



TSPC 2015-2017 Budget Presentation

The Teacher Standards and Practices Commission (Commission) sets the standards for public school educator licensure; sets the standards and provides state approval (similar to accreditation) for Oregon educator licensure programs; and takes disciplinary action against educators' licenses.

The Teacher Standards and Practices 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.

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.

Agency Goals

The agency's budget focuses on the four 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.

Historical Perspective

- ✓ Oldest Professional Educator Standards Board in the Nation
- ✓ First created in 1965; Separate agency in 1973
- ✓ One of 11 Professional Educator Standards Boards in the nation
- ✓ 17 commissioners; (8 teachers; 4 administrators; 2 higher education; 3 public)
- ✓ Only 3 Executive Directors in life of the agency
- ✓ Over 150,000 educators in our data base (started in 2004)
- ✓ Several hundred thousand more on microfilm

TSPC Overall Program Summary

TSPC revenue is derived completely from educator licensure and fingerprint fees. The agency does not receive general fund distributions.

The agency focuses on three primary areas:

- ❖ **Licensure:** Issuing and renewing educator licenses;
- ❖ **Program Approval:** Approving higher education licensure preparation programs;
- ❖ **Professional Practices:** Investigating misconduct and imposing sanctions (discipline) against educators' licenses.

Licensure Program Summary

Licensure: ORS Chapter 342 requires all public school educator employees, employed in public schools (including charter schools) or employed by an education service district to be licensed by the Commission if they 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. *This activity is supported by 9.0 non-administrative FTE and is funded through licensure and fingerprint fees.*

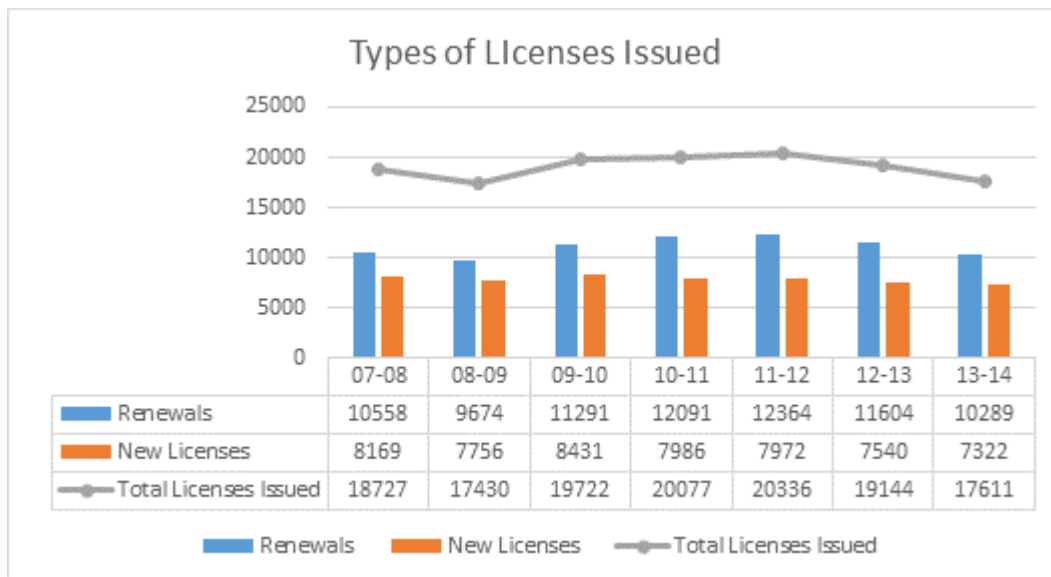
Persons served by the program:

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

How many people served: As of February 1, 2015, there are approximately 59,803 educators in Oregon that hold approximately 63,934 current licenses. The chart below shows the steady decline of licensed educators over the past five years.

Year	Number of Educators	Number of Total Licenses
2010	64,882	69,194
2011	64,029	68,234
2012	63,705	67,788
2013	62,557	66,680
2014	60,923	64,682
2015	59,803	63,934

[See table below for “employed” licensed educators.]



EMPLOYMENT PICTURE: In the 2013-2014 school year, 28,717 or approximately 48% of the estimated 58,423* licensed teachers and administrators were employed by Oregon public schools. This means that approximately 52% of Oregon licensed educators are not currently employed by Oregon public schools. (See the table below).

Licensed Teachers and Administrators in Oregon Public Schools				
	10-11	11-12	12-13	13-14
Teachers (includes ESD)	28,157	26,873	26,442	26,750
Administrators	2,035	1,995	1,941	1,967
Total Employed by Public Schools (FTE)	30,192	28,868	28,383	28,717
Total Licensed by TSPC	64,882	63,705	62,557	60,923
K-12 Students	561,328	560,946	563,714	567,098

*This figure differs from the total 2013-14 TSPC licensees in the table because the figure eliminates that approximately 2,500 other school professional licensees (counselors and psychologists) in order to accurately compare to the data collected by the Oregon Department of Education.

Licensure Program Approval Summary

Licensure Program Approval: The program approval unit is responsible for reviewing all educator preparation programs (such as teacher licensure and administrator licensure) for alignment with the Commission’s standards for preparation and also responsible for conducting on-site reviews of those programs.

Currently, 18 TSPC-approved colleges and universities and 1 school district (Salem-Keizer) are providing TSPC-approved teacher, administrator, school counselor, school psychologist or school social worker preparation and post-graduate education programs to educators.

Oregon Educator Preparation Programs (19 units)	
Concordia University (Oregon)	Oregon State University
Concordia University/COSA (Chicago)	Pacific University
Corban University	Portland State University
Eastern Oregon University	Salem-Keizer (School Counseling)
George Fox University	Southern Oregon University
Lewis & Clark College	University of Oregon

Linfield College	University of Portland
Marylhurst University	Warner Pacific College
Multnomah University	Western Oregon University
Northwest Christian University	

Educator Preparation Programs Closed Since 2005:

Cascade College, Leslie University, Willamette University, University of Phoenix (will officially close in 2015)

People Served: 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.

The agency is responsible for organizing regular on-site review visits (once every 5 or 7 years); participating in the Council for the Accreditation of Educator Preparation (CAEP) national accreditation visits (7 universities); reviewing annual reports and squiring the proposals for new educator programs through the Commission approval process.

Additionally, the agency 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 and fulfilling our federal Higher Education Act (HEA) Title II reporting requirements. *This program is supported by 0.80 FTE and is funded through licensure and fingerprint fees.*

**Policy Package 104: Program Approval Support
Add 1.0 FTE Compliance Specialist 2**

The purpose of this package is to add technical support to the agency’s educator preparation program function. The agency’s responsibilities as it relates to educator preparation program approval have increased significantly in the past three years. In addition to implementing a new statewide teacher performance assessment (edTPA) the Commission recently began to take a deeper look into the performance of educator preparation programs. Staff is needed to assist in training faculty and universities on the use of the edTPA as well as training program approval teams; leading program approval teams; seeing to the development of program approval reports; implementation of new federal Higher Education Act, Title II requirements around preparation accountability; and implementation of any conditions for program approval adopted by the Commission.

**Professional Practices Program Summary
Discipline**

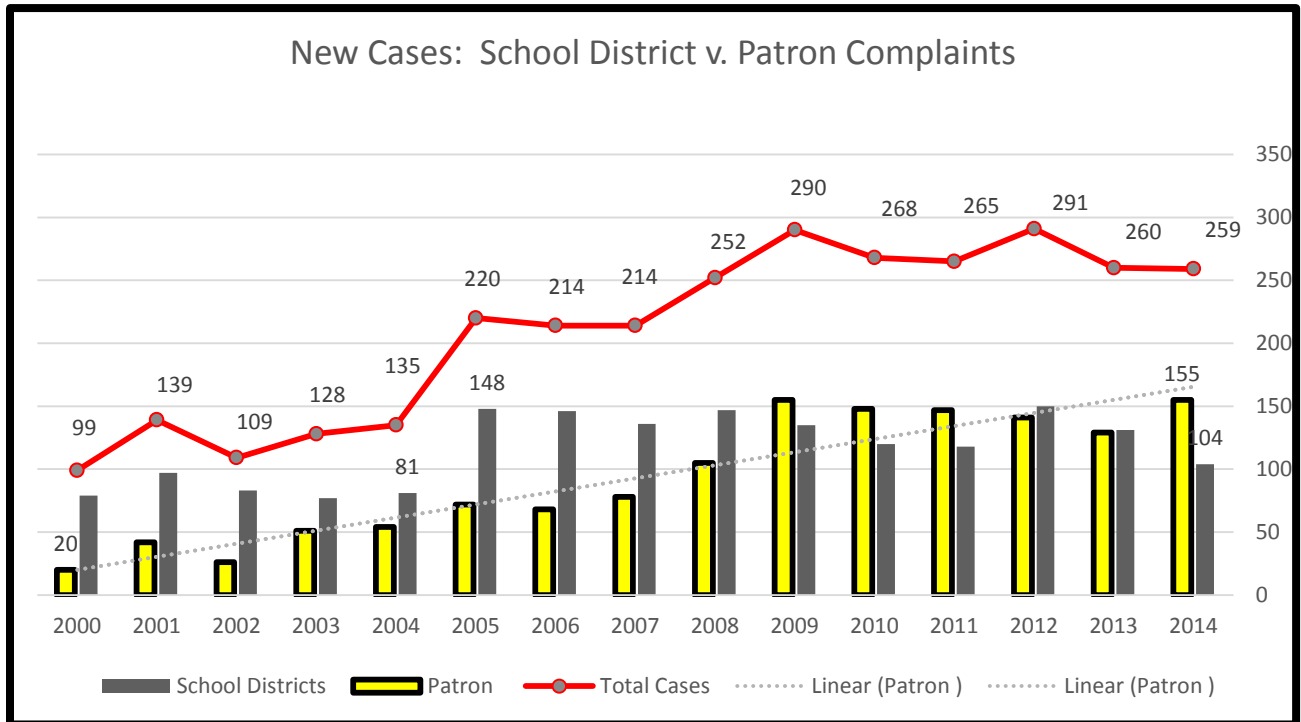
Professional Practices: The professional practices unit focuses on alleged educator misconduct and ensures the safety and protection of Oregon’s students and citizens. The unit investigates reports of misconduct and conducts criminal and character background checks on all applications for licensure. Since 2004, the number of new reports of misconduct per year has ranged from a low of 136 cases

*TSPC Budget Presentation
Phase 1*

(2004) to a high of 291 cases (2012). In 2014, the Commission received 259 new cases of alleged misconduct.

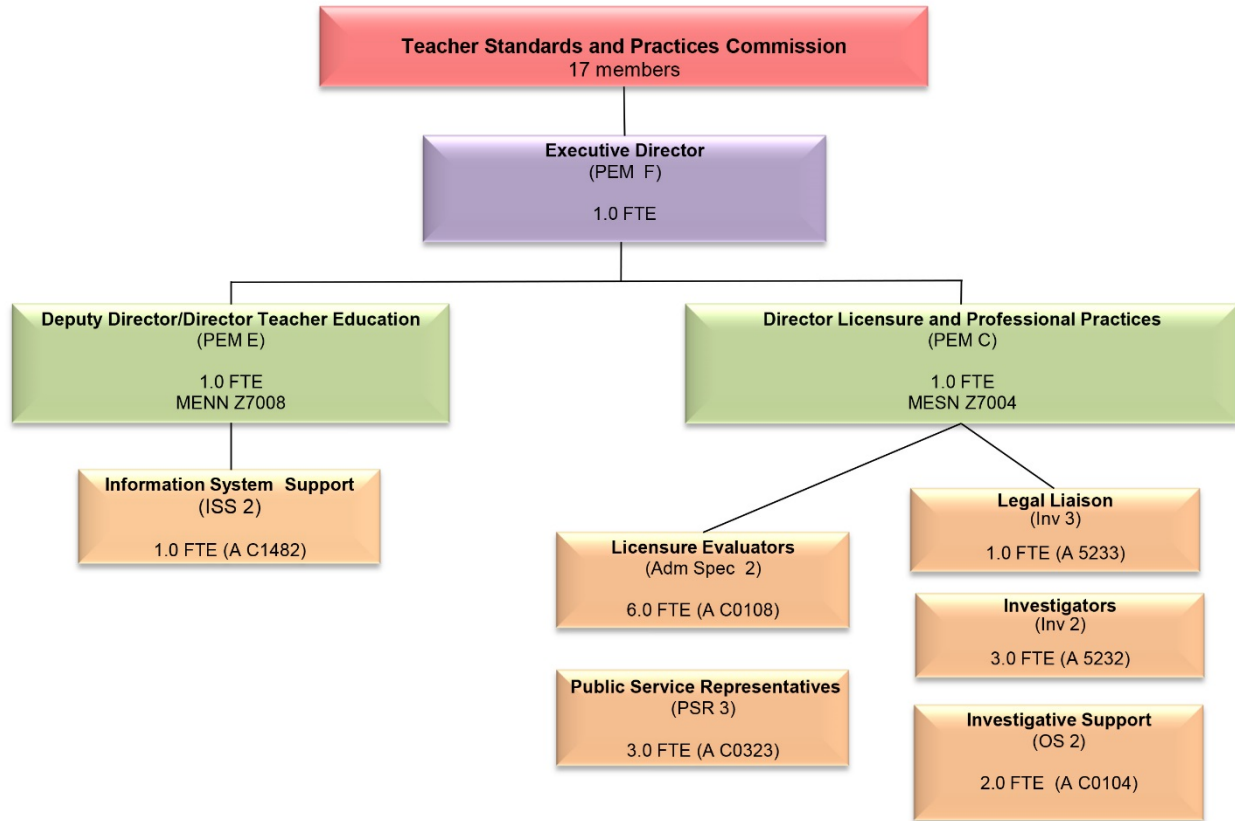
Persons served: Investigated educators, school districts, charter schools, and the public.

Since 2000, the Commission has seen a steady increase in the number of complaints received from members of the public (patron complaints). The growth in patron complaints is the primary reason for the increase in disciplinary cases over the past decade. School District complaints jumped up in 2005, but have remained fairly steady since then.

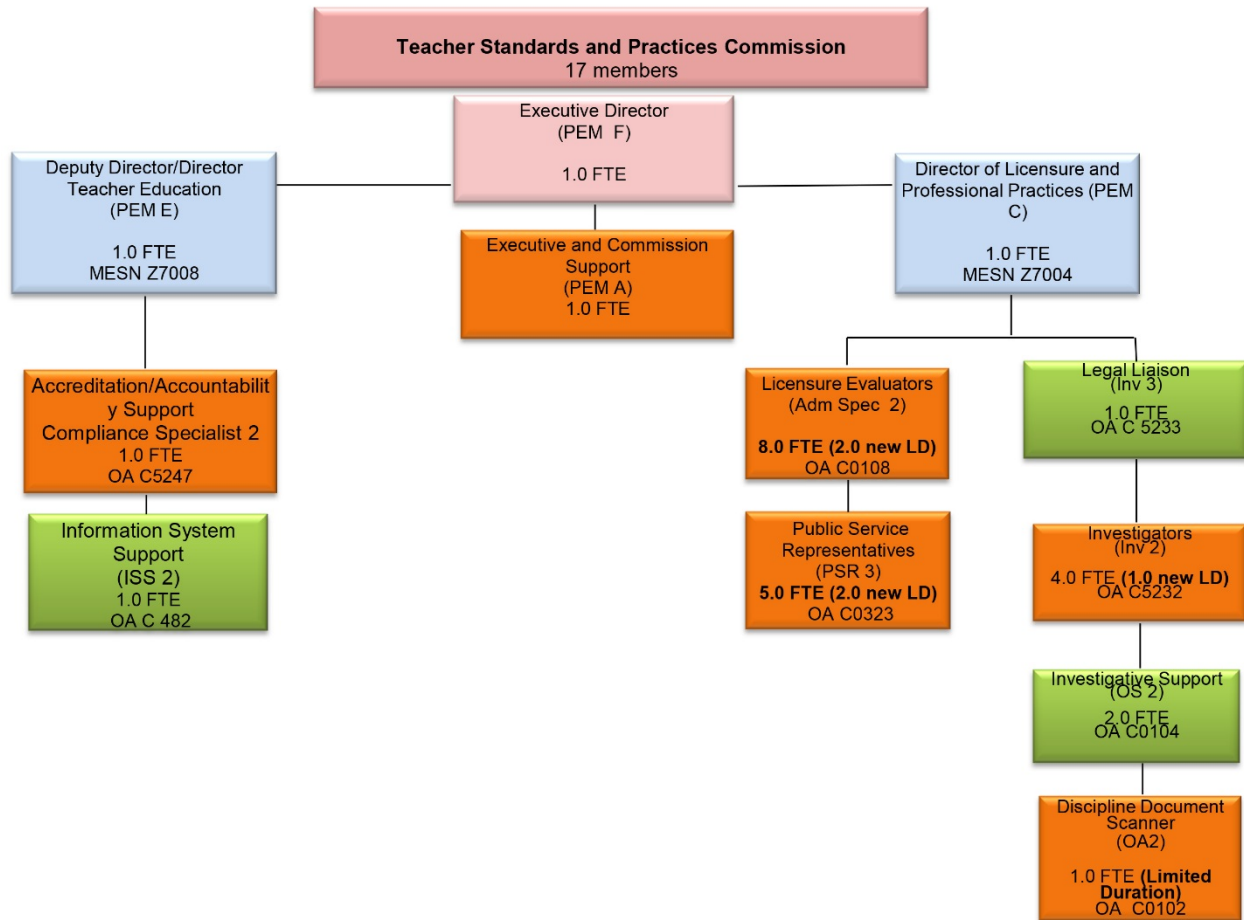


TSPC Agency Organization

2013-2015 Current Organizational Chart



2015-2017 Proposed Organizational Chart



Performance/Outcome Measures

2013-2014 KPM#	2013-2014 Legislatively Adopted Key Performance Measures (KPMs)
1	PHONE/EMAIL CUSTOMER SERVICE – Percent of phone calls and email responded to within 3 days
2	APPLICANT CUSTOMER SERVICE – Percent of completed applications processed in 20 days
3	INVESTIGATION SPEED – Percent of investigated cases resolved in 180 days (unless pending in another forum)
4	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 application to issuance of licensure; (KPM 2)
5. Date of the oldest application; and (KPM 2)
6. Number of licenses issued daily. (KPM 2)

KPM #1: Phone/Email Customer Service

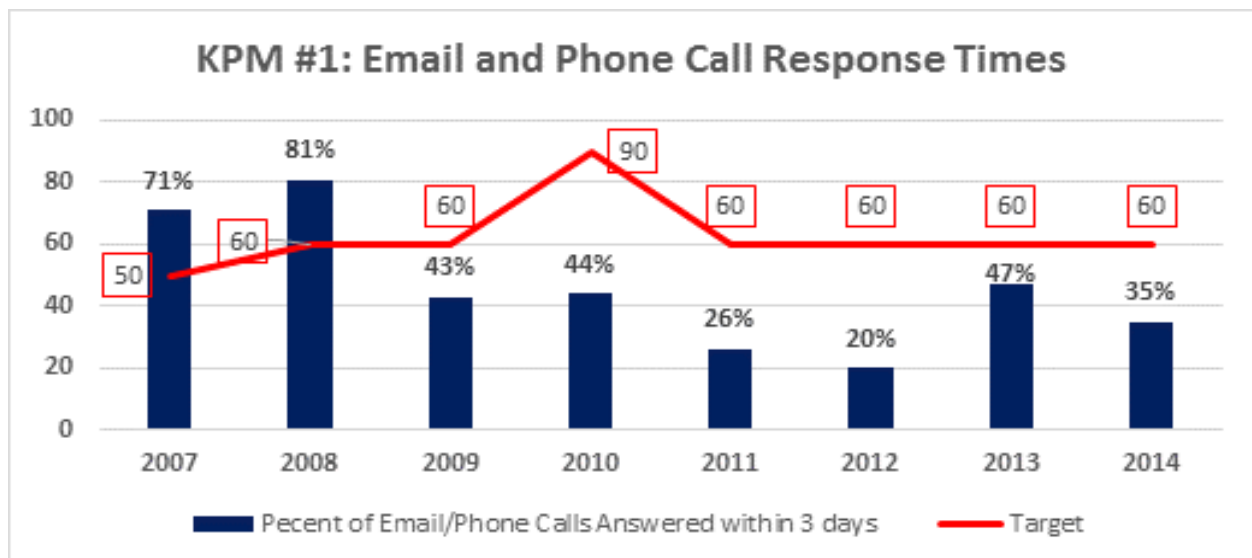
KMP #1 – Percent of phone calls and email responded to within 3 days

REQUESTED KPM CHANGE: Change to: Email Customer Service: Percent of email responded to within 3 days.

TARGET CHANGE REQUEST: From 60% to 50%

Rationale: The agency does not have the ability (or the staff) to keep phone messages, then assign staff to return those phone calls. The agency currently has one person to answer the phone between 8:00 a.m. and 5:00 p.m. This requires moving people from other licensure areas (answering email or issuing licenses) to cover the phones on break, lunch, or during illnesses.

The target may be more achievable by adding staff during the 2015-2017 biennium during the transition from the old data base to a new online application system and transforming the teacher licensure system.



Current Performance for KPM #1: The agency’s response email response time went from 47% within 3 days the in 2013 to just 20% in 2014.

The delays issuing licenses plays a role in the number of email received by licensees. Due to the much quicker turn-around time we had issuing licenses from 2012 through 2013, the now much slower turn-around time has caused concerns among licensees and thus we have seen email numbers increase. Additionally, the lack of ability to turn the response time around quickly results in multiple check-ins by licensees to verify that the agency received their first email.

Solution – POP 105: The agency is requesting one more limited duration public service representative position to answer email and phones which will allow us to catch up the backlog over the course of the upcoming biennium. The agency is unable to predict the exact rate at which the backlog can be reduced, but history indicates that if one person can be dedicated to answering email all day, up to 80 to 100 email can be responded to within one day. The agency averages approximately 50 new email a day from licensees. With the additional staffing, the agency should be able to dedicate 1 to 1.5 FTE to email daily, depending on employee absences. The agency believes that prior to the need to develop the 2017-2019 biennial budget, the agency will have sufficient information to determine whether there will be ongoing need for continued staffing.

POP 105:

Policy Package 105: Reduce Email Backlog

Reduce Email Backlog:

Add 1.0 FTE Public Service Representative 3.

The agency believes that by hiring a limited duration public service representative for one biennium, thus raising the number of staff to answer phone calls and email to four, the agency can not only answer more phone calls, but also reduce the email backlog. The agency is requesting a limited duration position in order to assess the impact of the new licensure redesign and new online data system on educator questions through phone calls and email.

KPM #2: Applicant Customer Service

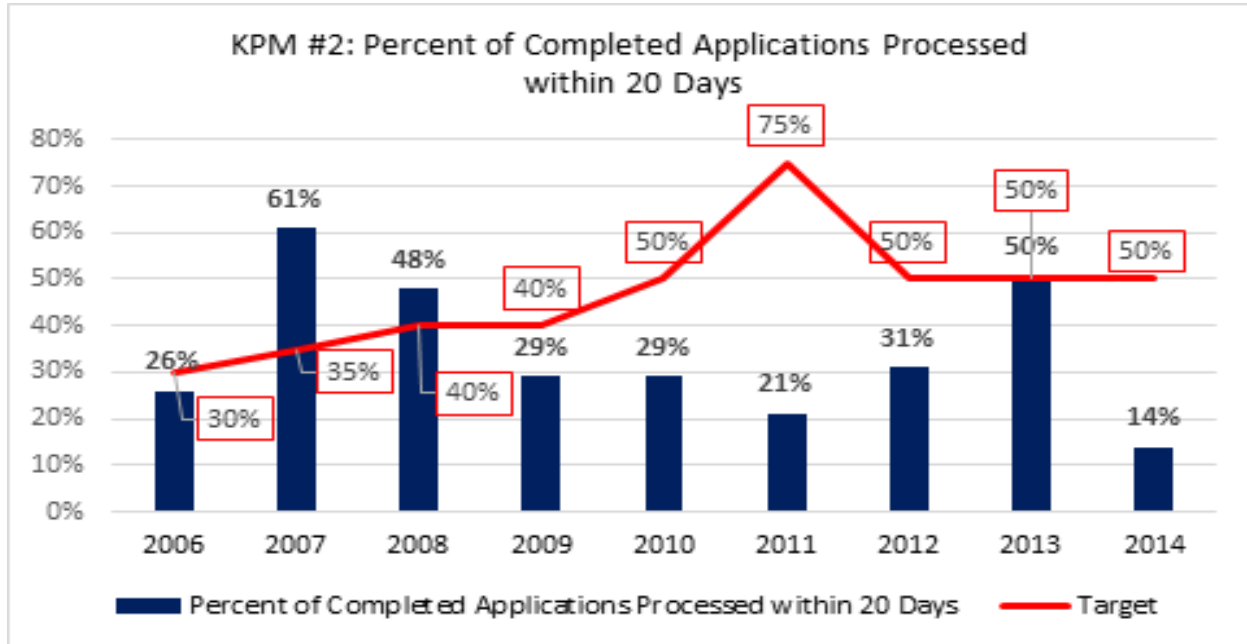
KPM #2 - Percent of completed applications processed in 20 days

Licensure application “turn-around” time as of February 15, 2013: 20 calendar days

Four evaluators issue about 19,144 licenses annually.

Licensure application “turn-around” time as of February 15, 2015: 20 weeks

Four evaluators issue about 17,611 licenses annually.



Current Performance for KPM #2: The agency’s licensure issuance rate of completed applications within 20 days dropped from 50% in 2013 to 20% in 2014.

Solution – POP 105: The agency is requesting a limited duration evaluator position (Administrative Assistant 2) to assist with eliminating the backlog in licensure applications. The agency’s ability to keep up with workload was significantly impacted by position cuts required due to a steep drop in revenue over the past two biennia. At current staffing levels, the agency must reassign duties to licensing staff when other staff are absent from work. It is often necessary to have licensing staff answering phones; responding to email; opening mail; preparing deposits; inputting new data; and scanning documents; instead of focusing on the task of issuing licenses.

Due to the agency’s concomitant transition from the current outdated data system to the anticipated on-line application system being developed by NIC USA, *the agency is unable to determine the exact impact the additional license-issuer will have overall on the current backlog.* The agency believes that prior to the need to develop the 2017-2019 biennial budget, the agency will have sufficient information to determine whether there will be ongoing need for continued staffing.

POP 105:

Policy Package 105: Reduce Licensure Backlog

Reduce Licensure Backlog:

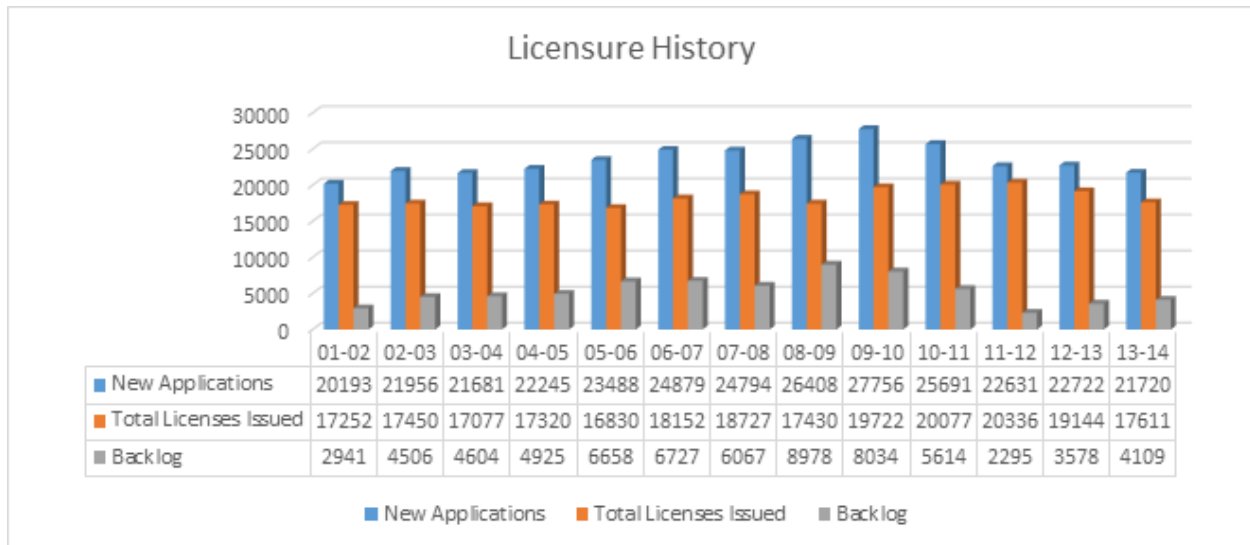
Add 1.0 FTE Administrative Specialist 2

The agency will be implementing a new redesigned licensure system intended to simplify and consolidate the two licensure systems that are currently operating. There are two groups of licensees working in Oregon public schools: Those licensed between 1965 and 1999 and those licensed between 1999 to present day. The agency has submitted legislation that will allow the agency to not only implement the newly designed licensure system, but also to shorten the term of educator licenses to align with other Oregon licensure agencies should that become necessary in the future. In addition, the

agency expects to have the first phase of a new online licensure application system fully operative in January 1, 2016. By adding an additional position to process licenses, the agency can focus on eliminating the current backlog while implementing the new online application system and the newly redesigned licensure system. The agency is proposing a limited duration position to issue licenses until the agency is able to fully assess the impact of implementing a new online data system and its functionality as it relates to current agency staffing.

POP 105 TOTAL SUMMARY OF EXPENDITURES:

Personal Services: \$219,301
 Services and Supplies: \$ 51,984
Total: **\$271,285**



KPM #3: Investigation Speed

KPM #3 – Percent of investigated cases resolved in 180 days (unless pending in another forum)

REQUESTED KPM CHANGE: Change to: Investigation Speed: Percent of complaints investigated within 270 days (9 months).

Professional Practices (Discipline) Performance Measures are used by the agency to monitor investigator productivity and efficiency.

The agency tracks:

1. Length of time from complaint to completion of investigation report to Commission;
2. Number of cases pending investigation.

Rationale: The agency’s staffing has been unable to keep pace with the number of complaints that have poured into the agency over the past five to seven years. Due to the wording of the former KPM, the term “resolved” does not include reflect the speed within which cases that result in a Commission charge of misconduct are completed, it reflects only the cases that result in a dismissal. The story is told when incoming complaints are compared to the speed in which investigations are completed.



Current performance for KPM #3: The agency’s investigation speed resulting in complete resolution of the complaint dropped from 29% in 2010-2011 to 14% in 2013-2014.

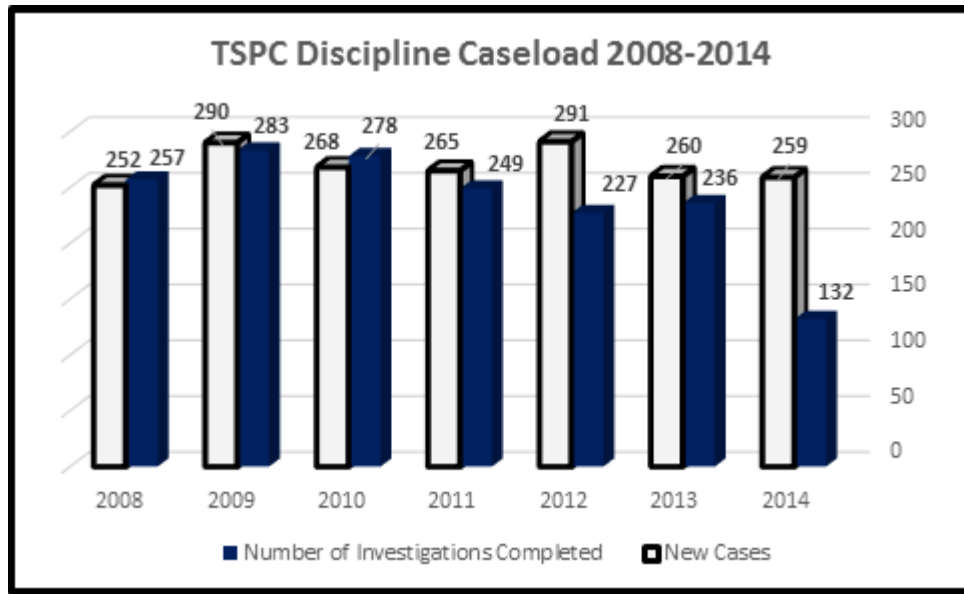
Note: Data prior to 2011 is not reliable – change in how data was collected.

The reason for the drop over the past year (from 20% to 14%) was due to turn-over in investigators. Due to a resignation, hiring process, then having a newly hired investigator deployed to Afghanistan, the agency’s was unable to keep pace with just two investigators for much of the 2013-2014 year. However, a temporary hire has been able to “get up to speed” quickly, giving an indication that the amount of investigations that will be completed in 2014-2015 will increase.

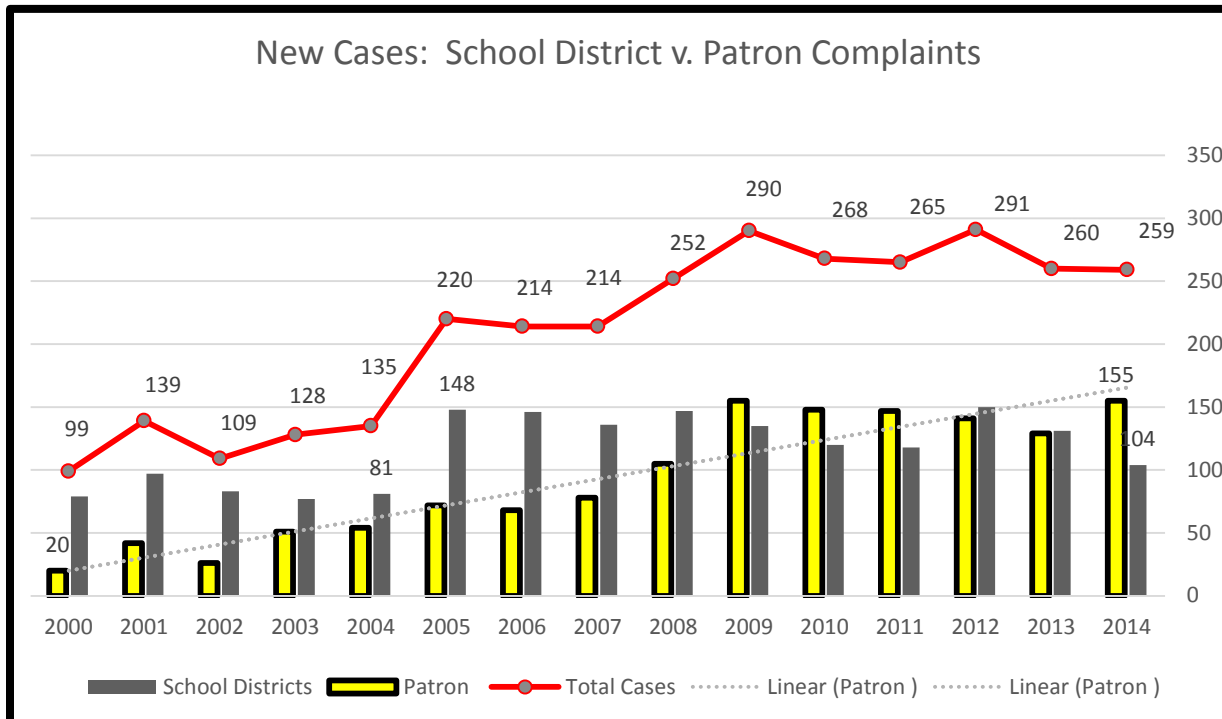
Regardless, the total number of investigations completed on an annual (calendar) year basis has not kept pace with the number of complaints received. Over the past three calendar years (2012-2014), the agency lost ground on over 200 cases.

This table represents complaints, investigations completed and TSPC investigator numbers:

<i>Calendar Year</i>	<i>Investigations Completed</i>	<i>Complaints Received</i>	<i>Number of Investigators</i>	<i>Difference Between Investigations and Complaints</i>
2008	257	252	3	+5
2009	283	290	3	-7
2010	278	268	3	+10
2011	249	265	3	-16
2012	227	291	3	-64
2013	236	260	3	-44
2014	132	259	3	-127



Solution – Pop 102: The agency is requesting one FTE Investigator 2 (limited duration) position to assist with catching up with the agency’s backlog in uninvestigated complaints. TSPC annual investigation rate by investigator varies from 60 to 90 cases per investigator. With the current three full-time investigators, the maximum number of investigation reports in a 12 month period is approximately 200 to 270 investigations total. Below is a chart of the number of cases received by TSPC based on whether reported by a school district or patron (anyone other than a school district). Patron complaints (yellow bars) have more than doubled over time. School district complaints increased in 2005 and have remained somewhat stable over the past 10 years.



Policy Package 102: Reduce Professional Practices (Discipline) Case Backlog and Scan Case Documents

Add 1.0 FTE: Investigator 2: Limited Duration

Adding an additional full-time investigator would help reduce the time it takes to investigate discipline complaints and reports. In 2013, the Commission considered 333 cases (60 to 100 investigations per meeting). With present staffing levels, it takes over a year, on average, to complete an investigation into a complaint. The Commission currently has 300 cases (complaints) in arrears and the complaints continue to flow in. In 2014, the agency has already received 259 new cases. The new investigator position would help keep the investigation processing times to less than one year.

Add 1.0 FTE: Office Assistant 2: Limited Duration (to scan agency discipline documents)

The agency needs to scan current paper investigation files that are taking up file cabinet storage and off-site storage. This position will start on that process. Currently, the agency spends \$324/month on off-site storage rental. (\$7,776 per biennium). *The agency will be also looking for a case management systems that will allow the agency to monitor and manage cases through a data base. This proposal does not seek to support the case management system, but merely to reduce the paper to electronic images and stored until the case management system can be researched and evaluated.*

KPM #4: Customer Service

KPM #4: Percent of customers rating their satisfaction with the agency's customer service as "good" or "excellent" overall customer service.

Current performance for KPM #4: Due to the burgeoning backlog of applications awaiting license issuance, the customer service ratings over the past year took a steep dive from 51% in 2012-2013 to 23% in 2013-2014.

The Customer service survey goes to licensees when their license is issued. The response rate over the past year was very low. Additionally, due to issues with the agency's servers, there was interruption of the customer service survey going out accurately, resulting in no data for March 2014. The survey was not equally distributed to licensees for several months until the data/server issue could be resolved during the summer.

Policy Package 103: Executive Administrative Support

Add 1.0 FTE Principle Executive Management A (PEM A)

The position will assist in analyzing licensure and professional practices statistics, assist in analyzing monthly agency expense reports, craft and file administrative rule changes, assist in payroll management, and other related duties. The agency has used temporary staff this past year to assist with these duties. The position requires a strong knowledge of either state work or similar administrative expertise. The lowest nonsupervisory professional position in state service is the Principle Executive/Manager A's. The minimum qualifications for a PEM A includes several of these duties.

Budget Note on KPM for Educator Quality

LEGISLATIVE FISCAL RECOMMENDATION FROM 2013-2015: LFO recommends that the Commission explore finding a measure that examines the quality of licensees instead of just meeting processing goals

and customer satisfaction. LFO notes that educator quality depends on a number of actors and factors and the Commission is only one of these. Even so, KPM's should address the actual outcome – teacher performance or quality – not just the timeliness of the TSPC staff and functions.

AGENCY RESPONSE: The Commission adopted the use of the Stanford Center for Assessment, Learning and Equity (SCALE) edTPA, a performance assessment for teacher candidates only. The edTPA is being implemented on a four-year roll-out plan. The edTPA is an “outside” candidate performance assessment that relies on professional scorers from outside of the teacher education program and outside of the school where the candidate is placed. This provides a much more objective review of teacher candidate quality. The candidates are required to show results with students they are teaching within the assessment.

That said, the following factors limit the Commission's ability to construct an educator quality KPM:

1. The edTPA will not be fully consequential for teachers entering the profession in Oregon until March 2018. In the meantime, TSPC is working with preparation programs to smoothly implement the new assessments with future teacher candidates. This training has been undertaken with support from Stanford, the American Association of Colleges of Teacher Education (AACTE) and the testing company (Evaluation Systems group of Pearson);
2. Less than 50% of candidates are receiving jobs in Oregon schools following completion of teacher preparation making “new teacher” assessment somewhat more difficult to measure given the low number (“n”) potential respondents to a post-employment survey;
3. The K-12 schools are only able to provide data on teacher performance across the Common Core State Standards of Reading Literacy and Mathematics. This leaves no standardized student performance across: science, social studies, the arts, physical education, English to Speakers of other Languages; world languages; and dozens of other licensure subject areas.
4. The current Oregon teacher evaluation tool being used by districts is not standardized statewide, however, it is dependent on district adopted student learning objectives.
5. The Commission's scope of quality is limited to the standards to which it holds teacher education institutions accountable to the standards. These standards-review visits (site visits) are limited to five or seven year cycles.
6. The agency's performance is dependent upon .8 FTE for this area of the Commission's authority (unless proposed Policy Option Package 104 is approved).
7. Research indicates that the teacher preparation program is only significantly accountable for the first two years of a new teacher's performance. New candidates rarely have any control over the classrooms in which they are placed. Thus, since many new teachers are placed in the most challenging classrooms (due to collective bargaining seniority and transfer policies among other factors), new teachers are subjected to the toughest teaching environments in the state. After the first two years, the district's support systems, evaluation tools, professional development and the culture of the building and district are the biggest influences on teacher performance.
8. The Commission not been able to craft a performance measure for individual candidate quality that is measureable, other than performance on the edTPA.

Budget Drivers/Environmental Factors

Licensure:

Reduced Revenue: Since the 2009-2010 fiscal year through the 2013-2014 fiscal year, the Commission's volume of applications have decreased from 27,756 applications to just over 21,700 applications – a reduction of about 6,000 applications per year. Applications are down in all areas: New applicants, renewals, and fingerprint requests (primarily from student teachers and new out-of-state applicants). The agency's fees for initial licensure and renewal have been at the legislative fee cap since 2005. HB 2411 includes a request to increase the agency's licensure fee cap.

Processing Timeliness: Due to the decreased volume of applicants, and the attempt to hold licensure staffing as harmless as possible during the 2011-2013 biennium, the agency moved from 14 weeks to process an application in spring 2011 to about three weeks from February 2012 – until June 2013. However, ongoing staffing cuts agency wide, resulted in the need to pull licensure staff from their "daily" duties to cover other areas of the agency such as: opening mail; application data input; check receipting daily deposits; assisting with email, phones and walk-in customers. (Only staff trained in licensure rules can answer email, phones, serve walk-in licensees and issue licenses.)

Technology: The agency's data base licensure system was developed using Microsoft Access in 2004. The agency exceeded the capacity for this "homegrown" system to operate efficiently going into the 2013-2015 biennium. The agency deals with daily system issues such as: having applications "fall-out" of the line for issuance; issued licenses not being posted on the web; and multiple steps needed to move through a licensure file to evaluate prior to licensure, among other issues. Additionally, all mail is opened by hand, new applications are entered into the system by hand, and the current document scanning process requires that each document is reviewed following scanning (by a person); and individually "accepted" into the system as a high quality image. This makes the current "technology" system very labor intensive.

Staff Illness and lack of sufficient staff to keep up with workload: Any staffing absence has a significant impact on licensure issuance. Due to the lack of depth in staffing, staff absenteeism requires that people move to cover other positions to backfill when someone is out.

Program Approval:

Staffing: The number of programs seeking to prepare teachers is 18 (two licensure programs closed during the 2013-2015 biennium). Seven of the 18 programs have national accreditation through the Council for the Accreditation of Education Preparation (CAEP). In 2005, only four programs had national accreditation. The Commission adopted increased standards for preparation programs resulting in a much bigger workload when reviewing a program's quality. Additionally, staff reduction human resource demands consumed precious time for our 1.0 FTE Deputy Director/Director of Program Approval (Accreditation)/Human Resources Officer.

Federal Higher Education Act (HEA) Requirements: Beginning in 2019, states will be required to rank program performance based on the proposed indicators of "academic content knowledge and teaching skills."

Proposed indicators for performance for preparation programs:

1. Student Learning Outcomes;
2. Employment Outcomes;
3. Survey Outcomes;
4. Accreditation or state approval.

State Report Cards (current required by federal HEA, Title II) will differentiate programs by 4 levels, low-performing, at-risk, effective and exceptional. Employment outcomes for high need schools and student learning outcomes must be a significant part in determining the levels. Programs must have “satisfactory or higher student learning outcomes” to be ranked as “effective” or “exceptional.”

Report must also include:

- Assurances the program is accredited (or meets alternative criteria);
- Disaggregated data for each indicator;
- State’s weighting of indicators used in assessing performance;
- Performance on each program (with 25+ candidates);
- State-level rewards or consequences

States are expected to establish procedures for assessing and reporting performance in consultation with stakeholders.

Program approval Team Training: Training for site teams has become expensive and time consuming. However, without training, the Commission would not be able to have reliable and valid assessment of program approval standards and how educator preparation programs meet those standards. Due to funding shortages, the agency is unable to afford facilities, meals, time and staffing for site team (program approval) member training. Training has been “supported” by some of our university partners, but they too are becoming tapped out for resources. As a result, we have “just in time training” rather than a long-term thoughtful training process for a deeper cadre of program approval reviewers. Without additional staffing, this demand continues to strain the time commitments for the 1.0 FTE Deputy Director/Director of Program Approval (Accreditation)/Human Resources Officer.

Teacher Performance Assessments: The Commission has adopted the edTPA (teacher performance assessment) for new teacher candidates. This requires significant training for both university faculty and candidates in teacher preparation programs. The Commission’s adopted “roll-out” plan is as follows:

1. 2014-2015 – Training college and university faculty (resource supported by OEIB teacher improvement funds);
2. 2015-2016 – Continued college and university faculty training and the requirement that 30% of each colleges’ and universities’ candidates must complete the edTPA prior to completion of the program. (Some universities have opted for a higher percentage during this Oregon pilot year). The results of the assessment will not be consequential to the candidate, but the data will be used by universities as they assess their ongoing faculty professional development needs to successfully fully implement the edTPA;
3. 2016-2017 – Continued college and university faculty training and the requirement that 100% of each colleges’ and universities’ candidates complete the edTPA to complete their preparation program. The results are non-consequential, but the results will be used by the Commission to set the passing score for the edTPA.
4. 2017-2018 – Passage of the edTPA required for licensure for all new teacher preparation candidates.

Technology: The technology system’s limitations mentioned above in the “Licensure Environmental Factors” also limit our ability to provide timely and useful data to our universities for purposes of post-graduation tracking. Without additional staff with the ability to access and deliver the data, we are constrained to the

time the Deputy Director and our 1.0 FTE Information Systems 5 staff member are able to devote to data analysis and delivery to colleges and universities (such as employment rate, employer information, etc.).

Professional Practices:

Continued high number of complaints: There has been a slight drop in the number of cases over the past two year (about 30 complaints total). However, the current three-investigator staff is unable to keep pace with the complaints.

Investigation caseload on Investigators and Administration: Professional Practices staffing has more than doubled resulting in a concomitant burden on both the Professional Practices Director who supervises discipline caseload, the personnel and discipline procedures (referring cases to the Commission; assigning complaints to investigators; responding to complainants, districts and news media; tracking administrative hearings, etc.); and the Executive Director who must make direct recommendations regarding proposed actions (dismiss a complaint or charge the educator with misconduct) to the Commission. Crucial policy work in program approval accountability; licensure review and educator professional development has been put on hold to meet the demands of increasing the number of discipline cases the Commission disposes of each year. (This is due to the amount of time the Executive Director must spend reading cases each month in order to comply with current statutory language.) See graph above (under KPM #3) representing the growth in the backlog and the investigative capacity to keep pace with complaints received.

Legal and hearing costs: After years of steady increases in attorney and hearings costs, the agency saw a slight decline in these costs over the past biennium. Until recently (the last fiscal year), the number of educators requesting a hearing has increased over five times (from 10 to over 50). That increase lead to a concomitant increase in our senior assistant attorney general costs. Additionally, the additional hearing load also increased the agency's Office of Administrative Hearings costs. These factors combined with the sometimes several months delay in obtaining a hearing have created a backlog of pending cases over which the Commission continues to have no control. Additionally, educators have learned that by requesting a hearing they are able to delay losing their license for several months. Whether this slight reduction trend will continue is yet to be seen.

Administrative:

Workload shifts: Reductions in staffing have necessitated shifts in duties for all staff. Accordingly, the two positions designated to investigatory support are also contributing to reducing the licensure backlog, assisting with the "intake" of applications and fees, and other licensure duties; all licensure staff assist with answering the telephone, email and mail intake. One management position covers both licensure and professional practices (Director of Licensure/Director of Professional Practices). The person holding this position also handles payroll; work schedules; organization for all commission meetings and leave approval for all non-management staff. The Executive Director covers administration; preparation of Commission materials; budget preparation, legislative issues, processes all administrative rules, reads all investigative reports and makes recommendations to the Commission regarding dismissal or sanctions (statutory mandate) and other administrative duties. The current Deputy Director also oversees the program approval unit, handles all human resources issues, and also is administrative support for the Executive Director when needed.

Major Agency Changes in Past 10 Years

Streamlining: From 2002-2012 the agency moved from an entirely paper-based system to an entire electronic/digital licensure filing system. Each educator's file is filled with digital images of documents submitted and used in evaluating licensure eligibility; holds their transcripts; employment information; contacts with the agency (phone, email and walk-in); their payment ledger; and all letters sent or received. All forms are available online and renewal notices are sent exclusively by email rather than by mailed reminder letters.

The agency eliminated document conversion to microfilm in 2008. Storage is now contained in digital form.

Licensure: The agency has fluctuated from 3 licensure evaluators (persons who issue licenses) to 2 evaluators up to the 4.5 current evaluators. Staff positions were re-classed to increase the number of people issuing licenses to ensure that licenses are processed more quickly. The trade-off has been in the reduction in customer-service representatives available to answer phone calls and email.

Program Approval has moved from a check-off system to upgraded evidence-based standards for licensure candidate performance and university preparation program evidence of continuous improvement through the use of candidate performance data.

The Commission has increased the rigor of licensure content-knowledge examinations. In 2010, paper-based tests were eliminated (except for a few very low-volume tests); and on-demand computer-based tests were adopted. All teacher licensure tests are fully aligned with the Common Core State Standards in Language Arts and Mathematics.

The Commission is implementing a uniform, state-wide teacher performance assessment for new teacher candidates. This is significant as it will give a more consistent picture of university program preparation performance as well ensure that all candidates, regardless of where they were prepared, will be evaluated using the same assessment scored by trained scorers outside the state of Oregon. Currently, each of the 18 preparation programs use their own unique assessment to evaluate teacher candidate quality.

Professional Practices/Discipline: Investigation staffing has increased from one investigator in 2002 to 3 investigators and one "legal liaison" who works with the Department of Justice (DOJ). The Commission case load has nearly quadrupled in that time from 109 complaints a year to over 250 complaints a year in 2014.

Revenue Reductions:

Revenue began to decline in the 2009-2011 biennium. Actual 2009-2011 revenue was **\$4,771,817**; 2011-2013 revenue was **\$4,651,583** with LAB for 2013-2015 at: **\$4,476,282**.

Contributing factors included: reduced teacher education program enrollments across both public and private higher education, lost public employment opportunities, and fewer retirees keeping their licenses active. Many new graduates are not immediately applying for licensure since jobs are scarce. Until p-12 school funding grows, growth in licensure applications is expected to be slow, thus agency revenue is expected to remain low until jobs increase in the public school sector for licensed educators.

Due to staffing reductions, personal services payroll costs have been reduced by over \$20,000 a month on average in spite of increased salaries and concomitant payroll costs.

Cost-Containment and Program Improvement

The agency has continued to hold positions vacant, reduced travel, and taken other measures to keep monthly expenditures at or below monthly revenue. Specifically, the agency only allows overtime when absolutely necessary (primarily for IT issues), and has been careful with office supplies and other expenditures.

Online Application System: Over the past biennium the agency received approval to move forward with an online application system developed by NIC USA, the e-government contractor for the state of Oregon. The Statement of Work is in the final stages of review resulting in the probability of “going live” by approximately September 2015. The online application system will reduce and ultimately eliminate the need for human mail opening, human check receipting, and human data entry and scanning of all documents into the system. It is expected that the new system will allow for more concentration on licensure issuance and customer service through phone and email service.

Attorney General Cost-Containment: Due to an unexpected decrease in the request for administrative hearings by educators charged with misconduct, the agency’s attorney general costs are slightly under the budgeted amount for the biennium.

Major Budget Issues

1. **Fee Increase (POP 101):** The agency needs a fee increase to sustain operations over the next three biennia. The agency’s fee statute, ORS 342.127 needs amending as the fees are at the statutory cap. HB 2411 proposed an increase in the licensure fee cap. A fee increase will allow the agency to add permanent and Limited Duration staffing to deal with workload issues and licensure and investigation backlogs.

The agency is proposing fee increases as follows (generally):

Licensure Action	Current Fee	Proposed Fee
License Renewal	\$100	\$140
New In-State Applications	\$100	\$140
New Out of State Applications	\$120	\$190
Charter School Registrations & Renewals		\$140
Fingerprint Fees	\$57	\$57

Convenience Fee (NIC)	\$0	\$10
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2. Licensure Backlog (POP 105): The agency went from 20 days turn-around issuing licenses in May 2013 to 20 weeks turn-around issuing licenses in February 2015. The agency needs additional staff or staffing relief to eliminate that backlog. The new online application system is expected to assist with the backlog reduction.

3. Investigative Case Backlog (POP 102): The agency's backlog has increased significantly over the past five years. (See chart under KPM #3, above.) The agency needs additional staff to reduce this backlog.

4. Administrative Support (POP 103): The agency is requesting two permanent positions to support preparation program approval review and assistance with: budgeting, administrative rules, commission support and other duties.

5. Program Approval Support (POP 104): The agency is requesting one FTE for program compliance and assistance with federal new accountability measures.

Agency Legislation

1. HB 2411 – Includes a proposed increase in the agency's fee cap; renames the Commission to the Professional Educator Standards Board and amends licensure statutes to allow the agency to implement a new redesigned licensure system that would do the following:
 - a. Move all educators into one license system eliminating licenses that are outdated, confusing and have multiple different scopes of subject-matter than can be taught; and
 - b. Enable the Commission to change the terms of licenses by administrative rules, rather than by statute.

Other than the impact to potential revenue, there is a minimal fiscal impact for the other provisions.

2. HB 2412 – Has minimal fiscal impact and includes primarily housekeeping amendments that:
 - a. Update outdated terms; (Section 1 and throughout)
 - b. Clearly separates the definition of administrator from teacher; (Section 1)
 - c. Removes obsolete language; (throughout)
 - d. Update the Commission's statutes related to approving licensure programs; (Section 8)
 - e. Clarify the Commission's authority to deny registrations to charter school educators who have been engaged in criminal activity and prior misconduct; (Section 6)
 - f. Eliminate Commission's authority to fine districts for failure to hire currently licensed educators; but retains authority to sanction administrators and educators who intentionally hire unlicensed staff or who intentionally work unlicensed; (Section 10)
 - g. Clarify some disciplinary procedures and allows redistribution of investigative casework review from the Executive Director to other designated appropriate staff; (Section 12)
 - h. Change the name of the "Minority Teachers Act" to the "Educator Equity Act" retaining the recently amended rigorous expectations for districts and higher education to hire and prepare more diverse educators; (Section 32) and

- i. Repeal outdated statutes.

10% Reduction Options

Any further reductions to agency staffing from current staffing would result in significant backlogs in licensure and investigation.

1. Activity: Eliminate all agency overtime

Describe Reduction: Eliminate select overtime for staff. Reduces number of discipline cases investigated per meeting; reduces the response time to phone calls and email during peak periods; reduces number of licenses the agency can issue during peak periods.

Amount: Approximately \$16,194 per biennium.

Rank: Number 1. **Justification** Least effect on staffing.

2. Activity: Eliminate one (1) Investigator 3 Position – Professional Practices Unit

Describe Reduction: Would eliminate position created to reduce the amount of legal fees spent on discipline cases based on having staff write legal notices, negotiate settlements and represent the agency during administrative hearings. May increase attorney fees.

Amount: \$200,243

Rank: Number 2. **Justification:** Would keep current full investigator staffing at three to eliminate the possibility of slowing down investigations that are reviewed by the Commission at each meeting.

3. Activity: Eliminate two (2) Licensure Evaluator positions (Administrative Specialist 2) (2.0 FTE) in Licensure unit

Describe Reduction: Would eliminate one position assigned to intake paper money and paper applications and one position that issues licenses after application review.

Amount: \$261,996

Rank: Number 3. **Justification:** Elimination of this position would disrupt service to commissioners and the public.

Total Reductions Proposed: \$478,433