

Teacher Standards and Practices Commission

	2017-19 Actual	2019-21 Legislatively Adopted	2019-21 Legislatively Approved *	2021-23 Current Service Level	2021-23 Governor's Budget
General Fund	1,700,000	-	-	-	3,563,936
Other Funds	6,656,350	9,306,571	12,080,322	10,212,917	10,329,429
Total Funds	8,356,350	9,306,571	12,080,322	10,212,917	13,893,365
Positions	27	26	26	26	30
FTE	25.71	24.75	24.75	25.50	29.50

* Includes Emergency Board and administrative actions through January 2021.

Program Description

The Teacher Standards and Practices Commission (TSPC) is composed of 17 members who are appointed by the Governor and confirmed by the Senate, has three primary areas of responsibility:

- Establish rules for licensure and registration, and issue licenses and registrations to teachers, administrators, school nurses, school counselors, and school psychologists.
- Maintain and enforce professional standards of competent and ethical performance and proper assignment of licensed educators through investigations and actions brought about through formal complaints to the Commission.
- Adopt standards for college and university teacher education preparation programs and approve programs that meet such standards.

There are almost 65,000 educators (some have more than one license --e.g., teacher and administrator) licensed by TSPC with teachers representing roughly 90%. For comparison, there are approximately 30,000 working teachers in Oregon's public schools. The TSPC is one of eleven stand-alone teacher licensee entities among the states. Other models include being a unit within a state's education agency.

During the 2017 Session, the Legislature passed HB 2763 which provided \$1.7 million General Fund and \$1.7 million Other Funds to financially assist those educators who are working toward the National Board Certification. This was intended to be a one-time General Fund appropriation to the National Board Certification Fund which is designed to assist 150 educators to defray their costs of earning their Certification in the next few years.

CSL Summary and Issues

- The 2017-19 one-time \$1.7 million General Fund investment for the National Board Certification Fund (see above) is not included in the 2021-23 CSL, but a corresponding Other Funds amount continues for payouts from the Fund to teachers receiving assistance. ORBITs shows that roughly \$1.4 million (Other Funds) of the original \$1.7 million appropriation remains for 2021-23, which would mean there has not been many teachers assisted with the program. Further information is to be gathered.

- Fee revenue continues to fail in keeping pace with the growth in cost both in ongoing licensing and enforcement activities as well as in new responsibilities such as SB 155 (2019) requiring all investigations involving suspected abuse or sexual conduct by school employees to be conducted by the Commission. The CSL assumes little growth in the licensure revenue and a package is included in the development of the budget to reduce or modify the CSL by reducing three positions (3.50 FTE) and thereby saving \$910,102 Other Funds. This reduction would hinder the ability of the agency to meet its core functions and avoid backlogs.
- The significant increase in the 2019-21 Legislatively Approved budget in the table above is primarily due to a \$2.5 million Other Funds transfer from the Oregon Department of Education’s Student Success Act (SSA) professional development program to offset the costs of licensure for educators that are underrepresented and for a new program for diversifying the workforce for administrators, similar to the Oregon Scholars program. This additional SSA funds are not factored into the 2021-23 CSL or Governor’s budget.

Policy Issues

- The agency believes that the impact of the pandemic could further reduce licensure and other revenues as districts limited hiring. The Agency Request budget proposed a \$3.7 million General Fund increase and some fee increases. It also assumed a \$2.8 million reduction in overall fee revenues due to economic conditions and the pandemic. During the 2021 Session, further analysis on fee revenues will be required to determine the overall revenue picture of the agency. Fees have been increased in the past two biennia to keep pace with expenses -- the overall fees for teachers and other educators are significantly less than for many other professional licensees. The fee structure has also changed significantly over the past two biennia providing some uncertainty in the revenue streams. For example, as part of the fee “redesign”, many of the teachers who had held three-year licenses moved to five-year licenses.
- The Commission continues to struggle to fully implement a new licensing information technology project including an on-line application process. This project was delayed, partially due to the higher priorities being placed on non-TSPC projects for the DAS contractors. Some components of the system will likely never be fully operational, and the agency is looking at alternatives at this time.
- Discussions of reducing class size, increasing the role of CTE/STEM and other issues resulting from the SSA could increase the demand for teachers over time. It is too early to determine the overall impact since the SSA is only in its first year and the pandemic adds another layer of uncertainty to school district priorities and operations.

Other Significant Issues and Background

- The role of the Commission has expanded in recent years including the National Board Certification and SSA related funding discussed above. At the same time, it has faced several operational issues challenging its limited administrative and leadership staff. With the roll-out of the SSA and the Education Advancement Council, TSPC has taken a larger role in educator professional development.

- The Governor’s budget proposes an even larger role with a \$3.6 million General Fund investment to implement a Non-traditional Pathways to Licensure program which is to provide alternatives for community college students, community members, classified school employees and professionals considering teaching as career to get trained and licensed. This proposal also includes an investment to require educator preparation programs to include specific training to support underrepresented students. There may be some overlap with the recently approved efforts by the Educator Advancement Council.
- In the more traditional licensing and enforcement responsibilities of TSPC, the Governor’s budget assumes new fees and fee increases asserting that further fees increases will not be required until after the 2027-29 biennium. Also included in the Governor’s budget is a position to further work on the development of the licensing system mentioned above.

Key Performance Measures

A copy of the TSPC Annual Performance Progress Report can be found on the LFO website.

[https://www.oregonlegislature.gov/lfo/APPR/APPR_TSPC_2020-10-01%20\(1\).pdf](https://www.oregonlegislature.gov/lfo/APPR/APPR_TSPC_2020-10-01%20(1).pdf)