



TSPC 2021-2023 Budget Presentation

The Teacher Standards and Practices Commission (Commission) provides essential services to Oregon by ensuring that:

- Public school students' education is delivered by qualified and competent professional educators;
- Oregon universities' and colleges' educator licensure programs are held to high standards and provide evidence of effectiveness; and
- Oregon students are protected from educators who engage in misconduct.

Introduction

Agency Mission

To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.

TSPC Goals

The agency's budget focuses on the five highlighted goals below:

1. Establish high standards for educator preparation excellence and regularly review approved programs for delivery of adopted licensure standards.
2. Provide leadership for professional licensure standards including standards for: cultural inclusion; educator dispositions; and subject-matter competency.
3. To provide timely high quality services to licensees, higher education, and the public.
4. Maintain and develop clear, concise and easy to understand administrative rules.

5. Establish high standards for educator professional conduct and regularly communicate those standards to the field.

The agency has developed the following strategic planning items to further goal attainment:

1. Agency Operations:
 - a. Improve agency relations and support of external partners.
 - b. Institute a culture of continuous improvement across all agency units and operations to improve agency efficiency in meeting the needs of Oregon’s public school students, educators, schools, and districts.
2. Licensure:
 - a. Contribute to the recruitment, development, and success of Oregon’s professional workforce.
 - b. Improve customer service provided by the agency staff.
 - c. Meet Key Performance Measures (KPMs) related to licensure customer service.
 - d. Streamline and automate licensing application and processing systems. Implement second phase of the eLicensing system.
3. Approval of Preparation Providers:
 - a. Continue implementation of national accreditation and Oregon-specific standards for all Oregon Educator Preparation Programs (EPP) that ensure quality educators in classrooms and schools.
 - b. Reduce barriers to entry into the educator workforce and increase the diversity of teachers, administrators, and licensed support providers to provide improved learning opportunities for students and retention of educators of culturally and linguistically diverse backgrounds.
4. Professional Practices:
 - a. Improve timeliness and efficiency of professional standards violations.

Historical Perspective

- ✓ TSPC is the oldest of only eleven (11) remaining independent Professional Educator Standards Boards in the United States. Most states include these functions within the education department.
- ✓ TSPC was established in 1965 and became a separate agency in 1973.

- ✓ The Governor appoints the 17 commission members and the Senate confirms their appointments.
- ✓ The composition of the TSPC is as follows: 4 elementary school teachers, 4 secondary school teachers, 1 elementary principal, 1 secondary principal, 1 superintendent, 1 education service district superintendent, 1 public university faculty member, 1 independent university faculty member, 1 school board member and 2 general public members.
- ✓ There have been five executive directors in the agency’s history.
- ✓ TSPC maintains over 150,000 licensure records in the electronic database, while several records still exist on microfilm.
- ✓ The statutory authority for the TSPC is in ORS 342.120 to 342.430; 342.455 to 342.495 and 342.530. The administrative rules supporting these statutes are in OAR chapter 584.

Expected Performance at Requested Funding Level

Approving the agency at the requested funding level will assist the agency to:

- Reach and maintain customer service KPMs;
- Process applications in a timely manner;
- Provide timely reimbursements to NBCT teachers;
- Process professional practices cases in a timely manner;
- Strengthen ethical and professional practices standards and misconduct reporting requirements;
- Conduct outreach to school districts, ESDs, and preparation programs on professional practices standards, with the goal of reducing the incidences of educator misconduct;
- Ensure continuous improvement and oversight of the educator preparation programs; and
- Pursue policy initiatives to support programs and eliminate barriers to licensure to ensure a well-trained, representative, and classroom-ready educator workforce for Oregon’s students.

Agency Performance

Performance/Outcome Measures

KPM#	Legislatively Adopted Key Performance Measures (KPMs)
1	EMAIL CUSTOMER SERVICE – Percent of email responded to within 3 days
2	APPLICANT CUSTOMER SERVICE – Percent of completed applications processed in 30 days

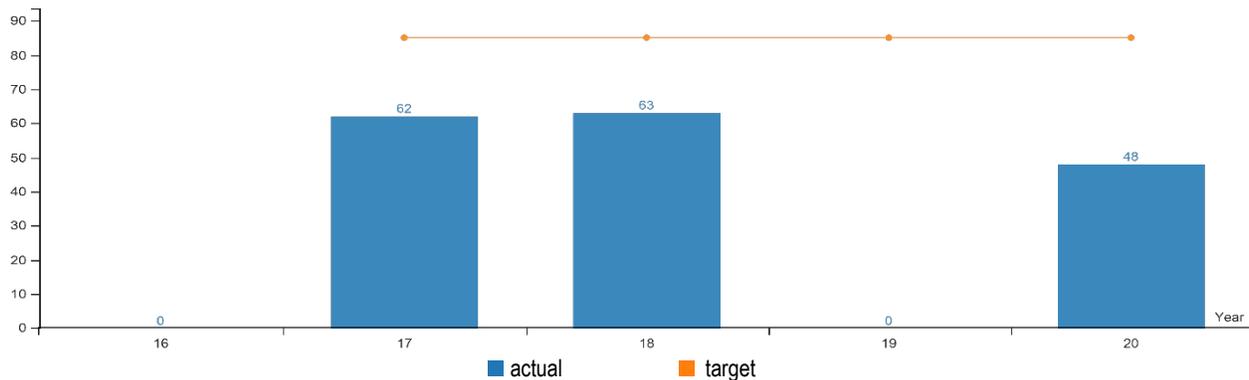
KPM#	Legislatively Adopted Key Performance Measures (KPMs)
3	INVESTIGATION SPEED – Percent of investigated cases resolved in 180 days (unless pending in another forum)
4	PHONE CUSTOMER SERVICE - Percent of phone calls responded to that are not abandoned.
5	CUSTOMER SERVICE – Percent of customers rating their satisfaction with the agency’s customer service as “good” or “excellent” overall customer service.

Licensure Key Performance Measures are used by the agency to measure productivity and efficiency. The agency tracks:

1. Number of pending email; (KPM 1)
2. Number of email answered daily; (KPM 1)
3. Date of oldest email; (KPM 1)
4. Length of time from receipt of license application to initial processing (“first-look”); (KPM 2)
5. Date of the oldest pending application; (KPM 2)
6. Number of licenses issued daily; (KPM 2) and
7. Phone call abandon rate. (KPM 4)

KPM 1: EMAIL CUSTOMER SERVICE

KPM #1	EMAIL CUSTOMER SERVICE - Percent of emails responded to within 3 days.
Data Collection Period: Jan 01 - Sep 15	



Report Year	2016	2017	2018	2019	2020
Actual	No Data	62%	63%	No Data	48%
Target	TBD	85%	85%	85%	85%

How We Are Doing:

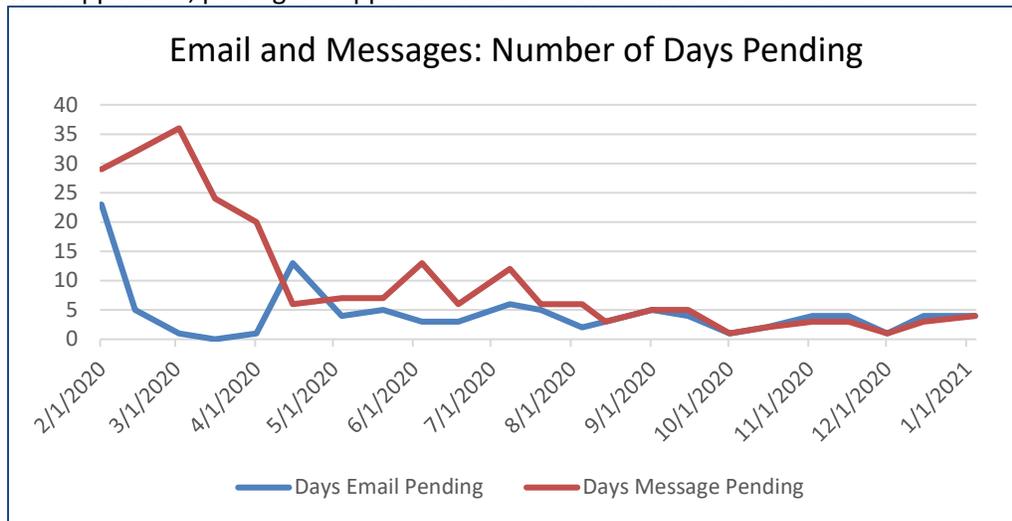
With the April 2019 implementation of Version eLicensing 2.0, TSPC moved from the outdated MS Access communications system to a more streamlined system using MS Outlook and the eLicensing system to respond to electronic communications from customers. When first implemented, no statistics were available. Neither Outlook nor eLicensing includes reporting capabilities to show numbers of

communications received and responses sent. In early 2020, TSPC staff began a daily capture of the number of pending communications and the age of those communications. Staff knows how many emails are pending each day, but no longer tracks how many were received and how many were answered. Therefore, information from this year's indicator should be considered carefully when making comparisons to previous years.

NOTE: The email response rate was calculated by dividing the number of reporting days with no email pending more than 3 days (71) by the total number of reporting days in the collection period (149). This method differs from the method utilized prior to implementation of the new system in April 2019.

Therefore, comparisons of the 2020 rate with 2018 and prior rates are not advised. No response was provided in 2019 due to the actual system transition period.

An intentional change with the implementation of eLicensing was to permit applicants to correspond directly with the evaluator reviewing the application through eLicensing Messages. This results in a reduction of Messages requiring PSR response, shifting a portion of the customer service work away from the PSRs and onto the evaluators. Most of the time, this is a positive change to communication with applicants, placing the applicant in direct contact with the evaluator.



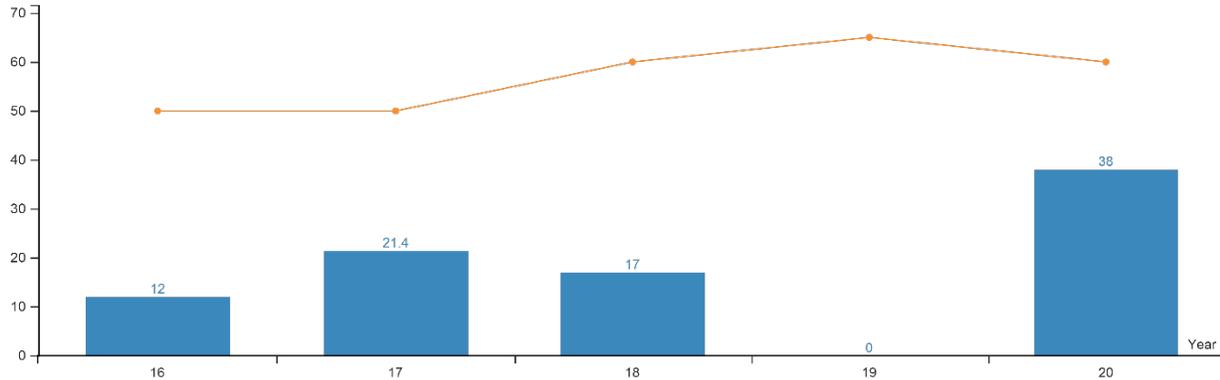
Factors Affecting Results:

Until mid-March 2020, when state government offices were effectively “closed”, the staff assigned to respond to electronic communications also staffed the “call center”. The call center services were no longer available after March of 2020 due to technology issues. At the beginning of the pandemic, these staff determined to provide excellent service while telecommuting via Outlook and eLicensing. The numbers of pending emails reflect a common trend for summers in educator licensing: an upward trend in volume of inquiries received and an increase in the time a communication remains pending. But in both systems, without the call center phone system, the assigned staff is much more able to provide excellent and timely service, even as the daily pending volume rose.

In addition to electronic communications, these staff are responsible for daily mail processing (US Post Office, electronic transcript entry, correspondence from schools and applicants). Without the call center, these documents are generally available in an applicant’s eLicensing file within a few minutes of being received. During the pandemic, mail is collected from the Salem post office one day per week. Since the implementation of eLicensing the overall volume of documents processed by staff has been reduced.

KPM 2: APPLICANT CUSTOMER SERVICE

KPM #2	APPLICANT CUSTOMER SERVICE - Percent of license applications initially processed within 30 days. Data Collection Period: Jan 01 - Sep 15
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Report Year	2016	2017	2018	2019	2020
Percent of applications initially processed in 30 days					
Actual	12%	21.40%	17%	No Data	38%
Target	50%	50%	60%	65%	60%

How Are We Doing

Evaluation staff continues to make progress on processing applications within 30 days of receipt, and some of the time since the implementation of eLicensing in January of 2016, has exceeded this KPM. Evident in this graph are two things:

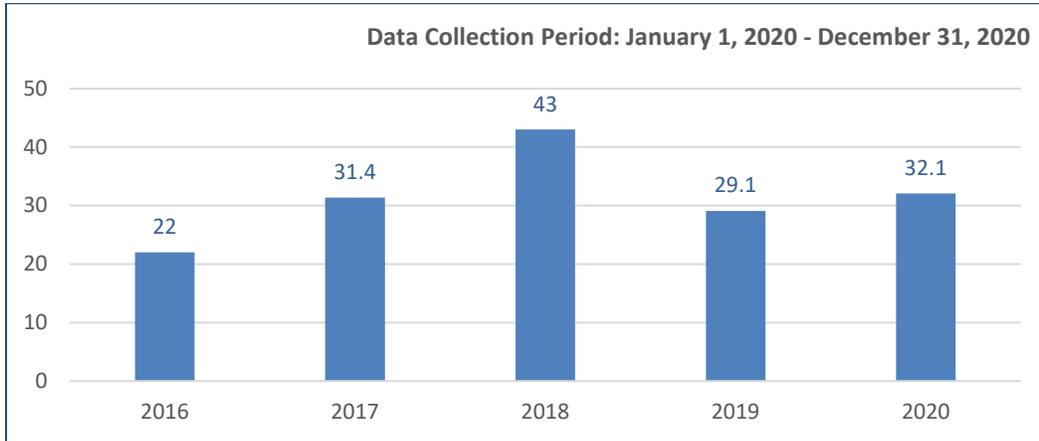
- The implementation of eLicensing Version 2.0 in April of 2019 which caused a nearly month-long shutdown in processing ability just as the busy summer season was beginning; and
- A record number of applications received in June of 2020. But even with that record number, processing time did not exceed seven weeks.

NOTE: Due to the 2019 change in license processing systems, this year's data is derived by calculating the percentage of the number of months applications were processed within 30 days. For the reported time period applications were processed within 30 days for three of the eleven months.

Factors Affecting Results

The agency has been developing its business case for a new eLicensing system while simultaneously working with the current system vendor to address issues remaining from the Spring 2019 system rollout. One of the license evaluators, as well as the Director of Licensure, have been required to spend a substantial portion of their work time in the last year engaged in these projects. This has reduced the time available for these employees in license application processing, therefore slightly affecting the processing times.

KPM 3: INVESTIGATION SPEED: Percent of investigated cases resolved in 180 day (unless pending in another forum)



How We Are Doing:

In 2020, TSPC resolved 32.1% of our Professional Practices cases within 180 days.

NOTE ON DATA SET: For the purposes of this data, the length of a TSPC investigation is defined as the span of time beginning when TSPC received the complaint requiring investigation to the time the completed TSPC investigation report is submitted to the agency director.

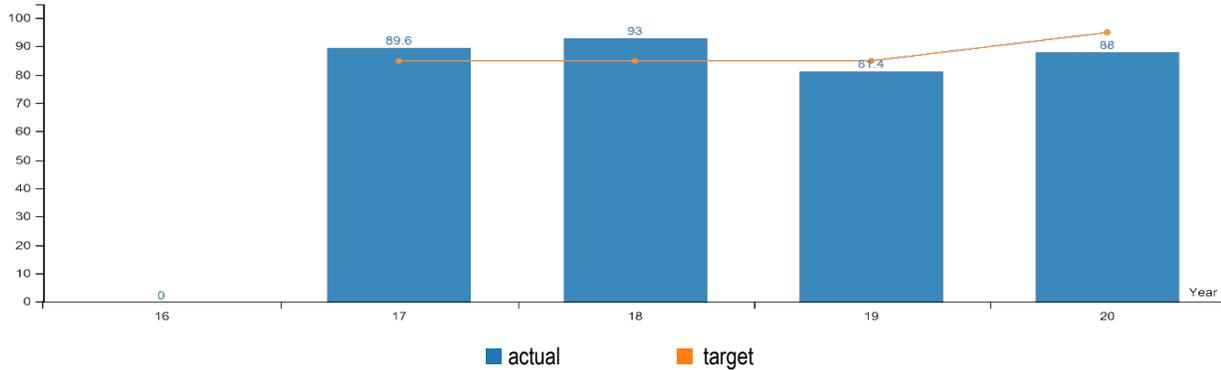
Factors Affecting Results:

From January 2020, through May 2020, TSPC staffed four (4) full-time investigators, two (2) legal liaisons, and one (1) limited duration investigation assistant to work cases. In May 2020, one of our legal liaisons left the agency, forcing the agency to promote an investigator from within TSPC to fill the position and also make other staff adjustments to accommodate the work load. As of May 2020, TSPC staffs three (3) full time investigators, two (2) legal liaisons whom also retain limited investigation responsibilities, and one (1) limited duration investigation assistant to work cases.

By November of 2020, TSPC again had four (4) full-time investigators on staff, as well as two (2) legal liaisons who will retain limited investigation responsibilities, and the one (1) limited duration investigation assistant. The average case load per investigator continues to decline in correlation with increased personnel resources available to TSPC. In 2019, TSPC reported an average case load per investigator of 49 pending cases. As of August 2020, the average case load per TSPC investigator was down to 43 pending cases. TSPC Professional Practices continues to examine internal procedures and policies in an effort to increase efficiencies without compromising the integrity of the TSPC investigation process.

KPM 4: PHONE CUSTOMER SERVICE

KPM #4	PHONE CUSTOMER SERVICE - Percent of phone calls responded to that are not abandoned.
Data Collection Period: Jan 01 - Sep 19	



Report Year	2016	2017	2018	2019	2020
Phone Customer Service					
Actual	No Data	89.60%	93%	81.40%	88%
Target	TBD	85%	85%	85%	85%

How We Are Doing:

Prior to the beginning of the pandemic, Public Service Representatives maintained a high level of service with regard to the call center answer rate. The call center was closed at the outset of the COVID pandemic and has remained closed throughout the remainder of 2020.

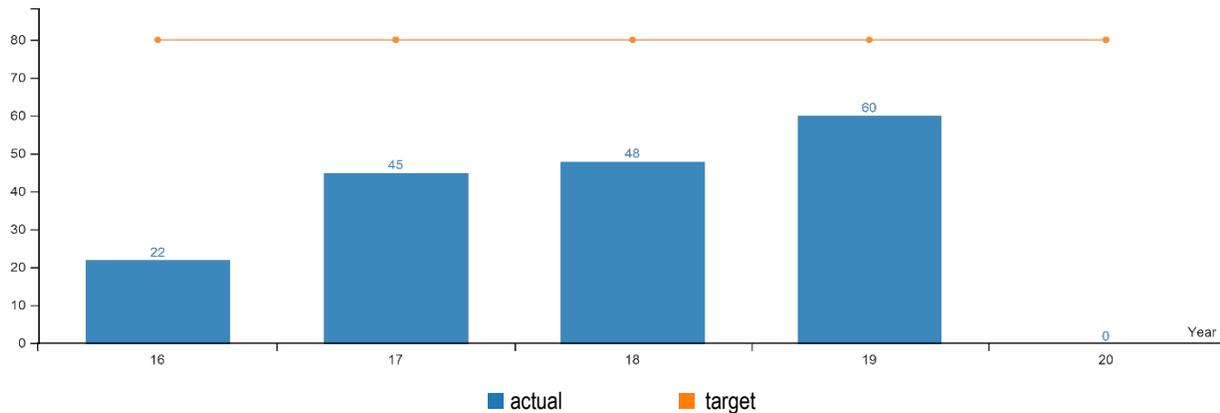
Factors Affecting Results:

As reported in [KPM 2](#) (email response time), the shutdown of the call center has not been a hardship to the agency’s customers, and has been of benefit to the reduction of TSPC’s multiple-year, infamous backlog. Phone help is becoming increasingly irrelevant to the younger generations in the workforce, who tend to prefer different means of communication.

In light of this experience and the increasing reliance on other technology to provide assistance, TSPC is considering discontinuing this KPM and substituting one that measures the timeliness of the Program Approval’s review of program and unit review.

KPM 5: CUSTOMER SERVICE

KPM #5	CUSTOMER SERVICE - Percent of customers rating their satisfaction with the agency's customer service as "good" or "excellent" overall customer service, timeliness, accuracy, helpfulness, expertise and availability of information.
Data Collection Period: Jan 01 - Aug 31	



Report Year	2016	2017	2018	2019	2020
Actual	22%	45%	48%	60%	No Data
Target	80%	80%	80%	80%	80%

How We Are Doing:

The agency has no data to report for this period. There has been no valid data collected regarding this KPM since the implementation of the eLicensing Version 2.0 in April 2019. The new system did not provide the methodology to survey this metric. The agency is currently designing and will propose an updated measure of customer service. Nonetheless, prior to the April 2019 transition, customers completing the survey generally expressed satisfaction with the agency’s services. Remarks at the time of this survey include:

- “The services have greatly improved as compared to five years ago when I last renewed my teaching license.”
- “I’ve only called TSPC a couple of times, and each time I was barely on hold if at all and spoke to a very friendly and most importantly helpful person.”
- “Each time I renew a license the process is easier and more streamlined. Great job!”

Factors Affecting Results:

Several of the comments from early 2019 revolved around TSPC’s website, which was still on the Sharepoint 3 platform at that time. During the spring of 2020, TSPC moved the website to the Sharepoint 2016 platform and receives fewer remarks about the usability of the site. The redesigned website could also contribute to the reduction in customer inquiries and the necessity for the call center, but there is no data to corroborate that hypothesis.

Agency staff is currently developing an improved methodology for seeking input from customers on customer service provided across the agency's units. The updated methodology should increase the response rate to surveys as well as the validity of the data received.

The 2021-2023 Budget

Agency Initiatives for the 2021-2023 Budget:

Licensure:

1. Incorporate professional development into the agency budget and allocate resources as they are available.
2. Integrate existing software and databases with the new application system currently being developed in contract with NIC USA and continue to work with technological solutions with the Chief Education office and DAS.
3. Review and modify licensure and preparation program rules and practices, as appropriate, to promote the diversification of the educator workforce.
4. Complete Licensure Redesign Process for all licenses, including administrative, and personnel services; **(KPM 1, 2, 4 and 5)**
5. Expand newsletter communications to include all stakeholders and licensees;
6. Improve customer service and agency processing timelines for licensure and professional practices; **(KPM 2, 3 and 5)**
7. Improve customer service relating to phone wait times and email response rates; **(KPM 1 and 4)**
8. Redesign educator continuing professional development requirements and reporting protocols.

Agency Operations:

1. Analyze the existing procedures and practices related to licensure production, professional practices (investigations) and program approval to determine existing opportunities for improved efficiency.
2. Engage current agency staff and external partners in determining opportunities to implement best practices.
3. Revise agency procedures, practices and protocols designed to improve efficiency. Monitor progress and identify any unintended consequences to new procedures and revise accordingly.
4. Establish ongoing website updates and maintenance with improved communications across all units of the agency (licensure, professional practices and program accreditation) and communications with education partners, stakeholders and commissioners.
5. Implement an agency personnel evaluation system designed to increase individual and agency capacity. This system includes a 360° feedback process for the agency executive team.

Professional Practices:

1. Establish electronic case management system and monitor data;
2. Adopt Model Code of Educator Ethics and continue to provide guidance to educators regarding appropriate conduct with social media and other electronic access vehicles (cell phone, texts, etc.);
3. Continue to improve professional practices production; (KPM 3 and 5)
4. Continue Scanning investigative files in off-site storage.

State Approval of Educator Preparation Providers and National Accreditation:

1. Evaluate all preparation standards to better align with the state's equity and workforce development goals.
2. Continue to engage stakeholders in best practices in educator preparation.
3. Institute administrator preparation standards to help ensure that Oregon's school and district leadership is able to meet the needs of all Oregon preK-12 students.
4. Engage EPP leadership and OACTE membership in revising the existing program approval and program review process to align with national standards.
5. Engage external agencies and partners to develop a data collection/reporting system designed to provide required data for continuous improvement of educator preparation programs.
6. Revise current agency website to incorporate current and relevant information for educator preparation programs and interested candidates.

TSPC Program Summary

TSPC revenue is derived completely from educator licensure and fingerprint fees. The agency does not receive General Fund distributions, with the exception of the National Board Certification Teacher Fund established in the 2017-2019 biennium by HB2763 (2017).

The agency focuses on three primary areas:

- ❖ **Licensure:** Establish rules and standards for licensure and issuing licenses to public school teachers, administrators, school counselors, school psychologists and school social workers. Establish a registry of charter school teachers and administrators and certify school nurses;
- ❖ **Program Approval:** Adopt standards for state educator preparation program approval (accreditation) for college and university educator preparation programs that lead to licensure in the state of Oregon; and
- ❖ **Professional Practices:** Maintain professional standards of competent and ethical conduct of all licensed public school, registered charter school educators, and certified school nurses.

Licensure Program Summary

Licensure: ORS Chapter 342.120 requires the Commission **to license** all public school educators:

- Who are employees in public schools or education service districts; and
- Who have direct responsibility for instruction, coordination of educational programs or supervision or evaluation of teachers; and
- Who are compensated for their services from public funds.

ORS Chapter 342 also requires the Commission **to register** all public charter school educators who are not already licensed by TSPC.

The licensure application and renewal process generally includes:

- Providing evidence of program completion (formal preparation as an educator);
- Fingerprinting and Criminal background checks (*through the Professional Practices section*); and
- Monitoring of professional development for renewal of licenses.

Clients served:

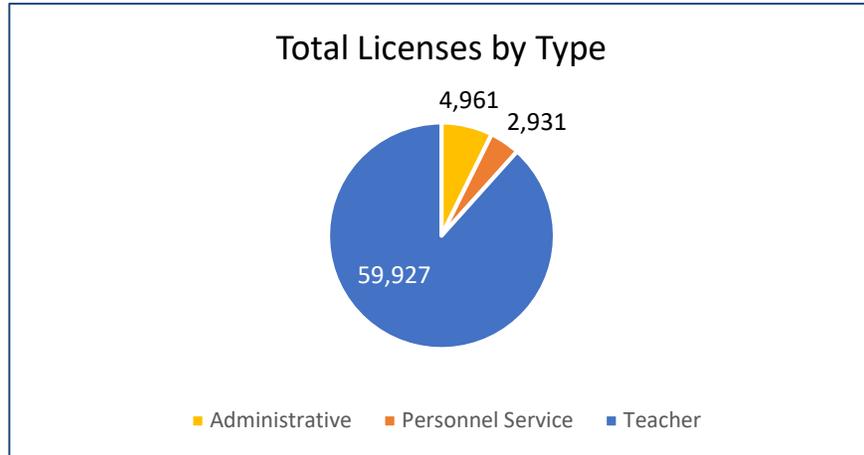
- Oregon public school students;
- Licensed educators;
- Oregon public school districts, education service districts, public schools and public charter schools;
- Oregon educator preparation providers; and
- Other entities who require TSPC licensure, such as private schools or early childhood providers.

Persons served by the program:

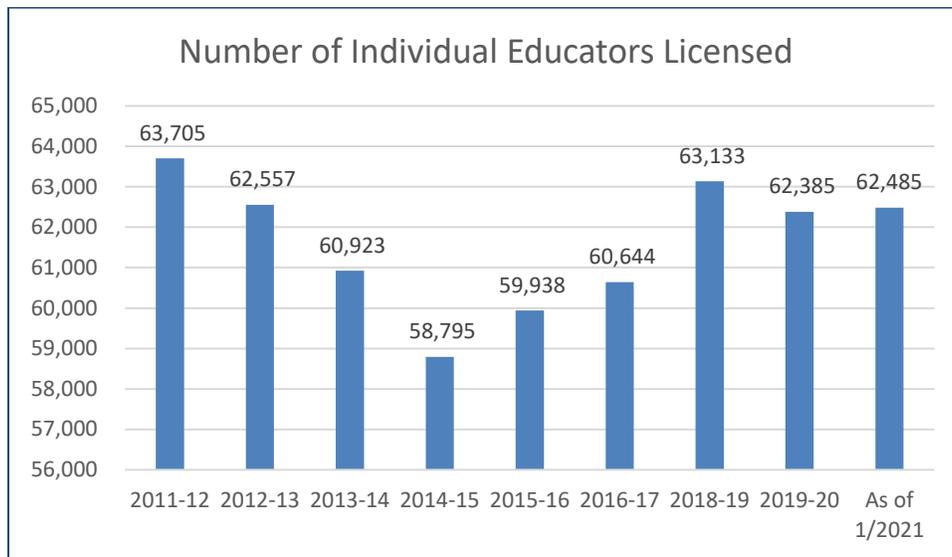
- Licensed teachers;
- School administrators;
- School counselors;
- School psychologists;
- School social workers;
- Certified school nurses;
- Registered charter school teachers; and
- Registered charter school administrators.

Number served by program:

The agency currently has 67,859 active licenses, registrations and certificates. Licenses are renewed every three to five years, depending on the type of licensure. All students in Oregon public and charter schools are served by this program.



At present, **62,485** educators are licensed through TSPC (*This number differs from the total number of licenses because some educators hold more than one license*).



According to data collected by the Oregon Department of Education, approximately half of the 62,485 licensed educators are working in Oregon public schools. The remainder are working in Oregon private schools, employed as educators in other states or countries, working in higher education, or are licensed but not employed in the education field.

Licensure: Staffing	(2017-19)	(Current LAB)	(GRB)*
Director of Licensure:	1.0 FTE	1.0 FTE	1.0 FTE
License Evaluators (Admin Spec 2):	5.5 FTE	4.5 FTE	4.5 FTE
Public Service Representatives:	<u>5.0 FTE</u> (2 FTE LD)	<u>3.0 FTE</u>	<u>3.0 FTE</u>
Total FTE:	11.5 FTE	8.5 FTE	8.5 FTE

* Does not include POP 103 FTE

Licensure: Sources of Funding

- Other Funds: Licensure Fees

Professional Practices Program Summary

Professional Practices: ORS Chapter 342 requires the Commission to “suspend or revoke the license or registration of a teacher or administrator, discipline a teacher or administrator or suspend or revoke the right of any person to apply for a license or registration” under proscribed circumstances. The Commission is required to investigate all complaints or information received from educators or the public regarding possible licensed educator misconduct. Superintendents or chief charter school administrators who discover ethical, criminal or professional misconduct by licensed educators are required to report the misconduct to TSPC, but complaints are also received from information (news of arrests, Department of Human Services (DHS) reports, etc.) and patrons (community members and non-district complainants).

The agency’s Professional Practices Unit is responsible for investigating reports of misconduct and conducting criminal and character background checks on all applications for licensure. These reports are considered for action by the Commission in executive session. The agency is required to annually publish online the list of educators and preservice candidates who have been subject to discipline. TSPC does this by maintaining a current record of discipline actions on the agency’s web site. The agency attempts to reduce investigation costs through alternative dispute resolution processes for contested cases, such as stipulations or settlement agreements.

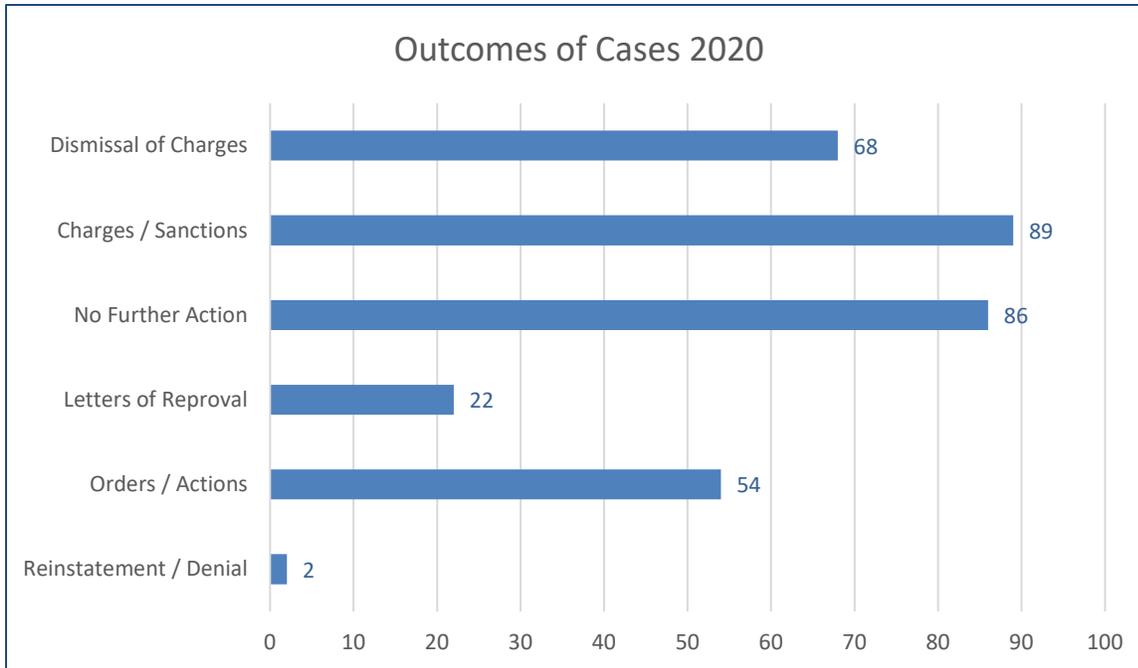
An educator’s violation of TSPC professional standards of conduct may result in the following actions against the license, registration, or certification, or the future right to apply for these authorizations to practice:

- Private reproof with monitoring period;
- Public reprimand;
- Probation;
- Suspension or revocation of the educator’s license(s); or
- Suspension or revocation of educator’s right to apply for licensure.

Length of Investigations: In 2020, the agency received **207 new cases** and **completed 255 investigations**. The number of incoming cases to the agency is below the 10-year average of 275 new cases received annually. The decline in cases received by TSPC in 2020 is attributed to the closure of school buildings carried out in response to the COVID-19 pandemic.

The agency measures the quality and timeliness of services based on the average time to complete investigations. Cases are prioritized based on severity of allegations.

- In 2020, the average time to complete investigations: **11.7 months** (from date of complaint to completion of investigation).
- As of February 2021, the agency has **164 cases pending investigation**.



Persons served by the program:

- ❖ Investigated Educators
- ❖ Educator Candidates
- ❖ School Districts
- ❖ Education Service Districts
- ❖ Charter Schools
- ❖ Students
- ❖ General Public

Professional Practices Staffing:	(2017-19)	(Current LAB)	(GRB)
Director of Prof. Practices	0.6 FTE	0.8 FTE	0.8 FTE
Legal Liaison (Investigator 3)	1.0 FTE	2.0 FTE	2.0 FTE
Investigator 2:	4.0 FTE (1.0 LD)	5.0 FTE	4.0 FTE
Investigative Support (OS2):	2.0 FTE	3.0 FTE	3.0 FTE
Office Assistant 2 (scanning):	<u>0.25 FTE (LD)</u>	<u>Not Included</u>	<u>Not Included</u>
Total FTE:	7.85 FTE	10.8 FTE	9.8 FTE

Professional Practices: Sources of Funding

Other Funds: Licensure Fees

Program Approval Summary

Program Approval: Ensures that programs and educator preparation providers are preparing educators to meet the needs of Oregon’s students, school districts, and the public.

The purpose of the Program Approval is achieved by:

- Conducting on-site reviews within two years for newly approved providers and programs;
- Conducting review of licensure and endorsement programs every seven years;
- Providing state approval to educator preparation providers every seven years;
- Assuring that educator preparation providers are nationally accredited by July 1, 2025;
- Assuring that educator preparation providers meet any newly adopted state standards, such as Dyslexia Instruction Standards (2015).
- Participating in Council for the Accreditation of Educator Preparation (CAEP) and Association for Advancing Quality in Educator Preparation (AAQEP) national accreditation visits;
- Reviewing additions, modifications and eliminations to an established program;
- Monitoring the closing of a program;
- Monitoring programs and providers to ensure equity and to eliminate barriers to licensure, especially for under-represented communities;
- Reviewing annual reports and squiring the proposals for new educator programs through the Commission approval process;
- Ensuring new educators are well-trained and understand the ethical and professional standards of the education profession;
- Implementing equitable and effective licensure and endorsement examinations;
- Aligning state standards for content areas (math, language arts, chemistry, special education, etc.) with national standards and Oregon Department of Education’s curriculum standards;
- Providing training and assistance to implement the teacher preparation performance assessment (edTPA); and
- Fulfilling Oregon’s federal higher education act (HEA) Title II reporting requirements.

The Commission has provided state approval to 15 colleges and universities to offer teacher, administrator, school counselor, school psychologist or school social worker preparation as well as post-graduate education programs. The agency is responsible for reviewing licensure preparation programs for alignment with the Commission’s state approval standards.

A “program” is a concentrated licensure area and requires separate review by the Commission. Examples of programs include: General education teachers (i.e. elementary, chemistry, business, physical education, etc.), special education teachers, reading teachers, English to Speakers of Other Languages (ESOL) teachers, teacher leaders, school administrators, school counselors, etc. A “unit” is the actual provider of the programs such as: Portland State University, George Fox University, etc. The program and unit review process includes:

- Organizing regular on-site review visits (volunteer teams of educators) to the educator preparation program (once every 7 years);
- Coordinating state approval and program review reports to the Commission;
- Participating in CAEP or AAQEP national accreditation visits;
- Reviewing additions, modifications and eliminations to an established program;
- Monitoring the closing of a program;
- Reviewing annual reports and squiring the proposals for new educator programs through the Commission approval process.

Additionally, the agency’s program and unit approval/program review area is responsible for:

- Licensure tests review,
- Aligning state standards for content areas (math, language arts, chemistry, special education, etc.) with national standards;
- Acting as liaison to the colleges and universities;
- Providing training and assistance to implement the teacher preparation performance assessment (edTPA); and
- Fulfilling Oregon’s federal higher education act (HEA) Title II reporting requirements.

Persons served by the program:

The “clients” served are the *candidates* for licensure preparation *and* the colleges, universities, and other educator preparation providers that have been approved by the Commission to prepare licensed educators.

- ❖ 15 Educator Preparation Programs*
- ❖ Educator Candidates
- ❖ Future Educators
- ❖ General Public
- ❖ School Districts
- ❖ Education Service Districts

*Concordia University (Oregon) closed its doors in 2020. This is a decrease from 2015-17 when Oregon had 19 providers.

Oregon Educator Preparation Programs (15 Units)	
Bushnell University (was Northwest Christian University)	Pacific University
Concordia University/COSA - Chicago	Portland State University
Corban University	Southern Oregon University
Eastern Oregon University	University of Oregon
George Fox University	University of Portland
Lewis & Clark College	Warner Pacific College
Linfield College	Western Oregon University
Oregon State University	

Educator Preparation Programs Discontinued Since 2005:

Cascade College, Leslie University, Willamette University, University of Phoenix, Multnomah University (program discontinued 2017), Marylhurst University (university closed 2018), and Concordia University (Oregon – university closed 2020).

State Program Approval: Staffing	(2017-19)	(Current LAB)	(GRB)*
Director of Program Approval:	0.2 FTE (Deputy Dir.)	1.0 FTE	1.0 FTE
Liaison to Higher Education:	<u>1.0 FTE</u>	<u>1.0 FTE</u>	<u>1.0 FTE</u>
Total FTE:	1.2 FTE	2.0 FTE	2.0 FTE

* Does not include Package 90 FTE

State Approval of Programs: Sources of Funding

Other Funds: Licensure Fees

National Board Certification Fund

The purpose of the National Board Certification Fund is to encourage at least 10% of Oregon licensed to achieve national certification. Specifically, ORS 342.122(5) states:

The Teacher Standards and Practices Commission may disburse moneys from the National Board Certification Fund to applicants for assistance with the direct costs of seeking and obtaining national board certification, including reimbursement for the costs of each of the components necessary for certification and reimbursement for costs related to participating in a cohort for certification.

The purpose of the program is achieved by:

- Reimbursement to teachers for the direct costs of seeking and obtaining national certification, including reimbursement for component and cohort expenses;
- Establishing rules to govern the distribution of the reimbursements;
- Promoting the benefits of national certification to Oregon educators and school districts;
- Tracking data of the numbers and effects of national board certification funding; and
- Providing staffing to assist educators with the reimbursement process.

In 2014, Oregon had 252 National Board Certified Teachers (NBCT). This number declined through 2017. It has begun to rebound since the inception of the NBCF. Since its nadir in 2017, the net number of NBCTs has increased by 20 to 199.

Persons served by the program:

- ❖ Oregon public school students;
- ❖ Licensed educators;
- ❖ School districts;

- ❖ Providers of cohort programs; and
- ❖ National Board for Professional Teaching Standards.

Agency Operations: Staffing	(2017-2019)	(Current LAB)	(GRB)
NBCT Administrative Assistant:	<u>1.0 FTE</u>	<u>1.0 FTE</u>	<u>1.0 FTE</u>
Total FTE	1.0 FTE	1.0 FTE	1.0 FTE

Agency Operations: Sources of Funding

Other Funds: National Board Certification Fund (The source was originally General Fund, but was transferred to other funds as part of the budget process.)

TSPC Organization



Agency Operations: Administration provides executive leadership for the agency and the Commission and to support the initiatives of the Governor’s Education Policy Agenda.

The purpose of the program is achieved by:

- Facilitating governmental and external communications;
- Supporting statewide efforts to improve education outcomes;
- Coordinating the work of the Commission;
- Serves as a standing director of the Oregon Educator Advancement Council;
- Managing website design, technology and data systems;
- Managing agency budgeting process, legal issues, and human resources; and
- Directing policy development and legislative activities.

The agency contracts with the Department of Administrative Services (DAS) for the following:

- Human Resources
- Accounting, Budgeting and Payroll services
- Legal (assigned Assistant Attorney General)
- Information Technology Services
 - Enterprise Technology Services (ETS) for server hosting and hardware
 - Technology Service Center (TSC) for software and “help desk” services
 - Consortium to implement Microsoft 365

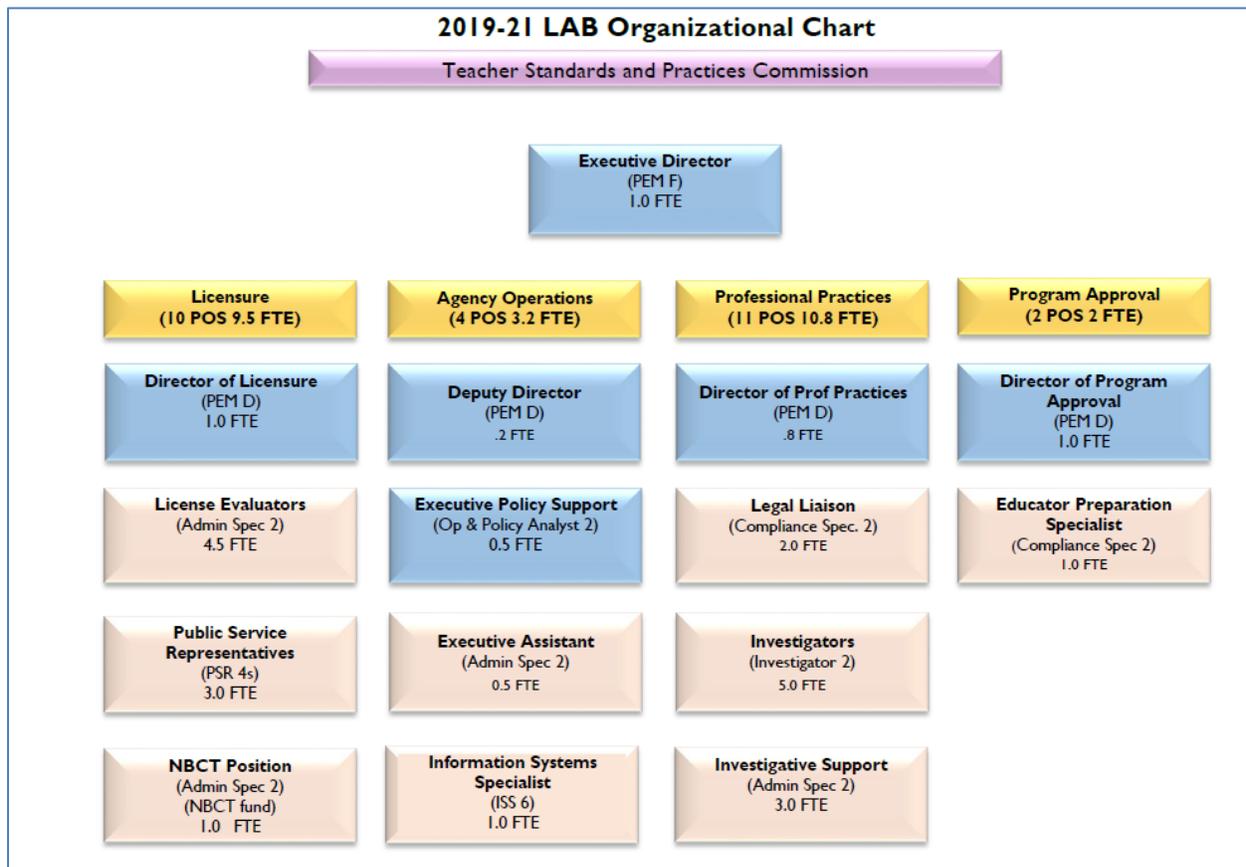
Various agency staff interacts with these DAS services to pay bills, post open positions, solve IT issues, etc.

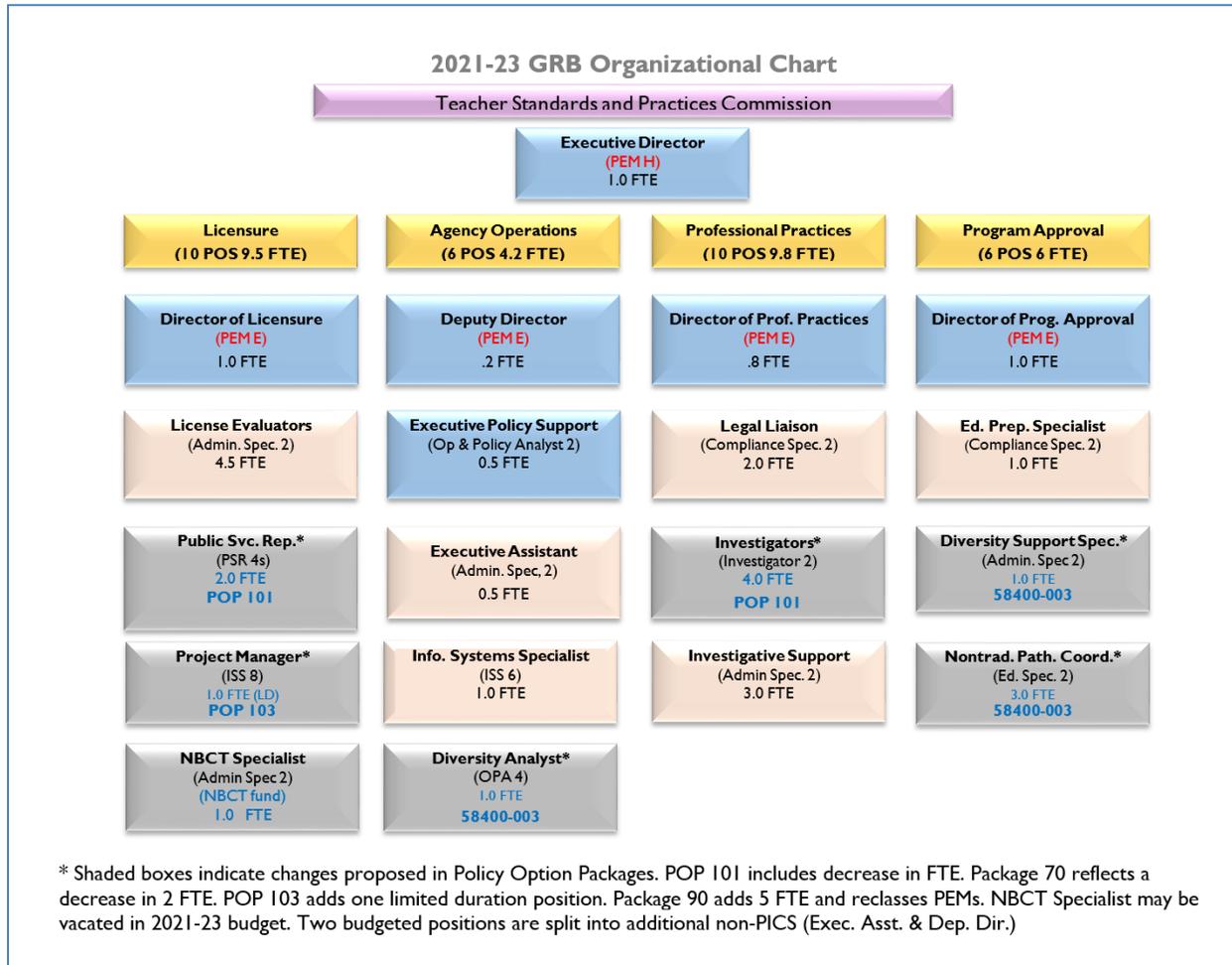
Agency Operations: Staffing	(2017-19)	(Current LAB)	(GRB)*
Executive Director:	1.0 FTE	1.0 FTE	1.0 FTE
Deputy Director:	0.2 FTE	0.2 FTE	0.2 FTE
Commission Support/Agency Admin.:	0.5 FTE	0.5 FTE	0.5 FTE
Information System Specialist (ISS 6):	1.0 FTE	1.0 FTE	1.0 FTE
IT Support Master (ISS 5):	1.0 FTE	Eliminated (POP)	
Operations and Policy Analyst 2	<u>0.5 FTE</u>	<u>0.5 FTE</u>	<u>0.5 FTE</u>
Total FTE	4.2 FTE	3.2 FTE	3.2 FTE

* Does not include Package 90 FTE

Agency Operations: Sources of Funding

Other Funds: Licensure Fees





Budget Drivers and Environmental Factors

Licensure

Environmental Factors

Number of People Served/Items Produced: In 2019-20, the agency issued 22,017 licenses, registrations and certificates.

Costs per unit: Fees for application processing are:

- \$182 for new license, registration and certification applications;
- \$247 for out-of-state evaluation;
- \$182 for renewals;
- \$7 for school administrator licenses in addition to the base fee above;
- \$61 for fingerprinting;
- \$194 for expedited service;
- \$40 per month (\$200 max) for late fees; and
- \$200 reinstatement fee.

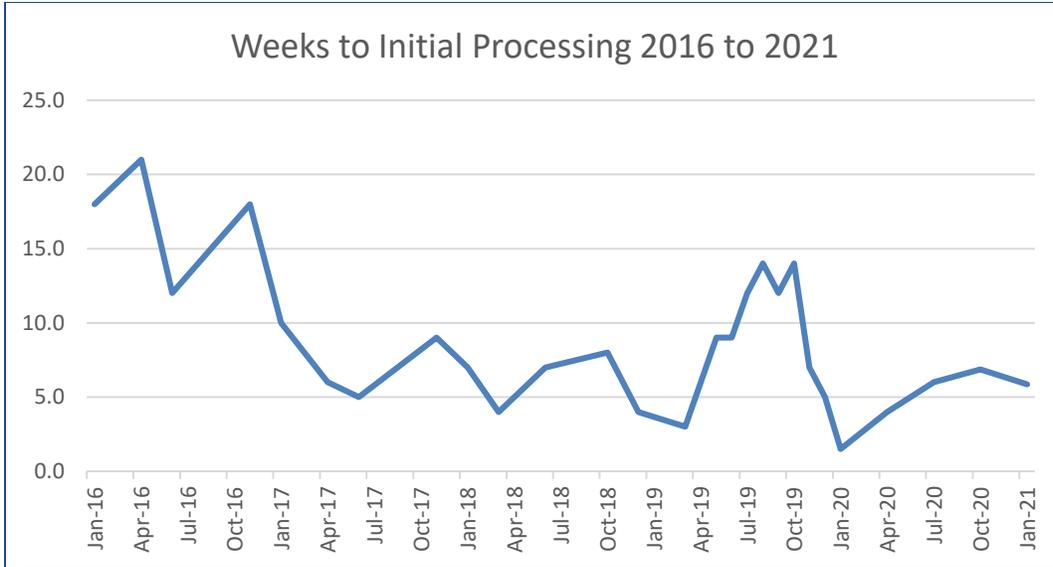
The applicants for licensure, registrations and certificates generally pay for all fees unless their employer offers assistance. The expedited service fee must be paid by the employing district requesting expedited service. Since 2018, an educator is permitted by TSPC to begin their assignment for up to 90 days without a license, so now only those districts that do not permit educators to begin without the license request expedited service. Thus, expedited service revenue is a fraction of what it was a few years ago.

eLicensing

April of 2019 saw the implementation of Version 2.0 of the eLicensing system, adding the functionality to issue a license from eLicensing and making it the official record of licensure. Between January of 2016 and April of 2019, educators submitted the application and fee through the eLicensing system, but the actual transaction of issuing the license remained in the legacy database. While this reduced the paper and check/cash handling required of staff, it did not reduce the burden of working in an aging, inadequate database. Unfortunately, version 2.0 of eLicensing presents multiple issues, including lack of accurate licensure records and awkward functionality. The agency is engaged with the Enterprise Information Systems Division of DAS to write a final contract amendment to stabilize the system, giving the agency two to three years to secure a new vendor to continue the desired operational improvements and modernization.

Application Processing Time: In the 2019-21 biennium, the agency's evaluator staff remained at 4.5 FTE, but with the operational improvements made by the eLicensing system and little staff turnover, backlogs continued to drop.

Both launches of eLicensing in 2016 and 2019 had an effect on license processing as evidenced by "Weeks to Initial Processing", which is the time from Application Date to "First Look".



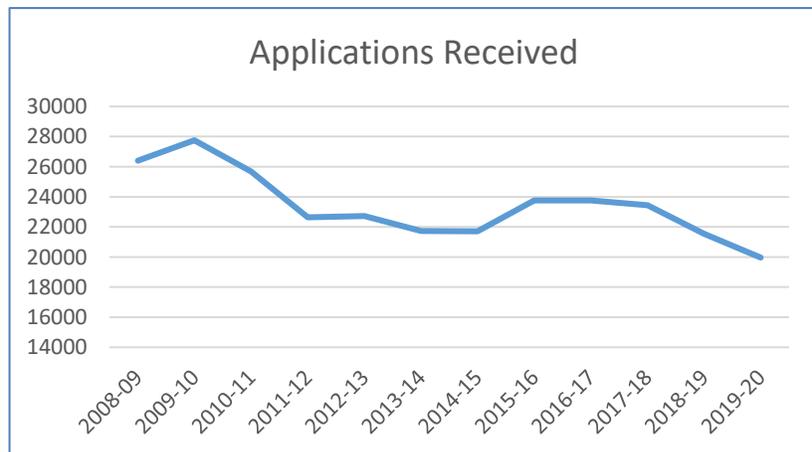
Each time, a backlog was created, which was subsequently reduced as functionality and processes improved, even giving the appearance of a spike in licenses issued for FY2016-17 and FY2019-20. These backlogs also indicate the difficulties of the work with the vendor, as well as the length of time (four years) from initial implementation to a complete transition.

Since October 1, 2020, evaluators have been processing applications within 48 days of submission. While this still falls short of the 30-day KPM, the progress is obvious, a matter of days compared to the number of weeks from previous years.

For comparison with states that publish a “Working on Applications” date, as of January 17, 2021:

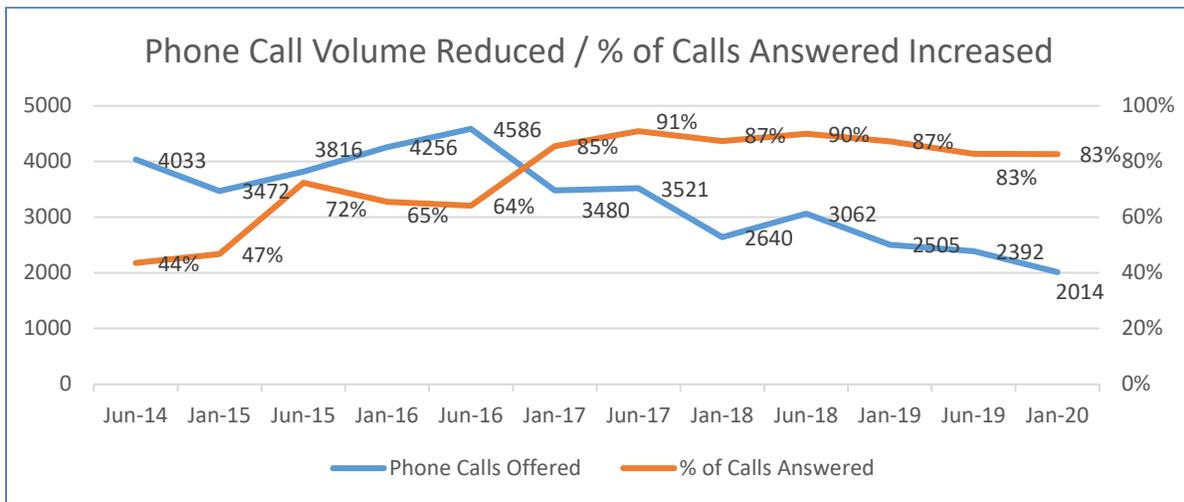
- California: Processing applications received on 11/1/2020 – **approx. 57 days.**
- Wyoming: Promises six to eight weeks – **approx. 42 to 60 days**
- Alaska: First review of mail received on 1/11/21; Second review of completed applications as of 12/24/20 – **approximately 24 days.**
- Oregon: Initial processing – **approx. 41 days.**

The effects of the economy can also be seen in the numbers of applications received. As the economy began to recover in 2014/2015, application numbers increased. A change from a three-year license period to a five-year license period begins to show in 2018, with fewer applications received as more educators now hold five-year licenses.



COVID-19 Implications to Program Performance

Effective March 16, 2020, the Licensure Staff began telecommuting. After working through technical issues with network access, purchasing new computer equipment, and generally settling into telecommuting routines, the unit’s performance has not suffered. With the move to telecommuting, and the delay in purchasing and implementing equipment, the unit discontinued telephone (call center) services for educators. Therefore, telephone statistics normally reported as part of the Agency Request Budget are not available, but the available statistics show positive results for the performance of the unit in spite of this challenging time.



Phone Call Answer Rate: The 2019-21 LAB reduced the number of customer service representatives from 5.0 FTE to 3.0 FTE, anticipating a drop in inquiries due to the implementation of eLicensing and the redesign of the teaching licenses in 2015/2016. At present, the agency has three people available to answer phones, process mail, and respond to emails. Improvement in the numbers of phone calls offered through the call center for the months of January (typically a lower volume month) and June (typically a higher volume month) results from the success of the reduced backlog, reduced time to “first look” at an application, and the positive effects of the licensure redesign.

Phone Hold Times: Over the past four years, the agency has greatly improved the length of time a customer waits on hold to speak to a TSPC representative. In June 2014, a customer waited an average of nearly 30 minutes on hold. With the addition of three public service representatives, the agency is able to consistently keep the average hold times to four minutes or less

Email Communications: With the launch of Version 2.0 of eLicensing in April of 2019, electronic communication with educators is handled through Microsoft Outlook and an eLicensing Messages feature. Neither of these tools offer reporting for the numbers of incoming emails and messages, nor do these systems keep track of the response time. But both of these tools are much more transparent to staff and management, clearly showing the pending number of messages and the date of the inquiry.

Barriers: Eliminating barriers to licensure is an important step in assuring the educator workforce represents all students in Oregon’s public education system. TSPC is working with stakeholders to determine which aspects of the licensure system are presenting the greatest issues and to develop creative solutions to remove these barriers, while maintaining rigorous standards.

For example, TSPC has partnered with the EAC (through ODE) to run a pilot Diversity License Fees Reimbursement program. For FY 2020, TSPC will reimburse the fees associated with teacher and administrator licensing (application, fingerprint, content tests, etc.) for applicants from racially, culturally or ethnically diverse backgrounds. It is paid for through EAC grant money enabled by the Student Success Act, and so is not part of the TSPC's Governor's Recommended Budget request.

Sources of Funding: Other Funds: Licensure Application and Fingerprinting Fees

Major Cost Drivers

Major cost drivers for licensure include the processing costs associated with issuing licenses, registrations and certificates, as well as providing customer support for these services.

Although the eLicensing application has resulted in significant cost savings, its incomplete implementation significantly hampers the efficient administration of issuing licenses and providing services. The agency is working with the Enterprise Information Systems Division of DAS to build essential system functions and finalize implementation of the full application. This work results in significant technology costs (see Policy Option Package 103).

Services to districts are another major cost driver. Evaluators spend a portion of each day responding to district questions and issues. The agency does not receive any funding from districts for this service, therefore these district services must be supported through educator application fees.

Professional Practices

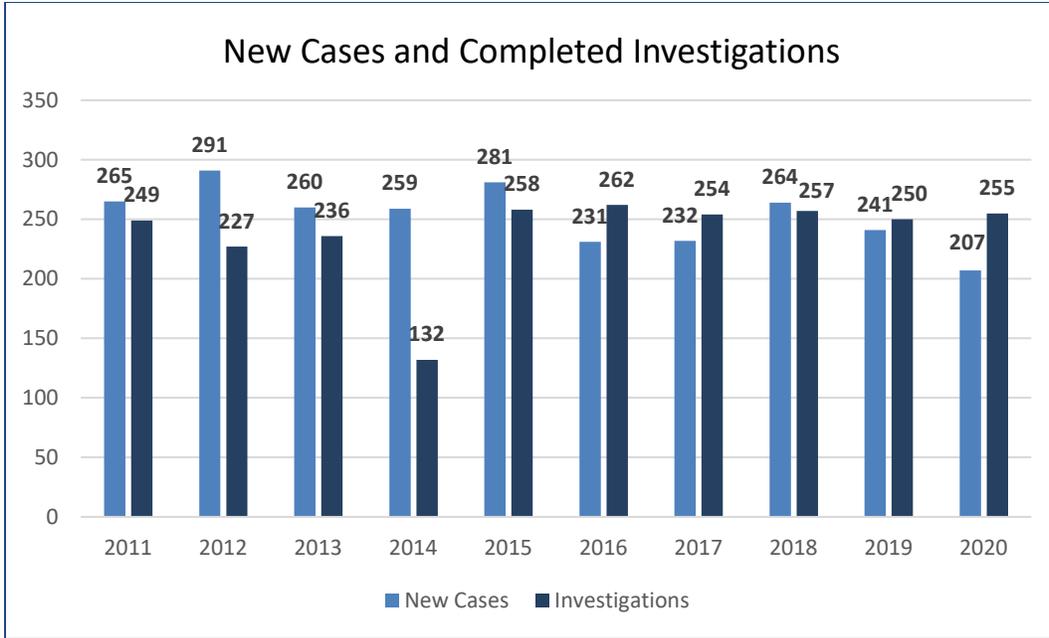
Environmental Factors

Caseloads: The agency aims to reduce the number of new cases by improving training for educators and school districts on the ethical and professional standards. At the same time, the agency continues to encourage school districts and patrons to report misconduct in order to assure the safety of our preK-12 students.

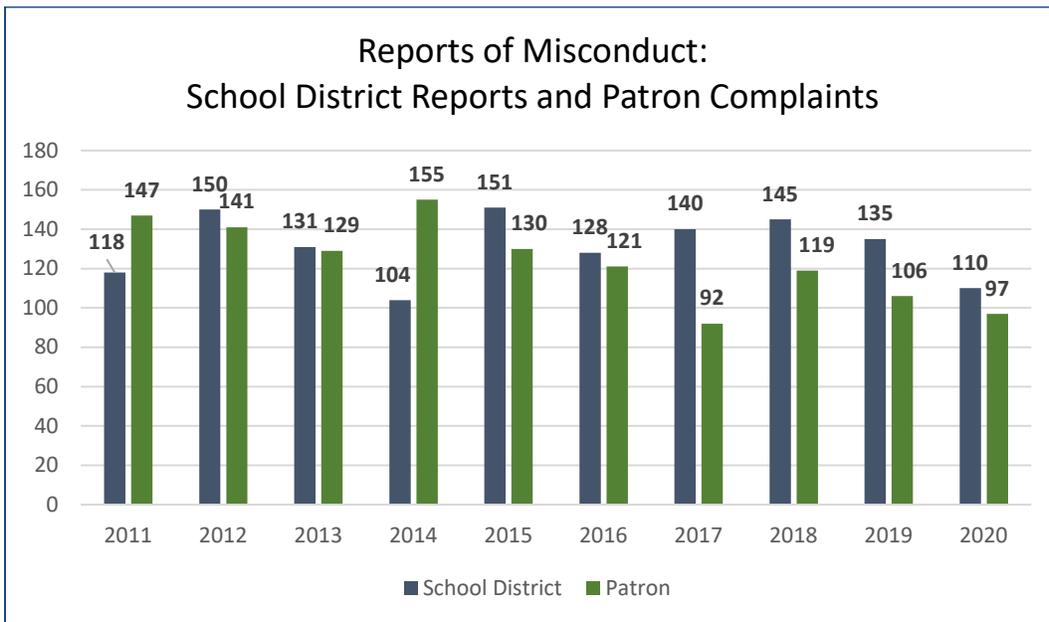
In 2019, the agency received 241 new cases and completed 250 investigations. In 2020, the agency received 207 new cases and completed 255 investigations.

The number of cases incoming to the agency is a little below the 10-year average of 262 new cases received annually. As of February 2021, the agency had 164 cases pending investigation.

Number of New Cases: The agency aims to reduce the number of new cases by improving training for educators and school districts on the ethical and professional standards. At the same time, the agency continues to encourage school districts and patrons to report misconduct in order to assure the safety of our preK-12 students.



Of the 207 reports of misconduct the agency received in 2020, patrons (members of the public, educators, DHS, internal reports, etc.) submitted 97 reports, with the remaining 110 coming from school districts.



Ethical Standards: Educator misconduct and professional standards continues to be an important and relevant issues. TSPC plans to work with educator preparation programs to ensure all new teachers receive the necessary training in the ethical standards of their profession. In addition, TSPC will be reviewing the professional standards requirements for licensed educators.

Sources of Funding

- Other Funds: Licensure Application and Fingerprinting Fees

- The professional practices area does not impose investigation fees or recoup any costs associated with attorney and/or hearing expenses. Please see POP 101 for the agency’s proposal to begin collecting fines as sanctions. The agency does charge fees for fingerprinting, but these fees are passed through to the Oregon State Police department. The costs of other aspects of the background clearance are included in the application processing fee.

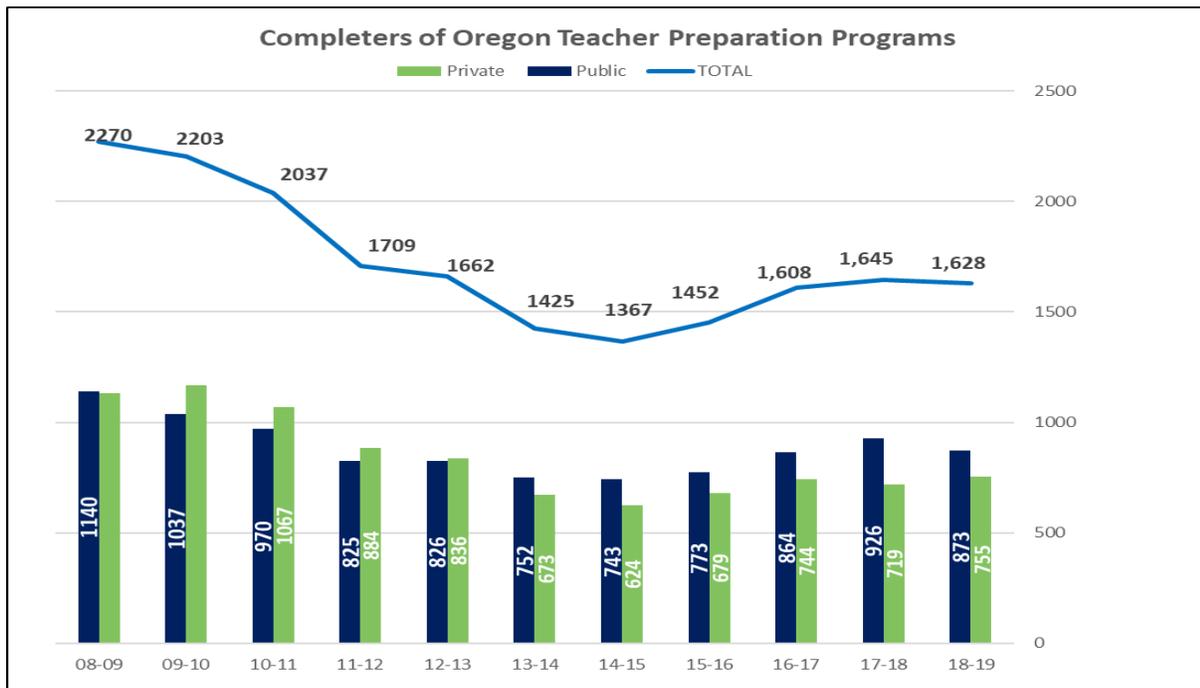
Major Cost Drivers

Major cost drivers for the program are the number of complex cases that must receive significant investigation time and effort, and the number of charged educators requesting a hearing. Attorney general costs have increased from \$541,775 (projected 2019-21 biennium) to \$670,653 (CSL 2021-23 biennium). This increase is due to hourly fee increases and a number of hearings that have required expert witnesses and other unusual costs. The agency is attempting to reduce costs through alternative dispute resolution processes for contested cases such as stipulations or settlement agreements. The agency dedicates 2 FTE Compliance Specialist 2 positions to these cost saving efforts.

Program Approval

Environmental Factors

Number of Program Completers: Completion of teacher preparation programs in Oregon has started to increase somewhat after a protracted decline. Concordia University (Oregon) ceased operating programs due to financial and/or operational considerations.



Preparation Program Demands: There is a renewed emphasis on programs to further diversify the workforce. The agency has been studying the barriers faced by ethnically and linguistically diverse candidates seeking to enter teacher education programs and the workforce. The review of licensure examinations, recruitment and partnership efforts of preparation providers, and early career practices in support of diverse educators requires considerable staff effort.

For example, TSPC has partnered with the EAC (through ODE) to run a pilot Oregon Administrator Scholars program. For FY 2020, TSPC will grant up to \$10,000 per term for teacher administrator scholars from racially, culturally or ethnically diverse backgrounds. It is paid for through EAC grant money enabled by the Student Success Act, and so is not part of the TSPC's Governor's Recommended Budget request.

Sources of Funding

- Other Funds: Licensure Application and Fingerprinting Fees
- The agency does not have authority to charge fees to educator preparation providers. The work of this unit is supported through licensure fees. Policy Option Package 101 and Legislative Concept 58400-004 would authorize the TSPC to charge EPP annual and specific program fees for services provided.

Major Cost Drivers

The agency's responsibilities related to program approval continue to grow in numbers and complexity.

- Since 2012, the standards for educator preparation provider review require preparation programs to provide evidence that they are engaged in continuous improvement of their programs and to demonstrate that their graduates are making a positive impact on student achievement once they have been employed by Oregon public schools. This type of review requires a deep level of scrutiny into preparation programs, as well as the management and training of additional volunteer review teams.
- The Commission implemented a statewide assessment (edTPA) for new teacher candidates in September 2018.
- In 2015 (*revised in 2017 and 2018*), the Oregon Legislatively Assembly adopted a requirement of all educator preparation providers to be nationally accredited by July 1, 2025. The agency has been assisting colleges and universities to meet this requirement. There are 6 remaining universities that need to receive national accreditation by 2025. This assistance has created a substantial increase in workload for the Program Approval staff.
- In 2019 TSPC adopted a new national accreditor, AAQEP. The result is that TSPC must supervise and monitor two different national accreditors for the EPPs.
- In 2020, the TSPC launched a project of the Statewide Longitudinal Data System in collaboration with OACTE, HECC and ODE. Integrated data sets with data points from TSPC and ODE are provided to EPPs to assess teacher candidate effectiveness by linking completer information with student achievement in new teacher classrooms. A pilot implementation was launched in July 2020 with OSU. Second phase will be launched with Western Oregon University.

- In 2020, the agency began the redesign of Personal Service license educator preparation program standards maintained in the OARs, including requirements for school psychologists, school counselors, and school social workers. This effort is led by the Director of Program Approval.

Agency Operations

Environmental Factors

Economic Climate: Application fee revenue is highly dependent on the hiring practices of the school districts. If the school districts have more funding, they will tend to hire more teachers. If their funding is flat or reduced, they will not have robust hiring. State economists are predicting a lower revenue forecast for the 2021-23 biennium, due to the pandemic recession. If this comes to pass, applications for licensure will probably decline, meaning that the agency should not expect significant increases in revenue, despite the increase in fees in 2019-2021, unless fees are raised again. Meanwhile, agency costs continue to increase, particularly in Attorney General and DAS IT support fees, but also because Personnel Services are its primary expense.

Technology: Technology is affecting work productivity, costs and decision-making. TSPC has developed a case management system for disciplinary actions, has partially implemented an application processing system, and supports the work of ODE on the Statewide Longitudinal Data System (SLDS). These new systems should provide the agency with efficiencies and information to allow for data-based policy decisions. Implementation of the latter phases of the agency eLicensing system has been delayed beyond original go-live date (see POP 103), therefore the realization of anticipated efficiencies in license processing has also been delayed. Implementation is now expected by the end of the 2021-23 biennium. The TSPC website has been updated to improve functionality and ease of use by agency stakeholders.

Customer Expectations: Customers expect state government to meet their needs efficiently, quickly and cost effectively. They expect highly trained and competent staff that communicate effectively and provide quality customer service. Public service representatives have been restricted, under the pandemic restrictions, to answering email, which has been very well received. (Please refer to the licensure section of the program summary for more information.) In addition, the agency has made a significant improvement in the measure of applications completed within 30 days ([KPM 2](#)).

Major Cost Drivers

Technology: In 2019, the agency implemented the last phase of the long-planned and developed eLicensing system. The final product has not lived up to expectations. Rollout resulted in immediate delays and errors in license application processing and challenges in providing districts and other stakeholders timely information for which the agency could assure accuracy. After working with the program vendor for several months, the decision has been made to seek a system better aligned with the agency's future needs. Working with the current system vendor and researching and developing a business case for the next system has been (necessarily) extremely time intensive. The agency has successfully returned to processing applications within our planned targets. Nonetheless, the agency

anticipates continued costs in planning for a new system and anticipates implementation of this system within the next biennium.

Reducing Barriers: For many years, TSPC efforts have focused on compliance: issuing license, investigating complaints, and assuring that EPPs met standards. The Commission has determined that it needs to “reclaim” its role as a state leader in determining what quality educators provide Oregon’s students, reducing the barriers to entry into teaching, and diversifying the educator workforce. In the current biennium, the agency added a Director of Educator Preparation to assist in driving change in the way we prepare educators to meet the needs of our schools and students. The Commission has charged the Executive Director with engaging partners in this important mission. With an updated strategic plan due this year, the agency will play an even greater role in advocating for improved educator preparation and assuring that school systems and the Oregon Department of Education embrace the value that TSPC can add to their planning and efforts toward improved student learning. These efforts will require significant contribution of agency time and resources.

Major Agency Changes

Major Agency Changes in Past 6 Years

2015-2017 Biennium

Several bills related to teacher preparation required much direction by the agency. HB 2412 and SB 221 required teacher education programs to provide instruction on dyslexia and reading difficulties. The agency created program standards for these areas and required programs to submit plans for implementation. SB 78 required the agency to develop rules requiring national accreditation of educator preparation programs by July 1, 2025 (as amended by SB 1520 in 2018). As discussed previously, the agency and programs have been updated their procedures and preparing for national accreditation visits to programs in the next several years. The need for technical assistance has been great, and this is an area in which the agency has struggled recently. POP 101 seeks to address this.

The Legislature provided a \$200,000 General Fund appropriation for grants to assist teacher preparation programs obtain national accreditation. This funding was converted to Other Funds expenditure limitation during the 2015-17 biennium, resulting in a complete phase-out of General Fund in the 2017-19 biennium.

A long serving Executive Director of the Agency retired, and was replaced toward the end of the biennium.

2017-2019 Biennium

HB 2763, allocated \$1.7 million (General Fund) to the TSPC Commission for the National Board Certification Fund. The fund allows the Commission to reimburse the costs of National Board certification and costs related to participating in cohort for certification. The goal of the funding is to reimburse 150 teachers seeking and obtaining national board certification. Rule-making was completed in Spring 2018, and one full-time staff has been hired to support the program.

A new Executive Director was appointed in 2018 to fill the vacancy left by the previous executive director who was with the agency for just over one year.

Major projects of the agency in the last year have been the redesign of administrator licensure, the development of early intervention/early childhood special education licensing standards, and the reduction of barriers to entry to the teaching profession. While none of these projects has direct fiscal impact, they are significant in supporting the state's efforts toward assuring a high quality, diversified workforce for Oregon's schools.

2019-2021 Biennium

SB 155, which passed at the very end of the 2019 session, impacted TSPC greatly. Although it allowed the agency to add 4 additional investigators, those positions were paid for by an increase in license fees – on top of the 20% increase previously granted that session so that TSPC could continue to have a healthy Ending Balance through 2023-25. An additional national accrediting agency, AAQEP, was approved for educator preparation providers as alternative to CAEP, which required a considerable amount of additional work in contracting, standards review, outreach, et cetera.

Most of the biennium has been occupied with adjusting to changes brought about by the COVID pandemic. Changes in school district assignment of teachers, implementation of work from home measures for all staff, and the hiatus in phone service all necessitated additional labor and expense.

In November 2020, an Interagency Agreement between the EAC (through ODE) and TSPC was signed that created three new programs, under the auspices of the Student Success Act, in order to lower barriers in the workforce for diverse candidates. The Oregon Administrator Scholars Program, which grants scholarship to diverse school administrator students, the Diverse License Fees Reimbursement program and the Holistic Assessment/Multiple Measures Assessment were all programs started from scratch very late in the biennium, with two LD hires and new procedures and outreach that had to be developed and implemented.

Revenue

TSPC's main source of revenue is licensing fees. During the Great Recession and its aftermath, the agency had its ending balance swept and its budget reduced due to a reduction in licensing applications. The reductions affected customer service significantly. In 2015, the Legislature passed House Bill 2411, which revised the license fee structure for the Teachers Standards and Practices Commission. The new fee framework sets a higher cap and increases the basic teaching license fees from \$100 to \$140 for a three to five year license. It streamlines the licensing process by reducing the number of different teaching licenses to three categories: preliminary, professional and distinguished teacher leader. The implementation of a five year renewal period for most educator licenses more than offset the fee increase which has resulted in decreased revenue projections in the coming biennium. TSPC is a service driven agency which relies on human capital. Personnel costs rise steadily each year, while fee increases which the agency solely relies on, are only considered intermittently. Therefore, the agency is continuously engaged in a balancing act between the levels of service it can provide and the staff that it can afford to maintain to accomplish its goals. The agency has been reaching out to its community partners to consider how long term operations can best be supported.

POP 101 is a start to address the constant strain of keeping fees as low as possible to avoid being a barrier to the workforce while being required to do a great deal of work, such as investigations and discipline, EPP program approval, and assistance to school districts that are not offset by any revenue

for service. Thus, fines, Program Approval service charges, and district assessments are included to share the financial burden of these services with those who actually directly benefit from them. POP 103 addresses the need to pay for the pivot from a NIC USA-developed application system to a COTS system supported by DAS. The migration to a new system and maintenance of that system will be an ongoing cost paid for by diverting the most of the portal fee from NIC USA to TSPC.

Cost-Containment and Program Improvement

Online Application System: The primary agency-wide cost-containment initiative has been the development of the online application system. Begun two biennia ago, the agency has contracted with the state’s e-government contractor – NIC USA to develop the system. The first phase, completed in 2016, was the implementation of the “applicant side” of the system. Once applications are submitted through this portal, the actual processing of license applications continues to be completed through the existing legacy system. The development of the second phase of the system – application processing – was delayed due to other state agency projects being given a higher priority. Unfortunately, version 2.0 of eLicensing presents multiple issues, including lack of accurate licensure records and awkward functionality. The agency is engaged with the Enterprise Information Systems Division of DAS to write a final contract amendment to stabilize the system, giving the agency two to three years to secure a new vendor to continue the desired operational improvements and modernization.

Staff Vacancies: As fee revenues have decreased, the agency has taken the proactive step of analyzing all staff vacancies to determine whether to fill. Reduced fee revenue is primarily the result of decreased applications due to two factors: the increase of the license renewal period to 5 years for most licenses (by agency rule, effective July 1, 2015) and SB 205 (2017) which allows person with pending TSPC applications for teaching license to teach in public school for 90 days from date of application if certain background clearance requirements are met. The latter has resulted in a substantial reduction in the fees the agency received from expedited license applications. Despite the fee increase in 2019, other costs, such as the AG charges and more investigators, have made projected 2023-25 and 2025-27 Ending Balances insufficient. The GRB includes two vacancies to help address this deficiency – one investigator and one customer service representative. The elimination of the call center allows for the latter.

Staff Operations: The agency has made great strides in license processing times, with processing periods less than four weeks being seen in several months this last year. The Director of Licensure is further considering how the work of the licensing staff may be adjusted to allow for a tiered approach to process applications (for example, renewals vs. new applicants or out-of-state applicants). Additionally, the agency is considering how it may provide more opportunities for evaluators to connect in the field with the school districts they serve. While these measures do not directly result in a net cost savings, they do provide greater levels of customer service within the currently funded operations of the agency.

Major Budget Information

2021-23 AGENCY REVENUE AND EXPENDITURE SUMMARY

General Program (Licensure, Professional Practices, Program Approval, Agency Operations)

BEGINNING BALANCE (21-23):	\$ 2,328,102
REVENUE ESTIMATE (21-23):	\$ 6,898,737 (fee revenue)
TOTAL AVAILABLE RESOURCES (21-23):	\$ 9,226,839
<i>TOTAL EXPENDITURES</i>	<i>\$ 8,276,878</i>
ENDING BALANCE (21-23):	\$ 949,961

National Board Certification Fund

BEGINNING BALANCE (21-23):	\$ 1,474,989
REVENUE ESTIMATE (21-23):	\$ 40,000 (interest)
TOTAL AVAILABLE RESOURCES (21-23):	\$ 1,514,989
<i>TOTAL EXPENDITURES</i>	<i>\$ 1,633,207</i>
ENDING BALANCE (21-23):	\$ (118,218)

Note: Figures are from Governor's 2021-23 Base Budget

The agency also has two Policy Option Packages and a Package 90 proposed for the 2021-2023 biennium.

Agency Fiscal Stability (POP 101):

Description:

The package begins to realign the fee structure of the Teacher Standards and Practices Commission to charge consumers directly for the services provided to them. As an Other Funds agency, the Commission must seek its funding from the population it serves. Currently, the TSPC collects only license fees from educators and services personnel, as detailed in ORS 342.127 and OAR 584-200-0050. While the Licensure program is a major portion of the Commission's work, the role of the Professional Practices and Program Approval programs has increased over the last decade and together they now constitute a majority of the Commission's expenses. At the same time, no charge is made to educator preparation programs for the review, certification and auditing of these programs. Although the Professional Practices program investigates and disciplines licensees for misconduct, it has no authority to levy fines

and there is no capacity to recover the court and legal fees it incurs over the course of its investigation and disciplinary hearings. Similarly, the significant staff time spent helping school districts with licensing and misconduct questions is not reimbursed but impedes achieving KPM goals.

How Achieved:

Under this policy package, additional Other Fund Revenue will be derived through the establishment of new fees for Education Preparation Providers (schools, colleges, and universities) and establishing the ability to levy fines, recover court and legal costs in contested cases it wins. These new fees and fines are anticipated to generate \$747,200. In order to provide the agency with a stable source of revenues, assuming a status quo (no new non-funded program) budget, through the 2027-29 biennium, this package increases fees by 25% to raise \$1,591,204 in additional revenue. For example, this will take existing fees of \$189 for a five year license to \$235.

The package restores funding for one position (1.50 FTE) from Package 70 (#0000205 and #0000905) and continues funding for the nine remaining positions with Other Funds

Note: This POP works in conjunction with SB 129.

Quantifying Results:

The agency will quantify results with the following measures:

- Monthly revenue reports;
- Accounts Receivables for fines and Program Approval service fees; and
- Regular projections of revenue by DAS Accounting.

Staffing and Fiscal Impact:

Policy Option Package 101	Total	FTE
Revenue	2,338,404	
Personal Services	579,837	1.5
Services and Supplies	276,087	
Ending Balance	1,482,480	1.5

eLicensing Portal (POP 103)

Description:

The package adds a new revenue source for TSPC to develop and maintain its eLicensing Application, a web application that is the sole method of applying for an educator license in Oregon. Educator licenses are the primary source of revenue for TSPC, and the efficiency and capability of the eLicensing system is vital to maintain and grow the improvements made by the agency over the last few biennia.

The package repurposes the majority of funds currently earmarked for NIC USA portal fees and designates them for a new Technology Fund that will provide ongoing revenue from each license application received by TSPC. Since NIC USA will no longer support the eLicensing application, this funding will pay for the development, acquisition, and maintenance of new web application. The

remainder of the portal fees will go to NIC USA to fulfill contractual obligations for portal maintenance and payment processing.

How Achieved:

A new fund shall be established with the Treasury Department for the purposes of paying for the eLicensing project and shall be designated as the TSPC eLicensing Fund. The eLicensing portal shall continue to levy a surcharge on each application that is completed through the system, and deposit the amount in the TSPC eLicensing Fund. The revenues accrued from the portal shall be apportioned:

- \$1 per application to NIC USA for portal maintenance and payment processing (estimated).
- \$14 per application to the TSPC e-Licensure Fund to develop and maintain the eLicensing application.

There is a **limited duration** ISS8 position to oversee the switchover from the old e-License application to the new one. The position shall be funded through the e-Licensure Fund.

Quantifying Results:

The agency will quantify results with the following measures:

- Monthly revenue reports from the TSPC eLicensing Fund;
- Incorporation of the Fund into the agency’s LAB; and
- Regular projections of revenue by DAS Accounting.

Staffing and Fiscal Impact:

Policy Option Package 103	Total	FTE
TSPC eLicensing Fund	477,398	
New Information Systems Specialist 8, Step 4	261,630	1.0 (LD)
Services & Supplies	215,768	
POP Cost	–	1.0 (LD)

Nontraditional Pathways to Licensure (Package 90)

Description:

This package creates a new program for Nontraditional Pathways to Licensure within the TSPC, based on recommendations from the Racial Justice Commission. The program is to be developed to provide non-traditional pathways for community college students, community members, classified school employees, and professionals considering teaching as a career to earn professional licensure. The package provides \$1.3 million in Personal Services to reclassify position numbers 0000218, 0000901, 0000903, and 0000905. It also provides 5 new positions (an Operations and Policy Analyst 4, three Education Specialist 2 positions, and Administrative Specialist 2 position), services and supplies, and special payments for the program.

In addition, \$200,000 General Fund was added as resources to require Educator Preparation Programs (EPPs) to include specific training to their staffs in supporting diverse students and the state’s American Indian/Alaska Native, Black, and Latino/a/x Student Plans. The funding also provides resources to EPPs to include specific training in trauma-informed practices and student social-emotional support, including anti-bias training.

How Achieved:

A General Fund allocation of \$3,563,936 is applied to a new fund called Nontraditional Licensure Pathways.

Quantifying Results:

The agency will quantify results with the following measures:

- Report on Nontraditional Pathway creation;
- Survey of EPP, RENS, and Districts on pathways and diverse student support; and
- Report on distributions to EPPs for trauma-informed practices and student social-emotional support.

Staffing and Fiscal Impact:

Policy Option Package 104	Total	FTE
GF Revenue	3,563,936	
Personal Services	1,238,646	5.0
Services & Supplies	203,022	
Special Payments	2,122,268	
POP Cost	3,563,936	5.0

Co-Dependent Programs

Partners necessary for the success of the program include:

- Deans of Colleges of Education (15 public and private institutions);
- Oregon Department of Education;
- Education Advancement Council;
- Government to Government;
- Higher Education Coordinating Commission;
- Early Childhood Education;
- National Board Certified Teachers;
- Stakeholders and education associations; and
- School Districts, Charter Schools and Education Service Districts.

Diversity Workforce Initiatives

As part of the Student Success Act, the Oregon Department of Education, on behalf of the Educator Advancement Council, has partnered with TSPC to lower barriers to the education workforce for racially, ethnically, and culturally diverse candidates through the:

- Oregon Administrator Diversity Scholarships;
- Diversity License Expense Reimbursements; and
- Holistic Assessment of Content Knowledge.

TSPC has recommended to the EAC that it continue funding these programs in the 2021-2023 biennium.

Agency Legislation

The agency proposed three legislative concepts for the 2021-23 biennium which have currently been introduced as follows:

HB 2135

Summary: Expands the crimes sanctionable by TSPC to include those that are related to domestic violence, extends the maximum suspension period to three years, and defines the minimum effective period of a revocation.

Status: Referred to House Education (1/19/2021)

Fiscal Impact: No fiscal impact to the agency is anticipated.

HB 2136

Summary: Amends statutes to clarify that the TSPC should investigate sexual conduct complaints only against its licensees.

Status: Referred to House Education (1/19/2021)

Fiscal Impact: No fiscal impact to the agency is anticipated.

SB 129

Summary: Gives the TSPC new authority to charge fees to Educator Preparation Providers, levy fines as part of disciplinary action, and assess school and educational service districts.

Status: Referred to Senate Education; Public Hearing scheduled (2/03/2021)

Fiscal Impact: The measure could result in approximately \$747,200 additional Other Fund revenue for TSPC.

10% Reduction Options

The Governor’s Recommended Budget took \$910,102 as a reduction, including 3.5 FTE and \$122,259 in Services & Supplies, and added back 1.5 FTE in POP 101 (\$431,829). The Agency Reduction Form reflects the total reduction from the Current Service Level, notwithstanding the reductions indicated in the GRB.

Any further reductions in staffing from the levels in the GRB would result in significant backlogs in licensure and investigation. However, if a reduction is required, the following activities are proposed as the least prohibitive to customer service and safety:

A ten percent (10%) reduction from the agency’s CSL equals **\$930,282**.

- ~~**Activity:** Reduce Services and Supplies – Agency Operations~~
~~**Describe Reduction:** Reduces the services and supplies across all programs.~~
~~**Amount:** \$123,873 OF~~
~~**Rank:** Number 1.~~
~~**Justification:** Least effect on licensure processing and professional practices.~~
- ~~**Activity:** Eliminate 1.0 FTE Public Service Rep. 4 – Licensure~~
~~**Describe Reduction:** Would eliminate customer services position answering inquiries through email and phone.~~
~~**Amount:** \$145,727 OF~~
~~**Rank:** Number 2.~~
~~**Justification:** Reduced queries due to elimination of phone service and improvements in the eLicensing application allow for barebones customer service staff.~~
- ~~**Activity:** Eliminate 1.0 FTE Investigator 2 position – Professional Practices~~
~~**Describe Reduction:** Would eliminate investigator position added by 2019 SB 155 to investigate sexual conduct complaints.~~
~~**Amount:** \$228,853 OF~~

~~Rank: Number 3.~~

~~Justification: Would have least impact on investigative services because it is currently vacant. Would reprioritize non-sexual conduct cases to optimize caseload.~~

4. **Activity:** Eliminate 1.0 FTE Principal Executive Management D Position – Professional Practices Unit
Describe Reduction: Would eliminate Management position that directs Professional Practices program. Would also eliminate Deputy Director position. Would eliminate agency advocacy work, and impact the efficiency and efficacy of Professional Practices and Agency Operations.
Amount: \$313,731 OF
Rank: Number 4.
Justification: Executive Director would oversee program, instead. Would keep current full investigator staffing to reduce the possibility of slowing down investigations that are reviewed by the Commission at each meeting.

5. **Activity:** Eliminate .5 FTE Compliance Specialist 2 – Program Approval
Describe Reduction: Would eliminate position in second half of the biennium that supports Program Approval activities and reviews EPP program requests. Would impair ability of EPPs to add or modify their programs, and hamper the efforts to diversify educators statewide.
Amount: \$118,098 OF
Rank: Number 5.
Justification: Would have least impact on the ability of agency to process licenses and investigate cases.

Total Reductions Proposed: \$930,282; \$498,453 of which is included in the Governor’s Recommended Budget (strikethrough, Items 1-3, above).

Pandemic Effect on 2021-2023 Budget

The total Coronavirus Relief Fund expense for 2020 = **\$18,551.78**. The majority of that amount was for CRF-related paid family and sick leave.

Restrictions due to the pandemic resulted in several changes in TSPC operations:

- Every TSPC employee was enabled to work from home (WFH), including computer equipment and phones. Fortuitously, TSPC had invested in a Zoom account just before the outbreak and was prepared to collaborate online. Productivity was if, anything, improved, but certainly not harmed.
- Expenses such as travel and office decreased dramatically, again due to WFH protocols.
- Call center and walk-in traffic could not be managed remotely and was temporarily restricted. However, outreach through email proved to be perfectly sufficient to conduct work with the public.

No significant expenses for the 2021-23 budget are anticipated.

Appendices A-E

- A. Summary of Proposed Technology Projects**
- B. Other Funds Ending Balance Form**

Appendix A

Summary of Proposed Technology Projects

ELicensing Application (see POP 102)

TSPC is responsible for licensing of over 60,000 Oregon K-12 educators. Providing quality, timely service to educators, school districts, educator preparation providers, and state agency partners requires a license management system that provides an application portal, application evaluation capabilities, third-party data entry and reporting modules, and license record management. The current system does not provide the functionality necessary to provide the timely, high-quality customer service that is demanded by Oregon's educators and education partners.

Fundamental work of the agency, such as promoting educator quality, workforce development, and strengthening of professional development for in-service educators, is hindered by data systems that are inadequate to streamline business processes and daily operations. The agency generally operates under lengthy backlogs, threatening employment opportunities for educators caught in lengthy wait times and limiting the licensed workforce available for hire by Oregon school districts.

The application upgrade will:

- Maintain educator demographic and license data;
- Provide access to the data to educators and various stakeholders through online portals and sharing of data files;
- Increase transparency of requirements and track communications to educators about those requirements;
- Collect the fees for licensure which sustain this "Other Fund" agency; and
- Provide access for data entry, application submission, and fee payment to internal TSPC staff, applicants, universities and school districts.

The proposed elicensing project will include the development of the business case and specifications for a new system, procurement of a system vendor, data migration, system transition and implementation, and project evaluation functions. The agency will hire a project manager (LD) to provide agency support for this project. TSPC would like to have the new system go out for RFP by Fall 2021, with a contract in place by the end of 2021, and system implementation in late Fall 2022. Depending on the business specification and the platforms provided by the vendors, the system may be maintained on an in-house and/or cloud-based platform. Appropriate OSCIO data integrity and security measures will be adhered to. These systems in other states have cost anywhere between \$600,000-1,000,000, with great variance due to state-specific licensing and application management requirements.

