VCS & Kelly Education

The Why • The How • First-Quarter Results

A focused look at the transition approach and early impact on classroom coverage.

WHY
Strengthen coverage

HOW
Prepare and support

RESULTS
Measure the impact

HUMAN RESOURCES | NOVEMBER 2026

Why Volusia Pursued a Managed Model

The transition was designed to strengthen daily coverage while reducing operational burden on schools.

69,796

Annual absences

Teacher and paraprofessional absences before the transition.

86.5%

Overall fill rate

District fill rate before the transition.

65%

Same-day fill rate

A key opportunity for improvement.

Operational challenge

Classroom coverage

Consistent coverage across schools

School operations

Less daily scheduling burden

Substitute support

Training and reliable support

Instructional continuity

Doing what's best for kids

What the Managed Partnership Was Intended to Provide

District governance combined with Kelly Education operational support.

VCS RETAINS

- Program oversight and strategic direction
- SmartFind Express administration
- Principal authority over site-level lists
- Reduced HR and school secretary capacity

KELLY EDUCATION SUPPORTS

- Recruiting, onboarding, and scheduling support
- Payroll, benefits, compliance, and W-2 processing
- Substitute educator engagement and training
- Operational support for school-level coverage

Transition Principle:
Current substitute educators moved to Kelly Education with credentials grandfathered.

A Supported Summer Transition

The rollout centered on training, recruitment, and role clarity.

1

Condensed transition trainings

Summer sessions prepared teams for the new model.

2

Recruitment events

Multiple events built the substitute pipeline.

3

Role-specific school training

Training for clerical staff, principals, and APs.

4

Operational launch support

Launch support connected schools to the new model.

The transition combined preparation + recruitment + role clarity to support a smooth opening of schools.

More Demand Managed. Stronger Fill. Fewer Gaps.

Reported results cover August 3 through September 30, 2026, with year-over-year comparison through September 30.

18,990

Total jobs

6,176 more jobs than the 2025 comparison.

+48.2%

Demand growth

Jobs increased from 12,814 to 18,990.

93.3%

Reported fill rate

Up 5.7 points from 87.6%.

–20.0%

Unfilled jobs

Unfilled jobs fell from 1,595 to 1,276.

YEAR-OVER-YEAR JOB VOLUME



What the headline means

More jobs were managed while fill improved and unfilled jobs declined.

Coverage Improved Across Key Measures

Year-over-year results show gains in overall, middle-school, same-day, and teacher coverage.

MEASURE	2025		2026	CHANGE
Overall fill	87.6%	→	**93.3%**	+5.7 pts
Middle school fill	85.5%	→	**90.8%**	+5.3 pts
Same-day fill	65%	→	**82%**	+17.0 pts
Teacher fill	87.4%	→	**93%**	+5.6 pts

Paraprofessional coverage was added as a reported capability in 2026, reaching an 88.8% fill rate.

Strong Results in High-Need Coverage Areas

Vacancy, middle-school, teacher, and paraprofessional results show broad early impact.

96.9%

All vacancy jobs

7,626 filled • 246 unfilled

97.5%

Middle-school vacancies

1,480 filled • 38 unfilled

93%

Teacher jobs

9,219 filled • 747 unfilled

88.8%

Paraprofessional jobs

2,902 filled • 366 unfilled

MIDDLE-SCHOOL STORY

34.8% increase in reported job demand

4,249 total middle-school jobs

−14.2% fewer unfilled jobs year over year

A Promising First Quarter

Early data indicates the transition is supporting more coverage, greater responsiveness, and stronger school-level service.

MORE COVERAGE

18,990 total jobs managed, up 48.2% year over year.

STRONGER PERFORMANCE

93.3% overall reported fill, with 96.9% vacancy fill.

FASTER RESPONSE

82% reported same-day fill across absences and vacancies.

WHAT SCHOOLS ARE SAYING

“Amazing support”

“Quick responses”

“Available and easy to contact”

Bottom line: Volusia County Schools entered the year with a more supported substitute model and saw stronger reported coverage while managing substantially greater demand.