



VIRGINIA BOARD OF EDUCATION

AGENDA ITEM

Agenda Item: P

Date: July 21, 2022

Title: Presentation: Data Trends Used to Inform Virginia’s Strategic Plans for Educator Recruitment and Retention

Presenter: Dr. Joan B. Johnson, Assistant Superintendent for Teacher Education and Licensure

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Purpose of Presentation:

For information only: No action required.

Executive Summary:

The Virginia Board of Education (Board) prioritized policies to address the continuing teacher shortages and staff turnover in Virginia in its [2018-2023 Comprehensive Plan](#). In 2021, the Virginia Department of Education (VDOE) agency leadership identified a twofold need for an interagency team to create a comprehensive strategic recruitment and retention plan: 1) supporting the Board’s priority; and 2) responding to the crisis level of educator shortages exacerbated by the COVID-19 pandemic.

In January 2022, the VDOE’s Department of Teacher Education and Licensure began leading the development of a statewide strategic plan for educator recruitment and retention, building on the existing [agency-wide strategic recruitment and retention plan for special education](#). VDOE staff conceptualized the strategic planning process into three key phases: Phase I- Landscape Analysis & Strategic Plan Development, Phase II- Pilot Strategies & Actions, and Phase III- Evaluation and Revise Plan. The dissemination of the Strategic Plan and related implementation strategies will occur simultaneously with the launch of the marketing campaign in late September 2022. The evaluation of proposed goals, strategies, and action items will be ongoing starting in 2022, creating a baseline for data collection. A three-year Strategic Plan will allow the agency to work toward long and short-term goals and milestones.

Central to stakeholders and agency staff surrounding this effort are key data indicators used to inform Strategic Plan goals, strategies, and in the coming years, evaluation of the plan and related strategies. In order to comply with the requirements of the *Code of Virginia* and ESEA TITLE II, PART A reporting, the VDOE conducted the Positions and Exits Collection (PEC) for the 2021-2022 school year. As per §§ 22.1-79 and 22.1-290.2 of the *Code*, local school boards are required to report to the VDOE the number and type of teacher, other instructional personnel, and support staff vacancies as well as bus drivers in order to identify critical shortages by geographic area, school division, and subject matter. The purpose of the presentation is to provide a status of the Strategic Plan development process and new data made available through the inaugural fall 2021 administration of the Positions and Exits Collection.

Action Requested:

No action requested.

Superintendent's Recommendation

The Superintendent of Public Instruction recommends that the Board of Education receive this presentation.

Previous Review or Action:

No previous review or action.

Background Information and Statutory Authority:

The Board prioritized policies to address the continuing teacher shortages and staff turnover in Virginia in its [2018-2023 Comprehensive Plan](#). In 2021, the VDOE agency leadership identified a twofold need for an interagency team to create a comprehensive strategic recruitment and retention plan: 1) supporting the board's priority; and 2) responding to the crisis level of educator shortages exacerbated by the COVID-19 pandemic.

In January 2022, the VDOE's Department of Teacher Education and Licensure began leading the development of a statewide strategic plan for educator recruitment and retention, building on the existing [agency-wide strategic recruitment and retention plan for special education](#). VDOE staff conceptualized the strategic planning process into three key phases: Phase I- Landscape Analysis & Strategic Plan Development, Phase II- Pilot Strategies & Actions, and Phase III- Evaluation and Revise Plan. The dissemination of the Strategic Plan and related implementation strategies will occur simultaneously with the launch of the marketing campaign in late September 2022. The evaluation of proposed goals, strategies, and action items will be ongoing starting in 2022 creating a baseline for data collection. A three-year Strategic Plan will allow the agency to work toward long and short-term goals and milestones.

A VDOE Recruitment and Retention Advisory Committee was formed and will continue to meet biennially with representatives from key stakeholders across all eight superintendent's regions, including human capital professionals, teachers, principals, VDOE employees, higher education

partners, parents, and students. This committee is charged with assisting in the development of a statewide Strategic Plan for educator recruitment and retention, sharing effective strategies for practice, and evaluation of plan outcomes. At the core of efforts by the advisory committee and agency staff are key data indicators used to inform plan goals, strategies, and in the coming years, evaluation of the plan and related strategies. The purpose of the presentation is to provide a status of the Strategic Plan development process and new data made available through the inaugural fall administration of the Positions and Exits Collection (PEC).

2020-2021 Fall Positions and Exits Collection

In order to comply with the requirements of the *Code of Virginia* and ESEA TITLE II, PART A reporting, the VDOE conducted the Positions and Exits Collection (PEC) for the 2021-2022 school year. As per §§ 22.1-79 and 22.1-290.2 of the *Code*, local school boards are required to report to the VDOE the number and type of teacher, other instructional personnel, and support staff vacancies as well as bus drivers in order to identify critical shortages by geographic area, school division, and subject matter. The Positions and Exits Collection administration will replace the Supply and Demand Survey and the IPAL Survey Data collection beginning with the 2021-2022 school year. The fall collection of the PEC is designed to collect information on the total number of full-time equivalent positions (FTEs) for licensed and unlicensed personnel in public school divisions and regional centers at one point in time. Additionally, the PEC collects the number of filled and unfilled bus driver positions by headcount.

According to the Board's 2020 *Annual Report on the Condition and Needs of Public Schools in Virginia* (Virginia Board of Education, 2020), the number of unfilled positions increased from 440 during the 2010-11 school year to 1,081 in the 2016-17 school year and 1,063 for the 2019-20 academic year. More recently, data made available through the inaugural administration of the Positions and Exits Collection now shows 2,593 teacher vacancies across the state for the 2021-22 academic year (*excluding early childhood program staff, administrators, psychologists, and school counselors*), indicating an alarming increase in vacancies.

2021-2022 End-of-Year Positions and Exits Collection

An End of the Year (EOY) PEC designed to collect information on the total number of unfilled positions will be administered on June 30, 2022. Exit survey data from licensed personnel who are no longer employees of the reporting division or regional center will be submitted. A detailed listing of the PEC data elements, instructions for completing and submitting the data, and related resources are posted on the [Positions and Exits Collection website](#).

Timetable for Further Review/Action:

An update on the final Strategic Plan will be provided to the Board at a future meeting.

Impact on Fiscal and Human Resources:

The administrative impact and any other cost associated with the Strategic Plan's implementation and related data collection will be absorbed within existing VDOE resources.