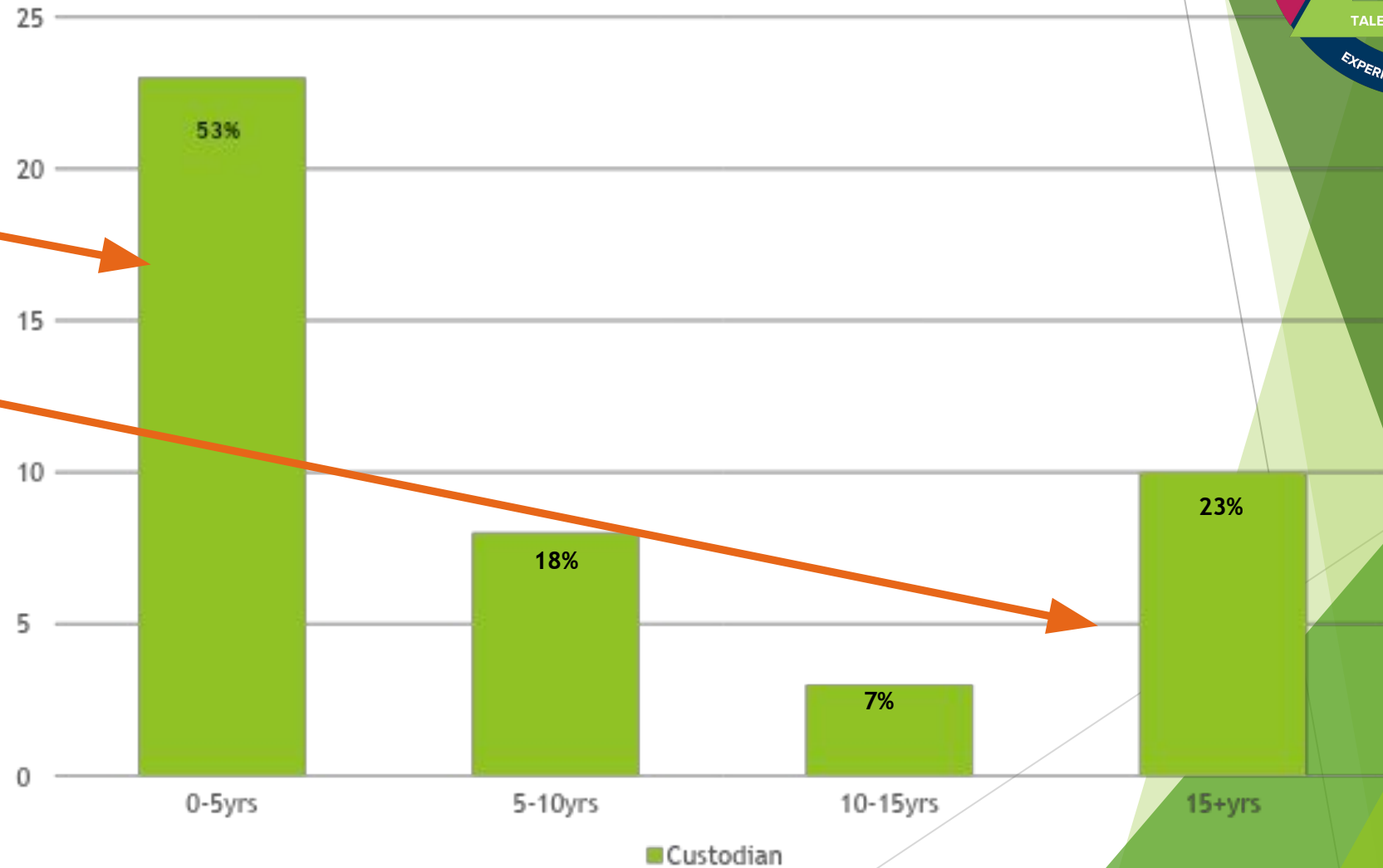


Over 50% of our custodial staff exited the district in a 3 year period! Yikes!

Custodial Exit Analysis Continued...



Custodian Experience 2024-2025

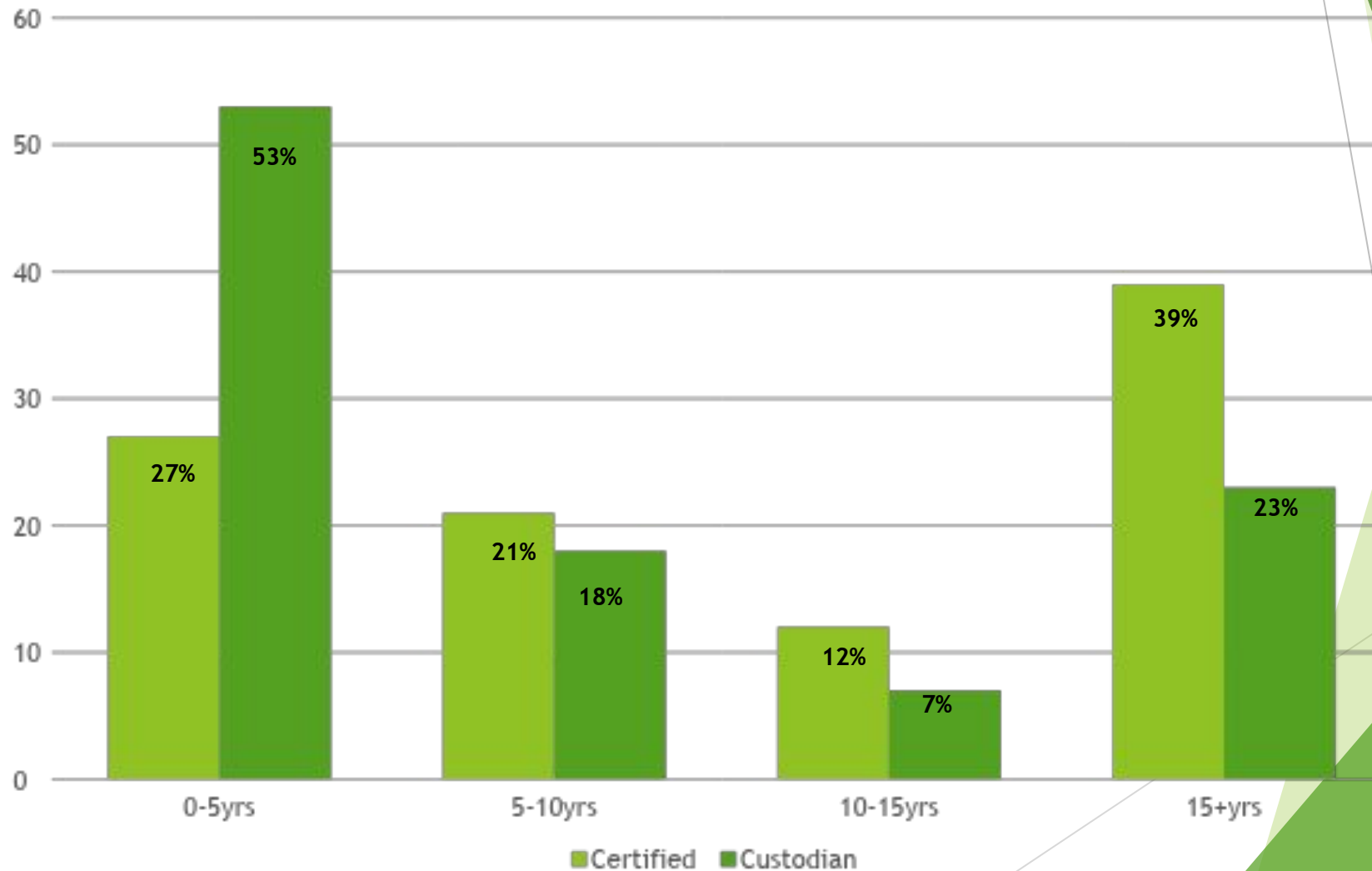


This is alarming...over 50% of our custodial staff has 0-5 years of experience within the district!

Of the 15+ years of experience, 9 of 10 are 22 years or higher with 3 at 30 years or more!

Comparative Staff Analysis

Certified v. Custodian Years of Service



Participants in the Room

► Interaction #2

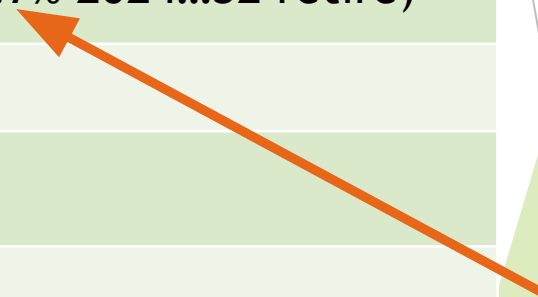
- Can 2 participants verbally share if they have experienced shortages and/or turnover in classified staff and how that has affected your district?



District Certified Staff Information



Teachers	Percentage
Percentage of teachers with a least a Bachelor's Degree	100%
Percentage of teachers with a least a Master's Degree	77.7%
Percentage of inexperienced teachers (2 or less years)	9% (4.7% 2024...32 retire)
Percentage of inexperienced admin (2 or less years)	22.2%
Percentage of teachers not licensed in the area they teach	.1%
Percentage of teachers with a temporary/conditional credential	0%



Comparably, 34% of custodians are in 0-2 years of experience!

District Financial Information

Annual Budget Breakdown

Financials	Amount	Local %	State Avg. %
Local Money	\$55,360,510	52.4%	41.2%
State Money	\$24,690,284	23.4%	38%
Federal Money	\$3,979,573	3.8%	13.2%
Other (fees, non-tax)	\$21,623,766	20.5%	7.6%
Total Budget	\$105,654,133		

Per Pupil Expenditure

Financials	District	State Avg.	Difference
Spending Per Pupil	\$11,938	\$12,397	-\$459
Classroom Instruction	\$8,785	\$8,294	+\$491
Non-classroom Inst.	\$3,153	\$4,104	-\$951
Federal Funds	\$278	\$1,361	-\$1,083
State/Local Funds	\$11,659	\$11,036	+\$623



eHCLE Standards, Domains, and Skills



Process Management

4. Champion the change management process.

Talent Development

- Training & Development:
3. Evaluate training and development programs.

Risk Management

6. Foster Positive Labor Relations.

Total Rewards

- Career Management:
2. Create equitable career advancement programs aligned to organizational goals.

Experience Management

1. Evaluate employee and customer experience.
2. Build the capacity of employees to provide exceptional customer experiences.

District Strategy 4



Strategy Four: Demonstrate responsible, efficient, equitable and transparent stewardship of taxpayer investments.

4.1. Prioritize available resources to maximize student growth and personal success.

- c) Implement a staffing model that is aligned to the District's 5-Year Forecast.

4.2. Support evolving educational and facilities needs in a fiscally responsible manner by seeking regular stakeholder input.

- a) Meet regularly with district and building leadership teams to review facility plans and anticipate future needs.

4.3. Routinely evaluate the efficiency and effectiveness of all programs, policies and procedures.

- a) Engage with cabinet, building administration and others in a collaborative decision-making process that relies on best practices and relevant data and experiences.

District Strategy 4 Continued...



Strategy 4.1

-Everything a custodian touches, affects the educational environments for teachers and students.

-Increasing retention will prioritize expenditure within the district's 5-year forecast.

Strategy 4.2

-By identifying custodians within our current staff that have an interest in leadership skills, increased communication with building principals, supervisors, and directors will assist in anticipating future facility needs of the district.

Strategy 4.3

-This method of review for custodians has never been done before. Therefore, an evaluation of custodial skills and values will increase collaborative efforts to increase efficiency and effectiveness of custodians across the district.

Custodial Staff Questionnaire 2025

- ▶ Created in collaboration with the Executive Director of Human Resources, Director of Business and Operations, Supervisor of Facilities, and Supervisor of Custodians.
 - ▶ As the project lead, I alone have access to the data.
 - ▶ My accounts are password protected for security.
- ▶ The questionnaire was administered via Google Form and District email accounts.
 - ▶ The data collected was qualitative in nature (ex. Do you have a positive work/life balance?).
 - ▶ The collected qualitative data was then quantified in order to calculate the weight of each question (ex. Q - Is overtime important to you? A - over 50% responded yes.).
- ▶ Additionally, 3 follow up communications were emailed out from the Supervisor of Custodians as a reminder to complete the questionnaire.



Project Team (MOCHA Framework)

- ▶ **Manager:**
 - ▶ Director of Business- Assist owner in navigating district policies, contracts and historical knowledge.
- ▶ **Owner:**
 - ▶ Charles Ogdan
- ▶ **Consulted:**
 - ▶ Facilities Supervisor- Assist owner in question design and connecting with custodians.
 - ▶ Custodial Supervisor - Assist owner in question design, connecting with custodians, communicating with Head Custodians, and overall design of the project.
 - ▶ Executive Director or HR - Assist owner in navigating district policies, contracts and historical knowledge.
- ▶ **Helpers:**
 - ▶ Classified Admin Assistant - Assist owner in collecting historical data and exit/hiring trends.
 - ▶ Business Admin Assistant - Assist owner in collecting historical data and exit/hiring trends.
- ▶ **Approvers:**
 - ▶ Business Manager & Owner



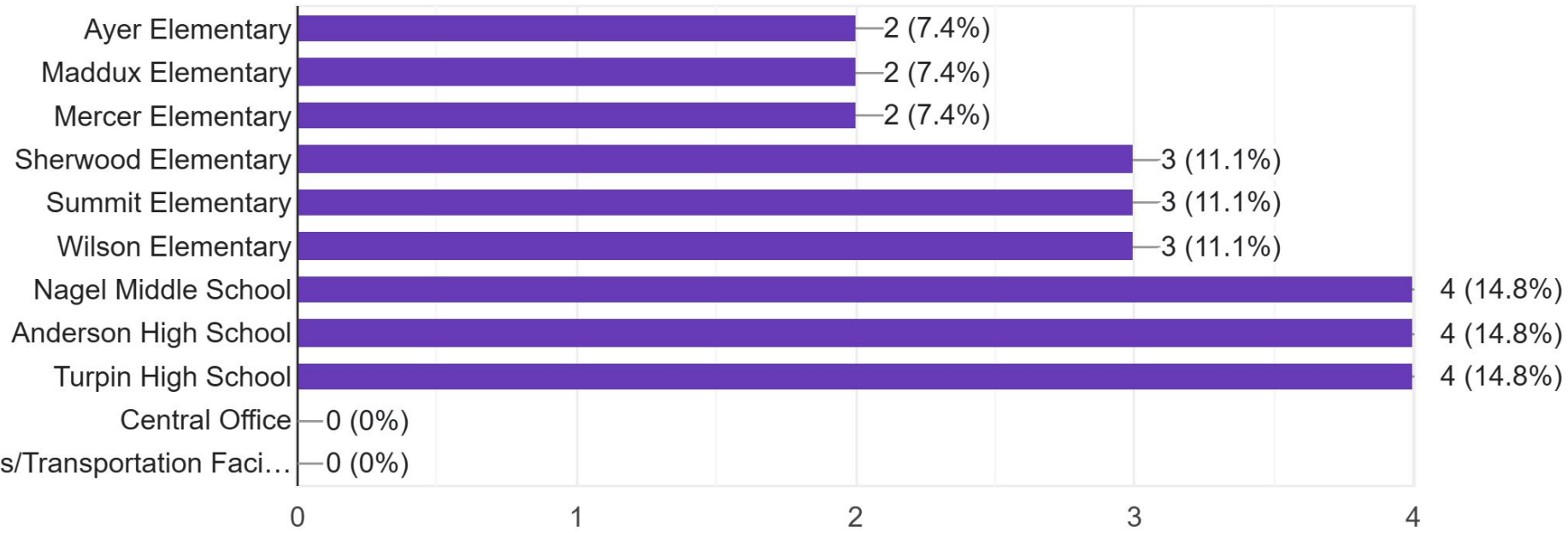
Risk Mitigation for the Project

Risk	Risk Level (H/M/L)	Mitigation Strategy	Mitigation Owner
Lack of trust for management	M	Use of Business Manager and both classified supervisors to coordinate a meeting with all Head Custodians.	Owner, Approver, Consulted
Fear of outsourcing	H	Collaboration with Head Custodians and follow up meetings with custodians to build trust	Owner, Custodial Supervisor
Fear of RIF	M	Collaboration with Head Custodians and follow up meetings with custodians to build trust	Owner, Custodial Supervisor, Manager



Which building/s do you currently work at?

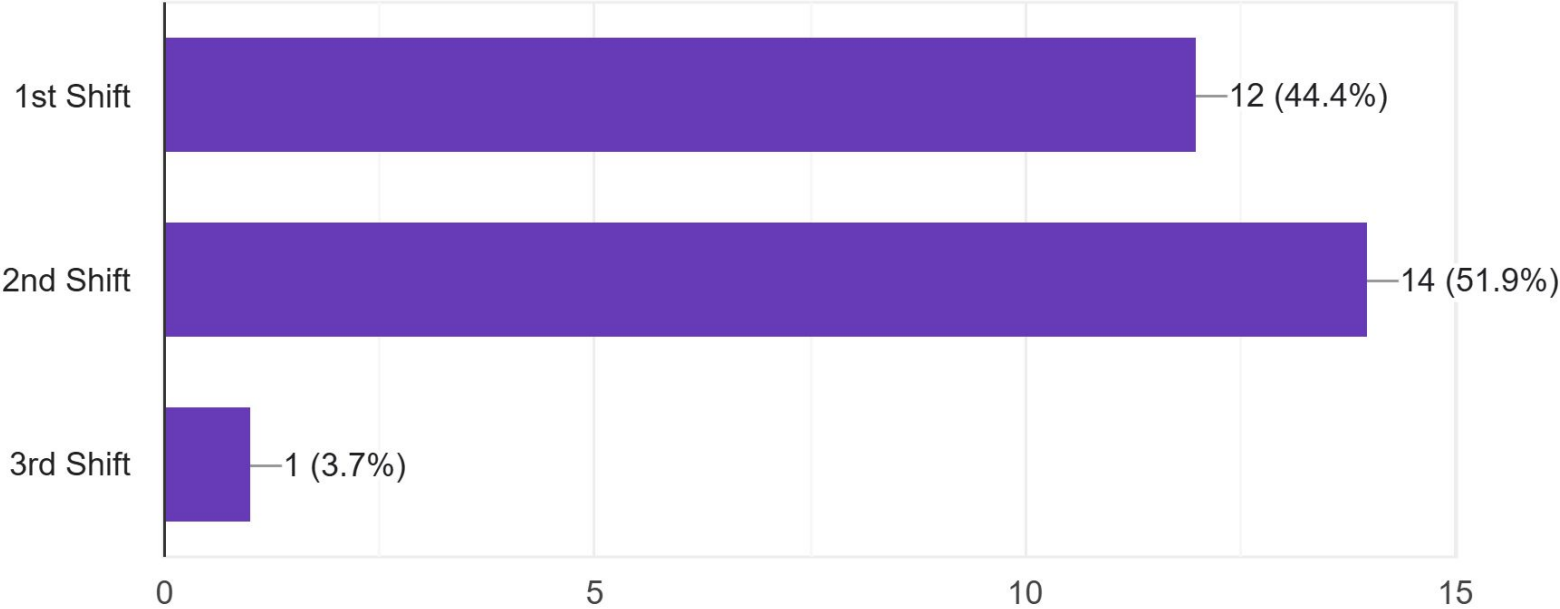
27 responses



Custodian participation is in chunks!
-Ayer, Maddux, Mercer are at 66% completion.
-Sherwood, Summit, Wilson are at 100% completion.
-Nagel is at 57% completion.
-Anderson and Turpin are both at 44% completion.

Please select which shift you currently work.

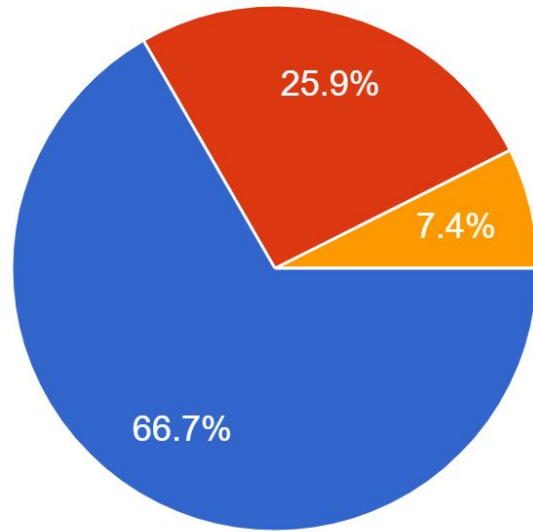
27 responses



There is a noticeable fall off of 3rd shift custodian participation in the Questionnaire.

What is your current position?

27 responses



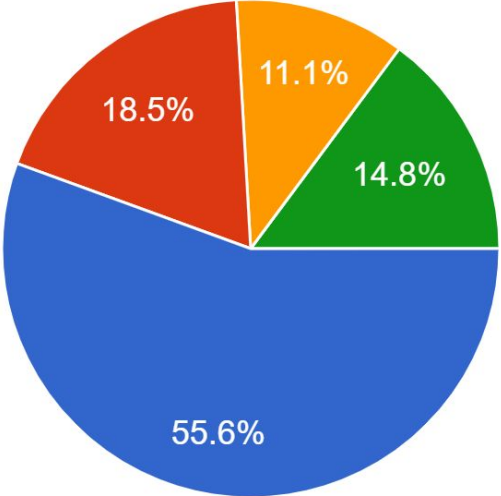
- Custodian
- Head Custodian I
- Head Custodian II



Accuracy of the data is not 100%. After reviewing answers it was discovered that a Head Custodian II selected HC I, and several custodians selected the wrong years of service.

How many years have you been in this position?

27 responses



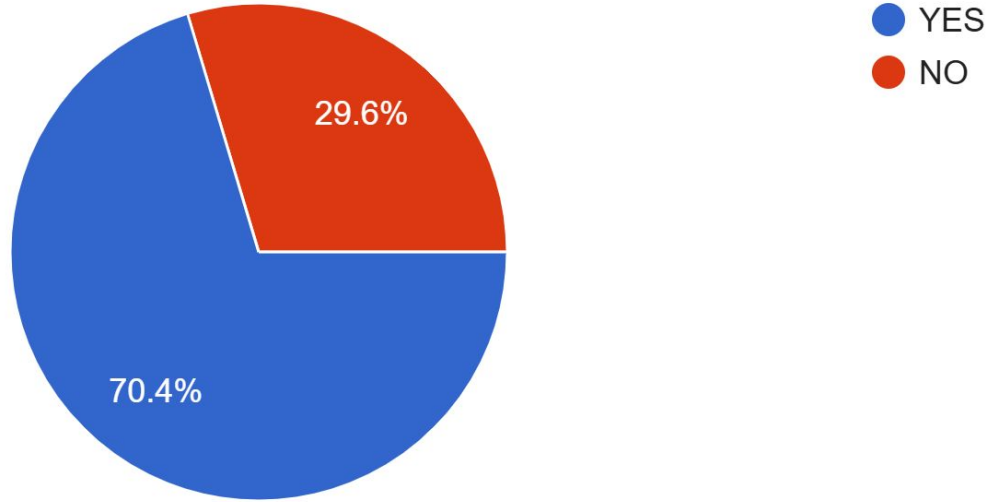
- 0-5 years
- 6-10 years
- 11-15 years
- 16 years or more



This data is very revealing.

Do you have any non-custodial skills (Ex. HVAC, forklift, motor mechanics, plumbing)?

27 responses



General Experience/Skills

- Electrical Experience
- Plumbing Experience
- Masonry Experience
- Drywall Experience
- Nationally Certified Fire Inspector (2nd Career)
- Multiple Forklift Certified
- ASE Master Mechanic
- Metal Fabricator



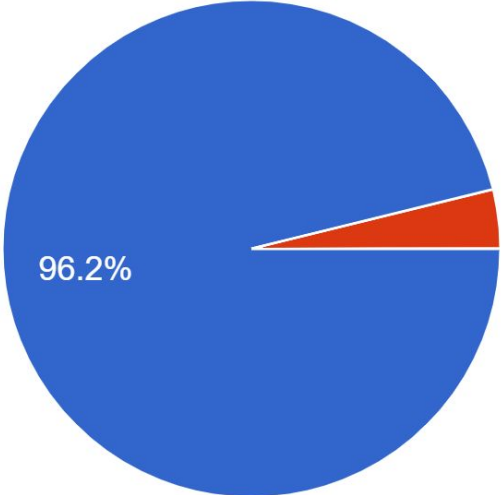
Specific Responses

- Some electrical and plumbing.
- Tech courses- network cabling, PC repair, IT, Masonry, Small engine repair. Work exp- Forklift, machine shop, apprentice electrician.
- 128 hours of Journeyman certificate, HVAC/plumbing/carpentry/electrical. Very basic understanding of each.
- Carpentry, commercial roofing, drywall, residential electrical and plumbing, diesel mechanic, welding.
- Nationally certified fire inspector, Bachelors degree in management,
- Forklift
- Fork lift at factory 13yrs woodworking hobby
- Forklift operator, various high lift and scissor lift operator and performed maintenance on all equipment.
- Plumbing, electrical, CAD
- Welder, Fabrication, Machinist
- Mechanic
- plumbing, auto mechanic some forklift exp pest control
- Metal fabrication
- Was plumber before coming to forest hills also was ASE master mechanic certified when graduating HS vocational school, forklift/ plumbing/landscaping
- I'm not certified but I know plumbing, electrical and have experience with heavy equipment
- Worked in factory drove a forklift
- Electric, Plumbing, Drywalling



Do you received regular feedback on your job performance (either casual conversation or annual review)?

26 responses



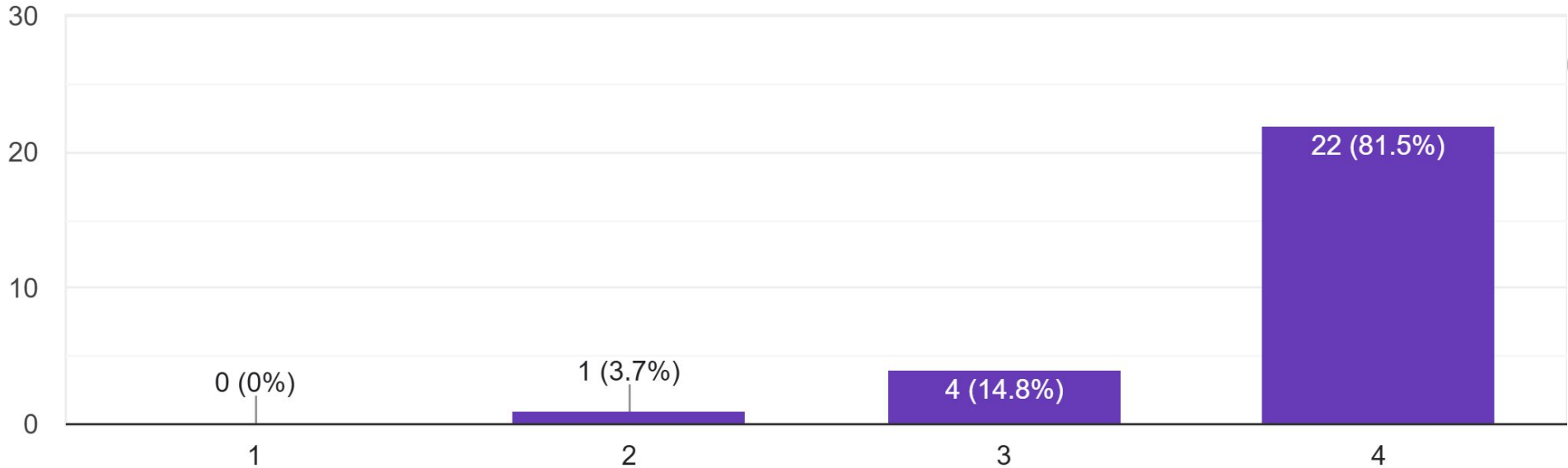
- YES
- NO

Regular feedback is essential to employee growth and maintenance of staff culture among custodians.



I have positive relationships with my co-workers (1-strongly disagree, 4-strongly agree).

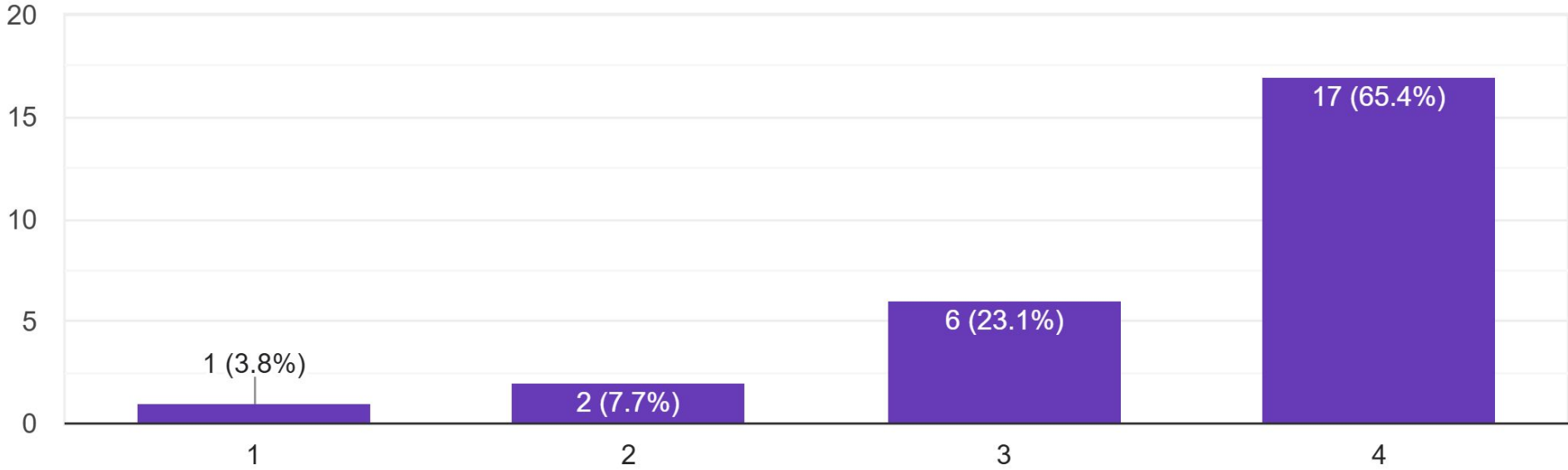
27 responses



Overwhelmingly, there is a positive culture within the 1st and 2nd shift custodians within the district.

My building culture is positive (1-strongly disagree, 4-strongly agree).

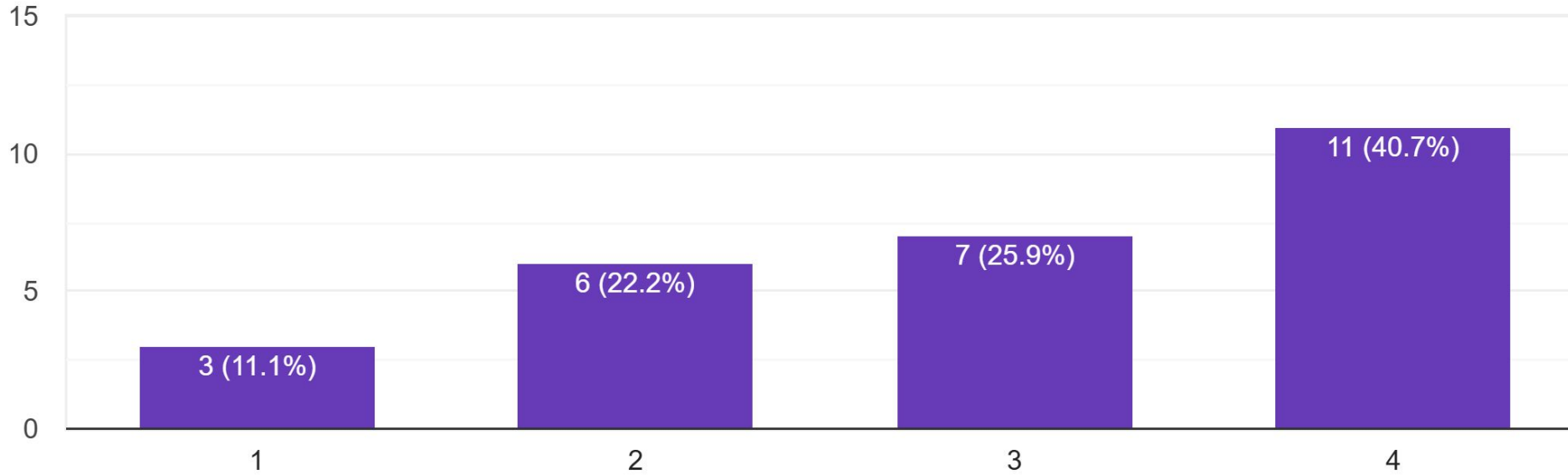
26 responses



Overwhelmingly, there is a positive culture within the buildings as a whole for custodial staff.

Do you feel connected to the students in your building (1-strongly disagree, 4-strongly agree)?

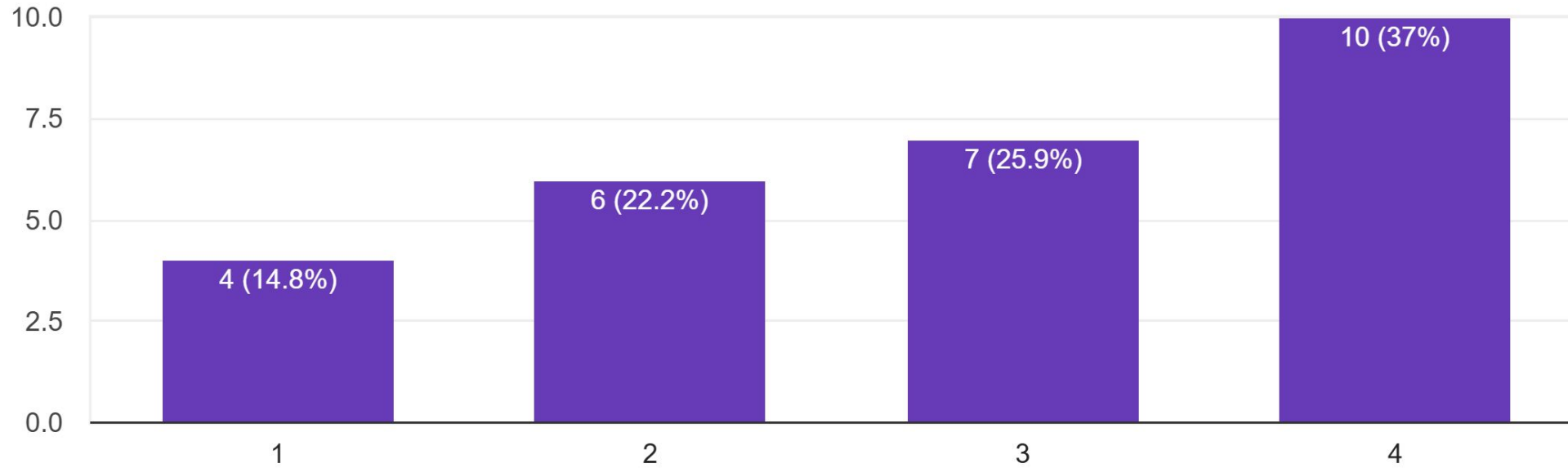
27 responses



Connection to our students is a potential area of growth. **HOWEVER**, some of our 3rd shift custodians are on 3rd shift by individual choice and do not desire to connect with students or other staff on a broad scale.

Is overtime opportunity important to you (1-strongly disagree, 4-strongly agree)?

27 responses

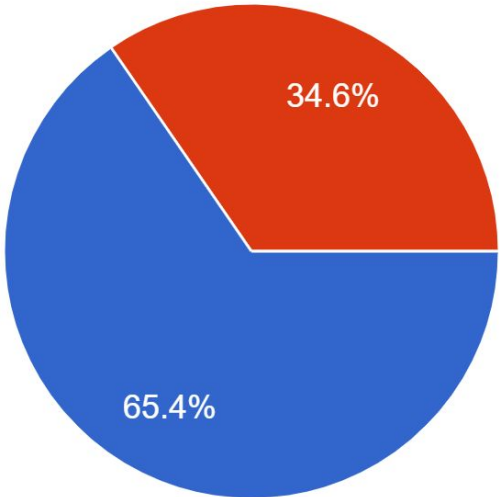


Not every custodian is interested in overtime. However, the number we have interested allows the district to operate without having to “force” OT.



Do you wish to advance within Forest Hills as an employee (Ex. Custodian to Head Custodian and additional opportunities)?

26 responses



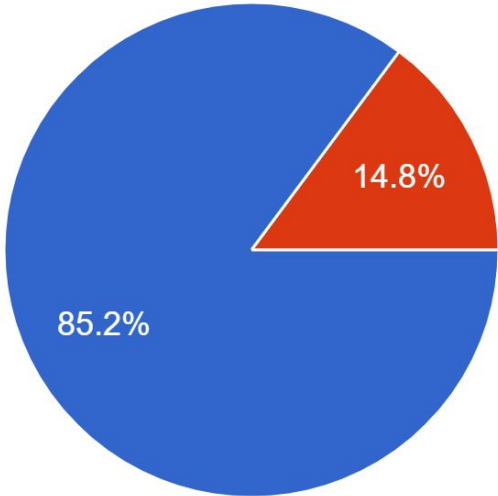
- YES
- NO



This inventory is a great place for the district to consider potential succession plans for interested custodians (17 out of 27 would like to grow!).

Are you able to maintain a positive work-life balance within your current role?

27 responses



- YES
- NO



This data will be fleshed out during the second round of interviews with Head Custodians. However, this still is not negative data.

Participants in the Room

► Interaction #3

- If your district gives a culture surveys, please give a thumbs.
- Is any participant willing to verbally share HOW they use that culture data?



Questionnaire Follow Up

- ▶ A follow up meeting was held with each Head Custodian (8 of 9).
- ▶ At this meeting the present administrators/supervisors were as follow:
 - ▶ Project Owner - Me
 - ▶ Project Manager - Director of Business
 - ▶ Consulted - Custodian Supervisor
- ▶ This follow up meeting was to gain clarity around the original questionnaire answers.
 - ▶ The data collected was extremely valuable!



The following questions were asked of the Head Custodians after the initial questionnaire.

1. Has any of your staff shared with you why they chose not to complete the survey?
2. How do you maintain a relational connection with 2nd and 3rd shift?
3. How are custodians accustomed to completing routine maintenance and repairs of custodial space in your building?
4. Can you please share how you give regular feedback to your custodial staff?
5. How do you and your staff interact with students?
6. What is an ideal work/life balance and how do you maintain a positive work/life balance?



Q: Has any of your staff shared with you why they chose not to complete the survey?

- ▶ Collectively the head custodians did not have a definitive single reason as to why their entire teams did not complete the original questionnaire.
- ▶ Below are examples of answers given:
 - ▶ Custodian is not good with technology.
 - ▶ Custodian does not believe in doing surveys (conspiracy theory).
 - ▶ Custodian does not have access to technology outside of work.
 - ▶ **Findings:** similar to any other data collection effort, 100% participation is a tall order. BUT, nothing overly negative.



Q: How do you maintain a relational connection with 2nd and 3rd shift?

- ▶ These answers really provided some action steps by leadership to help align shift transitions.
- ▶ There is not a scheduled shift transition.
- ▶ Some of the answers collected answered as follows:
 - ▶ HC tries to talk with the new shift coming in before they leave.
 - ▶ HC stays a little late to talk with 2nd shift and arrives early to talk with 3rd shift.
 - ▶ HC cannot talk to everyone due to shift alignment.
 - ▶ **Findings:** There is not a scheduled time for shifts to converse, collaborate, or grow. HUGE area for growth.



Q: How are custodians accustomed to completing routine maintenance and repairs of custodial space in your building?

- ▶ There were some very strong threads that came out of this question.
 - ▶ HC is primarily responsible for any maintenance during the 1st shift time period.
 - ▶ If 2nd or 3rd shift custodians are informed of OR find a maintenance issue, they are to take note and let the HC know.
 - ▶ However, at 2 buildings (Summit/Nagel), 2nd and/or 3rd shift custodians might do some maintenance based on their skill level which has been assessed by the HC.
 - ▶ **Findings:** 2nd and 3rd shift custodian maintenance skill level varies by building.



Q: Can you please share how you give regular feedback to your custodial staff?

- ▶ Communication methods were varied between the buildings, however, several Head Custodians seemed to have developed positive and constructive methods of communication.
 - ▶ There is a district inspection report that is not consistently used, however, Wilson and Sherwood do use regularly.
 - ▶ Some use face to face communication when available.
 - ▶ Nagel HC created his own text group chat to communicate with his entire staff.
 - ▶ Summit HC also used text thread as a form of communication.
 - ▶ **Findings:** Due to no cross over of shifts, communication can be difficult. Those HC that use technology seem to have more reliable and consistent communication streams.



Q: How do you and your staff interact with students?

- ▶ Two main threads were apparent out of this question:
 - ▶ Thread One - Custodian & Student interaction is extremely positive.
 - ▶ Thread Two - 3rd shift custodians do not have interactions with very many students and/or teachers.
 - ▶ Other answered included:
 - ▶ Lunch is the best part of my day to interact with students.
 - ▶ Wilson's HC has a grandchild enrolled and gets to see her and her friends everyday.
 - ▶ Maddux had several students dress like him for, "Dress Like Staff" day.
 - ▶ One negative interaction at Sherwood. HC stated he has to discipline student because teachers do not.
 - ▶ **Finding:** overall, custodial teams have GREAT relationships with our students.



Q: What is an ideal work/life balance and how do you maintain a positive work/life balance?

- ▶ There were two **VERY** strong threads that came out of this follow up question:
 - ▶ Thread One - Head Custodian is NOT an 8 hours job!
 - ▶ Thread Two - Head Custodians collectively think about work constantly when they are not at work.
 - ▶ Several Head Custodians noted losing sleep sometimes.
 - ▶ All Head Custodians identified their personal ownership/pride of the building in which they are assigned.
 - ▶ **Findings:** this is a question that HC's and Admin could have discussions around to seek improvement. Potential area for conversation and PD.



Data Analysis: Goal Reviews

- ▶ **Goal 1:** By May of 2026, custodian exits from the district will decrease by 15% (1.4 FTEs) based on the previous three (3) years of custodial turn over data.
 - ▶ Sub Goal 1 - 75% of custodians have a positive relationship with co-workers.
 - ▶ Sub Goal 2 - 75% of custodians feel their building culture is positive.
- ▶ **Goal 2:** By August of 2025, the majority of custodians in the Forest Hills School District will know other employee classifications within the district and they have the opportunity to apply for those positions when available.
 - ▶ Sub Goal 1 - Custodians are given the opportunity to share their skills.
 - ▶ Sub Goal 2 - Custodians are given the opportunity to share their interest in advancing within the district.



Qualitative Data Analysis

▶ Culture:

- ▶ Custodians, holistically, enjoy their jobs and take ownership of their respective buildings with pride.

▶ Peace of Mind:

- ▶ Head custodians find themselves losing sleep during certain times of the year due to the volume of responsibility they shoulder.

▶ Work Efficiency:

- ▶ Of three work shifts (2 @ Elem/3 @ Middle, High School) there is not a built in time for Head Custodians to meet with other shifts (HC is shift 1). Therefore, for piece of mind, the HC has to take unpaid time if they want to meet with other shifts.

▶ Skills:

- ▶ A majority of respondents shared their specific skills: drywall, plumbing, electrical, construction, etc.



Quantitative Data Analysis: Goal 1 - Year 1



- ▶ **Goal 1:** A decrease in custodial exits will be analyzed in May of 2026. However, the sub goals came in at the beginning better than anticipated.
 - ▶ Sub Goal 1 - 75% of custodians have a positive relationship with co-workers.
 - ▶ **96.3%** of respondents selected that agree OR strongly agree their building has a positive work culture.
 - ▶ Sub Goal 2 - 75% of custodians feel their building culture is positive.
 - ▶ **88.5%** of respondents selected they agree OR strongly agree to a positive building culture.
 - ▶ **OVERALL** - considering this data, YES, custodians enjoy their job.
 - ▶ ****27 of 44 custodians are included in this data! So, while the data is overwhelmingly positive, it is not encompassing of ALL custodians.****

Quantitative Data Analysis: Goal 2 - Year 1

- ▶ **Goal 2:** By August of 2025, the majority of custodians in the Forest Hills School District will know other employee classifications within the district and they have the opportunity to apply for those positions when available.
 - ▶ Sub Goal 1 - Custodians are given the opportunity to share their skills.
 - ▶ 70.4% of respondents selected YES, they have non-custodial skills:
 - ▶ Drywall
 - ▶ Mechanical
 - ▶ Electrical
 - ▶ Plumbing...etc.
 - ▶ Sub Goal 2 - Custodians are given the opportunity to share their interest in advancing within the district.
 - ▶ 65.4% of respondents selected YES, they would like advancement opportunities in the district.
 - ▶ *****27 of 44 custodians are included in this data! So, while the data is overwhelmingly positive, it is not encompassing of ALL custodians.*****



Sustainability: Yr. 1, Yr. 2, Yr. 3

▶ Programmatic Sustainability

- ▶ Alignment with organization/department strategy
 - ▶ District Strategy Four: Demonstrate responsible, efficient, equitable and transparent stewardship of taxpayer investments (slide 17).
 - ▶ Staffing, Collaboration, Future Planning
- ▶ Established processes that would continue even in the absence of the project owner (starting in winter of 2026)
 - ▶ Establish SOPs that establish norms for feedback and growth:
 - ▶ New employee questionnaire similar to the survey used to gather specific skills new hire might have.
 - ▶ Establish a cadence of when to survey custodian culture for reflection.
 - ▶ Create exit interviews to better understand culture and departure.



Sustainability: Yr. 1, Yr. 2, Yr. 3



- ▶ Programmatic Sustainability Continued...
 - ▶ Ongoing systems for communication, feedback, and process improvement
 - ▶ Establish a quarterly cadence to meet with Head Custodians to evaluate the culture, success, and consistency of each building custodial team.
 - ▶ Establish training for custodians on scheduled District PD days (5/year).
 - ▶ [Ex. - FHSD Academic Calendar 2025-2026 \(Internal\)](#)

Sustainability: Yr. 1, Yr. 2, Yr. 3

- ▶ Fiscal Sustainability

- ▶ The fiscal allocation for this project was not in dollars, but in time.
- ▶ The fiscal “savings” that can happen per District Strategy 4, will be calculated over time



Impact On Other Classifications & Conclusion

- ▶ **Ultimate Goal:**
 - ▶ After completing this process as a district FHSD will analyze the gains from this research as well as the areas of improvement.
 - ▶ This methodology will be applied to busing and paraprofessionals.
 - ▶ Our greatest need currently is within our bus driver staffing.
- ▶ **Additional Action Steps Needed:**
 - ▶ As a district, we need to do a better job promoting and interacting with potential applicants via our webpage, social media (Instagram, Facebook, X, TikTok) in order to draw in different demographics of potential employees.



Participants in the Room

► Interaction #4

- Much of this research is based on future findings; May 2026, and beyond.
- If anyone would like to add comments or conversation, now is the time?
- If you would like to provide additional feedback, connect for future work and/or collaboration, please use the QR code below.

