



TSPC 2019-2021 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.

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.

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. Improve agency efficiency in meeting the needs of Oregon’s public school students, educators, schools, and districts by implementing recommendations provided in the previous agency audit
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 standards for all Oregon Educator Preparation Programs (EPP) that ensure quality educators in classrooms and schools
4. Professional Practices:
 - a. Improve timeliness and efficiency of professional standards violations

Historical Perspective

- ✓ TSPC is the oldest of only eleven (11) remaining Professional Educator Standards Boards in the United States.
- ✓ 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.

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
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.

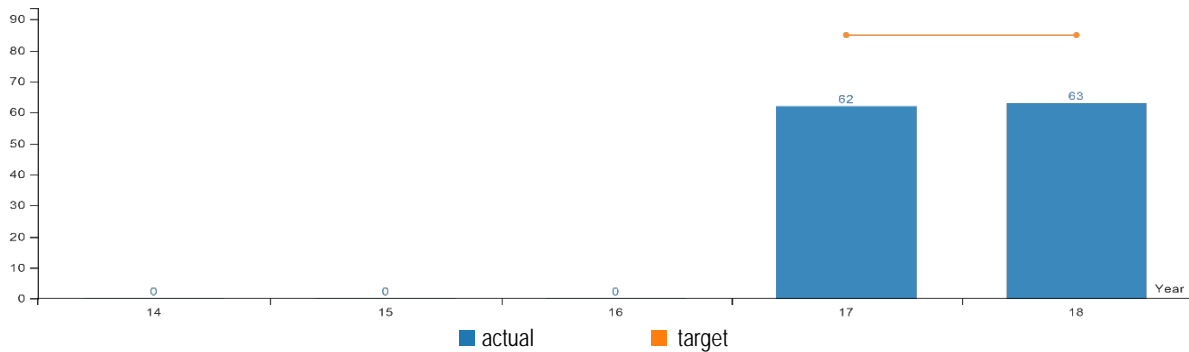
Licensure Key Performance Measures are used by the agency to measure productivity and efficiency. The agency tracks:

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: PHONE/EMAIL CUSTOMER SERVICE

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

** Upward Trend = positive result*



Report Year	2014	2015	2016	2017	2018
Actual	No Data	No Data	No Data	62%	63%
Target	TBD	TBD	TBD	85%	85%

How We Are Doing:

The agency is not able to consistently meet this KPM, but in previous summers, the email backlog has grown to over 2000. Staff managed to keep the total below 1200 during 2018.

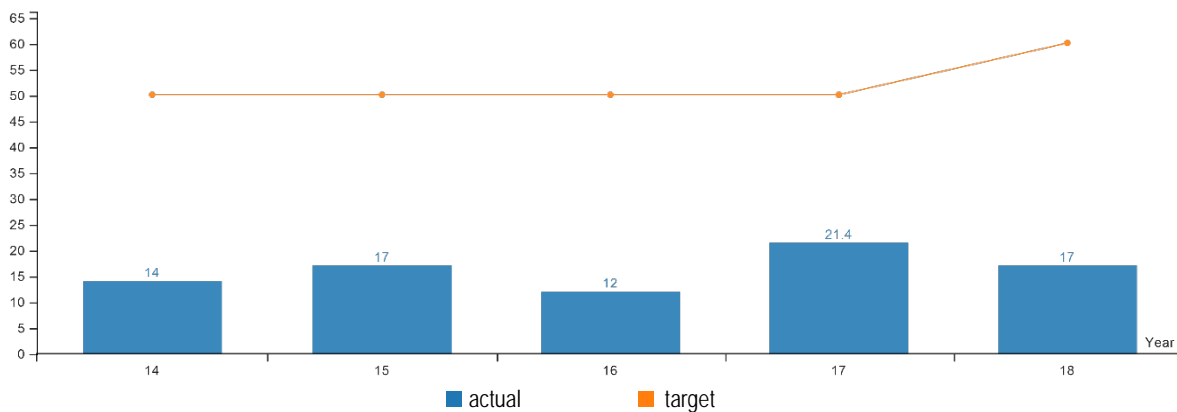
Factors Affecting Results:

During the early months of 2018, the agency’s Public Service Representative Team was fully staffed with three (3) permanent positions and two (2) Limited Duration positions, for a total of five (5) experienced, knowledgeable staff members. In April of 2018, one Public Service Representative in a Limited Duration position left the agency. Due to revenue concerns and training considerations for a position ending 6/30/2019, management elected not to replace the position. Prior to the loss, the Limited Duration PSR held primary responsibility for the email responses, with some backup from other PSRs. With that FTE loss, a directive to focus on the Phone Customer Service KPM, and the impending busy summer season, the email backlog immediately began to climb. Other licensure staff was assigned to respond to emails for one hour each day, but it wasn’t enough. The email backlog grew from 148 pending in early April to over 400 by early May. Over summer, the total grew to over 1100, but immediately began decreasing in September, once the phone call volume dropped.

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	

* Upward Trend = positive result



Report Year	2014	2015	2016	2017	2018
Actual	14%	17%	12%	21.40%	17%
Target	50%	50%	50%	50%	60%

How We Are Doing:

In 2017, the agency was typically processing applications within 20 weeks of filing. In 2018, even during August when evaluators’ contact with district increases, applications received their “first look” no longer than 12 weeks from submission. In fact, from January 2018 through March 2018, the agency was initially processing applications within about 4 weeks. While we did not maintain the 4 week rate throughout the entire year, the agency stayed close to the target, with initially processing 64% of 2018 applications within 60 days or less.

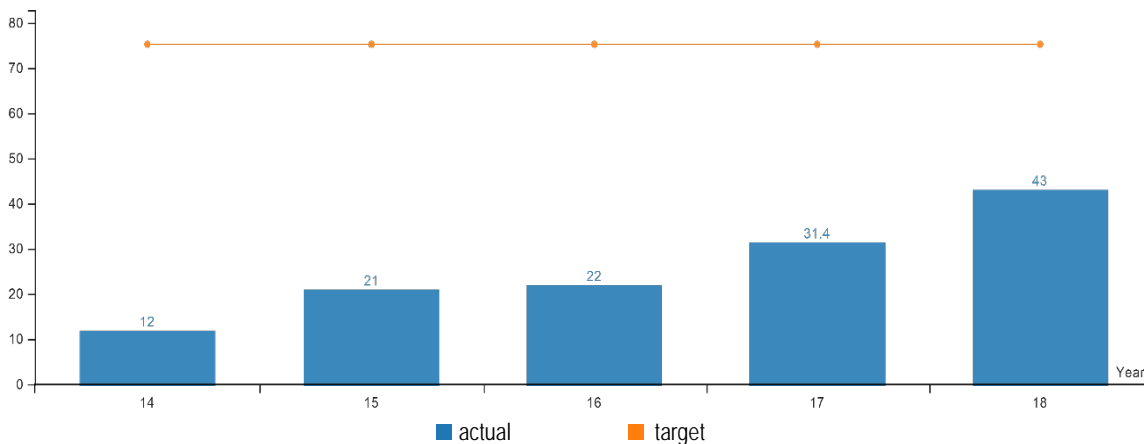
Factors Affecting Results:

The agency experienced a delay in implementation of the online database (eLicensing). The system is currently available to educators to submit their application and pay the fee online, but the work of the evaluators is still completed almost entirely in the Legacy database. When an application is submitted, the applicant is directed to a webpage for information about what else must be submitted (e.g. transcripts, a district support letter, fingerprinting). Office practice has been that until those items have been received and an application is considered “complete”, the evaluation staff should not review the file. With the implementation of the final eLicensing phases, the agency expects the required documents and license status to be much more transparent to applicants and districts. Better informed applicants should be able to submit the required documents in a timely manner, decreasing the overall processing time.

KPM 3: INVESTIGATION SPEED

KPM #3	INVESTIGATION SPEED - Percent of investigated cases resolved in 180 days (unless pending in another forum).
Data Collection Period: Jan 01 - Aug 01	

* Upward Trend = positive result



Report Year	2014	2015	2016	2017	2018
Actual	12%	21%	22%	31.40%	43%
Target	75%	75%	75%	75%	75%

How We Are Doing:

With eight (8) months of complete data for 2018, TSPC is resolving 43.4% of our Professional Practices cases within 180 days.

- TSPC has been making progress in key areas:
- The average length of a TSPC investigation in 2018 is currently 7.2 months.
- In 2017, the average was reported at 8.8 months
- The 2017 percent of cases completed in 180 days was reported at 31.4%
- To date in 2018, TSPC has improved that number by twelve (12) percentage points.

**TSPC Budget Presentation
Phase 1**

NOTE ON DATA SET: The data for KPM #3 was collected from January 2018 to August 2018. As August was the latest Commission meeting in 2018, and there will not be another until November, all data collected after the August 2018 Commission meeting is considered incomplete until the conclusion of the November 2018 meeting. For the purposes of this data, the phrase “length of investigation” denotes from the time the initial complaint is received by TSPC to the time the completed TSPC investigation report is submitted to the agency director.

Factors Affecting Results:

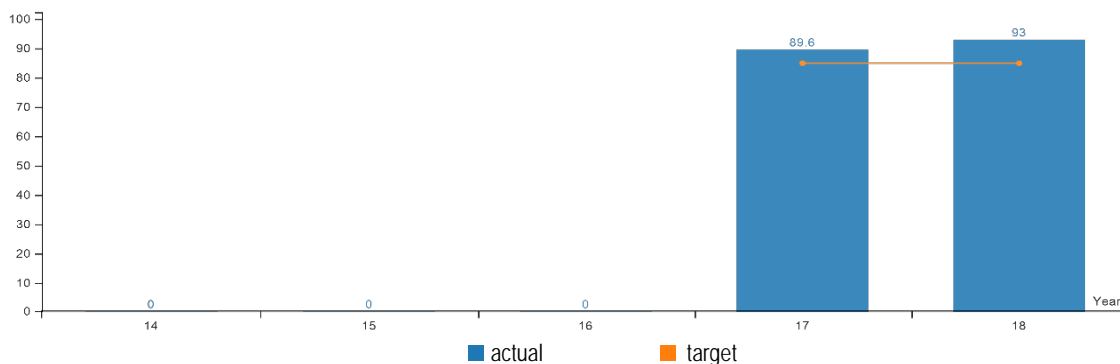
TSPC currently has three (3) full time investigators and one (1) limited duration investigator working the investigations caseload. Having four total investigators has proven beneficial in making progress toward the agency goal. The backlog of TSPC investigations has been below 200 cases for the entirety of 2018, however individual caseloads for TSPC investigators remain high. The average caseload for a TSPC investigator stands at 56 cases; an ideal caseload per investigator would be 20 to 25 cases per investigator.

Beginning in January 2018, TSPC started to leverage the provisions of HB3351 (2017). The law provides TSPC with the authority to require patrons who submit a complaint to TSPC to verify that they have made an attempt to resolve the complaint through the employing school district’s complaint process prior to TSPC beginning a full investigation. To date, TSPC has delayed the investigation of 25 patron complaints, and has informed the patrons of the requirement to complete the school district complaint resolution process. As of this report, only three (3) of the 25 complaints have since received a completed TSPC investigation. The remaining 22 complaints reside in a delayed status awaiting patron confirmation that a school district complaint process has been completed.

The performance measure goal of 75% of cases resolved in 180 days is very ambitious, and achieving that mark will be a considerable challenge. There are still numerous variables within the investigation of any given case which are beyond agency control and can push an investigation beyond the 180 day mark. TSPC will continue to work within the agency’s capacity to reduce the total number of cases pending investigation, and resolve those cases in the most timely manner possible

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	



**TSPC Budget Presentation
Phase I**

Report Year	2014	2015	2016	2017	2018
Actual	No Data	No Data	No Data	89.60%	93%
Target	TBD	TBD	TBD	85%	85%

How We Are Doing:

Since January of 2018, agency staff has maintained an abandoned call rate of under 10% on most days. The overall abandoned call rate increased slightly over the busy summer months, but still stayed at or under 10% on most days.

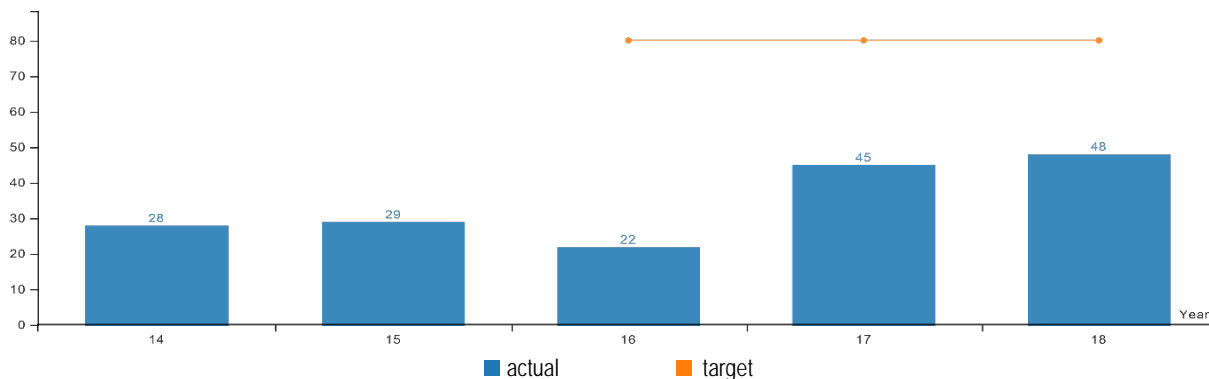
Factors Affecting Results:

In April of 2018, one Public Service Representative in a Limited Duration position (through 6/30/2019) left the agency. Due to revenue concerns and training considerations for a position ending 6/30/2019, management elected not to replace the position. The Public Service Representative Team focuses primarily on phone calls and superior service in entering licensure documents received. The loss of the FTE did not greatly affect the agency’s ability to meet this KPM, but it did drastically affect the email backlog.

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	

** Upward Trend = positive result*



Report Year	2014	2015	2016	2017	2018
Actual	28%	29%	22%	45%	48%
Target	TBD	TBD	80%	80%	80%

How We Are Doing:

When a license is issued, the applicant is offered a link to complete a Customer Service Survey. Overall, the results of the survey are positive, with most responses showing the agency performing at or above “Average”. Because of improved online processes, many respondents have no need to interact with agency personnel, but those who do report staff interactions believe staff to be knowledgeable and helpful.

Factors Affecting Results:

Delay of implementation of more online services, i.e. eLicensing, has caused some delay in the continuous improvement of overall customer service. Educators must submit the application and pay the fee through the online portal, but no additional data or functionality is available. The Legacy database (“Happy”) remains as the official licensure record and is the tool used by staff to process applications and track all correspondence. Some of the comments in the survey discuss the agency’s website, pointing out that it contains a tremendous amount of information and can be difficult to understand. The agency is in the development process to redesign the website to the Sharepoint 4 platform by Spring 2019.

TSPC Overall 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 current 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.

Licenses are renewed every three or five years, depending on the type of license. The licensure application and renewal process generally includes:

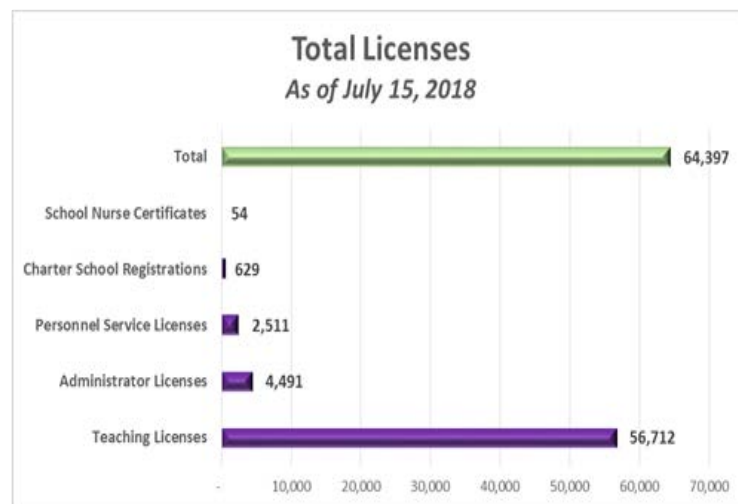
- Providing evidence of program completion (formal preparation as an educator);
- Fingerprinting;
- Criminal background checks; and
- Monitoring of continuing professional development (CPD).

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.

Number served by program:

As of July 2018, there are over 64,300 current licenses held by Oregon educators. The agency currently has 629 charter school registrations (an increase from 574 total charter school registrations in 2017). All students in Oregon public and charter schools are served by this program.



Licensure: Staffing

	(2015-17)	(Current)	(GB)
Director of Licensure:	0.75 FTE	1.0 FTE	1.0 FTE
License Evaluators (Admin Spec 2):	5.50 FTE	5.5 FTE	5.5 FTE
Public Service Representatives:	<u>5.00 FTE</u> (2 LD)	<u>5.0 FTE</u> (2 FTE LD)	<u>3.0 FTE</u>
Total FTE:	11.25 FTE	11.5 FTE	9.5 FTE

Licensure: Sources of Funding

- Other Funds: Licensure Fees

Program Approval Summary

Program Approval: ORS 342.147 requires the Commission to “establish by rule standards for approval of teacher education institutions and teacher education programs.” Additionally, due to legislation passed in 2015, and updated in 2018, the Commission must establish standards for approval that require all Oregon programs to be nationally accredited by the Council for the Accreditation of Educator Preparation by no later than July 1, 2025.

The purpose of the program 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 CAEP 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 16 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 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.

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

Oregon Educator Preparation Programs (16 units)	
Concordia University (Oregon)	Oregon State University
Concordia University/COSA (Chicago)	Pacific University
Corban University	Portland State University
Eastern Oregon University	Southern Oregon University
George Fox University	University of Oregon
Lewis & Clark College	University of Portland
Linfield College	Warner Pacific College
Northwest Christian University	Western Oregon University

Educator Preparation Programs Discontinued Since 2005:

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

State Program Approval: Staffing	(2015-17)	(Current)	(GB)
Director of Program Approval:	0.8 FTE	0.2 FTE (Deputy Dir.)	1.0 FTE
Liaison to Higher Education:	<u>1.0 FTE</u>	<u>1.0 FTE</u>	<u>1.0 FTE</u>
Total FTE:	1.8 FTE	1.2 FTE	2.0 FTE

State Approval of Programs: 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 received from information (news of arrests, Department of Human Services (DHS) reports, etc.) and patrons (community members and non-district complainants) also. 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.

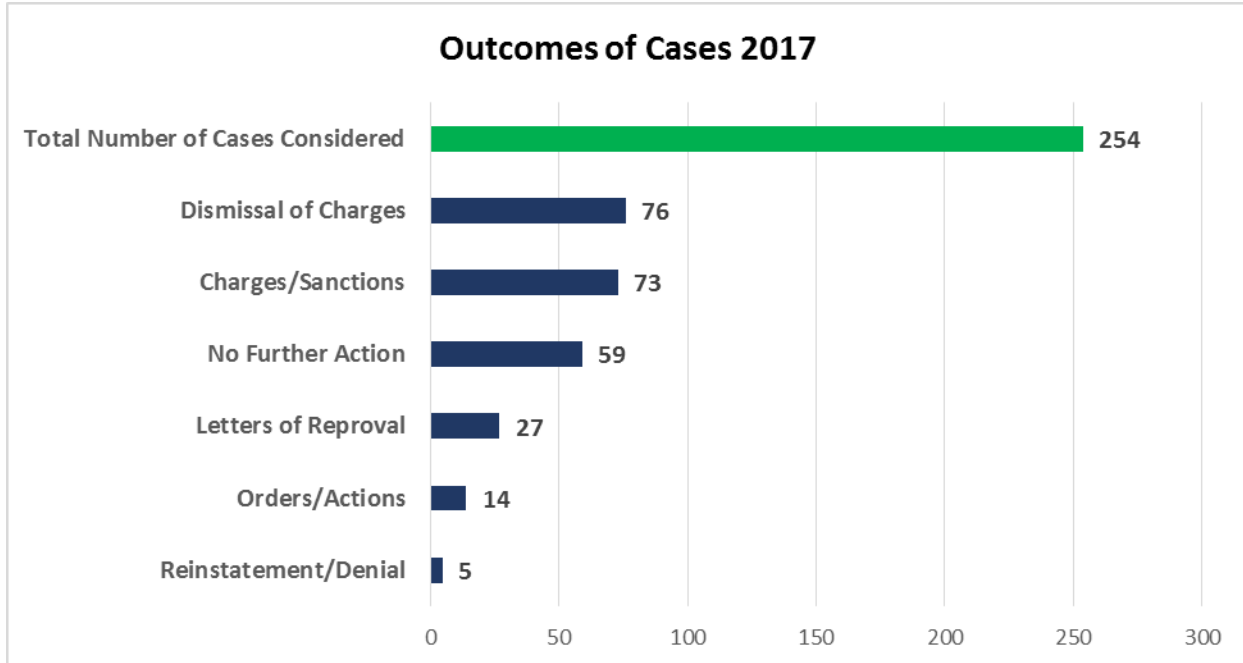
Length of Investigations:

The following information represents the average length of TSPC case investigations reviewed by the Commission during the 2018 calendar year:

- For TSPC investigated cases which did not concurrently complete an external law enforcement investigation, administrative hearing, or court hearing: **Investigation length average = 7.96 Months** (from date complaint received to date investigation completed).
- As of February 1, 2019, the agency had **252 cases pending investigation**. The following information represents the average length of investigations (July 2015 -- July 2016):

Persons served by the program:

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



Professional Practices Staffing:	(2015-17)	(Current)	(GB)
Director of Prof. Practices	0.25 FTE	0.6 FTE	0.8 FTE
Legal Liaison (Investigator 3)	1.0 FTE	1.0 FTE	1.0 FTE
Investigator 2:	4.0 FTE (1.0 LD)	4.0 FTE (1.0 LD)	3.0 FTE
Investigative Support (OS2):	2.0 FTE	2.0 FTE	2.0 FTE
Office Assistant 2 (scanning):	<u>0.5 FTE (LD)</u>	<u>0.25 FTE (LD)</u>	<u>Not Included</u>
Total FTE:	7.75 FTE	7.85 FTE	6.8 FTE

Professional Practices: Sources of Funding

Other Funds: Licensure Fees

TSPC Agency Organization

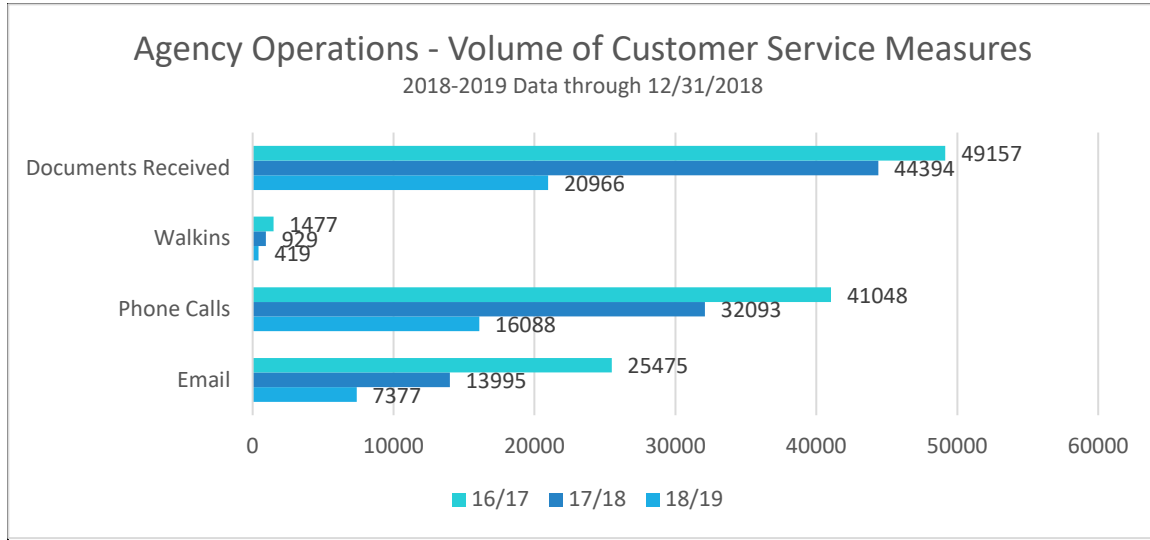
Administration manages the day-to-day operations of the agency (supplies, bills, etc.); licensure support; Commission meetings; the information technology and business systems; mail; data input; direct contact with districts and other stakeholders; budgeting; legal issues, human resources; research; legislative activity and policy development.

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	(2015-17)	(Current)	(GB)
Executive Director:	1.0 FTE	1.0 FTE	1.0 FTE
Deputy Director:	0.2 FTE	0.2 FTE (PEM E)	0.2 FTE (PEM D)
Commission Support/Agency Admin.:	0.5 FTE	0.5 FTE	0.5 FTE
Information System Specialist (ISS 6):	Not Included	1.0 FTE	1.0 FTE
IT Support Master (ISS 5):	1.0 FTE	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	3.2 FTE	4.2 FTE	3.2 FTE

Agency Operations: 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.

Administrative rules for this new program were established in the spring of 2018; and outreach activities have begun to encourage participation in the program. To-date 22 educators have received reimbursements under this program.

Persons served by the program:

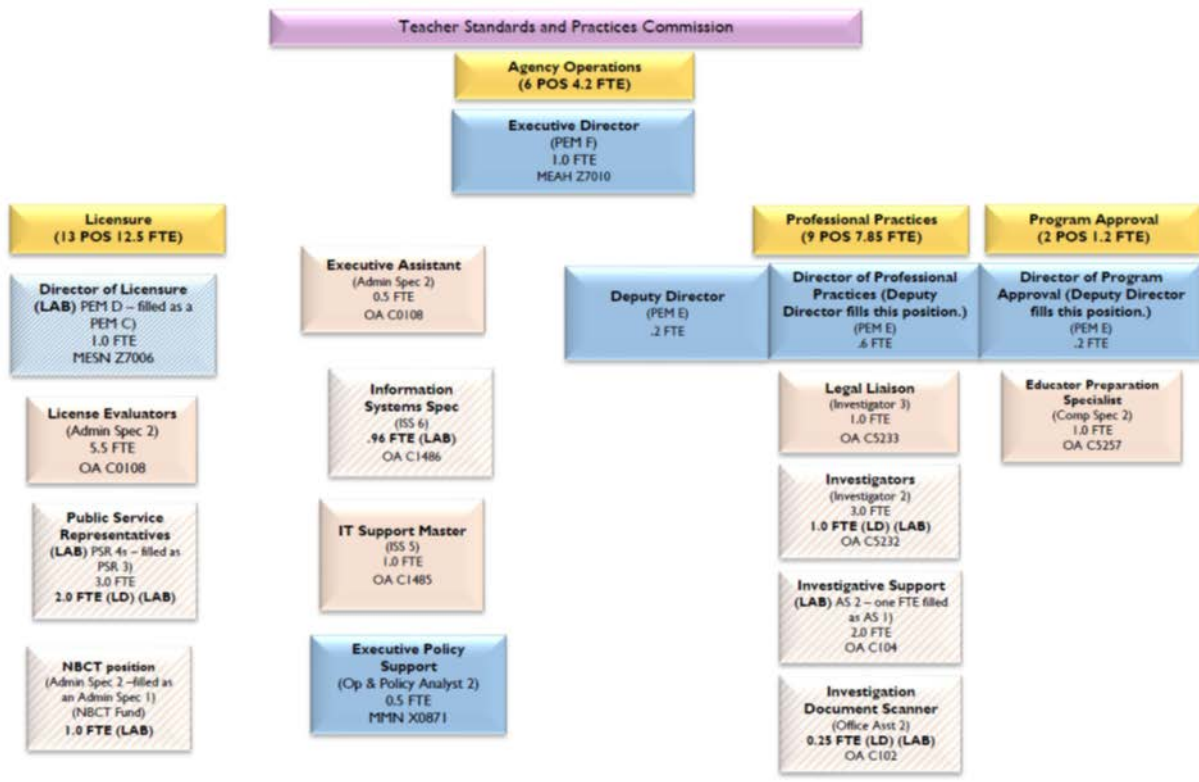
- ❖ Oregon public school students;
- ❖ Licensed educators;
- ❖ School districts;
- ❖ Providers of cohort programs; and
- ❖ National Board for Professional Teaching Standards.

Agency Operations: Staffing	(2015-2017)	(Current)	(GB)
NBCT Administrative Assistant:	<u>Not Included</u>	<u>1.0 FTE</u>	<u>1.0 FTE</u>
Total FTE		1.0 FTE	1.0 FTE

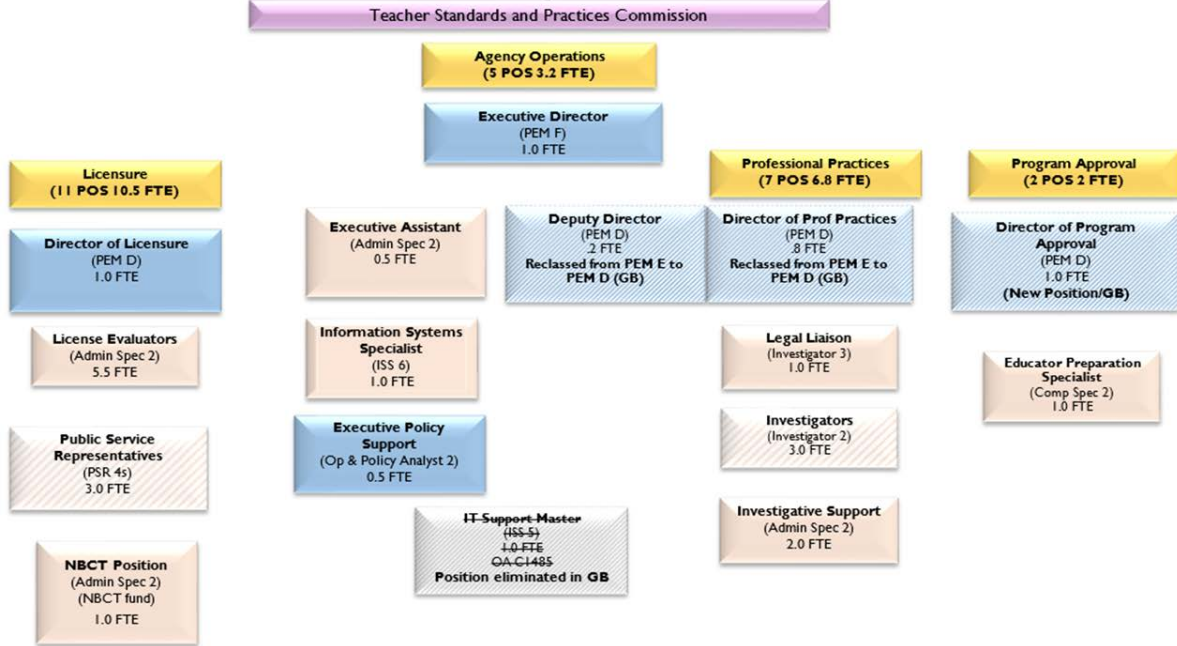
Agency Operations: Sources of Funding

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

2017-2019 LAB Organizational Chart



2019-21 GB Organizational Chart



The 2019-2021 Budget

Agency Initiatives for the 2019-2021 Budget:

Licensure:

1. Implement an agency personnel evaluation system designed to increase individual and agency capacity.
2. Determine professional development needs for all agency employees and provide opportunities for professional growth based on identified needs.
3. Incorporate professional development into the agency budget and allocate resources as they are available.
4. 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 (or subsequent assignee) and DAS.
5. Review and modify licensure and preparation program rules and practices, as appropriate, to promote the diversification of the educator workforce.
6. Complete Licensure Redesign Process for all licenses, including administrative, and personnel services; **(KPM 1, 2, 4 and 5)**
7. Expand newsletter communications to include all stakeholders and licensees;
8. Improve customer service and agency processing timelines for licensure and professional practices; **(KPM 2, 3 and 5)**
9. Improve customer service relating to phone wait times and email response rates; **(KPM 1 and 4)**

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. Complete development of overall agency security plan.

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.

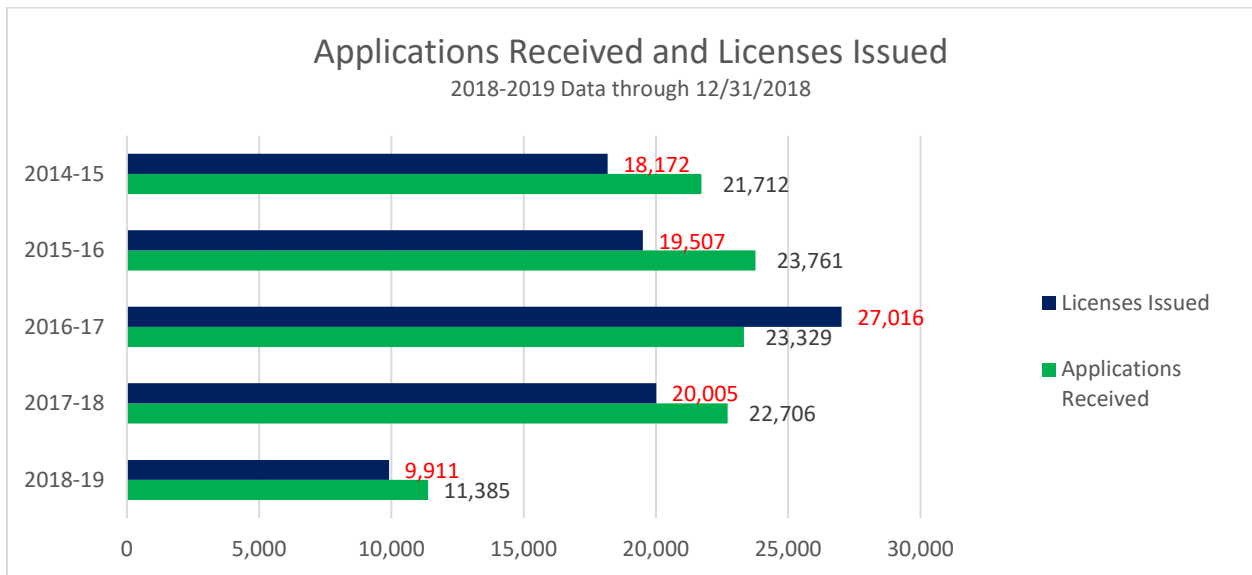
State Approval of Educator Preparation Providers and National Accreditation:

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 educator preparation program leadership and Oregon Association of Colleges of Teacher Education (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.

Budget Drivers/Environmental Factors

2017-2019 ENVIRONMENTAL FACTORS

LICENSURE: Environmental Factors



Application Processing Time: In the 2015-17 biennium, the agency received 2 LD public service representatives to assist the agency to reduce application processing times and improve customer service. With added staffing and the implementation of the first phase of the online application system in 2015-2017, the agency was able to reduce the application processing backlog. At present, applications are processed within 8 weeks or less, with either a license issued or a request for additional

information. In addition, because of the online application system, the agency has greater ability to monitor application process time and improve work processes based on that data.

With these added management capabilities, the agency has nearly reached equilibrium with the applications received and the licenses issued each year. The number of applications received will always exceed the number of licenses issued because some applicants never complete their application or are unable to meet licensure requirements.

Phone Call Answer Rate: In 2014, the agency had 2 public service representatives who were responsible for answering phone calls, responding to emails, and opening mail. This level of staffing resulted in only a 44% answer rate for phone calls. In 2015/2016, the agency added 3 public service representatives. This additional staff permitted the agency to improve the phone response rate, even though it was experiencing increased phone volume due to implementation of the online application and teaching license redesign. Both of these initiatives began in January 2016. As refinements have been made to teaching license redesign and familiarity with the online application grows, the agency is receiving fewer phone calls.

At present the agency has 5 people available to answer phones and perform the other duties, with an average phone response rate of 90 percent. Due to projected fee revenues, the Governor's Budget will reduce the number of public service representatives to 3 people – the CSL prior to the addition of the 2 LD positions for the 2017-2019 biennium. This may have an impact on phone response rate, which may be offset by fewer calls.

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: Incoming and pending email is highly dependent on the level of front office staffing. When the agency had two public service representatives, the pending email was high, as was the number of emails received for multiple reasons, one of which is because clients often resend emails when they do not receive a timely response. Moreover, the number of incoming emails is affected by the application backlog, as clients send emails requesting the status of their application.

As a specific example, when a PSR left the agency in April 2018, the average pending email immediately rose to over 900 because the remaining PSRs focused on providing a high level of telephone service. This position was not filled upon the employee's departure as a cost saving measure. This limited duration position ends June 2019.

Since June 2016, efficiencies created by teaching license redesign and the online application system have contributed to a decrease in emails, from emails of over 2,000 per month to approximately 1,400 now.

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.

Licensure Redesign: The agency has simplified and combined the teaching license structure. Prior to 2016, the agency operated under two parallel teaching license systems. This caused great confusion with educators and school districts. Now all teachers and educators are licensed under the same system, with the same type of endorsements. This simplified system has begun to lessen the workload on the agency, with fewer telephone calls received and an application processing time of less than 8 weeks. The agency will continue with the redesign process by completing administrator licenses in January 2019 and personnel service licenses in November 2019.

Measure 98 Funding: Measure 98 identifies three areas for school district investment: Career and Technical Education (CTE) programs; college-ready educational opportunities and drop-out prevention strategies. In 2017-18, school districts started to receive Measure 98 funding. Around the same time, TSPC began seeing an increase in applications for CTE licenses and endorsements. In light of this, the agency worked closely with the Oregon Department of Education to streamline the CTE licensure and endorsement process, to help districts meet their need for new CTE teachers. In addition, preparation programs are reporting that their recent school counselor completers are being hired quickly by school districts. At this point, it is probably too early to tell the how Measure 98 will impact the demand for TSPC licensure. The agency plans to continue to monitor the Measure 98 areas and make adjustments to TSPC policies and procedures, as needed.

Major Cost Drivers:

Major cost drivers for licensure include the processing costs associated with issuing licenses, registrations and certificates. Prior to 2016, the lack of adequate technology (online applications, payments and adequate image capacity) affected costs. The agency's partnership with NIC USA to develop an online application system has helped decrease some processing costs. The agency has eliminated paper applications, no longer takes in and processes application fees directly (checks and credit cards), and handles 30% fewer documents than before. The agency is currently working with the system developers and the Office of the State Chief Information Officer (OSCIO) to ensure that the final implementation of the application system provides additional efficiencies, resulting in cost savings. The full implementation of the application processing system is scheduled for January 2019.

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. These district services must be supported through educator application fees.

Changes from Current Service Level (CSL): The agency is nearing the end of the implementation of the teaching license redesign and online application.* As such, the agency is receiving fewer customer calls and emails. Due to this lower volume, the agency believes that customer service can be maintained with 4 public service representative positions, rather than the 5 positions provided in the 2017-19 LAB budget. However, anticipated reduced fee revenues in the 2019-2021 biennium, may only support the 3 public service representatives currently within the CSL.

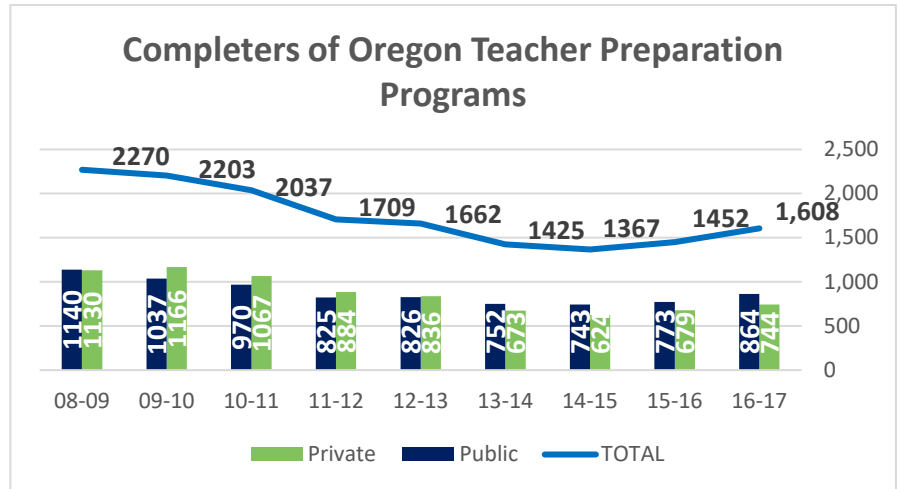
**Though the online application has been implemented, the integration of the online application to the TSPC license evaluation and processing system is not completed. The agency is expecting the system developers will complete this work by March 2019.*

PROGRAM APPROVAL:

Environmental Factors

Number of Program Completers:

Completion of teacher preparation programs in Oregon has taken declined over the past four biennia, but there are some signs of recovery. In 2016-17, the Oregon educator preparation providers recommended 1,608 new teachers for licensure, with 864 completing programs at public colleges and universities and 744 from private colleges and universities. The 1,608 number of completers is an increase from the two previous years. Multnomah University and Marylhurst University ceased operating programs due to financial and/or operational considerations.



Preparation Program Demands: The 16 Oregon educator preparation programs with state TSPC approval continue to prepare for implementation of national accreditation requirements. This work requires the alignment of program review processes with those of unit review, which in turn, must be aligned to the national accreditation standards. Revisions to the agency Program Standards and Review Handbook continue to be required to accomplish this goal.

A further demand on programs is the drive to further diversity 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. The agency continues to monitor the implementation of a statewide uniform performance assessment for new teacher candidates as well as implementing new standards for Dyslexia and Reading for elementary and special education teachers.

Major Costs Drivers:

The agency’s responsibilities related to program approval have increased significantly in the past several years:

- In 2012, the Commission revised the standards for educator preparation provider review. These new review standards 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 deeper level of scrutiny into preparation programs as well as the management and training of additional volunteer review teams.
- In 2015, the Commission began implementing a new statewide assessment (edTPA) for new teacher candidates. The full implementation was completed in September 2018, though the review of candidate performance data and appropriate “cut scores” will continue.
- 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. This assistance has created a substantial increase in workload for the Program Approval staff.

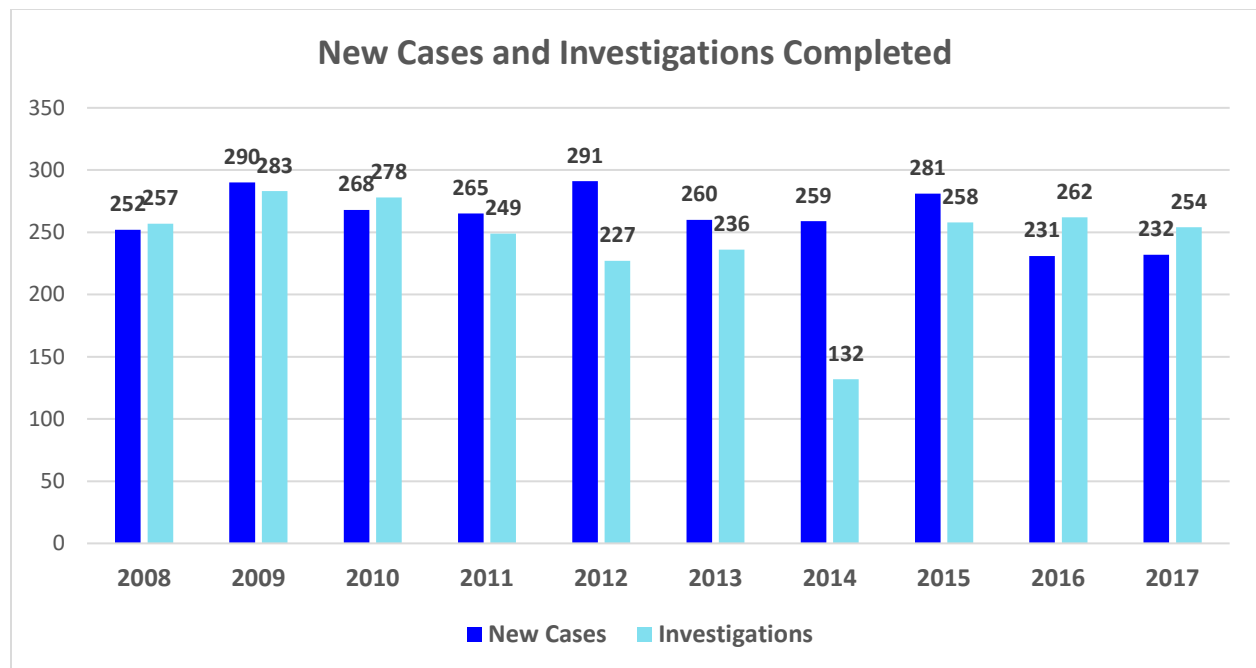
Changes from CSL: The agency is requesting a PEM D position to serve as the Director of Program Approval in Policy Option Package 101. The responsibilities to provide guidance and oversight in the area of program approval is currently shared between the Executive Director and Deputy Director. Please refer to Policy Option Package 101 for more information.

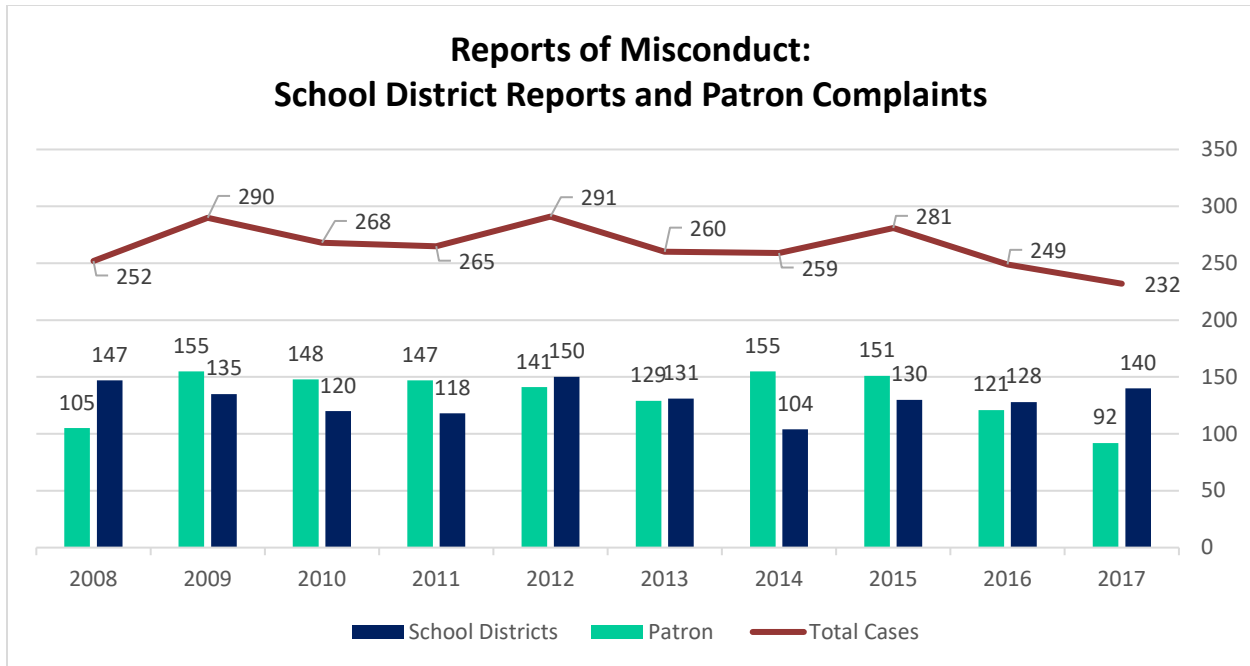
PROFESSIONAL PRACTICES: Environmental Factors

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 2017, the agency received 232 reports of misconduct. Patrons (members of the public, educators, internal reports etc.) submitted 92 reports, with the remaining 140 coming from school districts.

In addition, in 2017, state legislators passed HB3351 which granted TSPC the authority to delay investigation of complaints received from patrons (i.e. the public) which did not first go through a school district complaint process. As this legislation took effect in January 2018, it is still too early to know how much impact this legislation will have upon the TSPC investigation case load.





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.

Technology: The agency has substantially completed development of its electronic case management system for disciplinary actions. The system has been developed by the ISS 6 position that was added in the current biennium. The work of scanning previous investigation files continues. A 0.25 FTE limited duration Office Assistant 2 position has supported this work. However, while progress has been made, there remains a significant amount of files to be scanned. The limited duration position has been combined with one of the two investigations support providers as a job share, and is not included in the Governor’s Budget.

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 \$387,014 (2013-2015 biennium) to \$556,400 (projected 17-19 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 1 FTE Investigator 3 position to these cost saving efforts.

Changes from CSL:

The continuation of the LD Investigator position would have contributed to the agency meeting its key performance measures. However, anticipated fee revenues for the 2019-2021 biennium are not anticipated to support this position. The additional investigator would have allowed the agency to continue to process more cases than reports received, eliminate the caseload backlog, and conduct investigations in a timely manner. The agency is not requesting the document scanner in the GB budget.

The scanning of paper investigation documents is 70 % completed, with the remainder to be accomplished by the current support staff. The agency is also requesting the Director of Professional Practices be reclassified from a PEM E to and PEM D. The agency is seeking to restructure the management positions to allow for a Director of Program Approval. Please refer to Policy Package 101 for more information.

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 level revenue forecast for the 2019-21 biennium. If this comes to pass, applications for licensure will probably remain steady, meaning that the agency should not expect significant increases in revenue.

Technology: Technology is affecting work productivity, costs and decision-making. TSPC is developing a case management system for disciplinary actions, an application processing system, and supporting 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, therefore the realization of anticipated efficiencies in license processing has also been delayed. Implementation is now expected by the end of the current biennium. The TSPC website is being 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. The agency is currently holding 1 PSR (LD) position vacant to reduce costs. The absence of this position has resulted in an email backlog of approximately six weeks. Public service representatives have been directed to prioritize answering the phones. (Please refer to the licensure section of the program summary for more information.) In addition, the agency currently has a four-week application backlog, based on the 30 day processing KPM goal. The four-week backlog is an improvement over previous biennia. With the addition of the LD investigator, the agency was also able to make progress on reducing the backlog of cases by completing more investigations (254) than complaints received (232) in 2017.

Major Costs Drivers:

eLicensing System: In 2016, the agency implemented an online application, as the first phase of a new application processing system. In the first phase, the online application is still connected to the agency's legacy licensure function developed using Microsoft Access 2004. The second phase of the implementation was originally scheduled for spring 2016. The system's development was delayed due to other state agency projects given a higher priority, and a discovery that use of another state's already developed licensure application system would not suffice for Oregon's needs. This delay has resulted in the agency working through two licensure systems over the past two years, which has added workload and deferred cost savings efficiencies. At this time, the agency anticipates the new online system to be fully implemented by March 2019. At that time, the agency will phase out the legacy system and should realize cost savings and productivity gains.

Changes from CSL:

The agency is requesting the Deputy Director position be reclassified from a PEM E to PEM D and the ISS 5 position to be eliminated. The current duties of the ISS 5 will be greatly reduced when the agency implements the final phase of the application processing system. The remainder of the duties will be assumed by the ISS 6 position. This restructuring of the agency operation section will assist the agency to provide capacity to the Program Approval area, by offsetting the costs associated with adding a full-time Director of Program Approval. Please refer to Policy Option Package 101 for more information.

Major Agency Changes in Past 6 Years

2013-2015 Biennium

The Commission professional practices case load nearly quadrupled since 2002 to over 250 complaints being received in 2014. In 2016, the Deputy Director assumed the management and oversight of the professional practices program. A legal liaison (Investigator 3) was hired by the agency to help streamline contested case processing and resolution, thereby alleviating some of the increased legal fees paid by the agency.

HB 3072 (2015) provided a major overhaul of the Career Technical Educator licensing processes; bolstering the partnership of the agency with the Oregon Department of Education to enable those with industry experience to more effectively become licensed. Updated rules for CTE licensing were promulgated in 2017.

Based on a recommendation from the agency's 2013 audit, TSPC implemented the edTPA as a teacher performance assessment in March 2014. Phase-in of the requirements began in Fall 2015, and successful completion of the assessment has been "consequential" for applicants since this academic year. The review and implementation of this performance assessment involved numerous stakeholders and the agency continues to evaluate candidate performance under the requirement to assure rigor while also considering how the assessment may bias certain candidates.

SB 83 required the agency to provide new standards for supervision of clinical practices by a qualified cooperating teacher. The agency spent several months facilitating a workgroup to review and develop requirements for clinical supervision.

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.

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. (In the current academic year, new applicant and renewal fee revenue is approximately 87% of previous year projections.) 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 begun reaching out to its community partners to consider how long term operations can best be supported.

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. As mentioned above, the development of the second phase of the system – application processing – was delayed due to other state agency projects being given a higher priority. The anticipated completion date of the full system has now been moved back from Spring 2017 to Spring 2019.

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. As a result of the decreased applications, and slightly reduced volume of phone calls and emails received, it has been prudent to delay the filling of one limited duration public service representative (PSR) position and one license evaluator position. The 2019-2021 budget request does not include two limited duration PSRs. The agency will fill the open license evaluator position in the coming months which will help offset the loss of the second limited duration PSR.

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.

POP 101, discussed below, will also have an impact on service improvement in the program approval area. The result of this proposed change will be a net savings to the agency of nearly \$45,000 during the biennium.

Major Budget Information

2019-2021 AGENCY REVENUE AND EXPENDITURE SUMMARY:

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

BEGINNING BALANCE (19-21):	\$1,976,958
REVENUE ESTIMATE (19-21):	\$6,972,262 (fee revenue)
TOTAL AVAILABLE RESOURCES (19-21):	\$8,949,220
<i>TOTAL EXPENDITURES</i>	<i>\$7,316,943</i>
ENDING BALANCE (19-21):	\$1,632,277

National Board Certification Fund

BEGINNING BALANCE (19-21):	\$ 1,600,936
REVENUE ESTIMATE (19-21):	\$ 36,000 (interest)
TOTAL AVAILABLE RESOURCES (19-21):	\$1,636,936
<i>TOTAL EXPENDITURES</i>	<i>\$1,624,742</i>
ENDING BALANCE (19-21):	\$ 12,194

Note: Revenue projections are continuously monitored and will be updated for the Legislatively Adopted Budget.

The agency has one Policy Option Package proposed for the 2019-2021 biennium.

CUSTOMER SERVICE (POP 101):

The package adds capacity to the program approval section. This additional staffing will allow the agency to assist colleges and universities to meet national standards in teacher preparation, support new CTE programs to assure an adequate supply of CTE teachers for school programs, provide more expertise in preparation program development and review, help eliminate barriers to licensure, strengthen ethical and professional standards, and support the Commission’s, Governor’s and legislative education initiatives. The new Director of Program Approval position will also add capacity to the professional practices area, as TSPC currently has only one position managing both areas. The proposed new structure will enable the Director of Professional Practices to consistently visit school districts, programs and ESDs to provide training on professional practices issues, with the goal of reducing the incidences of educator misconduct.

How Achieved:

The addition of a full-time Director of Program Approval will allow the agency to:

- Conduct research on best practices on educator preparation standards;
- Develop policy to eliminate barriers to becoming a teacher, especially for under-represented communities;
- Assist preparation providers to meet national accreditation standards;
- Improve instruction on ethical and professional standards to help reduce the incidences of educator misconduct;
- Ensure rigorous review of programs to verify all programs are utilizing best practices and meeting state standards; and
- Provide support to the Commission’s, Governor’s and legislative policies related to educator preparation and professional development.
- To offset the costs associated with this position, the package reduces the 2019-21 CSL budget, as follows:
 - Re-classes the Deputy Director position from a PEM E to a PEM D. The Deputy Director will no longer manage the program approval area. The re-class reflects this realignment of responsibilities.
 - Eliminates the ISS 5 position. When the new application processing system is fully implemented, the agency will no longer require a position to manage the legacy system. The remainder of the ISS 5 position responsibilities will be assumed by the ISS 6 position.

Quantifying Results:

The agency will quantify results with the following measures:

- Increased visits to school districts, education service districts and programs to review professional practices standards and best practices, with the goal of reducing the incidences of educator misconduct;
- Implementing new program approval standards to strengthen the ethical and professional instruction in educator preparation programs;
- Better alignment of educator preparation program standards to state curriculum standards;
- Alignment of the supply of CTE teachers with the demand for CTE teachers in school districts;
- Completion of redesign of administrator and personnel service program standards;
- Progress on moving educator preparation programs to national accreditation; and
- Implementation of best practices related to educator professional development.

STAFFING AND FISCAL IMPACT:

Policy Option Package 101	Total	FTE
New PEM D STEP 2 (Dir of Program Approval)	237,648	1
PEM E reclass to D (red lined)	(15,036)	
Eliminate ISS 5	(267,503)	(1)
POP cost	(44,891)	0

Agency Legislation

The agency proposed three legislative concepts for the 2019-2021 biennium which have currently been introduced as follows:

SB 18

Allows Teacher Standards and Practices Commission to discipline administrator who fails to make report, follow specified procedures, or provide written notification related to suspected abuse of child or sexual conduct by educator.

Amendments to ORS342.175, as defined by LC351, would close existing gaps in TSPC jurisdiction by more explicitly making the school district superintendent, licensed through TSPC, accountable for reporting failures committed by district-level personnel and in violation of ORS339.388 or ORS339.372. Amendments to ORS342.175 would also require school district administrators to notify school-level administrators in writing when an educator under current investigation for potential sexual abuse or sexual misconduct is being transferred into their school building.

The proposed language adds within the list of reasons the TSPC may sanction a licensed administrator responsible for the transfer of a licensed educator, or the superintendent in districts where a licensed administrator is not responsible for the transfer of licensed employees, the failure of the administrator to follow school district adopted policy for reporting abuse or sexual conduct or to notify the administrator of a school or other district to which a licensed educator under investigation for abuse or sexual conduct is transferred or employed.

Fiscal Impact: The agency may experience an increase number of reports of abuse or sexual conduct by educators from districts and possibly increased reports of administrators not completing the required reporting. These additional complaints would require investigation. It is difficult to estimate the additional cases which may ultimately be filed.

SB 216

In 2017, the legislature passed SB 205, permitting teachers to teach for 90 days without a license if they submit a license application and complete all required background checks. The purpose of this legislation was to allow school districts to employ teachers while their license applications are being processed. In 2018, the legislature passed SB 1520 that expanded this option to all employees that require educator licensure.

Under current law, the Teacher Standards and Practices Commission may not limit the number of times an educator is employed under the 90-day licensure exemption. TSPC reports that a few educators have applied two or three times for the same license in order to extend the 90-day unlicensed employment period. The bill would limit educators to using the 90-day provision only once per year for each license type.

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

HB 2031

Requires that an educator who is certified by the National Board for Professional Teaching Standards be teaching in public school in Oregon in order to qualify to have educator license renewal fee waived. Current statute does not make clear the requirement for the teacher to be actually teaching in Oregon schools.

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

10% Reduction Options

The agency's Current Service Level (CSL) budget is **\$9,063,665**. A ten percent (10%) reduction from the agency's CSL equals **\$906,367**. Any further reductions to agency staffing from current staffing 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 student safety:

- 1. Activity:** Reduce Services and Supplies – Agency Operations
Describe Reduction: Reduces the services and supplies across all programs.
Amount: \$105,001 OF
Rank: Number 1.
Justification: Least effect on licensure processing and professional practices.
- 2. Activity:** Eliminate 0.5 FTE Operations and Policy Analyst Position – Agency Operations
Describe Reduction: Would eliminate position created in 2015-2017 to support agency operations and administration with rule writing, budget preparation and other critical policy functions.
Amount: \$162,694 OF
Rank: Number 2.
Justification: One of the newest positions formed in the agency. Would have substantial impact on agency administrative leadership positions.
- ~~**3. Activity:** Eliminate 1.0 FTE ISS 5 position – Agency Operations
Describe Reduction: Would require these duties to be assumed by the agency's ISS 6 position.
Amount: \$242,727 OF
Rank: Number 3.
Justification: Would have least impact on agency licensure and investigative services. Moves the technical and IT support services to the ISS 6 position.~~
- 4. Activity:** Eliminate (1) FTE 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: \$204,813 OF
Rank: Number 4.
Justification: Would keep current full investigator staffing at three to reduce the possibility of slowing down investigations that are reviewed by the Commission at each meeting.

5. **Activity:** Reduce National Board Certification Fund. Eliminate 1.0 FTE Administrative Specialist 2. – Licensure

Describe Reduction: Would eliminate position created to facilitate the distribution of national board certification reimbursements. Would reduce funding available to nationally board certified teachers to recoup costs associated with obtaining certification. Would also eliminate assistance to the front office staff.

Amount: \$204,813 OF

Rank: Number 5.

Justification: Would have least impact on the ability of agency to process licenses.

Total Reductions Proposed: \$906,367; \$247,727 of which is included in the Governor's Budget (strikethrough, Item 3, above).

Appendices A-E

- A. 2018 Update to the 2015 Agency Audit Response filed in the 2017 Biennium
- B. Other Funds Ending Balance Form

Appendix A

2018 Update to 2015 Agency Audit Response

House Bill 3338 (2015), resulted in a performance audit of the Teacher Standards and Practices Commission (TSPC) during the fall of 2015. During its budget presentations to the Ways and Means Committee on Education in 2017, the agency provided a comprehensive report on the activities undertaken in response to the audit. Many of those activities are ongoing and continue to this day. Activities undertaken by the agency beyond those reported in the prior biennium report will be highlighted in this report.

1. IMPROVE LICENSURE PROCESSING – Agency Management

Continue Communicating with employees on license rule changes before and after Commission approval.

The Director of Licensure and the agency's policy analyst continue to meet with license evaluators prior to each Commission meeting to consider and review possible rule proposals and after each Commission meeting to debrief, plan for implementation, and discuss how to communicate changes with stakeholders. This has become such a routine, that when the policy analyst accepted a position outside the agency, the Director of Licensure brought in the Executive Director to provide this communication.

Develop a plan to address issues that could hinder the successful implementation of the online application system.

The eLicensing system is critically beyond schedule. With the arrival of the new Executive Director, a thorough review of the progress of the project was undertaken. Two evaluators routinely participate with the Director of Licensure and NIC USA staff to review and troubleshoot system elements as they are being developed. Regularly scheduled meetings between agency staff and the vendor were ongoing; however, to reboot the emphasis on the project, the agency leadership met with the vendor, the state contract manager, and the Chief Information Office security team to review concerns and considerations. It was determined that it was the concern about program elements that would hinder successful implementation of the system that most often contributed to the delay in final testing and rollout of the system. New leadership from the vendor has been assigned and the system is scheduled to be released in Spring 2019.

Create and regularly update written policies and procedures for evaluating and processing licenses centered on using the upcoming online application system.

As part of the regularly scheduled pre and post Commission Meeting license staff meetings, procedures for implementing policies and procedures are crafted which include discussion on how these would either inform or be affected by the eLicensing system rollout. The Director of Licensure shares production report data with the licensing staff and the Executive Director and the team reviews issues contributing to changes in actual license production. These efforts have successfully contributed to the continued improvement in licensing processing times. At the end of January 2019, the agency successfully reduced license processing times to under three weeks.

The two-tiered license redesign helped to minimize the “gray area” that sometimes complicated the interpretation of rules when processing licenses. As the eLicensing rollout continues, agency staff will use publicly available training resources and the training of new staff to test the accuracy of the documentation.

Consider identifying and incorporating best practices employed internally and at other licensing agencies.

In 2016, the agency implemented a new way of assigning license applications to evaluators based on information it received through its partnership with the National Association of State Directors of Teacher Educator Certification. These changes have contributed to steady improvement of license processing times. As the agency considers staffing assignments in response to decreased revenue – and therefore, decreased licensure staff – leadership is again considering best practices in assignment of staff. The Executive Director has attended several NASDTEC activities and the Director of Licensure regularly meets with Oregon School Personnel Association members to discuss practices that may improve license production.

Develop licensing production goals and use the reporting capabilities of the online licensing system to track progress and provide feedback to staff.

The agency is leveraging available eLicensing reporting tools to better organize our work and be more transparent about our pending license status. It wasn't until Summer 2016 when this functionality was available. The reporting tools allow the agency to monitor when evaluators may be turning around applications more slowly than anticipated and then reassign staff to support this work short-term as necessary.

Unfortunately, the delayed implementation of the final phases of the eLicensing system has delayed ultimate satisfaction of this goal. The agency continues to monitor license production under its Key Performance Measure goal of processing licenses under 30 days. While the current average for processing in 2018 was slightly greater than 30 days, the agency is continuing to improve on this metric, and has seen an increased number of monitoring periods where license processing has been at less than four weeks. This data is reviewed with licensing staff at its regularly scheduled meetings.

Develop a process for systematically reviewing issued licenses to ensure quality and consistency.

This December 2016 not in the 2017 audit response continues to be applicable given the delay in the eLicensing system rollout:

The Director of Licensure continues to monitor the issuance of licenses and clarifies issues with staff as errors are found. The barrier for true quality control continues to be the lack of capability of the Legacy database [and staffing capacity] to provide reporting to allow any kind of quality audit. TSPC has implemented a policy to allow a licensee to submit additional documentation within 30 days of issuance for reconsideration of a licensure decision.

The agency will consider the potential benefit of having a lead evaluator to support internal auditing activities in future budget cycles.

2. IMPROVE EXPEDITED LICENSE SERVICE – Agency Management

Work to reduce license backlog and issue more timely licenses.

The completed redesign of two-tier teaching licenses has resulted in a decrease in received applications which contributed to the reduction of licensing backlog. The license evaluation staff continues to utilize the process implemented in 2016 to “check out” and assign license applications to individual evaluators. As the agency is faced with reduced application fee revenue in the next several years, staff has been reviewing best practices in staff assignment and how the agency can continue to provide quality service through increased connections with the districts we serve.

Track explanations for all expedited service requests.

The eLicensing system will be the primary tool for tracking expedited requests. However, the passage of SB 205 (2017) greatly reduced the utilization of expedited service by school districts. The agency continues to monitor receipt of expedited applications and the reasons for utilizing this provision. The eLicensing system will include the ability to track specific reasons for requesting expedited service.

The Commission clearly define what constitutes an “urgent situation” warranting expedited service for license applications.

If a district must make a last-minute hire, and it’s elected not to use the 90-day provision, it is their option to expedite license processing. Given the greatly reduced regular license processing time, the need for expedited service has similarly been reduced. Therefore, all expedited licenses are processed very quickly, and medical emergency, or immediate vacancy continue to be the most “urgent” condition warranting expedited processing.

Discuss appropriate procedures for processing applications that need expedited service due to agency delays.

Licensing staff is assigned rotating roles on a weekly basis to support information requests, specific licensing issues, and specialized application processing. This system allows staff to timely receive and issue expedited license applications. Evaluators are also now located in a single working pod which facilitates communication among staff and allows staff to be aware when temporary absences might require a temporary shifting of work assignments to pick up the required applications.

3. IMPROVE COMPLAINT INVESTIGATIONS – Agency Management

Prioritize obtaining a case management system and standardize case tracking in the interim.

With the addition of a second tech person in the current biennium, the agency was able to develop a case management system to catalog and track all filed complaints and investigations. The system was beta tested late last fall, and it is now fully implemented by investigators and support staff. Reporting elements of the system will continue to be developed and evaluation of the impact of the system on department operations will take place in the coming year.

Consider requiring complaint investigators to obtain certifications.

The agency continues to require investigators to obtain national certification in investigation. However, the agency has had a retirement and turnover in investigators in the past year. Agency leadership has

recruited and hired investigators with investigation experience, primarily through prior law enforcement employment, and will continue to acquire training for newly hired investigators. As resources allow, investigators are also encouraged to receive further training in investigation procedures through local and regional providers.

Improve case management of investigations, including researching best practices at other boards, clarifying expectations on the amount of investigative work required, setting performance goals, and providing regular feedback to investigators.

The Executive Director has included within his goals for this biennium a review of case management practices by another state's licensing board leadership. This review will inform ongoing development and goal setting within the Professional Practices department.

Provide more guidance to districts on complaint filing and how to properly conduct district-level investigations.

Since the arrival of the new Executive Director in January 2018, a greater emphasis has been placed on outreach to districts and teacher education providers. Investigators have been providing training to school and district leaders in addition to teachers on best practices in ethical behavior and filing complaints. The Deputy Director has presented to several educator preparation provider (EPP) classes on ethical behavior which includes reporting requirements. The 2019-2021 Governor's Budget requests the addition of a program approval director, one reason being to allow the Deputy Director to focus almost entirely on professional practices, specifically the outreach and support to districts and EPPs on ethical performance and following TSPC and state reporting requirements.

Work with investigators to improve the agency's complaint form.

Updated complaint forms were completed in May 2016. No substantive revisions have been made since that time; though the agency does accept any comment on the usefulness of forms from districts and patrons.

Develop an online guide to what constitutes a valid complaint.

The agency continues outreach with district partners to determine what constitutes valid complaints and much of the time visiting with schools and educators includes discussion of case scenarios to further elucidate complaint identification. The previously established communication lines for districts to contact staff when the need to file a complaint is uncertain continue, and investigators maintain contact with their districts to provide guidance as necessary.

Develop a plan for communicating discipline issues to educators.

The Deputy Director and investigators regularly meet with stakeholders to discuss reporting procedures and current trends in educator discipline. Presentations with the Oregon School Personnel Association and EPPs continue, and the agency is also engaging COSA more fully in the discussion about educator discipline.

4. IMPROVE COMPLAINT INVESTIGATIONS – Commission

Provide more guidance to investigators on the amount of investigative action required for lower-tiered complaints.

The Deputy Director meets two times each month with staff to review Tier II and patron complaints. Triaging of complaints and consideration of investigative procedures is included within these meetings. Feedback on investigation practices is also provided in these meetings and in individual discussions with investigators.

Monitor improvements to case management and to guidance for investigators, districts and educators. If high caseloads and lengthy investigations remain, consider tightening the interpretation of state laws or increasing the number of investigators.

An investigations production report is provided to the Commission at each of its regular meetings. The agency continues to see improvement in its overall complaint-to-charge timeline. Streamlining the DHS referral case processing has contributed to the reduction in case investigation times. However, the agency has noticed that most complaints received from patrons do not fall within the jurisdiction of TSPC or involve matters that are squarely district related or may even be retaliatory. While the agency does have a mechanism for addressing these complaints in a timely manner, the volume of these complaints and the inability for TSPC to administratively close many of these complaints does have an impact on staff resources.

5. IMPROVE CUSTOMER SERVICE – Agency Management

Update the agency’s website so that it provides educators with clear instructions for obtaining and renewing licenses.

Significant changes were made to the website in late 2015 and early 2016. More staff has access to update pages and changes are made on a more regular basis, with attention to how the information serves the customer rather than being more regulatory in nature. The format and style of the agency’s website is currently under redevelopment to provide greater ease of access to stakeholders. A target date of implementation was set at Spring 2019. However, the departure of one of the agency’s tech employees will require the agency to revisit this goal.

Begin tracking common questions received over the phone and email in order to develop a more comprehensive and useful FAQ page for the website.

The agency continues to update its FAQ page as a resource to stakeholders.

Increase outreach efforts to better communicate licensure rule and process changes to educators and districts.

The agency continues to distribute regular newsletters to districts and interested parties, and regularly participates in OSPA conferences to disseminate agency information and practices. TSPC continues to utilize its Rules Advisory Committee (RAC) to engage stakeholders in the rule-making process prior to making recommendations to the Commission.

Develop individual performance goals for customer service staff, monitor progress towards those goals and provide regular feedback to staff.

Public services representatives meet regularly with the Director of Licensure to review customer service (phone and email) response data and discuss ways to address short and long term issues that arise. For instance, with recent changes in public service representative staffing, the team strategically decided to

focus on responding to phone calls to maintain an answer rate of 90% or better. This does reduce the ability of the public service representatives to respond to email.

Regularly review email and phone responses from staff to ensure educators and districts receive accurate and consistent information.

The leadership team regularly reviews employee correspondence with stakeholders and provides feedback as appropriate. The teams also include the items and the means of communicating information to districts and other constituents in their regularly scheduled meetings to assure consistency and appropriateness of the messages provided. Items of relevance to the entire staff may be discussed at the all-agency staff meeting.

Include customer service staff in meetings discussing licensure rule changes to help ensure that they give consistent advice to applicants.

Public service representatives meet separately from the license evaluation staff to discuss license rule changes and methods of communication of those changes to appropriate stakeholders. To ensure consistency and a means for addressing questions that arise, the Director of Licensure determines the boundary of the public service representative responses to customers on a particular issue. Not all policy questions can or should be answered by a public service representative. In those cases, the evaluators will respond.

6. IMPROVE WORKING ENVIRONMENT – Agency Management

Work with staff to develop a plan for timely, open internal communications.

The Labor Management Committee (LMC) continues to meet regularly and determines the agency agendas. The agendas are posted to the TSPC Network Drive and minutes are posted following the meetings. The open door policy of the Executive Director, Deputy Director and Director of Licensure with staff continues, and the agency cell phone contact list is regularly updated to communicate any agency emergencies or timely information after hours. The new Executive Director met with each employee to discuss strengths, challenges, and opportunities for increased support for staff members, as well as individual areas of desired professional development.

Regularly review internal processes and procedures and periodically research best practices to identify opportunities for process improvements.

The TSPC leadership team continues to engage with TSPC staff to identify potential areas of improvement in processes used and communication both internally and externally. The feedback loop previously established for all areas of the agency, including educational partners, should be revisited to assure consistent input is received and appropriate follow-up taken. Agency leadership attends leadership conferences and reviews best practices with each other and with staff as appropriate to consider process improvements.

Develop performance expectations and standards for employees, monitor employee work, and provide regular and timely feedback on employee progress. Develop collaborative, written development plans with each employee.

The agency has been working on a comprehensive employee supervision plan. While elements of this plan have been reviewed and development begun, the rapid turnover in agency executive directors, as well as recent reassignment of DAS human resources assistance to the agency, has slowed the plan's completion and implementation. Each director is responsible for developing professional development plans with assigned staff. Limited resources for training and development have limited the reach of this work. The completion of this performance development and supervision plan continues as a goal of the executive director and the agency.

7. IMPROVE OVERSIGHT AND ACCOUNTABILITY – Commission

Create a mechanism for staff to communicate their concerns if staff feels that management is not adequately addressing them.

Elements put in place in 2016 to provide for staff communication continue. As state then:

The Labor Management Committee (LMC) continues to serve as the communication forum for any agency related concerns. Additionally, the DAS contracted Human Resources contact (Katie Curtis) is onsite at TSPC every other Wednesday and is available to TSPC staff.

Recent concerns about the implementation of telework and telecommuting practices is an example of how the LMC can come together to discuss improvements in communications and how the agency can support staff needs while meeting agency goals.

Consider using the committee structure already in place to increase the Commission's awareness of individual programs, processes and results.

The Commission continues to utilize the committee process to keep informed of agency activities and to accomplish much of its work while allowing individual commissioners to participate in decision-making with agency staff. Each of these committees includes a version of a production report to monitor performance in the operational area, and this information is included in the committee chair's report at each Commission meeting. Updates to the Commission's operating principles in 2018 reinforced the roles and responsibilities of committees allowing them to accomplish much of the work of the Commission while maintaining protocols for communication between committees and agency staff and between the committees and the Commission as a whole. The Commission is working with the Executive Director to enhance the means in which Commissioners can directly receive feedback from staff as part of its operating principles updated in 2018. Many staff would appreciate the opportunity for Commissioners to better understand the work they do on the ground.

Develop expectations and goals for the executive director that address reducing licensure and investigation backlogs, improving responsiveness to educators and improving the agency's work environment.

The executive director sets annual goals with the Commission. When the new executive director began in January 2018, a comprehensive review of the previous director's goals was completed. Many of the goals continued into the current evaluation cycles. The goals are categorized by particular area of agency charge and constituent need. There are goals that specifically address customer service, improvements in professional practice backlogs, engagement with district and educator stakeholders, and the completion of licensing and data management systems.

Monitor agency performance and provide guidance to management on ways they can address operational challenges.

TSPC continues to provide agency reports to the Commission during quarterly meetings. The Executive Director continues to communicate frequently with the Commissioners regarding agency operational matters. The item Commission Correspondence has been added to the executive committee agenda in order to provide the Commission with a transparent process for receiving external concerns or suggestions to the agency or Oregon Administrative Rules (OAR).

To improve oversight and accountability, the Commission should seek feedback from staff and outside stakeholders on agency and executive director performance.

Updated operating principles in 2018 re-emphasized communication between staff and the Commission while also respecting the direct reporting responsibilities of staff to the executive director. Commission representatives and the executive director will work with staff to update the method for the Commission to encourage feedback from staff. Each Commission meeting includes a standing item for Commission Correspondence which provides one venue for information to be shared with the body.

To improve oversight and accountability, the Commission should conduct annual evaluations of the executive director based on his/her performance in meeting Commission approved expectations and goals.

In June 2018, the new executive director provided goals to the Commission along with a timeline for reporting and evaluation of the goals which have been approved. The evaluation protocol includes opportunity for review in public meetings as well as in executive session. As part of this process, the executive director now includes a written agency and financial update to the Commission regularly.

Appendix B

Other Funds Ending Balance Form

UPDATED OTHER FUNDS ENDING BALANCES FOR THE 2017-19 & 2019-21 BIENNA									
Agency: Teacher Standards and Practices Contact Person: Katy Moreland 503-373-0257									
(a) Other Fund Type	(b) Program Area (SCR)	(c) Treasury Fund #/Name	(d) Category/Description	(e) Constitutional and/or Statutory reference	(f) 19-21 BDV102A Nov Actuals	(g) 2017-19 Ending Balance In LAB Revised	(h) 19-21 Modified (J) BDV102A In CSL Revised	(i) used (g) in Tracker as new CSL Beginning	(j) Comments
Limited	58400-001-00-00	Other Funds Cash Account 584-00-75000	Operations - Funds 4150 & 4250	1985, CHAP 535, SS14- 15/ORS 342.127 & 430	1,316,145	1,995,124	1,510,297	1,528,463	3 month contingency 929,865.
Limited	58400-002-00-00	National Board Certification Acct 5840001544	Grant - Fund 4350 & 4450	2017 HB 2763 - ORS 342.122 & ORS 342.127	1,000	1,600,936	12,194	1,177,083	GF Certification Grant converted to OF
Objective: Provide updated Other Funds ending balance information for potential use in the development of the 2019-21 legislatively adopted budget. Instructions: Column (a): Select one of the following: Limited, Nonlimited, Capital Improvement, Capital Construction, Debt Service, or Debt Service Nonlimited. Column (b): Select the appropriate Summary Cross Reference number and name from those included in the 2017-19 Legislatively Approved Budget. If this changed from previous structures, please note the change in Comments (Column (j)). Column (c): Select the appropriate, statutorily established Treasury Fund name and account number where fund balance resides. If the official fund or account name is different than the commonly used reference, please include the working title of the fund or account in Column (i). Column (d): Select one of the following: Operations, Trust Fund, Grant Fund, Investment Pool, Loan Program, or Other. If "Other", please specify. If "Operations", in Comments (Column (j)), specify the number of months the reserve covers, the methodology used to determine the reserve amount, and the minimum need for cash flow purposes. Column (e): List the Constitutional, Federal, or Statutory references that establishes or limits the use of the funds. Columns (f) and (g): Use the appropriate, audited amount from the 2017-19 Legislatively Approved Budget and the 2019-21 Current Service Level at the Agency Request Budget level. Columns (h) and (i): Provide updated ending balances based on revised expenditure patterns or revenue trends. Do not include adjustments for reduction options that have been submitted unless the options have already been implemented as part of the 2017-19 General Fund approved budget or otherwise incorporated in the 2017-19 LAB. The revised column (i) can be used for the balances included in the Governor's budget if available at the time of submittal. Provide a description of revisions in Comments (Column (j)). Column (j): Please note any reasons for significant changes in balances previously reported during the 2017 session.									
Additional Materials: If the revised ending balances (Columns (g) or (i)) reflect a variance greater than 5% or \$50,000 from the amounts included in the LAB (Columns (f) or (h)), attach supporting memo or spreadsheet to detail the revised forecast.									