



SUBMISSION FORM

All submission forms must include the following information. Separate submission forms must be turned in for each eligible program. **Deadline: July 1, 2023.** Please include this submission form with the electronic entry. If you do not receive an email confirming receipt of your entry within 3 days of submission, please contact [Gage Harter](#).

PROGRAM INFORMATION

County: Chesterfield

Program Title: CCPSOnline FOCUS Program

Program Category: Health & Human Services

CONTACT INFORMATION

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SIGNATURE OF COUNTY ADMINISTRATOR OR DEPUTY/ASSISTANT COUNTY ADMINISTRATOR

Name: Joseph P. Casey, Ph.D.

Title: County Administrator

Signature: Joseph P. Casey, Ph.D.

Digitally signed by Joseph P. Casey, Ph.D.
DN: cn=Joseph P. Casey, Ph.D., o=Chesterfield County, ou=County Administration,
email=caseyjoe@chesterfield.gov, c=US
Date: 2023.06.27 12:08:10 -04'00'

CCPSOnline FOCUS Program
(Health & Human Services Category)

Abstract of the Program:

The CCPSOnline (Facilitated Online Courses for Understaffed Schools) FOCUS program was initially created as a solution to ongoing and increasing teacher vacancies in specific content areas and in traditionally hard to staff schools. Nationally and locally, schools struggle to fill teaching positions in specific content areas. Mathematics, Sciences and World Languages are among the traditionally most challenging.

In the initial year of the program, funding was identified to create and staff an instructional model for 75 sections of math across secondary schools that provides for a CCPSOnline math teacher (licensed) and a CCPSOnline virtual course facilitator (unlicensed) to provide instruction and instructional support to students at schools with unfilled math vacancies. The FOCUS program is under evaluation during the 2022-23 school year. Upon demonstrating program success, the program may be applied to additional vacancies and in additional content areas. There are two primary goals of the CCPSOnline FOCUS program. The first is that CCPSOnline will work proactively to provide students with an intentionally designed synchronous, school-based alternative course in circumstances where schools are unable to fill vacant teaching positions with licensed teachers. The second is that through virtual instruction from a licensed teacher and school-based support from an in-person virtual course facilitator, all students will master course skills and concepts.

Problem or need addressed by the program:

The CCPSOnline (Facilitated Online Courses for Understaffed Schools) FOCUS program was initially created as a solution to ongoing and increasing teacher vacancies in specific content areas and in traditionally hard to staff schools. Nationally and locally, schools struggle to fill teaching positions in

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specific content areas. Mathematics, Sciences and World Languages are among the traditionally most challenging.

Program Description:

[Program Background](#)

The CCPSOnline Focus program was initially created as a solution to ongoing and increasing teacher vacancies in specific content areas and in traditionally hard to staff schools. Nationally and locally, schools struggle to fill teaching positions in specific content areas. Mathematics, Sciences and World Languages are among the traditionally most challenging. As an example, CCPS started the 21-22 school year with 74 sections of secondary math courses being filled with substitute teachers. Meadowbrook High School alone started the 21-22 school year with 35 sections being taught by substitute teachers, and in some cases, a different substitute each day. In the past four years, CCPS has outsourced vacant teaching positions to 3rd party providers. Students start in the second quarter after all efforts to staff have been exhausted and long-term subs have served as long as they are permitted. A substitute remains in the classroom and serves as the school-based mentor and the outsourced teacher provides instruction virtually. Schools report the partnership with 3rd party providers to be challenging and cite reasons such as a cumbersome enrolling and scheduling process, inconsistencies with the CCPS math instructional model, poor communication, and inflexibility as primary challenges. The absence of a licensed teacher for the first semester and transition of instructional model and teacher midway through the year creates challenges to student success at our traditionally hard to staff schools.

[Program Rationale](#)

- It is reasonable to expect, despite all best recruitment efforts, that CCPS will have unfilled vacancies at the start of a school year and that these vacancies will

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be at our schools that are traditionally difficult to staff.

- The vacancies have ultimately resulted in identifying funding to provide a virtual teacher from an external entity and a school-based facilitator/mentor.
- CCPSOnline is positioned to provide better management, oversight, and school support than a third-party service. The student experience will be consistent with the CCPS math instructional model and CCPS instructional practices.
- CCPSOnline does not have the hiring and staffing challenges experienced by our traditionally difficult to staff schools. If allocated FTEs prior to the issuing of contracts, CCPSOnline will be able to attract teachers from surrounding divisions or elsewhere in the state.

Program Scope

In the initial year of the program, funding was identified to create and staff an instructional model for 75 sections of math across secondary schools that provides for a CCPSOnline math teacher (licensed) and a CCPSOnline virtual course facilitator (unlicensed) to provide instruction and instructional support to students at schools with unfilled math vacancies. The FOCUS program will be evaluated during the 2022-23 school year. Upon demonstrating program success, the program may be applied to additional vacancies and in additional content areas.

Program Goals

- Goal 1: CCPSOnline will work proactively to provide students with an intentionally designed synchronous, school-based alternative course in circumstances where schools are unable to fill vacant teaching positions with licensed teachers.
- Goal 2: Through virtual instruction from a licensed teacher and school-based support from an in-person virtual course facilitator, all students will master course skills and concepts.

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Program Implementation

Planning, hiring, staff training, financial considerations, and communication for the FOCUS program were accomplished in the 21-22 school year. In the initial year of classroom implementation, funding was identified to create and staff an instructional model for 75 sections of math across secondary schools to provide instruction and instructional support to students at schools with unfilled math vacancies. Teams consisting of the licensed remote teacher, the virtual course facilitator, SPED and ELL support receive initial and ongoing professional development and support. The licensed teacher plans and provides instruction synchronously to students in their school of residence and the virtual course facilitator collaborates with the teacher, provides supervision, provides mentorship, leads small groups and provides other support. The FOCUS program is being evaluated during the 2022-23 school year. Upon demonstrating program success, the program may be applied to additional vacancies and in additional content areas.

Advancing Diversity, Equity, and Inclusion:

The CCPSOnline FOCUS program advances equitable access to high quality educational experiences in some of Chesterfield's traditionally difficult to staff schools. For a variety of reasons, some Chesterfield schools have a difficult time hiring and retaining high quality teachers. In addressing teacher shortages, school divisions have few options. Traditionally divisions have significantly increased class sizes, scheduled classes to be taught by substitute teachers, or outsourced teaching assignments to 3rd party contractors. All of these options come with sacrifices to the student experience and quality of educational program. The FOCUS program seeks to address the same problem in a way that provides a comparable or better student educational experience and ensures that all Chesterfield students, regardless of the school they are zoned to attend, are served by high quality teachers.

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Program Cost:

The teaching positions allocated to CCPSOnline will have no funding impact as the positions will come from reallocated full-time equivalent (FTE's) from the schools with unfilled vacancies. The virtual course facilitator position is a Grade 38 +5%, 200-day contract. The cost for each virtual course facilitator is \$59,945.10. This is based on midpoint and includes FICA, VRS and Life. The total cost is \$899,176.50 for 15 positions. The cost of the fifteen virtual course facilitator positions is an additional cost only relative to a scenario where a teacher can be hired. In the absence of a full-time teacher, CCPS has paid a \$250/course/student cost to provide a teacher from a 3rd party contractor. In the 2021-22 school year, this tuition cost was \$562,500.00. In addition to the cost of tuition and cost of books for using a 3rd party provider of teachers, there are other financial and human resource costs to both school and central staff. This includes the need to enroll and schedule in an alternative student information system, assign and provide a mentor, evaluate and provide any special education and/or ELL accommodations, regularly communicate with the 3rd party teacher, resolve any technical challenges related to the device or internet access, and assign a grade. Below is a table comparing only the costs associated with providing a licensed teacher,

Comparison of Costs for 2022-23 Anticipated Math Vacancies					
Scenarios		Benefits and Compensation	Additional staffing (VV, VCF or LTS)	Cost/Teaching Assignment	Cost for 15 teaching assignments
Ideally, CCPS hires a licensed teacher	Licensed teacher	\$68,424.00	\$0.00	\$68,424.00	\$1,026,360.00
Annual sub in the classroom; CCPS contract with 3rd party to provide the licensed teacher	Annual sub	\$51,767.00	\$35,000.00	\$86,767.00	\$1,301,505.00
Allocate math positions to CCPSOnline and hire a virtual course facilitator for each teacher vacancy	CCPSOnline Teacher	\$68,424.00	\$59,945.10	\$128,369.10	\$1,925,536.50

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Program Results/Success:

The CCPSOnline Focus program is undergoing both an implementation evaluation and a subsequent evaluation relative to the stated goals. These formal evaluations are being conducted by the CCPS Office of Research and Evaluation. All students in traditionally hard to staff schools for which there was still a vacancy in the weeks leading up to the school year started the school year with a highly qualified teacher licensed in the content area. This was goal one. The student academic performance outcomes related to goal 2 are currently under evaluation through the remainder of the 2022-23 school year. The following is from the executive summary of the implementation survey conducted by the CCPS Office of Research and Evaluation.

Executive Summary

This report presents results derived from a survey of FOCUS program staff conducted by CCPS's Department of Instructional Innovation and CCPS's Office of Research and Evaluation. The survey was administered to FOCUS program staff in the fall of the 2022-2023 school year to elicit their feedback on several aspects of the FOCUS program's implementation. Of the 30 FOCUS staff, 26 (87%) responded to the survey.

Results from the survey suggest that FOCUS staff mostly have positive experiences in the program, including that they know who to contact when they have questions, that they are provided the necessary technology and resources to perform their duties, and that they feel supported by CCPSOnline. However, feelings of support at the building level were less positive on average, and these feelings varied between schools.

Open-ended responses reveal that FOCUS staff appreciate the prompt communication from CCPSOnline (and Doug Fordham more specifically) but sometimes feel that communication from building administration is lacking. Finally, teacher/facilitator pairs mostly report strong relationships and

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high levels of collaboration, although they also identified areas where they would like more support, such as providing designated time for them to plan together.

Worthiness of an award:

It is reasonable to expect, despite all best recruitment and retention efforts, that CCPS will have unfilled teaching vacancies at the start of school year 22-23 and that these vacancies will be at our schools that are traditionally difficult to staff. In addressing teacher shortages, school divisions have few options. Traditionally divisions have significantly increased class sizes, scheduled classes to be taught by substitute teachers, or outsourced teaching assignments to 3rd party contractors. All of these options come with sacrifices to the student experience and quality of educational program. The FOCUS program seeks to address the same problem in a way that provides a comparable or better student educational experience. Rather than provide a stopgap solution with compromised student outcomes, CCPS acknowledges that teacher shortages are potentially a medium to long term challenge. We also acknowledge that high demand teachers are marketable, recognize their value in the workplace, and have options. Knowing this, CCPS is expanding the geographic range in which to seek high quality teachers and creating a working environment that is flexible and responsive to the needs/preferences of teachers. In contrast to outsourcing teaching positions, CCPS is positioned to make all hiring decisions, ensure alignment to our instructional models, ensure accountability and oversee all aspects of the instructional experience. Additionally, the FOCUS program has created a pipeline and career ladder where unlicensed adults serving as virtual course facilitators are getting real classroom experience while partnered with a licensed teacher and working towards teacher licensure. When traditional means of recruiting and retaining high quality teachers still results in students without access to a qualified teacher, it is time to meet the challenge with new approaches. The CCPSOnline FOCUS program is an

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innovative initiative that has proven success in providing students in Chesterfield's traditionally hard to staff school with equitable access to high quality teachers.

Supplemental Materials:

Pictures (attached)