

Executive Limitation #4: Human Resources

The Superintendent shall not fail to recruit, select, retain, and appropriately compensate a highly qualified and diverse workforce that enables FCPS to deliver a world-class education to every student in an environment characterized by high staff morale. The Superintendent shall not fail to ensure employees are able to work in a collaborative manner towards achieving the Division's Strategic Plan goals, that they have avenues for providing input and feedback, and that they receive relevant professional learning to support their performance and growth.



The Superintendent shall not fail to:

1. Create a working environment and culture that consistently:
 - a. Values employee talent and expertise and ensures all are treated with dignity and respect;
 - b. Establishes an atmosphere of openness, civility, and responsiveness that is conducive to teaching and learning;
 - c. Seeks staff participation in decision-making, considers various viewpoints and reasoned dissent in order to achieve sound decision-making;
 - d. Treats all staff members in a fair, impartial, and balanced manner and provides for the timely and effective handling of complaints and appropriate due process.
2. Implement policies and develop regulations that:
 - a. Establish and communicate clear personnel rules, procedures, and accommodation protocols, and provide staff with an opportunity to become familiar with their rights and responsibilities under Division policy;
 - b. Maintain favorable working conditions to promote high morale;
 - c. Protect against discrimination, harassment, retaliation, or other mistreatment;
 - d. Adhere to all state and federal code and other legal requirements and align to industry best practices.
3. Recruit, develop, and retain a highly qualified and diverse workforce by:
 - a. Developing and maintaining fair and competitive compensation and benefit packages that attract and retain the highest quality employees, and consider the regional living wage;
 - b. Ensuring all staff members are prepared to perform the responsibilities assigned to them;
 - c. Mandating background inquiries and checks prior to hiring or approving any paid personnel or applicable volunteers;
 - d. Making progress towards employing a workforce that reflects the diversity of FCPS students and families;
 - e. Implementing a plan for leadership development and succession planning to ensure leadership continuity within the Division.
4. Evaluate all employee performance with a process that is fair, consistent, regular, and aligned with state regulations and FCPS policies and regulations.
5. Provide effective and efficient professional learning and training for all staff members to ensure they are able to perform the tasks assigned to them and to increase individual and team performance.

Superintendent's Interpretation:

This Executive Limitation calls on the Superintendent to recruit, select, retain, and appropriately compensate a highly qualified and diverse workforce that enables FCPS to deliver a world-class education to every student in an environment characterized by high staff morale.

I interpret this to mean that the Superintendent shall work in close collaboration with the Department of Human Resources in making sure that the Division actively recruits and selects the highest quality workforce for our diverse student body and community, while also ensuring appropriate and competitive compensation. Additionally, the Superintendent must ensure that the workforce receives the best and most relevant professional development and learning available to support their performance and growth.

The Superintendent must also ensure that all employees understand the Division's Strategic Plan goals and provide opportunities to work towards those goals in a collaborative manner. I also understand that it is the responsibility of the Superintendent to allow for staff to have avenues for providing feedback and input so that all employees feel heard and feel valued.

Further, I also interpret this Executive Limitation to mean that it is the responsibility of the Superintendent to direct the work of the Division so that organizational structures are in place to implement and monitor our progress in these areas and to share updates related to this progress with the Board on a regular basis.

Evidence of Compliance:

Certification:

I hereby present my monitoring report on Executive Limitation #4: Human Resource (EL-4) in accordance with the reporting schedule set forth in the Board calendar. I certify that the information contained in the report is true as of December 5, 2024 to the best of my knowledge, information, and belief.

Evidence of Compliance: December 5, 2024

At the time of this report, to the best of my knowledge, information, and belief, I have gathered information and evidence that I believe supports compliance with the Board's Executive Limitation associated with this topic. In particular, I share with the board the following information and indicators which I believe meets Executive Limitation #4.

Indicators Include, But Are Not Limited To, The Following:

- 1. Create a working environment and culture that consistently:**
 - a. Values employee talent and expertise and ensures all are treated with dignity and respect;**
 - b. Establishes an atmosphere of openness, civility, and responsiveness that is conducive to teaching and learning;**
 - c. Seeks staff participation in decision-making, considers various viewpoints and reasoned dissent in order to achieve sound decision-making;**
 - d. Treats all staff members in a fair, impartial, and balanced manner and provides for the timely and effective handling of complaints and appropriate due process.**

Newly Added or Updated Evidence:

- Human Resources (HR) has developed Key Performance Indicators (KPIs) that align with indicators related to this Executive Limitation in an effort to continuously improve the quality of information the Division shares with the Board in future monitoring and in informing projects and decisions. These KPIs have been translated into data dashboards, providing 14 data visuals that allow HR Leadership to keep the pulse of real time data and changes in trends.
- The Office of Labor Relations coordinated the representational election process for our three bargaining units. Two unions were elected to serve as the exclusive representatives for employees as outlined in the Collective Bargaining Resolution.
 - On July 18, 2024, the Fairfax County School Board certified the Fairfax Education Unions (FEU) as the exclusive representative for the Licensed Instructional and Operational Bargaining units at FCPS.
 - On October 24, 2024, the School Board certified the Fairfax County Federation of Principals, Supervisors, and Administrators (FCFPSA) as the exclusive representative for the Administrators and Supervisors bargaining unit.
- The Office of Professional Learning (OPL) and the Equity and Cultural Responsiveness Office (ECR) facilitate Affinity Groups to provide educators in FCPS with a safe place to build community and find support from educators with similar identities and backgrounds. Affinity Groups help support retention and promote diversity and inclusion. Affinity Groups are open to all employees, and currently include Asian Educators, Black Educators, Latino/Hispanic Educators, Middle Eastern Educators, Neurodivergent Educators, LGBTQIA+ Educators, and Aspiring Leaders of Color.
- A variety of employee recognition programs honor thousands of employees. Some of these recognition programs include, but are not limited to, FCPS CARES (rolling recognition program), Excellence Awards (annual), Outstanding Employee Awards (annual), and Retirement Ceremonies (annual).
 - The FCPS CARES program is an opportunity for parents, staff, and community members to recognize FCPS employees who go above and beyond to help others and show they care about their students, colleagues, and the community. All submissions are publicly posted to the FCPS CARES webpage and shared via other FCPS news outlets.
 - The FCPS CARES program received 1,705 nominations in FY 2024. Classroom teachers, support staff, and administrators have been further highlighted with the CARES of the Month program which showcases one recipient per region per month. Additional publicity is given on the FCPS public website, employee newsletters, and in News You Choose.
 - New this year is the FCPS CARES of the Quarter initiative. Business partners are sponsoring four \$500 cash awards to divisionwide CARES recipients, selected from CARES of the month winners. The Teacher Support Committee of Educate Fairfax, composed of local business partners, are supporting four winners per school year.
 - Excellence Awards celebrate the efforts and achievements of employees (individuals and teams) whose job performance produces exceptional results that support the mission and vision of FCPS. The Excellence Awards recognize multiple pathways to results by using nomination categories that are aligned with the FCPS Strategic Plan. The four award categories are Collaboration and Partnerships, Equity and Cultural Responsiveness, Innovation and Improvement, and Student Achievement and Success. In October 2024, 102 (out of 205 nominations) employees were recognized at the annual Excellence Awards for exceeding expectations in supporting the initiatives of the FCPS Strategic Plan. This included those who won for team and individual contributions. Each winner received a \$1,000 cash award.

- The FCPS Outstanding Employee Awards program continues to highlight the accomplishments of our staff at all levels. Schools and departments select school/local level winners for Outstanding Teacher, Outstanding New Teacher, Outstanding Principal, Outstanding Leader, Outstanding Operational Employee, and Outstanding Professional Employee. From there, employees advance through the pyramid, region, and finally divisionwide recognition. This program culminates with the FCPS Honors Ceremony in June.
- FCPS conducts an Employee Engagement Survey every two years to measure employee satisfaction and identify areas for improvement. The results of the latest survey, administered October 28 through November 15, 2024, will be analyzed to develop action plans for addressing any concerns and enhancing employee engagement. A summary of the findings and the planned actions will be shared with all employees in spring 2025. Workshops are conducted for principals and program managers where they receive and review their engagement survey results. Once the workshops are complete, the reports are posted to the Employee HUB by region, level, school, and department.
- An exit survey is provided to all contracted employees leaving the organization, both retirees and resignees. The survey contains VDOE predefined questions and aims to understand the factors influencing employees' decisions to leave FCPS. Insights from this survey support FCPS in continuously enhancing work conditions and strengthening staff engagement.
 - Beginning in October 2024, employee exit surveys are now administered through StaffConnect as part of the FCPS separation process in an effort to increase the response rate to 34% (in FY 2024). Prior to October 2024, the HR-2 Resignation Form was handled through a paper-copy submission, and therefore, it was challenging to obtain exit survey responses. It is anticipated that with the new electronic survey option, FCPS will receive more actionable exit survey data in the coming year.

Employee Exit Survey Response Rate	
	FY 2024
Number of exited employees*	2,753
Number of invitations delivered	2,229
Number of responses	747
Response rate	34%

*Only contracted employees are asked to participate in the exit survey.

- In September 2023, the HR Technology team, as part of the Office of Employee Services & Operations, launched StaffConnect, a single portal system through which applicants, employees, and retirees can request support from HR. The portal gives users 100% transparency about the process of their request, measures completion times, and monitors the team's success in serving our employees.
 - Human Resources and Finance departments are analyzing processing times to establish target turnaround times for each Submission Topic category in StaffConnect, as well as subject matter expertise needed to complete the requests. This will allow for improved efficiency and transparency in service delivery.

- As of November 2024, there are a total of 60 services that can be provided via StaffConnect. Below are key data points about the top 10 services by number of submissions from September 2023 through September 2024.

Key Services Available through StaffConnect (September 2023-September 2024)		
Submission Topic	Number of submissions	Avg. Time to Close
Benefits questions*	6,986	5 days
Benefits Forms submission*	3,146	10.3 days
Badge requests	2,519	3.5 days
Leaves and Disability question*	2,132	16.2 days
General HR question*	1,854	0.7 days
Time and Attendance question*	1,634	0.8 days
Job Application question	1,589	0.5 days
Salary question	959	1.7 days
Family Medical Leave (FMLA) request*	703	34.2 days
FCPS Cares submission*	790	Closed at the end of each month

*Incident type was not live for the entire year.

- Human Resources has been working to improve the employee experience by mapping and optimizing key processes, including onboarding, offboarding, performance evaluations, (re)classifications, and hiring. Since March 2024, three onboarding workflows have been optimized, targeting (1) contracted employees, (2) hourly employees, and (3) independent contractors.
 - The optimization included creating consistent and clear messaging about necessary actions for completion, eliminating unnecessary steps, enabling automatically triggered reminders for individuals 'stuck' in the process, and better integration into other systems for improved tracking of phase completion, allowing for continuous workflow improvement.
 - The most significant benefits of these optimizations have been time savings of 41.4 days for contracted employees and 9.4 days for hourly new hires. Please see the table below for more data on the first two processes; data for the third process is not yet available.

Onboarding Optimizations in FY 2025				
Workflows optimized	Phase	# of Candidates	Days to Onboard	Improvement
Contracted New Hires	Pre-Optimization (1/1/24 - 4/22/24)	540	64.1 days	41.4 days saved
	Post Optimization (4/23/24 - 10/29/24)	1,370	22.7 days	
Hourly New Hires	Pre-Optimization (3/28/24 - 10/6/24)	1,860	18.8 days	9.4 days saved
	Post Optimization (10/7/24-10/29/24)	92	9.4 days	

Note: data for independent contractor process is not yet available

- To further improve the new hire experience, the HR Client Services team introduced a fully-remote onboarding option for contracted employees in September 2024.
- Overall, the team accompanied 9,294 new hires through the onboarding process from January 2024 through October 2024 and will have served a total of 10,537 new hires by the end of December for the calendar year 2024, a 2% increase year-over-year. The split of workflows is provided below.

Employee Onboarding					
New Hire Type	January - December 2022 (actual)	January - December 2023 (actual)	January - October 2024 (actual)	January - December 2024 (forecast)	% Change from 2023 to 2024 forecast
Contracted	1,975	1,984	1,910	2,061	+4%
Hourly	2,461	2,635	1,952	2,258	-14%
Independent Contractors	409	497	478	532	+7%
Other (including Transportation, Volunteers, International Teachers, etc)	5,920	5,245	4,954	5,686	+8%
Grand Total	10,765	10,361	9,294	10,537	+2%

- Red Rover, the substitute management system launched in December 2023, has improved the school-to-substitute communication process. The number of requests for this year has risen over the number of requests from last year. For the 49 days represented in SY 2024-25 (August - October), the teacher-specific fill rate increased by 47 of the 49 days.

Substitute Fill Rate		
	Prior to Red Rover August 2023 - December 2023	Since Red Rover Launch August 2024 - October 2024
Number of total assignments	125,353	80,652
Number of filled assignments	100,830	69,862
Fill rate	80.44%	86.62%

- The Red Rover system was adapted for use by summer school programs for the first time in 2024, resulting in a 93% fill rate. This increased efficiencies for teachers, summer school site directors, and time and attendance processors.
- Additional enhancements have been made to the substitute teacher program to increase the number of qualified candidates and to provide consistent classroom support for our students through site-based substitutes.

FCPS Site-Based Substitutes		
	SY 2023-24	SY 2024-25
Number of site-based substitutes	238	240*
Number of schools with site-based substitutes	104	107

*At the time of this report, 224 site based subs were hired; 16 vacancies being actively recruited

- In FY 2025, HR will continue its multi-year implementation of the Human Capital Management Project (HCM).
 - Since April 2024, more than 100 staff members have been involved in the mobilization and discovery phase (Phase 1). This phase encompasses seven workstreams, including Core HR, Payroll, Time & Labor, Benefits, Technical, Absence management, and Compensation.
 - The team has been working on articulating and solving almost 1,000 requirements for Phase 1, which includes 135 integrations, 465 reports, and 280 conversions that need to be assessed, analyzed, and rebuilt in order for Phase 1 to go live (expected December 2025). The team is tracking over 1,000 decisions and actions, with 350 closed out at the time of this report.

Continuing Evidence:

- FCPS is committed to fostering a work environment and workplace culture that consistently values employee talent and expertise and ensures all are treated with dignity and respect.
 - In FY 2024, hiring practices were updated to remove the experience cap for newly hired teachers and FCPS now allows experience credit for prior military service.
 - Some of the employee recognition programs include, but are not limited to:
 - The We Honor You annual event provides an opportunity to honor FCPS retirees for their years of service at FCPS. The Service Awards program provides employees with multiples of 5 years of service a certificate and a recognition item (currently a badge holder and lanyard).
 - The Employee Recognition team submits nominations on behalf of FCPS to external awards as well, such as The Washington Post Teacher of the Year and Virginia Teacher of the Year.
- FCPS promotes a collaborative atmosphere of open communication and responsiveness by meeting with internal and external stakeholders.
- The Department of Human Resources has developed an infrastructure to introduce and support Collective Bargaining. This includes but is not limited to:
 - providing one-on-one support to principals, program managers, and union representatives
 - guidance on access to FCPS facilities, visitor expectations, and coordination of union campaign activities at FCPS facilities
 - maintaining resources on the Employee Hub for employees, such as training materials and videos, best practices guides, solutions to reduce operational impact during the process, employee engagement guidelines, and bargaining unit composition lists.
- FCPS actively seeks staff participation in decision-making and considers all perspectives. Examples of recent surveys include, but are not limited to:
 - VDOE School Climate and Working Conditions Survey: Classroom teachers and staff in high schools (grades 9-12) are surveyed every other year, in even years (e.g., 2024). Secondary school staff (grades 7-12) are surveyed alongside high schools. Elementary (PK-5) and middle school (6-8) staff are surveyed in odd years. The VDOE coordinates the Teacher/Staff Survey of Climate and Working Conditions, typically administered in mid-January or mid-February.
 - Principal Evaluation Survey: The Principal Evaluation Survey is administered in the spring to staff and parents/guardians at schools with principals undergoing evaluation. The feedback helps principals and regional leaders identify strengths, areas for improvement, and challenges, guiding decisions for the following school year.
- All employees are guaranteed fair, impartial, and balanced treatment, with a system ensuring timely, effective complaint resolution and adherence to due process.
 - The FCPS Office of the Ombuds helps resolve issues that affect student learning or the school/work environment by serving as an independent, confidential resource for students, families, community members, and employees who are seeking informal help to answer questions, resolve concerns, and voice complaints regarding FCPS matters.
 - The Office of Employee Relations (OER) oversees and resolves complaints of staff discrimination and bullying.

2. Implement policies and develop regulations that:

- a. Establish and communicate clear personnel rules, procedures, and accommodation protocols, and provide staff with an opportunity to become familiar with their rights and responsibilities under Division policy;
- b. Maintain favorable working conditions to promote high morale;
- c. Protect against discrimination, harassment, retaliation, or other mistreatment;
- d. Adhere to all state and federal codes and other legal requirements and align to industry best practices.

Newly Added or Updated Evidence:

- In July 2023, FCPS began the process of re-fingerprinting employees hired prior to 2006 in order to store all employee fingerprints digitally and conduct routine background checks. As of October 2024, 90.5% of all necessary fingerprints have been completed with plans in place to capture the remaining fingerprints before the end of the school year.
- On July 1, 2024, FCPS implemented its new [Paid Parental Leave \(PPL\) program](#). Through this new program, eligible employees can receive 8 weeks of paid leave for childbirth, adoption, or foster placement of a child. PPL will coordinate with Family and Medical Leave Act (FMLA) to provide employees with paid time off.
- Several FCPS regulations and notices related to HR have been updated since the last Executive Limitation #4 presentation in May 2024 to better align with our current organizational needs and with federal and state codes, including, but not limited to, the following:
 - [Regulation 4440: Performance Assessments and Evaluations](#) (Effective May 22, 2024)
 - [Regulation 4612: Salary and Schedule Guidelines](#) (Effective July 1, 2024)
 - [Notice 4650: Salary Supplements](#) (Effective July 1, 2024)

Continuing Evidence:

- Comprehensive personnel procedures are communicated to staff.
 - Human Resources policies, notices, and regulations are posted to the [FCPS public webpage](#).
 - The Department of Human Resources uses weekly Employee News emails, Infograms, and Actiongrams to communicate with FCPS employees and share relevant updates. In addition, all employees are able to access personal information, including employee contracts, at any time via UConnect (an internal HR web portal for employees).
 - Salary Services sends automated salary notifications for new hires, rehires, and employees moving from hourly to contracts to proactively inform about salary changes. These additional notifications ensure consistent communication and help increase pay accuracy by involving employees ahead of time and providing guidance on actions in case information seems incorrect.
 - Employees and applicants can access additional information about [ADA Accommodations](#) and resources in FCPS. Information and requests for [Sign Language Interpreter Accommodations](#) are also available to employees and job applicants.
- An [Employee Wellness Program](#) provides all FCPS staff with wellness initiatives, support, and resources to enhance their overall health and wellbeing. These programs include, but are not limited to, an employee wellness incentive program, [employee assistance program](#) (EAP), employee flu shot program, gym and fitness discounts, Wellbeats wellness platform, lactation support program, wellness talks, workshops, and webinars.

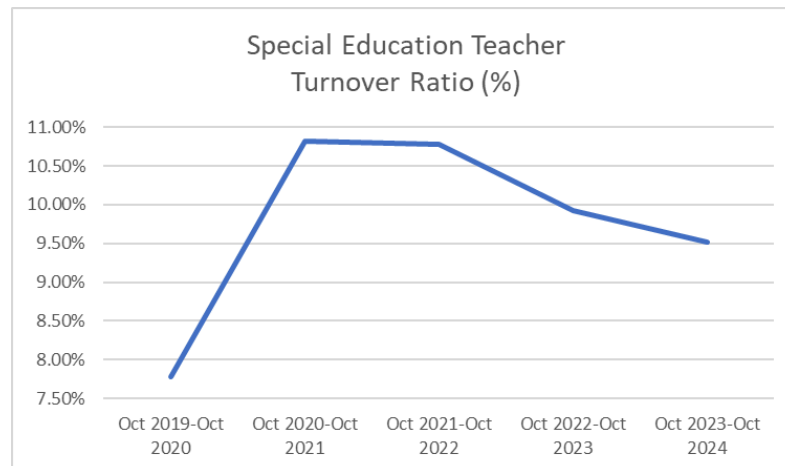
- FCPS has implemented policies and established regulations that safeguard employees against discrimination, harassment, retaliation, or any other form of mistreatment.
 - Employees can file complaints using various methods, including StaffConnect or calling HR personnel, who will enter the information into StaffConnect. Employees can submit complaints in their primary language.
 - OER has integrated discrimination and misconduct investigators to improve efficiency and ensure consistency in processes.
 - Developed tracking and reporting guidelines for religious and ADA accommodation requests, which can now be made through StaffConnect.
- FCPS is committed to complying with federal, state, and district codes and best practices in human resources.
 - FCPS regulations and notices related to HR are updated as needed to better align with our current organizational needs and with federal and state codes.
 - Internal HR professional development resources are provided to department employees on current industry models, standards, and best practices. These webinars cover various HR topics, including compensation and classification, talent acquisition and recruiting, employee engagement, and more. All HR employees are required to complete 15 hours of industry-related professional development in addition to the FCPS professional development requirements.
- In March 2024, the HR Technology team began a multi-year implementation plan of the Human Capital Management (HCM) project. The new Oracle Mega suite will replace all legacy systems and will thereby allow FCPS to automate and simplify business processes, elevate employee experience and engagement, and provide better access to data and information for performing analytics, highlighting trends, and making business decisions.
 - There are three main project phases:
 - Payroll and HR (Phase 1, approximately 18 months)
 - Recruitment and Talent (Phase 2, approximately 12 months)
 - Learning and Professional Development (Phase 3, approximately 12 months)
- The Division issues appropriate teacher contracts, athletic coaches, and extra-duty contracts in accordance with the Code of Virginia and the Virginia Board of Education.
- The Office of Employee Services & Operations creates a monthly separation report that is presented to the School Board. These updates improve visibility and transparency regarding separation data. Enhancements include usage of diagrams, the data break-out into employee groups, and the provision of comparisons of separations to our active population.

3. Recruit, develop, and retain a highly qualified and diverse workforce by:

- a. Developing and maintaining fair and competitive compensation and benefit packages that attract and retain the highest quality employees, and consider the regional living wage;**
- b. Ensuring all staff members are prepared to perform the responsibilities assigned to them;**
- c. Mandating background inquiries and checks prior to hiring or approving any paid personnel or applicable volunteers;**
- d. Making progress towards employing a workforce that reflects the diversity of FCPS students and families;**
- e. Implementing a plan for leadership development and succession planning to ensure leadership continuity within the Division.**

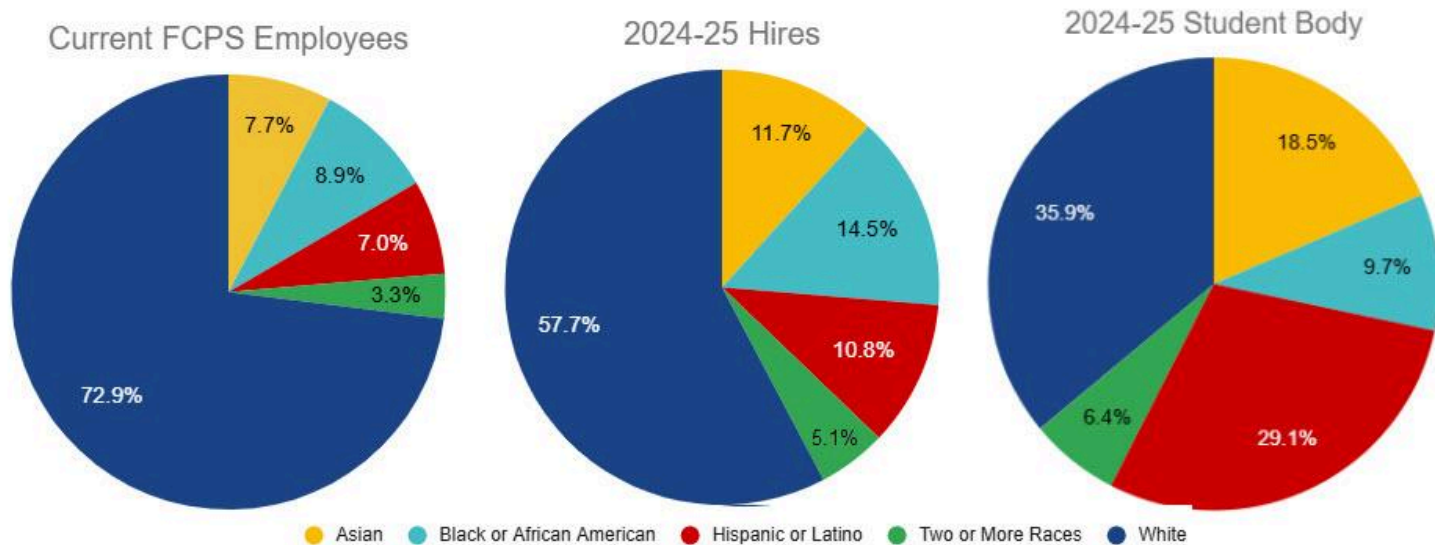
Newly Added or Updated Evidence:

- Before July 1, 2024, internal promotions were calculated with a standard 10% salary increase. Starting on July 1, 2024, employees receiving promotions are eligible for either the standard 10% increase or placement based on relevant experience, whichever is higher. The updated [Regulation 4612: Salary Schedules and Guidelines](#) ensures that employees are compensated fairly for their experience and contributions to the Division.
- In July 2024, school-based administrators and central office leaders participated in Leadership Kickoff Week. The week-long programming includes a Divisionwide kickoff message from the Superintendent, professional development and technical trainings applicable for the upcoming school year, Region and Department kickoffs, as well as required and choice breakout sessions.
- In response to the national bus driver shortage, FCPS placed a strategic focus on the recruitment and retention for bus drivers. Significant changes were made to improve compensation, including merging the Bus Driver I/II roles and raising both the minimum and maximum salaries. This approach has resulted in a 247% increase in applicants in 2022 compared to the previous year and has consistently exceeded pre-pandemic applicant numbers for the past three years.
- Special Education teacher turnover rates were highest during and right after the pandemic. The turnover rate has declined over the past three years.



- An updated Strategic Recruitment Plan is being developed for the 2025-26 hiring season, which focuses on expanding pathways to the teaching profession. The plan is being finalized to include but is not limited to the following highlights:
 - Issuing one-year local teaching licenses allows eligible individuals to work as licensed teachers for one school year while meeting the remaining licensure requirements.
 - Updating job descriptions to reduce restrictive language and to decrease minimum experience requirements, allowing for more qualified applicants.
 - Adding a second cohort of over 100 Participate Learning Ambassador Teachers which began in August 2024. Plans are in place to continue this program next year, adding a third cohort. FCPS anticipates adding Ambassador Teachers from Korea as part of our partnership with Participate Learning.
 - Identifying priorities to hire employees on H1B visas.
 - Acquiring new technology tools for recruitment will allow FCPS to advertise more broadly to potential employees outside the organization.

- Current data shows the Division has recovered some of the ground lost post-pandemic in teacher recruitment and retention and has also continued to move toward a more racially and ethnically representative teacher workforce.
 - For the first time in four years, the year-to-year teacher retention rate exceeded 90% in 2024, with the Division retaining almost 400 more teachers in 2024 than in 2023.
 - Even as FCPS lost fewer teachers, the Division also hired more. With just over 2,000 teacher hires between the fall of 2023 and the fall of 2024, this is the most teachers hired in the last six years.
- The pie charts below show the diversity of current school-based administrators, teachers, and IAs and new hires for SY 2024-25 as compared to our student body.



Note: percentages do not add to 100% as two groups are less than one percent and are not shown (American Indian or Alaska Native and Native Hawaiian or Pacific Islander)

Employee Demographics: Teachers							
Demographic	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
% White	79.9%	79.2%	78.5%	77.3%	76.1%	74.9%	72.9%
% Two or More Races	2.4%	2.5%	2.6%	2.7%	2.9%	3.1%	3.3%
% Asian	5.4%	5.7%	5.9%	6.4%	6.7%	7.0%	7.7%
% Black or African American	7.5%	7.7%	7.8%	8.0%	8.3%	8.4%	8.9%
% Hispanic or Latino	4.6%	4.8%	5.0%	5.4%	5.8%	6.4%	7.0%
% Hawaiian or Pacific Islander	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
% American Indian or Alaskan Native	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%

Employee Demographics: Assistant Principals							
Demographic	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
% White	76.1%	75.3%	74.5%	73.2%	71.8%	73.0%	73.4%
% Two or More Races	0.6%	0.6%	1.0%	1.2%	1.8%	2.1%	1.9%
% Asian	3.4%	3.4%	3.1%	3.1%	3.0%	3.1%	3.4%
% Black or African American	16.3%	16.8%	17.4%	18.4%	19.2%	18.1%	17.4%
% Hispanic or Latino	3.4%	3.6%	3.8%	3.9%	4.2%	3.7%	3.9%
% Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% American Indian or Alaskan Native	0.2%	0.2%	0.2%	0.2%	0.0%	0.0%	0.0%

Employee Demographics: Principals							
Demographic	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
% White	76.8%	77.0%	77.8%	76.5%	73.5%	69.2%	69.9%
% Two or More Races	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%
% Asian	3.1%	3.1%	3.5%	2.5%	2.5%	3.5%	3.1%
% Black or African American	16.0%	16.3%	15.2%	17.0%	19.5%	21.2%	20.4%
% Hispanic or Latino	2.6%	2.0%	2.0%	2.5%	2.5%	4.0%	4.6%
% Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% American Indian or Alaskan Native	0.0%	0.0%	0.0%	0.0%	0.5%	0.5%	0.5%

- The Office of Talent Acquisition has taken steps to diversify the FCPS applicant pool, including, but not limited to:
 - Attending job fairs hosted by Minority Serving Institutions (MSI) to include Hispanic Serving Institutions (HSI), Asian American and Native American Pacific Islander Serving Institution (AANAPISI), Historically Black Colleges and Universities (HBCU), diverse institutions, and community-based or professional associations.
 - The recruitment team has attended over 90 recruitment events and job fairs since January 2024 of which many are sponsored by institutions and organizations that identify as MSI.
 - FCPS representatives attended the Hispanic Association of Colleges and Universities (HACU) Conference in November of 2024, with additional efforts planned.

- HR is in the planning stages of Spring recruitment when additional opportunities will be available to recruit at MSI institutions such as:
 - Hispanic Association of Colleges and Universities (HACU)
 - National Alliance of Black School Educators (NABSE)
 - American Council on the Teaching of Foreign Language (ACTFL)
 - National Association of Bilingual Educators (NABE) - February 2025
 - HBCU Career Development Marketplace
 - Asian Educators Alliance Conference - April 2025 in Atlanta, GA
- The FCPS recruitment office serves on a variety of university advisory boards and initiatives including:
 - Howard University's Teacher Education Advisory Council (TEAC)
 - Virginia State University College of Education Dean's Advisory Council
 - Virginia State University College of Education Teaching & Learning Advisory Board
 - George Mason University Professional Development Schools (PDS) Program Advisory Group
 - Liberty University School of Education Global Advisory Council (GAC)
 - Shenandoah University Advisory Council for Teacher Education
 - Bowie State University
 - Black Male Teacher Initiative Consortium | Bowie State
 - Bowie Black Male Educators and Leaders Alliance | Bowie State
- FCPS has also increased recruitment efforts of Military-Connected Families and is a [Virginia Values Veterans](#) (V3) Employer, which receives leads and military spouse inquiries for assistance with the hiring process and provides direct access to a recruitment team for military connected spouses and veterans. FCPS continues to participate in Hire Vets Now Job Fairs at Fort Belvoir as well as participate in regional military focused fairs and events. FCPS has continued targeted recruitment ads in jurisdictions and regions with military bases and installations.
- FCPS has increased the number of teachers in its International Partnership programs since last year.

Participate Learning	
Ambassador Teachers who began in SY 2024-25	101
Ambassador Teachers who began in SY 2023-24	29

- Beginning June 2024, the Office of Talent Acquisition began using [Verifent](#) to verify new employees' prior experience. This does not replace reference checks for potential hires. At the time of the report, over 2,000 Verifent requests have been sent to previous employers.
 - Employee Services and Operations implemented Verifent on June 13, 2024, to serve our current and previous employees with commercial verifications (e.g., loans, rental agency) and employment verifications for exited employees.
 - Implementing Verifent reduced response time for commercial verifications from 3 to 5 business days to less than an hour turnaround time.
 - Since implementation, 531 commercial verifications have been provided to verifiers.
- The [FY 2025 Approved Budget](#) focused on competitive employee compensation to assist with recruitment and retention. It included:
 - A 4% market scale adjustment for all employees in July 2024.
 - Additional extra-duty stipends are funded for music, theatre, drumline, and color guard roles.
 - Athletic stipends were added to provide boys volleyball and girls wrestling at the high school level.

- 5.0 positions added to support the second year of a five-year plan to provide one additional athletic trainer at each of the 25 high schools.
- Existing funding was used to establish 37.6 positions, including a dedicated Family Liaison position at 42 school sites and a Family Engagement Region Representative for Region 6.
- All County Central Office Meetings and All County Central Office Director Meetings have returned for SY 2024-25. These groups will meet four times during the year and are designed to mirror content from the All County Principals Meeting (ACPM) to achieve organizational coherence.
- With the hiring of administrators no longer predictably cyclical and occurring throughout the year, FCPS is moving to a module-based approach for administrator induction. This shift ensures that every administrator receives clear guidance and support on the expectations of their role, consistent across the Division and not dependent on the region or time of year they are hired. The standardized curriculum aims to provide all school-based administrators (SBAs) with the most up-to-date and essential knowledge and skills required for and evaluated in their roles, ensuring consistency and coherence across the District. The program will include 8-10 modules that SBAs must complete within two years, offering flexibility and relevance to various roles. Half-day sessions, led collaboratively by the Leadership Development Team along with Region and Department leaders, will allow for in-depth learning and specialization, catering to the specific needs of Principals, Assistant Principals, Directors of Student Services, and Directors of Student Activities. This restructuring enhances leadership development by providing a foundational understanding of critical topics, promoting professional growth, and ensuring all SBAs receive consistent and relevant training around knowledge and skills expected by the Division for their respective roles.

Continuing Evidence:

- Attracting and maintaining a highly qualified workforce remains a priority in FCPS as the Division continues to develop and maintain fair and competitive compensation and benefits packages for all employees.
 - FCPS offers a competitive and comprehensive [benefits package](#).
 - To ensure competitive pay and attract talent, the Classification & Compensation team advances the Divisions classification and compensation goals by contributing to fair, equitable, and consistent pay practices, aligning with best practices of local comparators, and ensuring regular updates to job descriptions while maintaining equitable and competitive salaries. In particular, during FY 2024, the team:
 - Conducted annual benchmarking (100 positions annually) which contributes to fair and consistent salary scale recommendations during the budgetary cycle.
 - Implemented a new 5-year plan for cyclical reviews of all 950 district jobs to proactively address classification review requests. The first year of this review cycle examined 17 school-based technical and support positions, covering over 4,900 FTEs; resulting in 5 upgrades, including retitles, and consolidation of the finance technician career ladder.
 - Renamed all FCPS Coordinators as Senior Managers to help recruitment efforts by better reflecting the job's accountability and responsibility in the title.
- Regular updates on recruitment efforts and initiatives are provided to the Superintendent and the School Board in weekly updates.
- FCPS offers quality teaching experiences to over 500 pre-service teachers in training each year, including field experience placement students. We continue to strengthen our partnerships with colleges and universities to nurture the professional growth of the next generation of teachers and to provide quality learning experiences for the children in our schools.

- The Department of Education awarded FCPS the [School-Based Mental Health \(SBMH\) grant](#) that focuses on enhancing, hiring, and retaining school-based mental health staff such as school social workers, psychologists, and counselors. This grant has enabled FCPS to:
 - Establish strategies and initiatives to support recruitment and retention programs related to the SBMH grant using grant funding.
 - Identify and increase SBMH recruitment efforts through conferences, job fairs, and job boards. From July 2024 - October 2024, the grant enabled SBMH staff to attend 8 additional conferences and job fairs related to school social workers, psychologists, and counselors.
 - Improve retention efforts to include covering fees for VA licensure initial application and renewals, organizational membership fees, and monetary incentives (e.g., hiring bonuses, retention, mentor and intern supervisor stipends).

School-Based Mental Health (SBMH) Grant Retention Efforts		
	SY 2023-24	SY 2024-25
SBMH providers receiving Hiring Bonus	126	110
SBMH providers receiving Retention Stipend	38	873
SBMH interns receiving Internship Stipend	21	36

- The Classification & Compensation team completed the project to retitle coordinators to different levels of Senior Managers between December and May 1, 2024. This change clarified the duties and responsibilities of these roles, particularly when compared to entities outside of FCPS, in order to improve recruitment efforts. This project impacted 250 positions currently in FCPS.
 - FCPS continues to advocate with the Fairfax County Department of Housing and Community Development for more opportunities for FCPS teachers to enroll in the [affordable housing list](#) to help improve recruiting efforts.
- By providing clear job descriptions, thorough onboarding programs, and fostering strong organizational alignment, FCPS equips employees for success in their roles.
 - The Classification & Compensation team updates job descriptions to ensure that they accurately reflect the job's duty and responsibilities.
 - In an ongoing commitment to student safety and fostering a secure learning environment, FCPS mandates background inquiries and checks for all paid personnel and volunteers.
 - [Regulation 4116:Employee Background Checks and Required Disclosure for Criminal Charges](#) establishes procedures for pre-employment and ongoing background checks for employees and the requirement of employees to self-report and disclose criminal charges, convictions, and pleas.
 - In compliance with [Regulation 4119: Background Checks Volunteers and Mentors](#), Client Services continues to conduct fingerprinting and background checks for individuals over the age of 18 serving as mentors, volunteers who will have frequent or regular contact in-person or virtually with children, interns, student teachers, field placements, and host parents.
 - [Participate Learning](#) fosters a diverse workforce and creates differentiated, culturally responsive learning environments for students.

- A comprehensive approach to career growth through leadership development creates a strong pipeline for future leaders in FCPS. These programs include, but are not limited to:

Instructional Leaders

- Compass Courses: Year-round professional learning opportunities for administrators, central office program managers and teacher leaders within FCPS.
- Supporting the Mission: Supporting the Mission is a year-long cohort designed to familiarize participants with the mission and goals of each department within FCPS and includes the opportunity for participants to work collaboratively in developing a proposed solution to a real inequity problem of practice. This program is open to central office and school-based teacher leaders and administrators as well as Schedule B and C operational employees.

Aspiring School-Based Administrators

- Educational Leadership University Cohorts: The Education Leadership Cohort Program is a collaborative program between FCPS and two local universities (University of Virginia and George Mason University) to develop potential education leaders who are highly skilled and well-prepared to fill administrative leadership vacancies in FCPS. The Education Leadership program is an approved masters degree program by the VDOE to include an internship along with the required School Leaders Licensure Assessment (SLLA) examination, and fulfills the VDOE requirements for licensure in Administration and Supervision PreK-12.
- Accelerated Certification Cohort (ACC): The Accelerated Certification Cohort (ACC) enrolls motivated and experienced FCPS teachers and central office leaders to work toward a Virginia license in education administration. The program is managed in collaboration with the University of Virginia and the selection process is highly competitive.
- Aspiring Assistant Principal Cohort: The purpose of this cohort is to prepare high potential leaders for the assistant principal role. The Aspiring Assistant Principal program is a cohort style learning experience that equips participants with the knowledge and skills necessary to lead with confidence and build their network as they prepare to be a school-based administrator.

School-Based Administrator Induction

- School-Based Administrator Induction Program (SBAIP I & II): The School-Based Administrator Induction Program (SBAIP) is designed to support new school administrators in their first two years of service in the position. Essential information about school leadership is presented to support the learning of new assistant principals, directors of student services, and directors of student activities. To better support School-Based Administrators (SBAs) with learning, skills, and resources needed for success in their roles, the Office of Professional Learning has partnered with the Departments of Human Resources, Financial Services, Instructional and Special Services to provide a variety of virtual technical training sessions that are foundational to the success for SBAs.

School-Based Administrators: Years Three - Five

- School-Based Administrators: Years Three - Five is an optional learning experience for school-based administrators in their third, fourth, and fifth years of service. These sessions will provide a unique opportunity to network with peers and experienced SBAs, engage in thought-provoking discussions, and address common challenges.

Aspiring Principal Academy

- Aspiring Principal Academy: The purpose of the Aspiring Principal Academy is to prepare veteran high potential assistant principals, directors of student services, and directors of student activities for the principal role. The program equips participants with the knowledge and skills necessary to lead with confidence and build their network as they prepare for the principalship.

Principal Induction

- Principal Induction Program (PIP I & II): The two-year Principal Induction Program (PIP) is designed to meet the immediate informational and leadership needs of new principals as well as experienced principals who are new to their schools. To better support principals with learning, skills, and resources needed for success in their roles, the Office of Professional Learning has partnered with the Departments of Human Resources, Financial Services, Instructional and Special Services to provide a variety of virtual technical training sessions that are foundational to the success of principals.

Principals: Years Three - Five

- Principals: Years Three - Five is an optional learning experience for principals in their third, fourth, and fifth years of service. These sessions offer a unique opportunity to network with peers and experienced principals, engage in thought-provoking discussions, and address common challenges.

Leading the Mission

- Leading the Mission (LTM) is a leadership cohort designed for experienced principals in years 6+. Leading the Mission broadens principals' horizons by preparing them to be systems leaders beyond their current school focus (mentors to other leaders, central office roles, region leadership roles, etc.).

Operational Employees & Leaders

- Seven Competencies Strong (formerly called Supporting Success): This cohort program for Schedule A operational employees supports budding leadership skills with participants' strengths in mind.
- Operation FLEx: The purpose of Operational FLEx (Foundational Leadership Expectations) is to support the growth and development of operational leaders' adaptive leadership skills to increase their confidence in managing teams and leading change, which is inherent in their work. FLEx is also intended to increase employee engagement and retention among operational staff by supporting the growth of adaptive leadership skills among Schedule B & C leaders with direct reports.
- FCPS-Fairfax County Government Middle Managers' Roundtable (MMRT): The Collaborative Middle Managers' Roundtable (MMRT) is a program for middle managers (school-based administrators such as assistant principals, directors of student services, and directors of student activities and central office leaders such as managers and senior managers) sponsored by FCPS and the Fairfax County Government. This nine-month program provides skill development in critical thinking, management, and leadership.

All-County Administrator Meetings

- Leadership Kickoff: The goals of the Leadership Kickoff are to:
 - Equip leaders with the necessary tools for the upcoming school year through informative presentations, peer-to-peer learning, and workshops.
 - Combine traditional administrator events with leadership development opportunities focused on operational and adaptive leadership skills.
 - Allow for a more tailored kickoff message and better addresses specific needs of participants.
 - Prior to summer 2024, these events happened throughout the summer at different times.
- All County Principal Meetings: During SY 2024-25, the outcomes of the monthly All County Principal Meetings are shared understanding among leaders of Divisionwide priorities, greater office alignment in implementing Divisionwide priorities, and increased leadership capacity among FCPS leaders with the goal of increased organizational coherence.

- All County School-Based Administrator Meetings: These meetings are for assistant principals, directors of student services (DSS), and directors of student activities (DSA). These three meetings during the year are designed to mirror content from ACPM with the goal of organizational coherence.

4. Evaluate all employee performance with a process that is fair, consistent, regular, and aligned with state regulations and FCPS policies and regulations.

Newly Added or Updated Evidence:

- In May 2024, [Regulation 4440: Performance Assessments and Evaluations](#) was revised to fully align the processes with state regulations and policies.
- A project manager for educational support in the Office of Employee Relations works directly with supervisors to support the successful completion of performance evaluations, including, but not limited to, helping new supervisors in writing clear performance evaluations, managing timeload of completing the evaluations, and navigating MyPDE for performance evaluations. This additional support has demonstrated an increase of performance evaluations completed over the last three school years.

Summative Evaluations Completed		
SY 2021-22	SY 2022-23	SY 2023-24
88%	93%	94%

- In our ongoing efforts to support teachers who receive a “Conditional Reappointment” recommendation on their performance evaluations, the Office of Employee Relations has expanded their Collaborator and Intervention Programs to offer teachers additional guidance and support to help them meet standards and goals. Actions taken include, but are not limited to:
 - Holding meetings and observations with conditional teachers to offer immediate feedback and necessary collaborative support.
 - Conducting Intervention Team initial, midpoint, and exit meetings allows positive relationships to be formed among teachers, collaborators, and evaluators.
 - Managing Colleague Assistance Program (CAP) requests to provide support throughout the school year.
 - Aiding in hiring additional collaborators and facilitating competitive pay for collaborators with other FCPS hourly employees.
 - Maintaining 24-hour response time to teachers, collaborators, or administrators within CAP/ITEAM programs throughout the school year.

Continuing Evidence:

- All FCPS employees undergo regular performance evaluations using a process that is fair, consistent, and compliant with state regulations and FCPS policies.
 - Per [Virginia Code 22.1-253.13:5](#), teacher, principal, and superintendent evaluations shall be consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents. Evaluations shall include student academic progress as a significant component and an overall summative rating. Teacher evaluations shall include regular observation and evidence that instruction is

aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities. Evaluations shall include an evaluation of cultural competency.

- The FCPS performance assessment process and evaluations are designed to provide all employees with increased opportunities for professional growth and development. This process is based on a supervisory cycle of reflection, observation, and discussion that leads to employee improvement. Employees are assessed from the beginning of service, and the results are reported regularly in an evaluation. Discussions regarding performance occur between the evaluator and the employee throughout the process. Employees have multiple opportunities to refine or enhance their skills.
- FCPS has completed revisions to its internal HR regulations to ensure full alignment with the VDOE performance standards model.
- A data dashboard communicates to the Department of Human Resources the specifics of employee performance evaluation completion rates so that supervisors can be prompted to complete evaluations in accordance with appropriate timelines.

5. Provide effective and efficient professional learning and training for all staff members to ensure they are able to perform the tasks assigned to them and to increase individual and team performance.

Newly Added or Updated Evidence:

- FCPS provides opportunities for teachers to meet state mandated and Division requirements such as the Virginia Literacy Act (VLA) and Evidence-Based Literacy Instruction.
- For SY 2024-25, 21 Novice Teacher Instructional Coach positions were refocused to work with teachers in their first three years of teaching, including teacher trainees and identified Participate Learning teachers.
- Improvements were made to required trainings for SY 2024-25. These include but are not limited to:
 - All required trainings were made available on July 1, 2024 in an effort to provide employees the opportunity to complete their trainings ahead of the official August 1, 2024 assignment date.
 - All required trainings were assigned up front on August 1, 2024, based on employee feedback. This also ensures improved compliance.
 - Many of the annually required asynchronous trainings include a pre-test option to show competency and have been reduced to 15 minutes in duration.
 - Some annual requirements are now satisfied via an acknowledgment/attestation of responsibility for the information.
 - An optional feedback survey has been attached to all required trainings to inform future improvements. For annually-required FCPS Professional Development in SY 2024-25, approximately 59,000 surveys were completed as of November 2024.
 - The completion rate for required professional development has increased since last school year
 - SY 2023-24 on November 12, 2023: 75.2%
 - SY 2024-25 on November 12, 2024: 92.4%

MyPDE Post-Completion Course Survey Results		
	FCPS created, annually required FCPS Professional Development courses	Annually required, FCPS created acknowledgments
Total Surveys Completed	48,261	2,268
Percent of Learners Agreed or Strongly Agreed that their courses were easy to navigate.	86.92%	85.88%
Percent of Learners Agreed or Strongly Agreed they were confident of the knowledge/skills learned in training	89.37%	86.38%
Percent of Learners Agreed or Strongly Agreed the content of their assigned trainings was relevant to their current work	98.14%	98.94%

Continuing Evidence:

- FCPS provides required training to ensure all state and local mandates are met.
 - Annual trainings required for most employees include, but are not limited to:
 - Cybersecurity Awareness
 - FERPA (every 2 years)
 - FCPS Trust Policy (acknowledgement)
 - ADA (for Employees or Managers)
 - Title IX Reporting Obligations for All PreK-12 Employees
 - Annual Background Check Acknowledgement (acknowledgement)
 - Anaphylaxis Awareness for FCPS Staff
 - FCPS - Reporting Child Abuse and Neglect
 - Understanding The Regulations Governing The Use Of Restraint and Seclusion (De-escalation Level 1)
 - School-Based Safety and Security Orientation
 - Seizure Training for School Personnel and Verification (every 2 years)
- FCPS employees have access to a variety of online learning platforms such as [MyPDE](#), [Academy Course Program](#), and [Coursera](#).
- A [National Board for Professional Teaching Standards certification support course](#) is designed to support candidates seeking National Board for Professional Teaching Standards (NBPTS) Certification. In this year-long course teachers unpack the standards and requirements to develop an online portfolio to be assessed by NBPTS.

- The Office of Professional Learning (OPL) works collaboratively across the Division to deliver effective professional development and comprehensive learning programs to ensure staff competency and growth in performing assigned tasks. These programs cultivate a culture of continuous learning that enhances both individual and team performance. These programs include, but are not limited to:
 - Great Beginnings: The Great Beginnings program is a comprehensive new teacher induction program. Its mission is to support and retain new FCPS teachers. The program includes division- and school-level supports for new teachers, their mentors, and their administrators. Program supports are differentiated for Special Education teachers, Teacher Trainees, brand new teachers, and teachers new to FCPS to ensure they have a deeper understanding of what they need to support their students.
 - Grow Your Own (GYO): The Grow Your Own program provides career growth opportunities to FCPS paraprofessionals and teachers (including teacher trainees) wishing to pursue a new career path in Special Education. The GYO program provides multiple points of entry and includes 50-50 tuition sharing through partnerships with George Mason University (GMU), James Madison University (JMU), and Northern Virginia Community College (NVCC) as well as enhanced wrap-around supports provided by FCPS, including cohort model professional development, special education instructional coaching support, and just-in-time training to support program members in the classroom. To date 166 employees have been accepted into the program and there is a success rate of over 90% (completed the program or are making appropriate progress to full licensure).
 - Teacher Trainee Initiative: The Teacher Trainee Initiative (formerly called the Teacher Residency Program) helps aspiring educators start teaching while finishing up the requirements to become fully licensed in Virginia. OPL supports Teacher Trainees by providing sub funding for the Teacher Trainee to attend monthly cohort professional development opportunities to learn, apply, and reflect on skills around classroom management and organization. Prioritized access to reimbursement of tuition costs (up to \$2,100 per year) for required licensure coursework and assessments is available to all Teacher Trainees through the Tuition Reimbursement program. Wrap around supports include access to additional mentoring through Great Beginnings.
 - Instructional Coaching: Instructional Coaches build and support educators to advance the achievement of all students and to close achievement gaps through improving teaching and learning by providing job-embedded professional learning and instruction support in the content areas.
 - Praxis Bootcamp: These sessions are focused on test-taking skills and content preparation for employees planning to take the required Praxis tests in pursuit of their educational licensure. It simultaneously supports the Grow Your Own and Teacher Trainee programs. Initial Praxis sessions provide participants with test-taking resources and strategies, while subject-specific sessions review important content and help participants feel prepared for their subject-area test.

- Academy Courses: The FCPS Academy Course Program provides a wide array of professional learning to contracted instructional staff, enhances knowledge and skills aligned with the Division's Strategic Plan, and supports the comprehensive professional development system serving to develop and retain a premier workforce in FCPS. Through coursework and/or successful completion of a microcredential, participants gain competencies and work toward professional goals and practices that positively impact student achievement. Academy course participants receive Academy credit(s) or recertification points upon successful completion. Academy courses contribute to professional growth and can be used for Virginia teaching licensure renewal and salary scale increases.
 - In support of [Regulation 3335: Advanced Academic Programs, Grades K-12](#), OPL provides a 12-credit Academy Courses Program to support educators wishing to obtain an FCPS endorsement in Advanced Academic Programs.