



TSPC 2023-2025 Budget Presentation

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

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

Introduction

Agency Mission

The mission of the Teachers Standards and Practices Commission is to ensure Oregon schools have access to well trained, effective, and accountable education 3professionals so all students have the opportunity to reach their full potential.

TSPC Goals

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

1. Establish high standards for educator preparation excellence and regularly review approved programs for delivery of adopted licensure standards.

2. Provide leadership for professional licensure standards including standards for: cultural inclusion; educator dispositions; and subject-matter competency.
3. To provide timely high quality services to licensees, higher education, and the public.
4. Maintain and develop clear, concise and easy to understand administrative rules.
5. Establish high standards for educator professional conduct and regularly communicate those standards to the field.

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

1. Agency Operations:

- a. The Commission will pursue stable and adequate sources of funding to support our full range of responsibilities.*

Rationale: With a few exceptions, TSPC's operations are paid for by fees collected from educator licensing. Oregon's licensing fees are higher than many other states—while educator pay is among the lowest. To adequately staff our work and fulfill our Mission, the agency needs to develop a broader, more equitable and secure funding strategy.

- b. The Commission will adopt a more visible, connected and advocacy-oriented posture to achieve our Mission and Vision.*

Rationale: While a small agency in the state's education "ecosystem," TSPC has the unique position of focusing solely on the development, evaluation, and professional accountability of Oregon educators. We must increase our visibility and build teamwork—internally and externally—to optimize our role and impact on education statewide.

- c. The Commission will select and implement a new educator data management system by the end of 2024.*

2. Licensure:

- a. Develop a responsive, effective, and sustainable Licensure process.*

Rationale: Long turnaround times, complicated application requirements and inability to keep applicants informed about licensure status has been a long-standing frustration for our customers, partners, and staff. These challenges not only impact one of our core responsibilities, but also hamper our ability to focus on other key Commission objectives.

- b. Improve customer service provided by the agency staff.*

3. Approval of Preparation Providers:

- a. The Commission will broaden the diversity of the educator community.*

Rationale: TSPC plays a key role in pursuing the goals of Oregon's Educators Equity Act and defining the path to enter and succeed in the education profession. In recent years, we have increased efforts to attract and develop a more diverse base of educators—and we must continue to evaluate, refine, and strengthen those activities.

4. Professional Practices:

a. Improve timeliness and efficiency of professional standards violations.

Historical Perspective

- ✓ TSPC is the oldest of only eleven (11) remaining independent Professional Educator Standards Boards in the United States. Most states include these functions within the education department.
- ✓ TSPC was established in 1965 and became a separate agency in 1973.
- ✓ The Governor appoints the 17 commission members and the Senate confirms their appointments.
- ✓ The composition of the Commission 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. Dr. Anthony Rosilez, the current Executive Director, has led the agency for the last 5 years.
- ✓ TSPC maintains over 150,000 licensure records in the electronic database, while several records still exist on microfilm.
- ✓ The statutory authority for the TSPC is in ORS 342.120 to 342.430; 342.455 to 342.495 and 342.530. The administrative rules supporting these statutes are in OAR chapter 584.

Expected Performance at Requested Funding Level

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

- Reach and maintain customer service KPMs;
- Process applications in a timely manner;
- Process professional practices cases in a timely manner;
- Strengthen ethical and professional practices standards and misconduct reporting requirements;
- Process educator preparation program approval requests in a timely manner;
- Ensure continuous improvement and oversight of the educator preparation programs;
- Conduct outreach to school districts, ESDs, and preparation programs on professional practices standards, with the goal of reducing the incidences of educator misconduct; and
- Pursue policy initiatives to support programs and eliminate barriers to licensure to ensure a

well-trained, representative, and classroom-ready educator workforce for Oregon’s students.

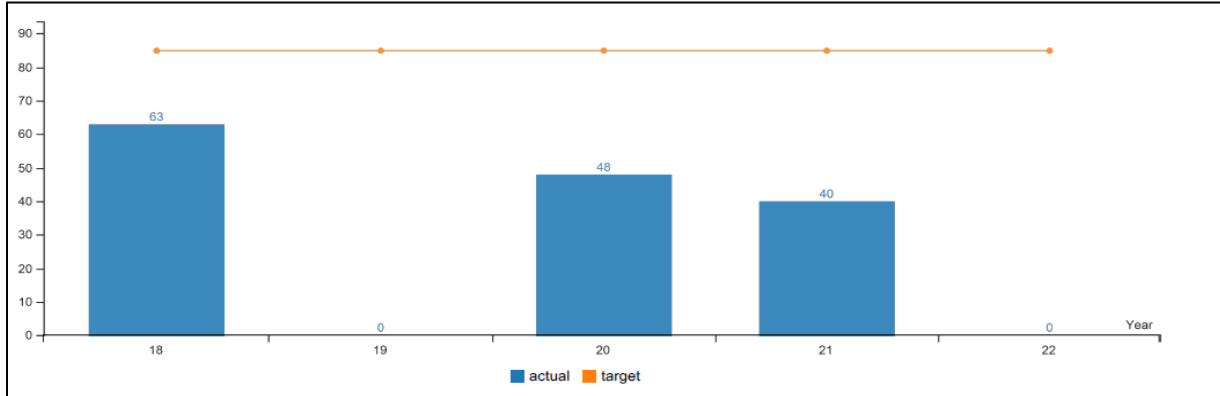
Agency Performance

Performance/Outcome Measures

KPM#	Legislatively Adopted Key Performance Measures (KPMs)
1	EMAIL CUSTOMER SERVICE – Percent of email responded to within 3 days
2	APPLICANT CUSTOMER SERVICE – Percent of completed license applications processed in 30 days.
3	INVESTIGATION SPEED – Percent of investigated cases resolved in 180 days (unless pending in another forum)
4	PROGRAM APPROVAL CUSTOMER SERVICE – Percentage of new program and major modification proposals processed within 30 days of formal submission to the Commission.
5	CUSTOMER SERVICE – Percent of customers rating their satisfaction with the agency’s customer service as “good” or “excellent” overall customer service.

KPM 1: EMAIL CUSTOMER SERVICE

KPM #1	EMAIL CUSTOMER SERVICE - Percent of emails responded to within 3 days.
Data Collection Period: Jan 01 – Jun 30	

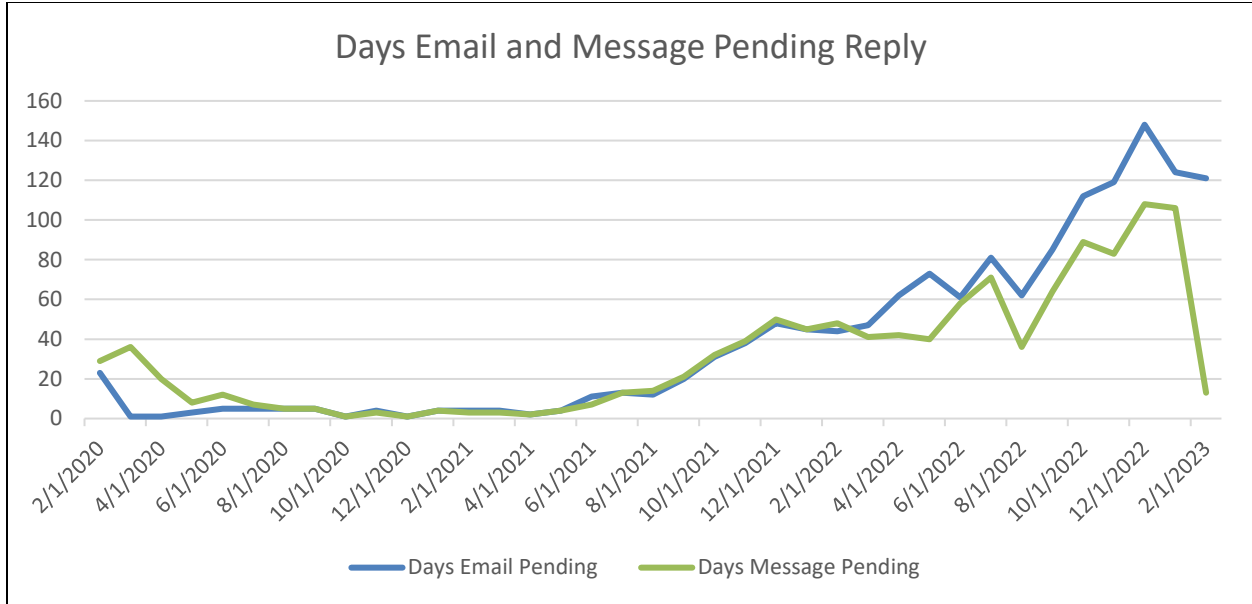


Report Year	2018	2019	2020	2021	2022
Email Customer Service					
Actual	63%	N/A	48%	40%	0%
Target	85%	85%	85%	85%	85%

How We Are Doing:

Nowhere has the COVID pandemic has affected TSPC so much as in our ability to respond timely to emails and messages. The challenge with email responses is that once they fall behind, it becomes increasingly challenging to catch up. Unfortunately, we have had no days in 2022 where the oldest pending email was within three days. The backlog in emails began increasing significantly since the middle of 2021. By December 2021, the oldest pending email was 40 days. While staff did their best to respond to emails, the increase in inquiries continued, and the oldest pending email increased to 80 days by June 30, 2022. Clearly, this is unacceptable, and the agency is currently considering how best to structure its licensing functions to turn the delays around. In 2022, the legislature approved a limited Duration (LD) license navigator position and the E-Board approved an LD Office Specialist position to help with the backlog. Unfortunately, filling vacant positions has been challenging, and as of January 2023, we still have one LD position to fill.

An intentional change with the implementation of eLicensing in 2016 was to permit applicants to correspond directly with the evaluator reviewing the application through eLicensing Messages. This results in a reduction of Messages requiring PSR response, shifting a portion of the customer service work away from the PSRs and onto the evaluators. Most of the time, this is a positive change to communication with applicants, placing the applicant in direct contact with the evaluator.



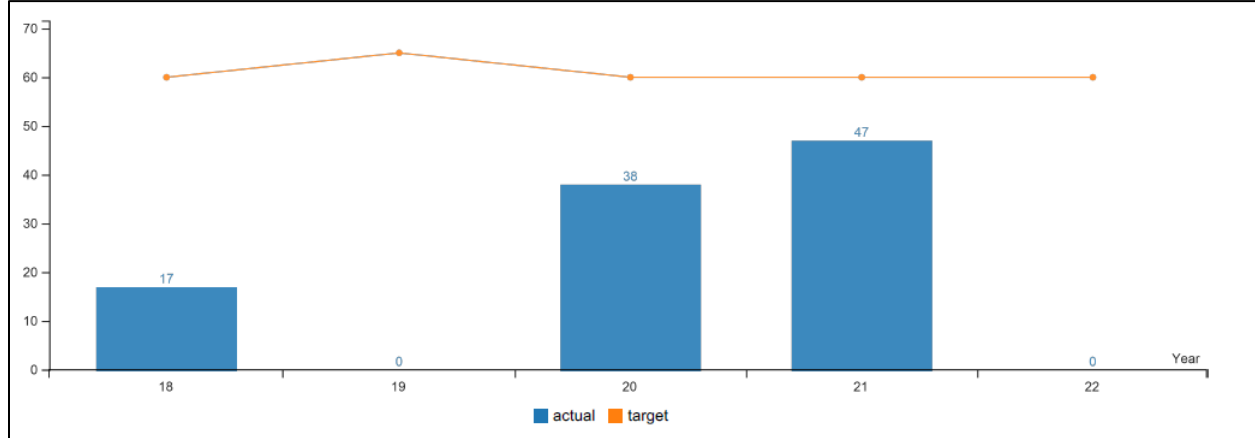
Factors Affecting Results:

At the time the agency prepared its 2021-2023 budget request, the available data indicated that the COVID pandemic would be tapering off by the beginning of the 2021-2022 school year. The surge of cases due to the Delta then Omicron variants in the summer and fall of 2021 resulted in a continued strain on the email response time due to increased inquiries related to restricted and substitute licensing and emergency substitute licenses. As the new license processing system will not be in place until 2024, the numerous of emails and requests for assistance related to the accessibility of the licensing system continues to strain the system. Finally, the two public service representatives at the agency left within 6 weeks of each other in the Spring of 2022 (one due to retirement, one due to move to another agency). So, from April 2022 – June 2022, we had no customer service representatives to answer inquiries. These positions were not filled until the mid-summer 2022, resulting in further backlog of emails. To say the least, the agency continues to struggle in inquiry response times.

Process notes: In our message system, when a customer opens it to read it, a blank reply is automatically sent to us, so much of our message volume are blanks, accounting for high variability and increased backlogs. *We triage email, so urgent and system-related queries are typically answered within 48 hours, often the same day.*

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 30	



Report Year	2018	2019	2020	2021	2022
Percent of applications initially processed in 30 days					
Actual	17%	N/A	38%	47%	0%
Target	60%	65%	60%	60%	60%

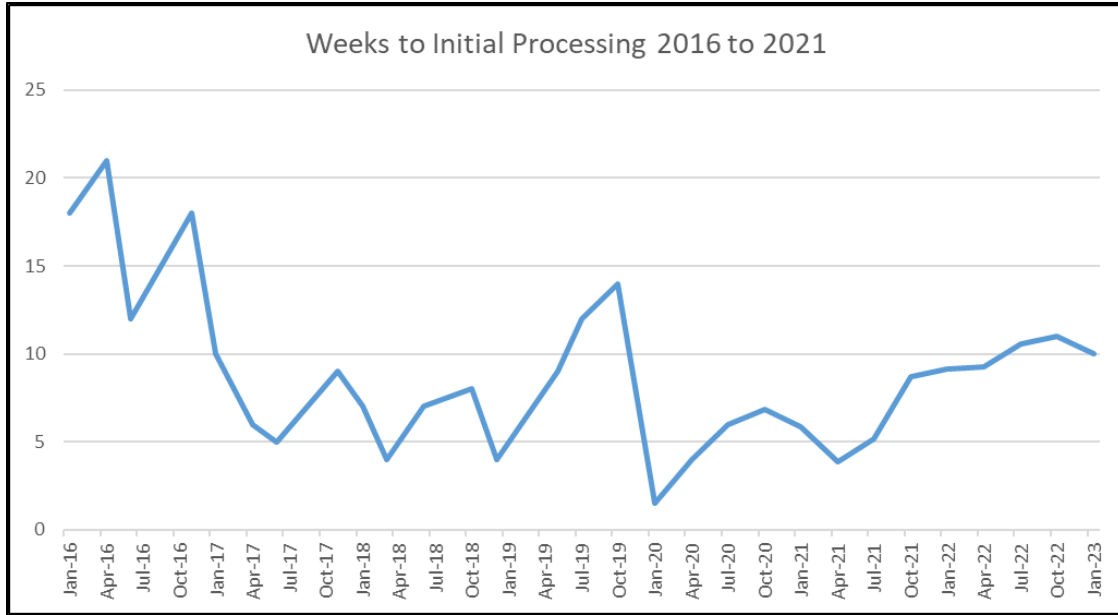
How Are We Doing

In the 2019-21 biennium, the agency’s evaluator staff remained at 4.5 FTE, but with the operational improvements made by the eLicensing system and little staff turnover, backlogs continued to drop. In the two months prior to the onset of the COVID pandemic, the agency had been processing applications within 3-4 weeks – a processing time not seen in over 5 years.

However, as noted above, 2021-22 COVID resulted in a huge increase in workload, with no change in staffing. Indeed, due to reductions in customer service staff, evaluators were pulled off their application duties to answer questions. The additional applications are equivalent to the output of almost two additional staff, and so it is hardly surprising that the processing lag became significantly larger.

A significant proportion of the increase is made up of yearly licenses, so that much of this workload will be present in subsequent years, as the licensees reapply. It is unclear how many of these provisional licenses will in the end become permanent.

- A lag in licensing does **not** delay a teacher from working. By law, an applicant may work up to 90 days without a license, and we have been under 90 days lag throughout the pandemic.
- Although the current backlog is unacceptable, it is worth noting that we are still much improved from the processing times in 2016 and before.



Pending Applications to "First Look"

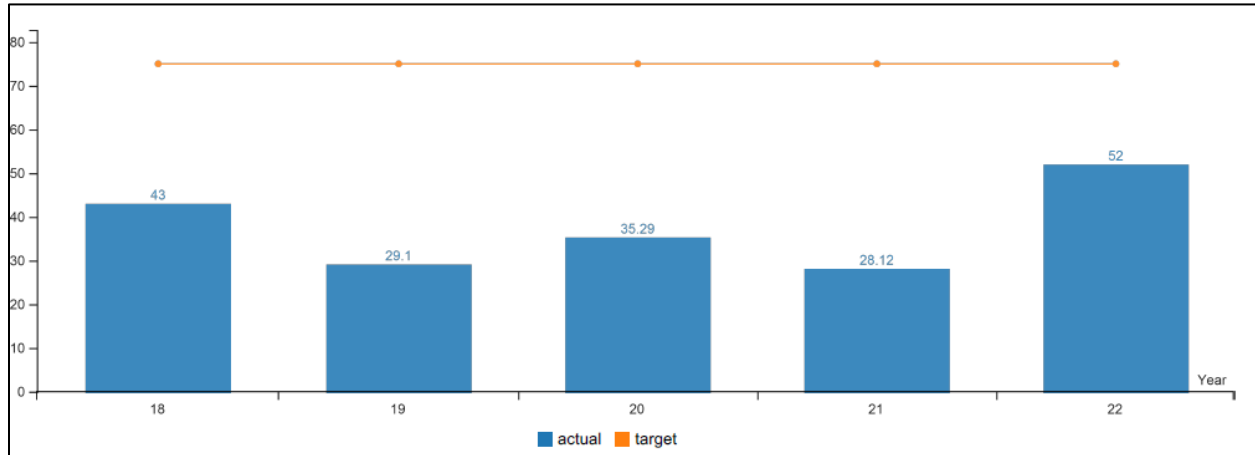
Factors Affecting Results

The COVID pandemic exacerbated the shortage of teachers in Oregon, and districts scrambled to bring in substitutes to cover. Many of these needed provisional licenses, and a new temporary provisional type – Emergency Substitute – was created to help fill the gap. This created a large demand for new licenses and 2021-22 saw a 66% increase in applications over 2019-20. Since the 2021-23 LAB was created with a 5% decline in applications assumption, TSPC was ill-prepared for this massive increase in workload.

Another factor in processing delay is the significant amount of time license evaluators take in school district correspondence, training, and guidance. In fact, we estimate to continue this level of service for districts is equivalent to 1.0 FTE (see POP 102) and eliminating that work from evaluators will speed processing enormously.

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 – Oct 31	



Report Year	2018	2019	2020	2021	2022
Percent of investigated cases resolved in 180 days (unless pending in another forum).					
Actual	43%	21.10%	35.29%	28.12%	53%
Target	75%	75%	75%	75%	75%

How We Are Doing:

The Professional Practices Division is dedicated to reducing the number of cases which have been pending investigation for ten or more months. The Key Performance Measure (KPM) established for the Professional Practices Division sets a lofty goal of having 75% of TSPC investigations which have not pended in Other Venue completed in six months or less. The TSPC Professional Practices Division has always prioritized student safety cases over all other case types, regardless of the date received. The passage of Senate Bill 155 (2019) has gone a step further by making Educator Sexual Conduct cases the top priority for TSPC investigations upon reception of the complaint.

Due to our commitment to investigate Senate Bill 155 cases and other existing prioritizations, TSPC cannot devote 100% of agency investigation personnel to addressing the backlog of cases 100% of the time. We are required to shift limited agency personnel and resources between tackling Educator Sexual Conduct and other student safety cases immediately, and addressing a backlog of lower priority cases when time and circumstances allow us to do so. This is why the Division must address meeting the KPM strategically, and over an extended timeframe. But when the Division achieves our strategic annual goals of bringing the backlog of cases to within ten months or less of the present date, logic dictates that the Division’s KPM numbers will reflect dramatic improvement.

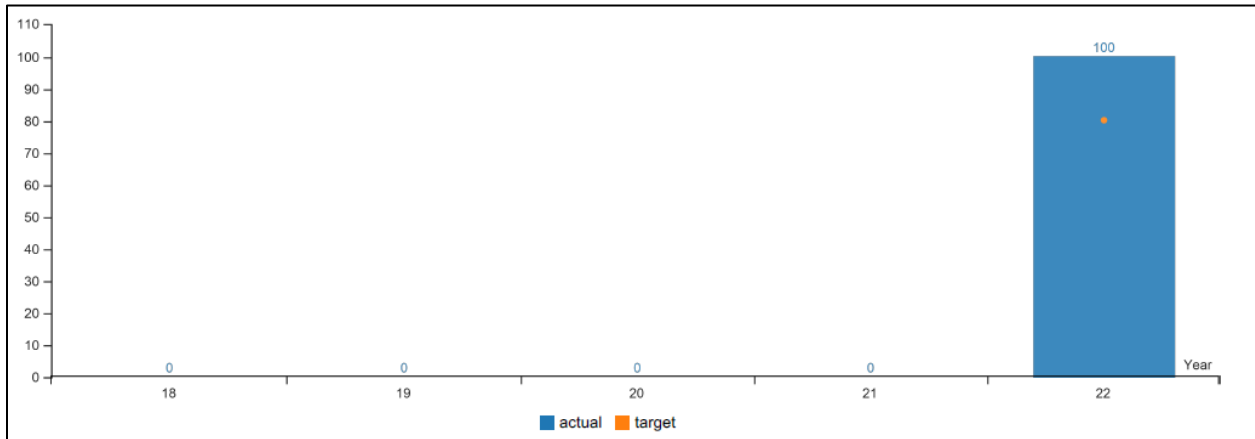
Factors Affecting Results:

The only way the Professional Practices Division will ever come close to achieving the KPM goal is if staff eliminate, through completion of investigation, existing cases which have been awaiting TSPC investigation for extended periods of time (ten or more months). Only by systematically eliminating the back-log of cases to be investigated, and by bringing the oldest case pending TSPC Investigation to within ten months since the case was received by TSPC, will the Professional Practices Division be able

to legitimately have a discussion about coming close to meeting the established KPM. To that end, the Professional Practices Division has established annual goals which commenced in 2020 and will run through 2025. These goals are purposed with reducing and eliminating the TSPC cases pending investigation for longer than ten months. For 2021-2022, the Division’s goal was to bring all pending investigations to within nine months of the date the complaint was received.

KPM 4: Program Approval Customer Service

KPM #4	PROGRAM APPROVAL CUSTOMER SERVICE - Percentage of new program and major modification proposals processed within 30 days of formal submission to the Commission.
	Data Collection Period: Jan 01 - Sep 19



Report Year	2018	2019	2020	2021	2022
Percentage of new program and major modification proposals processed within 30 days of formal submission to the Commission.					
Actual					100%
Target					80%

How We Are Doing:

The Program Approval Unit is responsible to process EPP proposals for educator licensure of all Oregon educator licensure including teacher, principal, professional administrator, school counselor, school psychologist, and school social worker. Any of these programs in private or public state-approved institutions that lead to Oregon licensure must be approved by the Teacher Standards and Practices Commission prior to completion of candidate programs.

Further, the timelines for approval are quite restrictive. Proposals must be reviewed and recommended for approval to the Commission according to the following timeline:

- Submission 30 days before Commission Meeting.
- Recommendation for approval at Program Approval Meeting of Commission 14 days prior to Commission Meeting.
- Consideration for approval at Commission Meeting.

In this inaugural year of the setting of this KPM, the target goal was reached. Between June 7, 2021, and June 6, 2022 the Program Approval Unit (PA) achieved the following results:

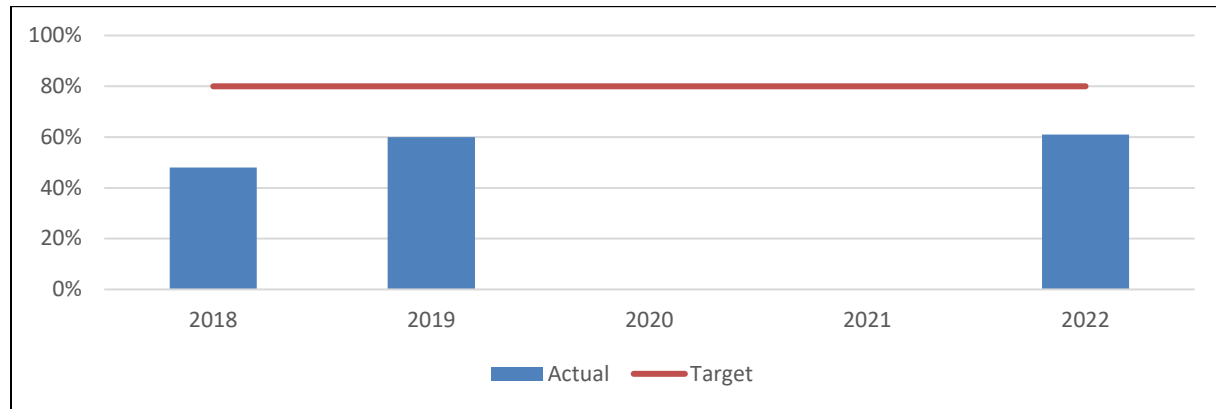
PROPOSALS	NUMBER SUBMITTED	NUMBER PROCESSED WITHIN 30 DAYS	RESULT
New Program Proposals	10	10	100%
Major Modifications	6	6	100%
TOTAL	16	16	100%

Factors Affecting Results:

Despite the pandemic and crises in Oregon teacher education, the PA Unit was able to continue to serve the EPPs by timely review and consideration of approval of these programs. The majority of the proposals related to the recently revised administrator programs. Eight of the major modifications were submitted in advance of the January 20, 2022 Program Approval Committee meeting.

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.
Data Collection Period: Jan 01 – Sep 30	



Report Year	2018	2019	2020	2021	2022
Percent of customers rating their satisfaction with the agency's customer service as "good" or "excellent" overall customer service.					
Actual	48%	60%	N/A	N/A	61%
Target	80%	80%	80%	80%	80%

How We Are Doing:

The agency has had no data to report for two years after the implementation of the eLicensing Version 2.0 in April 2019. The new system did not provide the methodology to survey this metric. The agency designed a survey instrument and made it available through social media and its website. Despite the difficulties due to the pandemic and other factors, a majority of those who responded rated TSPC good or excellent in helpfulness or overall quality of service. Those who reported dissatisfaction primarily named poor response times, which the policy option packages and other measures should alleviate.

Factors Affecting Results:

The survey instrument was published after the summer of 2022, which corresponds to the worst of the delays TSPC has experienced.

The 2023-2025 Budget

Agency Initiatives for the 2023-2025 Budget:

Agency Operations:

1. The Commission will pursue stable and adequate sources of funding to support our full range of responsibilities.
2. The Commission will adopt a more visible, connected and advocacy-oriented posture to achieve our Mission and Vision.
1. The Commission will select or develop and implement a new educator data management system by the end of 2024.
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.

Licensure:

1. Develop a responsive, effective, and sustainable Licensure process.
2. Improve customer service and agency processing timelines for licensure; **(KPM 2 and 5)**
3. Review and modify licensure and preparation program rules and practices, as appropriate, to promote the diversification of the educator workforce.
4. Expand newsletter communications to include all stakeholders and licensees;
5. Improve customer service relating to message and email response rates; **(KPM 1 and 5)**

Professional Practices:

1. To improve timeliness and efficiency of investigating and prosecuting professional standards violations; **(KPM 3 and 5)**
2. Complete revisions to the case management system to improve assignment, tracking and collection of information on professional practices caseloads; **(KPM 3 and 5)**
3. Continue scanning hard copy investigative files currently in off-site storage.

State Approval of Educator Preparation Providers and National Accreditation:

1. Continue evaluation and alignment of all preparation standards with the state's equity and workforce development goals. **(KPM 4)**
2. Continue to engage stakeholders in best practices in educator preparation.

3. Engage external agencies and partners to develop a data collection/reporting system designed to monitor the supply and demand of the Oregon licensed educator workforce and provide required data for continuous improvement of educator preparation programs. **(KPM 4)**
4. Revise current agency website to incorporate current and relevant information for educator preparation programs and interested candidates.

TSPC Program Summary

TSPC revenue is derived primarily from educator licensure and fingerprint fees, including a portal fee to support database development. Beginning in 2021-23, the agency started receiving Student Success Act funds (2.0 FTE) for diversity programming, and in 2022, it was granted General Fund distributions to support Nontraditional Pathway work (2.0 FTE) to alleviate workforce shortages. The 2021-23 LAB and 2022 legislature also added significant General Funds for limited duration projects to promote equity and lower barriers to workforce entry.

The agency focuses on three primary areas:

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

Licensure Program Summary

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

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

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

The licensure application and renewal process generally includes:

- Providing evidence of program completion (formal preparation as an educator);

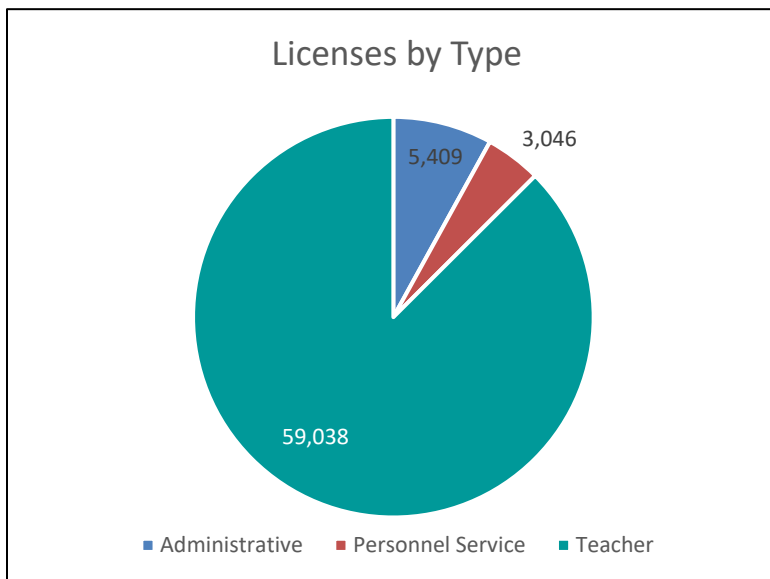
- Fingerprinting and Criminal background checks (*through the Professional Practices section*); and
- Monitoring of professional development for renewal of licenses.

Clients served:

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

Persons served by the program:

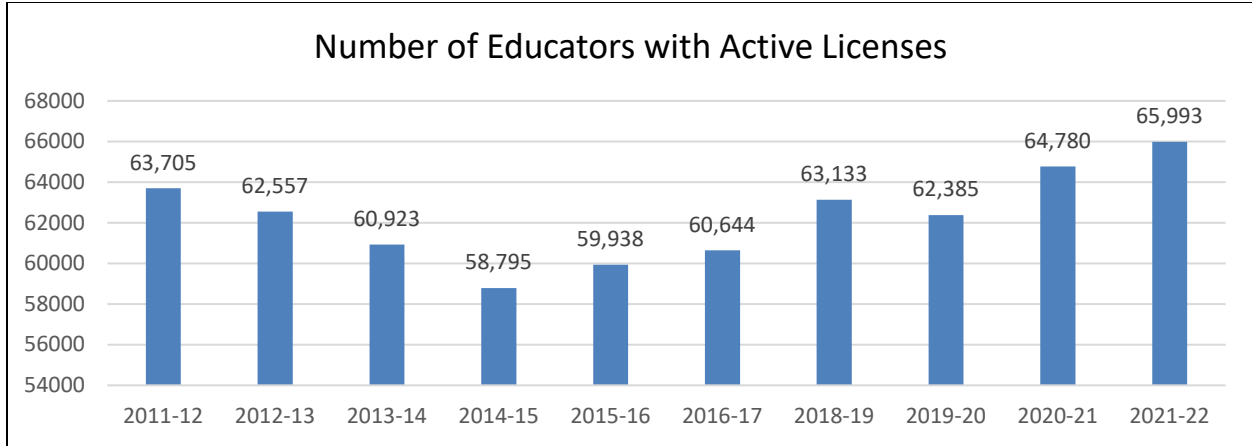
- Licensed teachers;
- School administrators;
- School counselors;
- School psychologists;
- School social workers;
- Certified school nurses;
- Registered charter school teachers; and
- Registered charter school administrators.



Number served by program:

The agency currently has 67,538 active licenses, registrations and certificates. Licenses are renewed every three to five years, depending on the type of licensure. All students in Oregon public and charter schools are served by this program.

At present, 65,993 educators are licensed through TSPC (*This number differs from the total number of licenses because some educators hold more than one license*).



It is worthwhile noting that a large number of provisional licenses (emergency and restricted) were issued during the pandemic to address critical staffing shortages throughout the state. The Commission temporarily instituted the Emergency Substitute license as a stopgap measure to address the problem, and districts were glad to take advantage of new license type. Therefore, the increase in active licenses may be misleading, since a number of them are temporary only and not educators with regular licensure.

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

Licensure: Staffing	(2019-21)	(Current LAB)	(GRB)*
Director of Licensure:	1.0 FTE	1.0 FTE	1.0 FTE
License Evaluators (Admin Spec 2):	4.5 FTE	4.5 FTE	7.0 FTE
Public Service Representatives (PSR4):	3.0 FTE	2.0 FTE (1.25 FTE LD)	3.0 FTE
National Bd. Rep. (Admin Spec 2):	1.0 FTE	N/A	N/A
License Admin. Assistant (OS1):			1.0 FTE
District Liaison (PSR4):			1.0 FTE
Total FTE:	9.5 FTE	8.75 FTE	13.0 FTE

* Includes POP 102 FTE

Licensure: Sources of Funding

- Other Funds: Licensure Fees (and General Funds for 2022 and POP 102)

Professional Practices Program Summary

Professional Practices: ORS Chapter 342 requires the Commission to “suspend or revoke the license or registration of a teacher or administrator, discipline a teacher or administrator or suspend or revoke the right of any person to apply for a license or registration” under proscribed circumstances. The Commission is required to investigate *all* complaints or information received from educators or the

public regarding possible licensed educator misconduct. Superintendents or chief charter school administrators who discover ethical, criminal or professional misconduct by licensed educators are required to report the misconduct to TSPC, but complaints are also received from information (news of arrests, Department of Human Services (DHS) reports, etc.) and patrons (community members and non-district complainants).

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

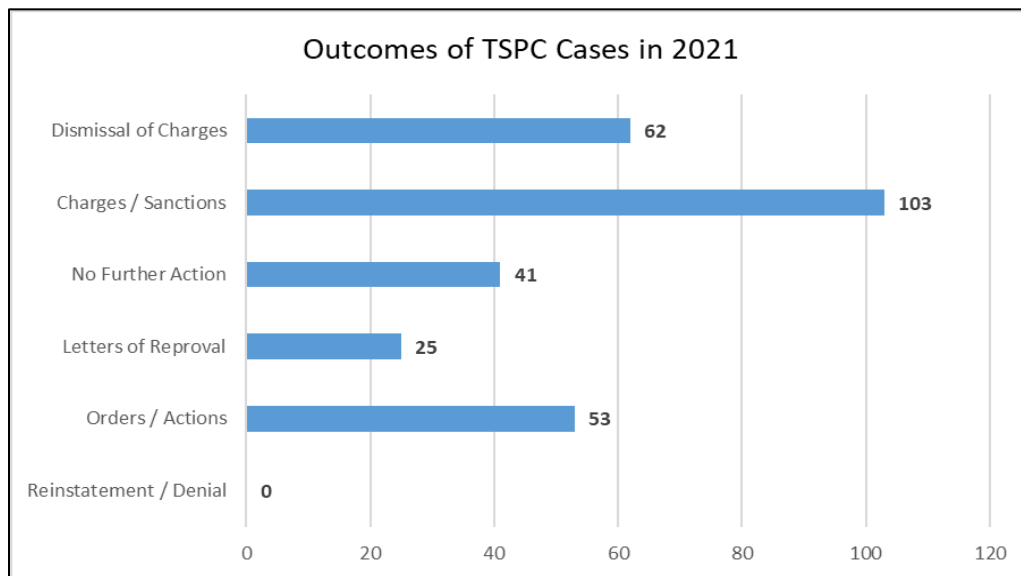
An educator’s violation of TSPC professional standards of conduct may result in the following actions against the license, registration, or certification, or the future right to apply for these authorizations to practice:

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

Length of Investigations:

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

- In 2021, the average time to complete investigations was **10.1 months** (from date of complaint to completion of investigation), down 11.4% from 2019.
- As of June,2022, the average time to complete investigations is **7.2 months – nearly 37% faster than last biennium.**



Persons served by the program:

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

Professional Practices Staffing:	(2019-21)	(Current LAB)	(GRB)
Director of Prof. Practices	0.8 FTE	0.8 FTE	0.8 FTE
Legal Liaison (Investigator 3)	2.0 FTE	2.0 FTE	2.0 FTE
Investigator 2:	5.0 FTE	4.0 FTE	4.0 FTE
Investigative Support (OS2):	<u>3.0 FTE</u>	<u>3.0 FTE</u>	<u>3.0 FTE</u>
Total FTE:	10.8 FTE	9.8 FTE	9.8 FTE

Professional Practices: Sources of Funding

Other Funds: Licensure Fees

Program Approval Summary

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

The purpose of the Program Approval is achieved by:

- Conducting on-site reviews within two years for newly approved providers and programs;
- Conducting review of licensure and endorsement programs every seven years;
- Providing state approval to educator preparation providers every seven years;
- Assuring that educator preparation providers are nationally accredited by July 1, 2025;
- Assuring that educator preparation providers meet any newly adopted state standards, such as Dyslexia Instruction Standards (2015).
- Participating in Council for the Accreditation of Educator Preparation (CAEP) and Association for Advancing Quality in Educator Preparation (AAQEP) national accreditation visits;
- Reviewing additions, modifications and eliminations to an established program;
- Monitoring the closing of a program;
- Monitoring programs and providers to ensure equity and to eliminate barriers to licensure, especially for under-represented communities;
- Reviewing annual reports and squiring the proposals for new educator programs through the Commission approval process;

- Ensuring new educators are well-trained and understand the ethical and professional standards of the education profession;
- Implementing equitable and effective licensure and endorsement examinations and assessments;
- Aligning state standards for content areas (math, language arts, chemistry, special education, etc.) with national standards and Oregon Department of Education’s curriculum standards;
- Providing training and assistance to implement the teacher preparation performance assessment (edTPA); and
- Fulfilling Oregon’s federal higher education act (HEA) Title II reporting requirements.

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

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

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

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

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

Persons served by the program:

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

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

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

State Program Approval: Staffing	(2019-21)	(Current LAB)	(GRB)
Director of Program Approval:	1.0 FTE	1.0 FTE	1.0 FTE
Educator Prep. Specialist:	<u>1.0 FTE</u>	1.0 FTE	1.0 FTE
OASP Coordinator:		1.0 FTE	1.0 FTE
Non-Trad. Pathways:		2.0 FTE	2.0 FTE
Administrator Non-Trad Pathways:		.25 FTE	1.0 FTE*
Licensure Barrier Reduct. Spec.:		.80 FTE	1.0 FTE**
Diversity Lic. Expense Reimb. Officer:		<u>.20 FTE</u>	<u>N/A**</u>
Total FTE:	1.2 FTE	6.25 FTE	7.0 FTE

* Administrator Non-Trad. Pathways is a position funded by a grant from the Wallace Foundation.

** Licensure Barrier Reduct. Spec. and Div. Lic. Expense Reimb. Officer are funded by SSA Other Funds and will be combined in 2023-25.

State Approval of Programs: Sources of Funding

Other Funds: Licensure Fees (and Wallace Grant)

TSPC Organization

Agency Operations

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

The purpose of the program is achieved by:

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

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

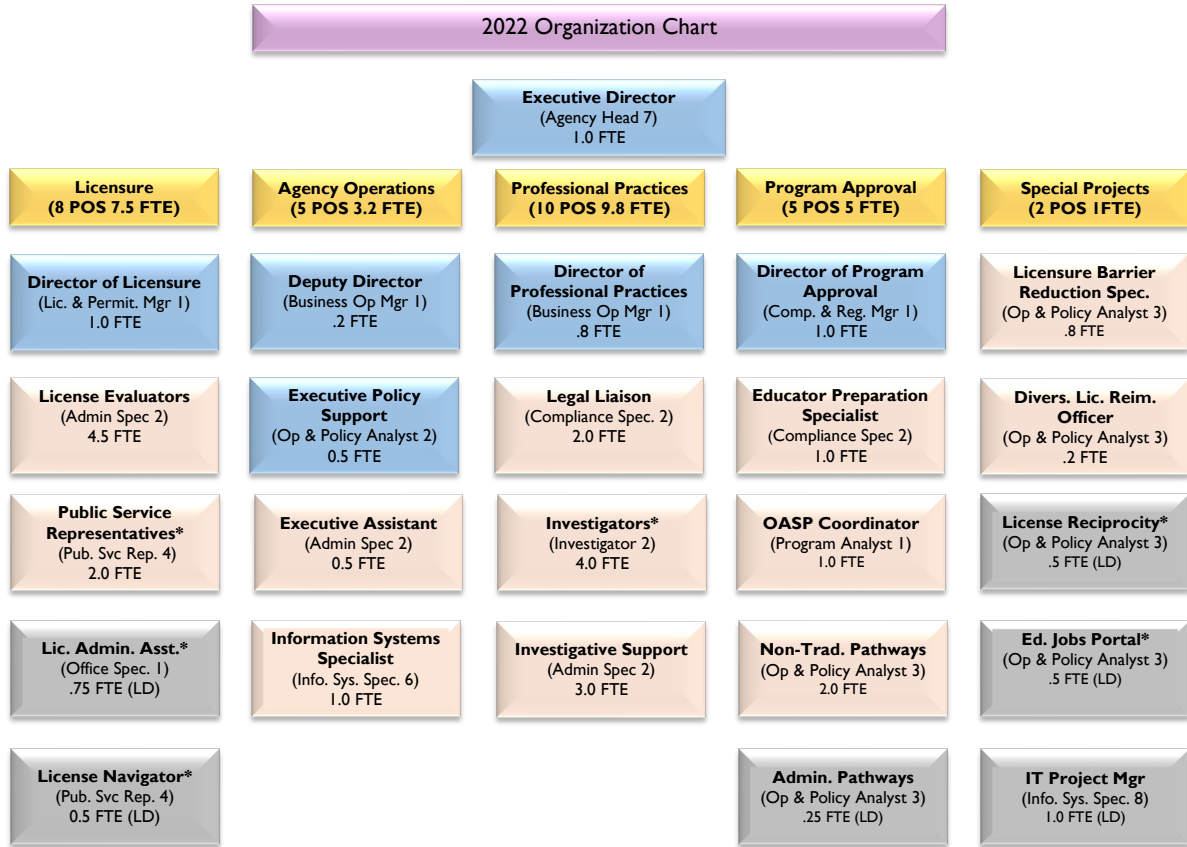
- Human Resources
- Accounting, Budgeting and Payroll services
- Legal (assigned Assistant Attorney General)
- Information Technology Services
 - Enterprise Technology Services (ETS) for server hosting and hardware
 - Technology Service Center (TSC) for software and “help desk” services
 - Consortium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

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

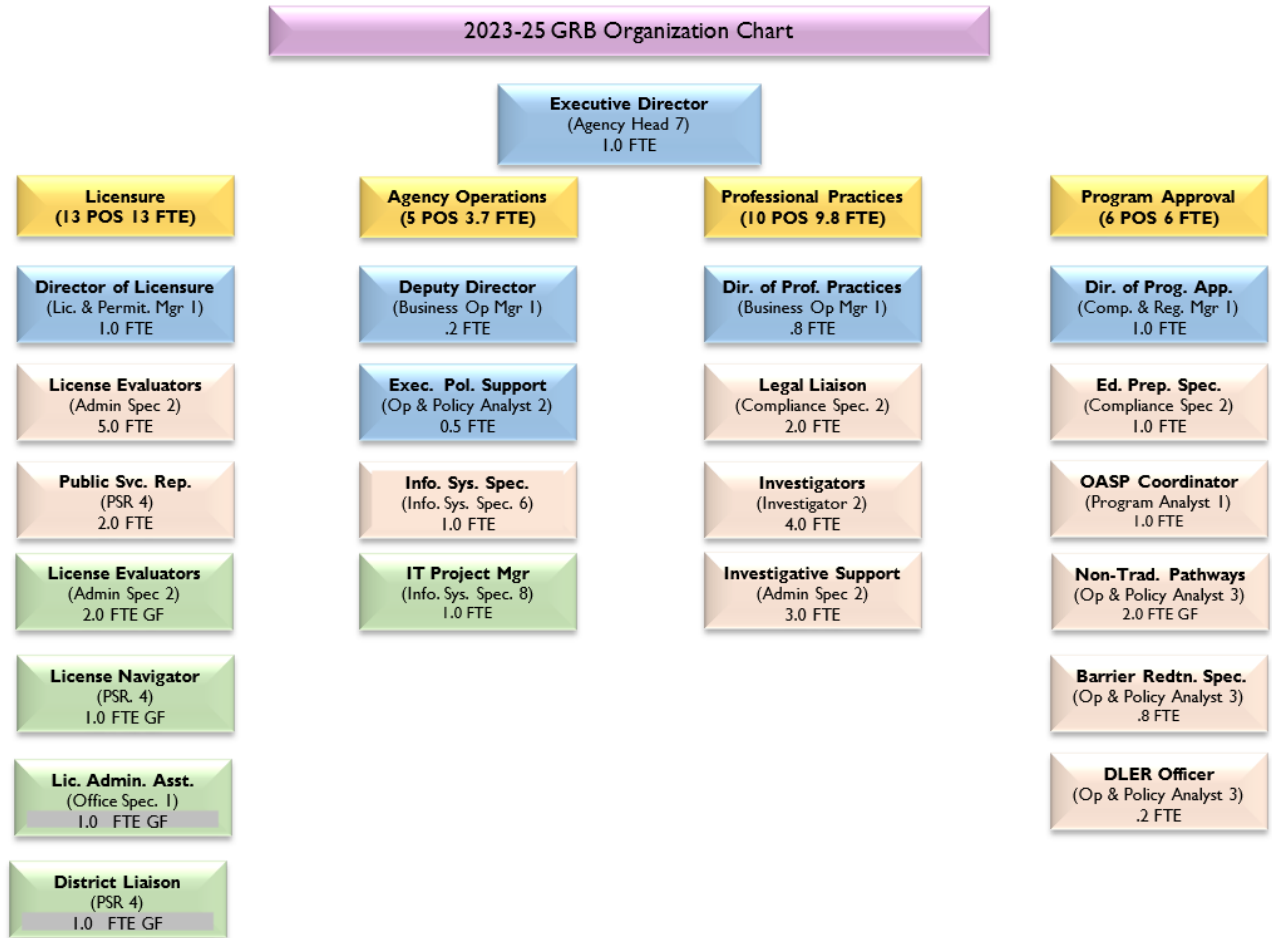
Agency Operations: Staffing	(2019-21)	(Current LAB)	(GRB)*
Executive Director:	1.0 FTE	1.0 FTE	1.0 FTE
Deputy Director:	0.2 FTE	0.2 FTE	0.2 FTE
Commission Support/Agency Admin.:	0.5 FTE	0.5 FTE	N/A
Information System Specialist (ISS 6):	1.0 FTE	1.0 FTE	1.0 FTE
IT Project Manager (ISS 8):		1.0 FTE (LD)	1.0 FTE
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	3.2 FTE	3.7 FTE

Agency Operations: Sources of Funding

Other Funds: Licensure Fees; Technology Portal Fees



* = Non-LAB positions added to budget in 2022. These are not included in the base positions/FTE count at head of each column.



Green = Added by GRB

Budget Drivers and Environmental Factors

Licensure

Environmental Factors

Number of People Served/Items Produced: In 2021-23, the agency issued 23,504 licenses, registrations, and certificates.

Costs per unit: Fees for application processing are:

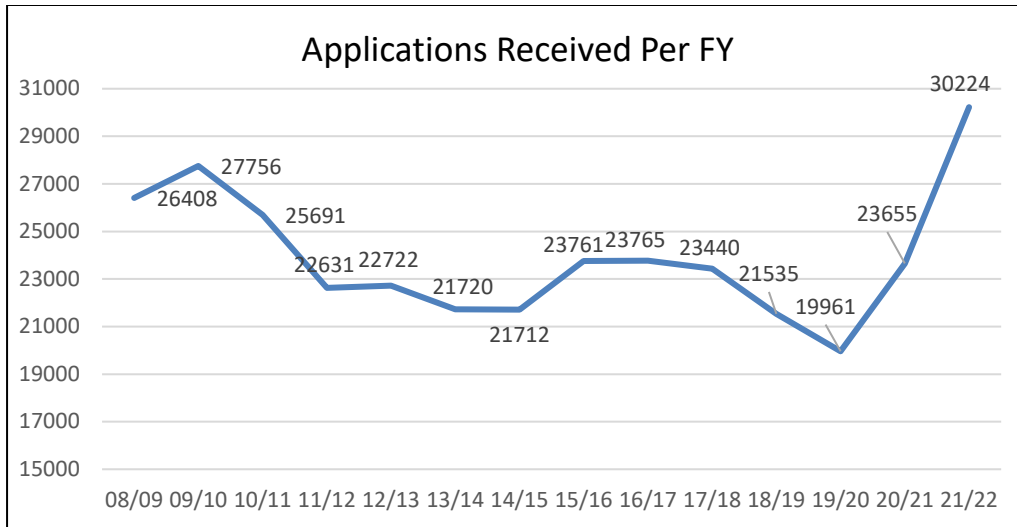
- \$182 for new license, registration and certification applications;
- \$247 for out-of-state evaluation;
- \$182 for renewals;
- \$7 for school administrator licenses in addition to the base fee above;
- \$61 for fingerprinting;
- \$15 Technology Portal fee;
- \$194 for expedited service;
- \$40 per month (\$200 max) for late fees; and
- \$200 reinstatement fee.

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

COVID-19 Implications to Program Performance

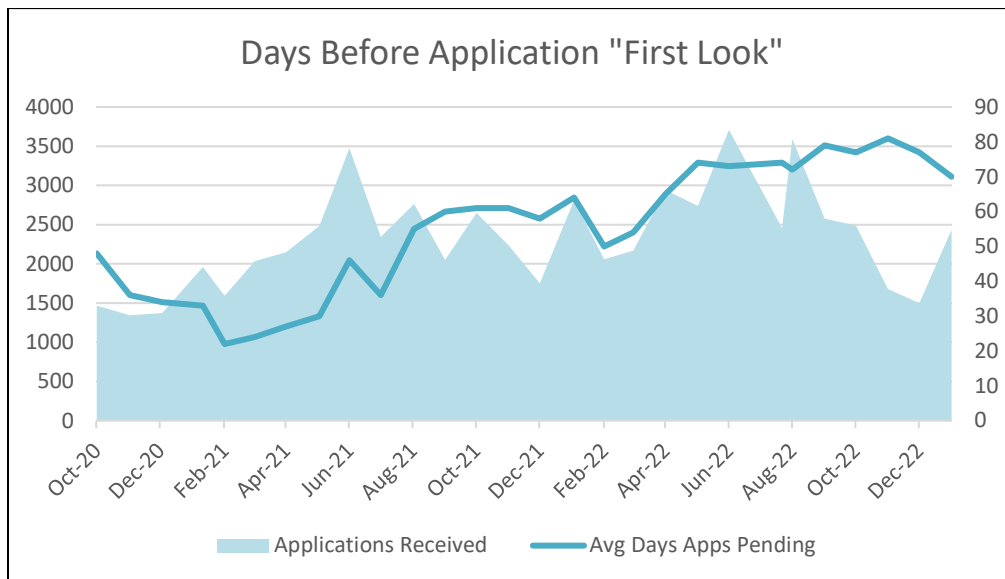
Effective March 16, 2020, the Licensure Staff began telecommuting. After working through technical issues with network access, purchasing new computer equipment, and generally settling into telecommuting routines, the unit's performance has not suffered. With the move to telecommuting, and the delay in purchasing and implementing equipment, the unit discontinued telephone (call center) services for educators. While there were 4 Public Service Representatives to answer email and application messages, TSPC was able to maintain an adequate response rate. However, with the end of the limited duration positions due to budget cuts, and, later, the retirement of the remaining fulltime PSRs, the capacity of the agency to answer queries has been woefully inadequate. Labor shortages have impeded adding new staff, and coupled with record application numbers, have made the customer service situation untenable. There simply is not enough staff to do the work.

The COVID pandemic exacerbated the shortage of teachers in Oregon, and districts scrambled to bring in substitutes to cover. Many of these needed provisional licenses, and a new temporary provisional type – Emergency Substitute – was created to help fill the gap. This created a large demand for new licenses and 2021-22 saw a **66% increase** in applications over 2019-20. Since the 2021-23 LAB was created with a 5% decline in applications assumption, TSPC was ill-prepared for this massive increase in workload.



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

However, as noted above, 2021-22 COVID resulted in a huge increase in workload, with no change in staffing. Indeed, due to reductions in customer service staff, evaluators were pulled off their application duties to answer questions. The additional applications are equivalent to the output of almost two additional staff, and so it is hardly surprising that the processing lag became significantly larger.



Note that a significant proportion of the increase is made up of yearly licenses, so that much of this workload will be present in subsequent years, as the licensees reapply. It is unclear how many of these provisional licenses will in the end become permanent.

Another factor in processing delay is the significant amount of time license evaluators take in school district correspondence, training, and guidance. In fact, we estimate to continue this level of service for

districts is equivalent to 1.0 FTE (see POP 102 District Liaison) and eliminating that work from evaluators will speed processing enormously.

Sources of Funding: Other Funds: Licensure Application and Fingerprinting Fees; (General Funds (1.5 FTE in 2022-23).

Major Cost Drivers

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

Although the eLicensing application has resulted in significant cost savings, its incomplete implementation significantly hampers the efficient administration of issuing licenses and providing services. The agency is working with the Enterprise Information Systems Division of DAS to build essential system functions and implement a replacement application that can fully meet the needs of the Licensure Division and integrate with the rest of the agency and other education agencies within the state. This work results in significant technology costs (see Policy Option Package 105).

Services to districts are another major cost driver. Evaluators spend a portion of each day responding to district questions and issues. The agency does not receive any funding from districts for this service, therefore these district services must be supported through educator application fees. Thus, POP 102 includes a District Liaison, funded by General Funds, to provide this service and speed the processing of applications and customer service.

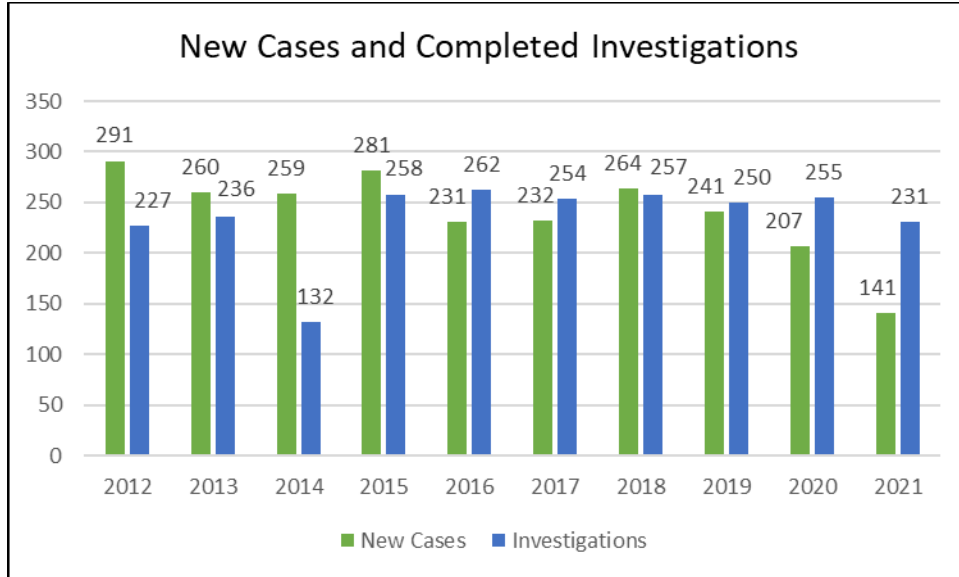
Professional Practices

Environmental Factors

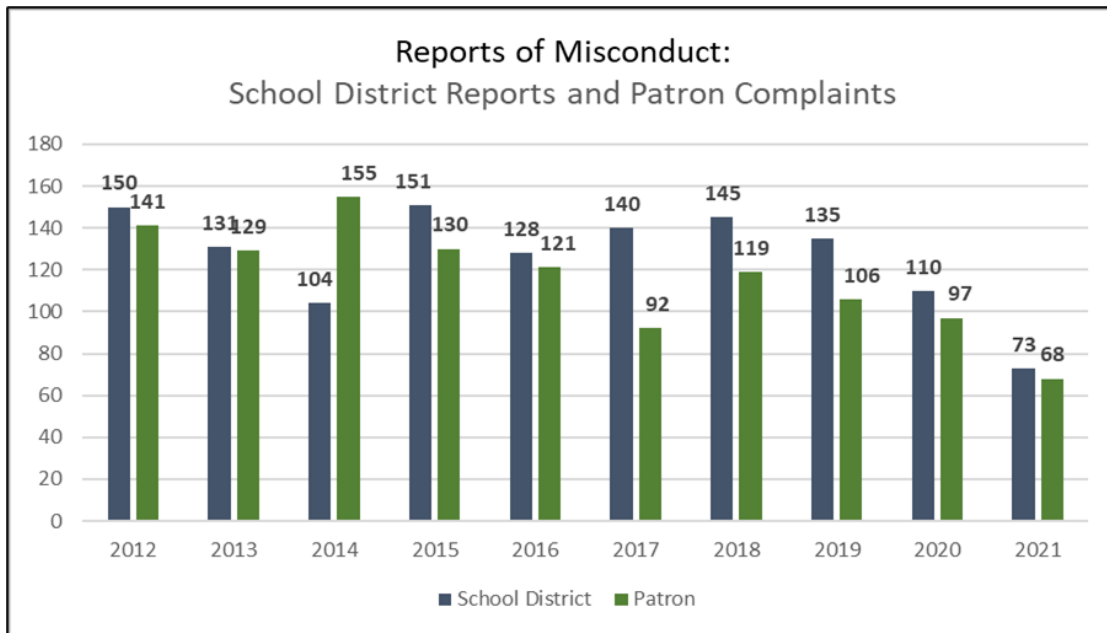
Caseloads: The agency aims to reduce the number of new cases by improving training for educators and school districts on the ethical and professional standards. At the same time, the agency continues to encourage school districts and patrons to report misconduct in order to assure the safety of our preK-12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

In 2021, the agency received 141 new cases and completed 231 investigations. Due to the pandemic, the agency received fewer new cases than usual. As of June 2022, the agency had 148 cases pending investigation. Prior to the pandemic, the agency could see the annual number of complaints received reach 250 or more.

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



In 2021, the agency received 141 total reports of misconduct. Patrons (members of the public, educators, DHS, internal reports, etc.) submitted 68 reports, with the remaining 73 coming from school districts. The decline in reports, while substantial, is misleading.



2019 Senate Bill 155 (Educator Sexual Conduct) became effective on January 1, 2020. In anticipation of a large increase of cases from this new responsibility, TSPC got authority to add FTE to deal with the increased workload. However, three months after the effective date of the legislation, the COVID-19 pandemic began closing schools across the state. The New cases and Reports of Misconduct charts illustrate that the volume of incoming complaints and reports for TSPC to investigate declined rapidly during the COVID-19 impacted years of 2020 and 2021. In fact, the number of complaints and reports

received by TSPC to investigate during the COVID-impacted years dropped over 40% when compared to pre-COVID years. Due to the decrease, TSPC dropped one investigator position in the 2021-23 Budget.

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

Sources of Funding

- Other Funds: Licensure Application and Fingerprinting Fees
- The professional practices area does not impose investigation fees or recoup any costs associated with attorney and/or hearing expenses. The agency does charge fees for fingerprinting, but these fees are passed through to the Oregon State Police department. The costs of other aspects of the background clearance are included in the application processing fee.

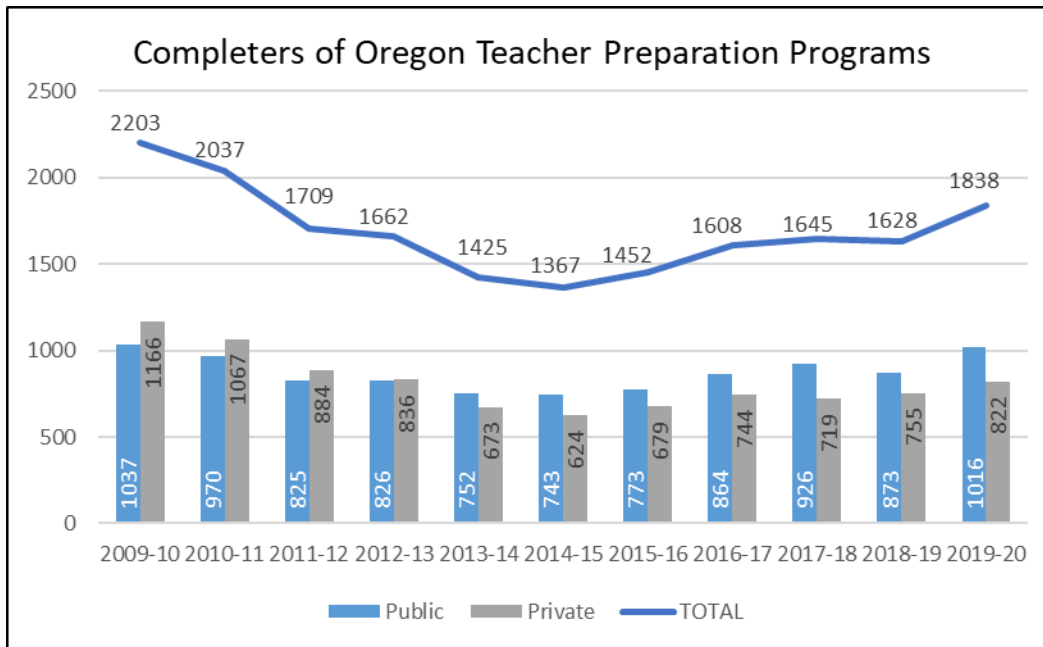
Major Cost Drivers

Major cost drivers for the program are the number of complex cases that must receive significant investigation time and effort, and the number of charged educators requesting a hearing. Attorney General expenses have increased from **\$561,545** (2019-21 LAB) to **\$762,139** (CSL 2023-25 biennium). This increase is due to hourly fee increases and a number of hearings that have required expert witnesses and other unusual costs. The agency is attempting to reduce costs through alternative dispute resolution processes for contested cases such as stipulations or settlement agreements. The agency dedicates 2 FTE Compliance Specialist 2 positions to these cost saving efforts.

Program Approval

Environmental Factors

Number of Program Completers: Completion of teacher preparation programs in Oregon has started to increase somewhat after a protracted decline.



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

For example, TSPC has partnered with the Educator Advancement Council (through ODE) to run a pilot Oregon Administrator Scholars program. Beginning in FY 2020, TSPC will grant up to \$10,000 per term for teacher administrator scholars from racially, culturally or ethnically diverse backgrounds. It is paid for through EAC grant money enabled by the Student Success Act, and so is not part of the TSPC’s Governor’s Recommended Budget request. To date, this highly successful program has awarded more than \$3,000,000 in aid and provided advising and cohort support to program participants.

Sources of Funding

- Other Funds: Licensure Application and Fingerprinting Fees
- 2021 SB 129 gave TSPC the authority to charge annual and program fees to educator preparation providers. However, due to the pandemic, the Commission decided to delay implementation of fees until EPP finances were less precarious. In 2022, TSPC faced such opposition from EPPs, from

legislators, and from within the Commission itself, it was decided to forego the remaining potential revenue, particularly as legislation is proposed in the 2023 Legislature to take away TSPC's authority to do so. The episode highlights the need for a stable funding mechanism that doesn't penalize the very constituency we wish to encourage: educator candidates and educator preparation providers.

Major Cost Drivers

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

- The standards for educator preparation provider review require preparation programs to provide evidence that they are engaged in continuous improvement of their programs and to demonstrate that their graduates are making a positive impact on student achievement once they have been employed by Oregon public schools. This type of review requires a deep level of scrutiny into preparation programs, as well as the management and training of additional volunteer review teams.
- The Commission implemented a statewide assessment (edTPA) for new teacher candidates in September 2018. The 2021 Legislature added funding to develop a local assessment option framework that allows EPPs to use a tool that better aligns with their programs.
- 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. The last two universities received accreditation at the end of 2022.
- In 2019 TSPC adopted a new national accreditor, AAQEP. The result is that TSPC must supervise and monitor two different national accreditors for the EPPs.
- In 2020, the TSPC launched a project of the Statewide Longitudinal Data System in collaboration with OACTE, HECC and ODE. Integrated data sets with data points from TSPC and ODE are provided to EPPs to assess teacher candidate effectiveness by linking completer information with student achievement in new teacher classrooms. A pilot implementation was launched in July 2020 with OSU. Second phase will be launched with Western Oregon University.
- In 2020, the Oregon Administrative Rules for Personnel Service license educator preparation program standards were redesigned, including requirements for school psychologists, school counselors, and school social workers. This effort was led by the Director of Educator Preparation.
- As part of the Student Success Act (2019), TSPC and the EAC created two programs designed to reduce barriers to educator diversity: the Oregon Administrator Scholars Program and the Diverse Licensees Reimbursement Program. In addition, TSPC's pioneering work on Multiple Measure candidate assessments was reinforced with temporary funding. These programs became part of TSPC's permanent budget in 2021.
- The 2021 Legislature directed TSPC to build on its success in workforce barrier reduction by funding program work on nontraditional pathways to licensure.
- In the 2022 session, HB 4030 added several programs to address teacher recruitment and retention. Program Approval was put in charge of:
 - o Educator license reciprocity review;

- o Collaboration with ODE on the education jobs portal;
- o Education Workforce Data System (in collaboration with the University of Oregon)

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. 2021-22 was a perfect example of this. The pandemic exacerbated the teacher shortage and districts' efforts to bring new teachers into the workforce resulted in historic application numbers and license revenues. State economists are predicting a lower revenue forecast for the 2023-25 biennium, due to the pandemic recession. If this comes to pass, applications for licensure will probably decline and so will revenue. Meanwhile, agency costs continue to increase, particularly in Attorney General and DAS IT support fees, but also because Personnel Services are its primary expense. Unrealistically, the present funding model assumes that applications will continue to have historic increases or that fees can continue to be raised by significant percentages indefinitely. This model is contradictory to the state's goals of reducing barriers to entering the teaching profession.

Technology: Technology is affecting work productivity, costs and decision-making. TSPC has developed a case management system for disciplinary actions, has partially implemented an application processing system, and supports the work of ODE on the Statewide Longitudinal Data System (SLDS). These new systems should provide the agency with efficiencies and information to allow for data-based policy decisions. Implementation of the latter phases of the agency eLicensing system has been deemed impossible under the present contract, therefore the realization of anticipated efficiencies in license processing has also been delayed. Instead, work has begun on purchasing an existing application that will fully meet TSPC business requirements, as well as integrated with intra- and interagency systems. Implementation is now expected by the beginning of 2025. The TSPC website has been updated to improve functionality and ease of use by agency stakeholders.

Customer Expectations: Customers expect state government to meet their needs efficiently, quickly and cost effectively. They expect highly trained and competent staff that communicate effectively and provide quality customer service. The delays in answering customer queries and processing applications caused by factor detailed elsewhere do **not** meet expectations. Despite that fact, the majority of our customers are pleased overall with the agency (see KPM 4).

Major Cost Drivers

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

business case for the next system has been (necessarily) extremely time intensive. The agency anticipates continued costs in planning for a new system and anticipates implementation of this system within the next biennium (POP 105).

Reducing Barriers: The Commission has reclaimed its role as a state leader in determining what quality educators provide Oregon’s students, reducing the barriers to entry into teaching, and diversifying the educator workforce. It now has permanent positions to create and develop nontraditional pathways to educator preparation, reduction of barriers to workforce entry, and support of educator candidates through Administrator scholarships and reimbursement of license expenses to diverse candidates.

Major Agency Changes

Major Agency Changes in Past 6 Years

2017-2019 Biennium

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

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

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

2019-2021 Biennium

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

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

In November 2020, an Interagency Agreement between the EAC (through ODE) and TSPC was signed that created three new programs, under the auspices of the Student Success Act, in order to lower barriers in the workforce for diverse candidates. The Oregon Administrator Scholars Program, which

grants scholarship to diverse school administrator students, the Diverse License Fees Reimbursement program and the Holistic Assessment/Multiple Measures Assessment were all programs started from scratch very late in the biennium, with two LD hires and new procedures and outreach that had to be developed and implemented.

2021-23 Biennium

The 2021 and 2022 Legislatures rewarded TSPC's efforts with several projects funded through the General Fund and SSA. The OASP, Multiple Measures and Diverse License Expense Reimbursement programs were made a permanent part of TSPC's mission, while it was given additional moneys to develop local teacher candidate assessment tools, create a Workforce Data System to aggregate educator data from around the state, create nontraditional pathways to educator preparation, reduce barriers to license reciprocity between states, and more. The management of the agency did not increase with the heightened responsibilities, however, and then the pandemic hit. For three months, an entire section of Licensure was vacant, with no one but the Division Director to do the work. Despite the stresses, among other measures, TSPC nimbly responded to the teacher shortage by temporarily creating an Emergency Substitute Teacher license, which has received high praise from grateful school districts.

The biennium has also seen the nationwide recognition of the role TSPC has taken in leading the country in innovative practices in educator preparation and assessment. Many states are now embarking on development of multiple measures of teacher candidate competency similar to those pioneered in Oregon; and Director Rosilez was recognized in 2021 by the Association of Latino Administrators and Superintendents as its National Latino Teacher and Administrator Advocate of the Year for the team's work in increasing principles of equity within professional education. Additionally, TSPC is the designated state partner in a Wallace Foundation program to support the development of school leaders. The Equity Centered Pipeline Initiative, led by Portland Public Schools, and including Portland State University, Lewis & Clark College, and the EAC, is one of only eight partnerships across the country to receive this multi-million dollar grant opportunity. Finally, TSPC was one of a handful of state educator licensing agencies participating in the development of the Interstate Teacher Mobility Compact to further reduce the barriers to licensures of out-of-state educators.

Revenue

TSPC's main source of revenue is licensing fees. TSPC is a service driven agency which relies on human capital. Personnel costs rise steadily each year, while the fee increases which the agency relies on to meet them are only considered intermittently. Therefore, the agency is continuously engaged in a balancing act between the levels of service it can provide and the staff that it can afford to maintain to accomplish its goals. The agency has been reaching out to its community partners to consider how long term operations can best be supported. During the current biennium, General Funds were given for some emergency temporary positions and two permanent (nontraditional pathway) positions, while Student Success Act moneys have been designated for equity work. TSPC is negotiating with the web portal vendor to revert the fees it collects from applications filed in the portal for maintaining the licensing application once a new system is implemented.

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 three biennia ago, the agency has contracted with

the state's e-government contractor – NIC USA (now Tyler Technologies) to develop the system. The first phase, completed in 2016, was the implementation of the “applicant side” of the system. The development of the second phase of the system – application processing – was delayed due to other state agency projects being given a higher priority. Unfortunately, version 2.0 of eLicensing presents multiple issues, including lack of accurate licensure records and lack of functionality. The agency and vendor have made a final effort to stabilize the system, giving the agency two to three years to secure a new vendor to continue the desired operational improvements and modernization.

Staff Vacancies: As fee revenues have decreased, the agency has taken the proactive step of analyzing all staff vacancies to determine whether to fill. Reduced fee revenue is primarily the result of decreased applications due to two factors: the increase of the license renewal period to 5 years for most licenses (by agency rule, effective July 1, 2015) and SB 205 (2017) which allows person with pending TSPC applications for teaching license to teach in public school for 90 days from date of application if certain background clearance requirements are met. The latter has resulted in a substantial reduction in the fees the agency received from expedited license applications. Despite the fee increase in 2019, other costs, such as the AG charges and more investigators, have made projected 2023-25 and 2025-27 Ending Balances insufficient without backfilling through General Funds or some other mechanism.

Staff Operations: The agency staff has made superhuman efforts to meet production goals while coping with backlogs, pandemic disruptions, and staff vacancies. For example, during a time when the office was receiving unprecedented numbers of applications, the entire customer service section was vacant (due to retirement and job relocation) for **three months**. The multiple workarounds required to process applications in the current licensing system means streamlining and finding efficiencies are simply unavailable. Investigators have received new levels of complaints to investigate through referrals from DHS. For most of the biennium, nearly all staff worked entirely remotely for months at a time, and most still work the majority of their hours from home. This has made onboarding and new hire training especially difficult and frustrated team-building. Despite all these obstacles, TSPC staff have persevered and gotten the work done. The Professional Practices team has reduced its backlog significantly, Program Approval has accommodated a three-fold increase in staff and responsibilities without a hitch, and not a single educator has not been able to work for lack of license, while the number of applications increased by more than 50%.

Major Budget Information

2023-25 AGENCY REVENUE AND EXPENDITURE SUMMARY

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

BEGINNING BALANCE (23-25):	\$ 5,212,276
REVENUE ESTIMATE (23-25):	\$ 8,655,985 (Licenses and fees) \$ 1,329,163 (Fingerprint Svc. Chg.) \$ 4,300,000 (Transfers In) \$ 2,510,468 (General Fund)
TOTAL AVAILABLE RESOURCES (23-25):	\$ 16,795,616
TOTAL EXPENDITURES	\$ 17,107,304
ENDING BALANCE (23-25):	\$ 4,900,588

Note: Figures are from 2023-25 Governor’s Budget and includes two Policy Option Packages.

Improve Access to the Education Workforce (POP 101):

Description:

The package focuses on the Commission’s strategic initiative to reduce delays in processing application and delays in licensing customer service without raising license fees.

How Achieved:

To that end, this POP allocates General Funds to add positions in the Licensing Division. The License Navigator position directly aids candidates trying to obtain educator licensing by helping them understand and use the eLicensing system.

To reduce the time it takes to receive a license and improve customer service, TSPC proposes adding two fulltime license evaluators and make permanent the Licensing Administration Assistant and License Navigator positions approved by the 2022 Legislature. Also, the current .5 FTE Executive Assistant position is eliminated, so that a .5 FTE License Evaluator position can be expanded to 1.0 FTE.

The District Liaison Officer will continue TSPC’s work with school and education service districts regarding licensing requirements, and answers questions about candidates’ applications to speed up license approval and increase transparency. This will free up evaluator time so that they may focus on processing applications.

Quantifying Results:

The agency will quantify results with the following measures:

- KPM 1 – Email Customer Service;
- KPM 2 – Applicant Customer Service
- KPM 5 – Overall Customer Service

Staffing and Fiscal Impact:

Policy Option Package 102	Total	FTE
Revenue (GF)	889,211	
Personal Services	889,211	5
Services and Supplies		
Ending Balance	0	5

Educator Data System (POP 105)

Description:

The package furthers the work of the 2021 Legislature that recognized the need to migrate, update and further develop the e-Licensing system. In recognition of the fact that the system will integrate with investigations, program approval data, workforce data systems, longitudinal data studies, and more, the project has been renamed as the Educator Data System.

How Achieved:

This POP allocates General Funds to purchase the new application upfront, offset by the previously approved (2021 Legislature) System fee charged with every application. The estimated implementation date would be in 2024. In addition, the system will need maintenance and development after implementation and in the following year. A limited duration .5 FTE Project Manager will lead the project through implementation. Then a .5 FTE Application Administrator will carry through the maintenance and development of the system.

The System fee will provide Other Funds moneys to offset Personal Services costs. TSPC will continue to negotiate with NICUSA on the portion of the Portal fee that goes to TSPC and, during the 2023-25 biennium, expects to retain \$9 of the total \$15 collected per application (Portal and System fees).

Quantifying Results:

The agency will quantify results with the following measures:

- Quarterly EDS progress reports

Staffing and Fiscal Impact:

Policy Option Package 105	Total	FTE
General Fund Appropriation	982,175	
Personal Services	311,556	1.0 (LD)
Services & Supplies	1,036,286	
Ending Balance	365,667	1.0 (LD)

Co-Dependent Programs

Partners necessary for the success of the program include:

- Deans of Colleges of Education (15 public and private institutions);
- Oregon Department of Education;
- Education Advancement Council;
- Government to Government;
- Higher Education Coordinating Commission;
- Early Learning Division;
- Youth Development Division;
- Stakeholders and education associations; and
- School Districts, Charter Schools, and Education Service Districts.

Diversity Workforce Initiatives

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

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

These efforts were made a part of TSPC's permanent budget in 2021-23 and continue to be funded by SSA transfers.

In addition, the Nontraditional Pathway frameworks lower barriers for underrepresented populations and reciprocity measures allow for recruitment of diverse candidates from other states and countries.

Agency Legislation

The agency proposed a single legislative concept for the 2023-25 biennium:

SB 218

Summary: Requires Department of Education and law enforcement agencies to make available to Teacher Standards and Practices Commission certain information received during investigation of suspected sexual conduct or child abuse.

Absolves commission of duty to investigate commission licensee when commission requires verification related to complaint and commission does not receive verification within 12 months of providing notice of verification requirement.

Authorizes executive director of Teacher Standards and Practices Commission or executive director's designee to determine when to forward report of investigation of commission licensee to commission. Requires investigations related to certain violations to be reported to commission.

Status: Referred to Senate Education (1/07/2023)

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