



# VIRGINIA BOARD OF EDUCATION

---

# AGENDA ITEM

**Agenda Item:** L

**Date:** September 15, 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**

**Email:** [joan.johnson@doe.virginia.gov](mailto:joan.johnson@doe.virginia.gov) **Phone:** (804) 371-2522

**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 Revision. The dissemination of the Strategic Plan and related implementation strategies will coincide 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 (Appendix A sample graphics & roster).

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 update on the Strategic Plan development process and new data made available through the inaugural fall 2021 administration of the Positions and Exits Collection. Additionally, results from a recent Snapshot Survey of vacancy estimates for the first day of the 2022-2023 school year are found in Appendices B and C.

**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 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 Revision. The dissemination of the Strategic Plan and related implementation strategies will coincide 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 (Appendix A). 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 update on the Strategic Plan development process and new data made available through the inaugural fall administration of the Positions and Exits Collection (PEC) and recent Start of the School Year Staffing Snapshot survey results (August 2022).

### **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 2,594 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.

# Turning the Tide:

## A Strategic Plan to Address the Educator Shortage in Virginia

This visual represents one way to conceptualize the GOALS, STRATEGIES, and related ACTION ITEMS, as proposed by the Recruitment and Retention Advisory Committee.

- 1 GOAL 1:** Reduce barriers for qualified individuals to enter the profession
- 2 GOAL 2:** Increase the number of candidates eligible to fill public school divisions' hard-to-staff positions
- 3 GOAL 3:** Strengthen strategies to recruit and retain a diverse, highly-qualified educator workforce

**STRATEGY 1:** Implement policies and practices to make careers in education more attractive and attainable

**STRATEGY 2:** Implement programs and practices to recruit, support, and retain highly-qualified educators with an emphasis on critical shortage areas

**STRATEGIES 1 & 2:** Action items that target both strategies



NOTE: Action Items relate to all three Goals, with the exception of Action Item 6, which relates specifically to Goals 2 & 3.



# Turning the Tide: A Strategic Plan to Address the Educator Shortage in Virginia



## Goals & Strategies:

Goal 1: Reduce barriers for qualified individuals to enter the profession

Goal 2: Increase the number of candidates eligible to fill public school divisions' hard-to-staff positions

Goal 3: Strengthen strategies to recruit and retain a diverse, highly-qualified educator workforce

Strategy 1: Implement policies and practices to make careers in education more attractive and attainable

Strategy 2: Implement programs and practices to recruit, support, and retain highly-qualified educators with an emphasis on critical shortage areas

## Current Initiatives:



### Grants

- [Competitive Grant for Praxis and Virginia Communication & Literacy Assessment Assistance to Support Provisionally Licensed Teachers and Pre-Service Education Candidates Seeking Full Licensure in Virginia](#)
- Internship Scholarship Grant for Aspiring Virginia Educators
- [Recruitment and Retention Support grant](#)
- [Recruitment Incentive for Public Education \(RIPE\) grant](#)



### Policies

- 2022 General Assembly [House Bill 829](#)
- 2021 General Assembly [House Bill 1776](#)
- [Diversifying Teacher Workforce Act](#)
- [2020 House Bill 1630](#)
- [2018 House Bill 1125/Senate Bill 349](#)



### Programs

- [National Teacher Certification Incentive Reward Program and Fund Virginia Teaching Scholarship Loan Program](#)
- Residency Programs
- [The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum: Supporting Students with Severe Disabilities and Autism](#)
- [Career Switcher Alternative Route to Licensure Program](#)



### Resources & Services

- Trainings on the online licensure application portal and other topics related to licensure
- Weekly newsletters featuring important information and opportunities
- [Job recruitment tool](#)

# Current Initiatives:

## Grants

Numerous grants have been developed and offered, using ESSER III funding, including the [Recruitment and Retention Support grant](#), which supports hiring incentives and continuing education funds for division employees, and the Paid Internship Scholarship for Aspiring Virginia Educators, which covers expenses for EPP enrollees completing their culminating clinical experience. The [Recruitment Incentive for Public Education \(RIPE\) grant](#) was funded for a second year and will offer hiring incentives for hard-to-staff school divisions.

## Programs

Established by the 1999 General Assembly House Bill 2710, the [National Teacher Certification Incentive Reward Program and Fund](#) established awards for teachers who obtain certification. The [Virginia Teaching Scholarship Loan Program](#) offers scholarships to teacher candidates from in approved teacher education programs committed to teaching in critical shortage areas, in career and technical education, or high-needs area as determined by the Board of Education.

## Policies

Several policies have been established to provide greater flexibility to educators, including 2022 General Assembly [House Bill 829](#), which expanded the types of licenses issued by the DPH that may be eligible for provisional licensure with a school counselor endorsement and 2021 [House Bill 1776](#), which establishes a two-year extension of the renewable license for public school teachers with licenses set to expire in 2021.

## Resources & Services

The Department of Teacher Education and Licensure continue to provide resources to divisions including trainings on the online licensure application portal and other topics related to licensure, access to weekly newsletters featuring important information and opportunities, and the use of a [job recruitment tool](#).

# Turning the Tide: A Strategic Plan to Address the Educator Shortage in Virginia

## Goals & Strategies:

Goal 1: Reduce barriers for qualified individuals to enter the profession

Goal 2: Increase the number of candidates eligible to fill public school divisions' hard-to-staff positions

Goal 3: Strengthen strategies to recruit and retain a diverse, highly-qualified educator workforce

Strategy 1: Implement policies and practices to make careers in education more attractive and attainable

Strategy 2: Implement programs and practices to recruit, support, and retain highly-qualified educators with an emphasis on critical shortage areas

## Action Item 1:

Develop and launch a statewide marketing campaign to celebrate educators and attract prospective educators to the profession



### Action's Related Milestones

- A) Work with an approved vendor to develop a campaign and creative concept
- B) Create and share marketing assets, such as digital and print ads, with divisions for local use
- C) Launch a webpage that serves as a landing page and directs current and aspiring educators to relative information and employment opportunities
- D) Make improvements to online recruitment page for educators



### Milestone C Timeline

- August 10-12: User interface revisions based on VDOE feedback
- Week of August 15: Site development begins
- Week of September 12: VDOE review of site
- September 16: Microsite goes live
- Week of September 16th: Media team issues pixels for performance tracking; VDOE executes pixels
- October 3: Campaign launch



2022 VDOE Recruitment and Retention Advisory Committee

First Name	Last Name	Current Position/Job Title	School/Division/Institution/Organization
Seza	Aldrich	Human Resources Specialist	Henrico County Public Schools
Shelly	Bazemore	Coordinator of Field/Clinical Experience	Virginia State University, College of Education
Francine	Bouldin	Chief Human Resources Officer	Henrico County Public Schools
Scott	Brabrand	Superintendent	Fairfax County Public Schools
Terri	Buckner	Principal	Tazewell County Public Schools
Brad	Carr	Director of Human Resources	Tazewell County Public Schools
Casey	Conger	Principal/President VAESP	Virginia Beach City Public Schools/VAESP
Stephanie	Doyle	3rd grade teacher	Roanoke County Public Schools
Mindy	Flanigan	Founder, Chief Inspiration Officer	Inspiration HR; Parent Representative
DeJia	Graham	Student	VUU; Post-Secondary Student Representative
Amy	Griffin	VDOE Education Consultant	VDOE
Danjile	Henderson	School Quality Specialist	VDOE Office of School Quality
Travis	Holder	Manager, Office of Licensure	Fairfax County Public Schools
Morgan	Maniglia	Licensure Specialist	Department of Education
Sean	McDonald	Interim Assistant Superintendent, HR	Fairfax County Public Schools
Adria	Merritt	Director of Culturally Responsive and Inclusive Education	VDOE
Hank	Millward	Director	VDOE
Jennifer	Piver-Renna	Associate Professor of Special Education	Virginia Department of Education
Isabella	Quinones	Student	Virginia Beach Public Schools; Student Representative
Rodney	Robinson	Sr Advisor	Richmond Public Schools
Lisa	Rollins	Director of Outreach and Engagement	PDK/Educators Rising
Tammy	Sanford	Instructional Math Coach K-5th	A.R. Ware Elementary School/Staunton City Schools
LaRon	Scott	Associate Professor of Special Education	Virginia Commonwealth University
Melanie	Simmons	Supervisor of New Teacher Support	Bedford County Public Schools
Brian	Summo	Rivermont Schools; Chair of the SSEAC	Private School Rep
Payne	Tarkenton	Virginia Management Fellow	Virginia Management Fellows Program
Pat	Taylor Smith	HR Supervisor	Caroline County Public Schools
Johnelle	Torbert	Director, Teacher Education	VDOE
Paige	Tucker	Director of Human Resources	Petersburg City Public Schools
Deanna	Varljen	School Quality Specialist	Office of School Quality VDOE
David	Walrod	Learning Disabilities Teacher	Fairfax County Public Schools
Anthony	Williams	CTE Curriculum and Instruction Specialist	VDOE
Cassandra	Willis	Title I Specialist/Adjunct Professor	Henrico County Public Schools/VCU
Cheryl	Woodhouse	Chief Human Resources Officer	Virginia Beach City Public Schools



## Start of the School Year Staffing Snapshot Survey

**August 19, 2022**

### *Brief Methodology*

- VDOE asked school divisions to report actual or anticipated teacher vacancies as of the first day of the 2022-2023 school year. Eighty-five percent of school divisions responded to the survey.
- Vacancies include any teaching positions that are unfilled, held by a board certified substitute, or by an individual without appropriate licensure credentials.

### *Total Teacher Vacancies (see Table 1 for full results)*

- Divisions responding to the survey reported 3,307 teacher vacancies as of the first day of the 2022-2023 school year. This represents nearly four percent of the total teaching positions in those divisions.
- Region 8 - Southside and Region 3 – Northern Neck had the highest rates of reported teacher vacancies, with a seven percent and six percent vacancy rate, respectively.
- Fourteen school divisions had vacancy rates greater than 10 percent, and six divisions reported no vacancies.

### *Teacher Vacancies by Critical Shortage Area (see Table 2 for full results)*

- Elementary education teachers (PK-6) comprise the largest proportion of vacancies as of the first day of the 2022-2023 school year accounting for 1,041 of Virginia's reported 3,307 teacher vacancies (31 percent).
- Among the remaining top critical shortage areas, divisions report the following:
  - For special education, 847 vacancies or 26 percent of state's total teacher vacancies;
  - For middle education (grades 6-8), 476 vacancies or 14 percent of the state's total teacher vacancies;
  - For mathematics (grades 6-12 including Algebra I), 263 vacancies or 8 percent of the state's total teacher vacancies; and
  - For career and technical education, 184 vacancies or 6 percent of the state's total teacher vacancies.

### *Perceptions of Vacancies Compared to 2021-2022 (see Table 3 for full results)*

- On average, divisions were most likely to indicate that the teacher vacancies experienced this year are about the same as the vacancies they experienced in the 2021-2022 school year (47 divisions; 42 percent of divisions).
- Seventeen percent of divisions (19 divisions) reported that teacher vacancies are much worse than last year, while eight percent of divisions report teacher vacancies are much better (nine divisions).

*Methodology*

The Virginia Department of Education administered a brief survey between August 15 and August 18, 2022 to collect the number of teacher vacancies (actual or anticipated) by division as of the first day of the 2022-2023 school year. For the purposes of this survey, vacancies include any teaching positions that are unfilled, held by a board certified substitute, or by an individual without appropriate licensure credentials. Divisions that had not yet begun the 2022-2023 school year were asked to estimate the anticipated number of vacant positions by the start of the school year. VDOE received responses from 111 of 131 school divisions (85 percent).

*Data Tables*

Table 1. Teacher Vacancy Counts and Rates by Superintendent’s Region and the State

<b>Level</b>	<b>Teacher Vacancy Count</b>	<b>Teacher Vacancy Rate</b>
Virginia	3,307	3.94%
Region 1: Central Virginia	610	4.58%
Region 2: Tidewater and Eastern Shore	934	5.97%
Region 3: Northern Neck	339	6.37%
Region 4: Northern Virginia and Middle Peninsula	933	2.87%
Region 5: Blue Ridge and Valley	174	3.36%
Region 6: Western Virginia	130	2.03%
Region 7: Southwest	81	1.95%
Region 8: Southside	106	7.36%

Table 2. Teacher Vacancy Counts of Total Vacancies by Critical Shortage Area for Superintendent’s Regions and the State

<b>Level</b>	<b>Teacher Vacancy Counts and Proportion by Critical Shortage Area</b>									
	<b>Elementary Education (PK-6)</b>		<b>Special Education</b>		<b>Middle Education (Grades 6-8)</b>		<b>Mathematics (Grades 6-12)</b>		<b>Career and Technical Education</b>	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Virginia	1,041	31.48%	847	25.61%	476	14.39%	184	5.56%	263	7.95%
Region 1: Central Virginia	194	31.80%	140	22.95%	112	18.36%	58	7.54%	46	9.51%
Region 2: Tidewater and Eastern Shore	395	42.29%	162	17.34%	129	13.81%	94	3.64%	34	10.06%
Region 3: Northern Neck	96	28.32%	82	24.19%	41	12.09%	38	3.54%	12	11.21%
Region 4: Northern Virginia and Middle Peninsula	257	27.55%	339	36.33%	99	10.61%	39	5.04%	47	4.18%
Region 5: Blue Ridge and Valley	34	19.54%	42	24.14%	34	19.54%	9	6.90%	12	5.17%
Region 6: Western Virginia	24	18.46%	27	20.77%	31	23.85%	14	6.15%	8	10.77%
Region 7: Southwest	18	22.22%	22	27.16%	9	11.11%	7	11.11%	9	8.64%
Region 8: Southside	23	21.70%	33	31.13%	21	19.81%	4	15.09%	16	3.77%

Table 3. Perceptions of Teacher Vacancies for Superintendent’s Regions and the State

Level	Compared to the start of the 2021-2022 school year, the teacher vacancies in my division are:				
	Much better	Somewhat better	About the same	Somewhat worse	Much worse
Virginia	8.11%	7.21%	42.34%	25.23%	17.12%
Region 1: Central Virginia	25.00%	8.33%	25.00%	16.67%	25.00%
Region 2: Tidewater and Eastern Shore	8.33%	0.00%	25.00%	33.33%	33.33%
Region 3: Northern Neck	7.14%	0.00%	57.14%	14.29%	21.43%
Region 4: Northern Virginia and Middle Peninsula	6.25%	6.25%	31.25%	43.75%	12.50%
Region 5: Blue Ridge and Valley	0.00%	12.50%	56.25%	25.00%	6.25%
Region 6: Western Virginia	7.14%	7.14%	50.00%	21.43%	14.29%
Region 7: Southwest	0.00%	11.76%	47.06%	29.41%	11.76%
Region 8: Southside	20.00%	10.00%	40.00%	10.00%	20.00%

\*Office of Research and