

**House Appropriations and Budget Committee
Common Education Subcommittee
Performance Review Agency Questions**

Objective: To gather information and gain insight into agency performance and strategies used to adjust to funding reductions and maintenance levels, and to ascertain the agency's perspective on strategies, measures, performance, inputs, outcomes, programs and fiscal needs to be used to develop the FY-14 agency budget.

Please provide the following information.

1. Agency mission statement, including program goals, cost and effectiveness, program and performance measures and objectives;

Mission statement: The Oklahoma Commission for Teacher Preparation established and enforces rigorous professional standards for the preparation and certification of all professional educators and advocates for continuous improvements in educator preparation practice and policy in order to promote high levels of student achievement.

Program goals:

- I. Educator Preparation: 44% of total budget
 - a. An Oklahoma teacher preparation system that includes a seamless partnership with and participation of P12 schools
 - i. The number of Oklahoma teacher preparation institutions participating as active members in the Oklahoma Clinical Alliance will increase each year
 - ii. The number of teacher preparation programs that have increased required hours in teacher preparation in P12 settings
 - b. Establish rigorous state and national standards for Oklahoma teacher preparation
 - i. The number of Oklahoma teacher preparation institutions who have redesigned programs to align with newly-adopted teacher preparation standards will increase each year.
 - c. Insure that Oklahoma has an educator preparation system based on rigorous accountability measures
 - i. The number of teacher education programs who publish teacher candidate assessment data and unit accreditation results on institution websites will increase each year
 - ii. The number of program improvements based on accountability measures results increase each year
- II. Educator Assessment: 46% of total budget
 - a. Require subject-specific performance based assessment centered on student learning for all teacher and leader candidates
 - i. Number of candidates participating in assessment

- ii. Number of teacher preparation institutions who have candidates participating in the assessment
- b. A teacher assessment system that meets the diverse needs of teacher candidates
 - i. Number of examinations offered computer-based
 - ii. Number of computer-based testing centers
- c. Align all assessments with the most current state and national standards within one year of the adoption of revised standards
 - i. Number of test redevelopment
- d. Expand teacher preparation faculty knowledge of and participation in assessment system.
 - i. Number of faculty applications to serve on test development committees
 - ii. Number of assessment focus group meetings
 - iii. Increase the number of intact classroom settings participating in field testing
- e. Increase the number of National Board Certified Teachers
 - i. Number of NBCTs in Oklahoma
 - ii. Number of Take One teachers in Oklahoma
- f. Recruit principals for National Board Certification for Principals
 - i. Number of recruitment meetings
 - ii. Number of National Board certified Principals

2. Authorized and actual FTE; FY-12 actual expenditures and FY-13 budgeted expenditures;

Authorized FTE: 10

Actual FTE: 6

FY-12 actual expenditures: \$3,431,778

FY-13 budgeted expenditures: \$2,079,134

3. Funding sources for each program;

a. Educator Preparation – Legislature

b. Educator Assessment – Assessment fees, Legislature, Legislature/State Department of Education

4. Components of each program illustrating that it is unique, necessary and unduplicated by other agency services or programs.

5.

a. Educator Preparation: OCTP is the Independent Standards Board that is responsible for the legislatively mandated competency and performance based teacher preparation system which ensures quality educators in Oklahoma's public schools. OCTP is responsible for the accountability, program approval, and accreditation of the education preparation programs in the state.

b. Educator Assessment: OCTP is legislative mandated to develop and implement a competency-based assessment system for educator's licensure/certification in the

Oklahoma. OCTP's Education Leadership Oklahoma was created by the legislature for the purpose of providing support for teachers who are participating in the National Board Certification process.

6. What strategies would you employ in response to flat funding or a five percent reduction in appropriated funding?
7.
 - a. Flat funding: No impact on programs and services
 - b. 5% reduction: Further reductions will significantly reduce professional learning for educator preparation faculty, educators and constituents in educator reform issues such as Common Core Standards, Teacher Leader Effectiveness evaluations, and performance assessments. Budget reductions would also significantly impact the agency's pursuit of teacher preparation reform initiatives.
8. If applicable, how will potential federal sequestration/reduced federal funds affect the agency and programs, and what contingencies are in place?

N/A
9. What are your personal services costs, including professional services, as a percentage of your total budget? Which positions have received salary increases in FY-12 - FY-13?
10.
 - a. Personnel services costs - \$413,579 13%
 - b. 6 positions received a 3% salary increase, due to reduction in staff and added work load responsibilities
11. What are your vacancy and turnover rates? What have you done with any funds accumulated from vacancies? What strategy, if any, do you utilize to retain key personnel?
 - a. Vacancy: Executive Director, Deputy Director, Business Manager, and Director of Accreditation
 - b. Funding has been set aside in case these positions are filled in the future.
 - c. Our office provides new opportunities for employees through cross training job responsibilities, increase skills and knowledge through professional development and training and the collaboration of job responsibilities.
12. Please provide the status of any implementation activities related to the information technology reforms enacted in the last three years regarding your agency with the Chief Information Officer in the Office of Management and Enterprise Services (OMES)?

Prior to the mandated consolidation of IT, OCTP opted to contract with OSF to provide most IT services. Our server is now also consolidated with OMES.

13. Do you currently contract with OMES for shared services, or have you contacted or been contacted by OMES regarding their providing certain shared services to your agency that are currently accomplished in-house? Which services? Have you realized net savings?

- a. Yes, all of our IT services are contracted through OMES
- b. Agency Business Services and Oklahoma Personnel Management
- c. We have saved \$26,700 by using ABS in place of our Business Manager

14. Do you consult with other agencies to share strategies related to decreasing costs? If so, what have you shared and what costs have decreased and what has been the impact on programs, services, etc.?

N/A

15. To what extent have you explored the cost effectiveness of initiating or expanding the privatization of certain functions, service delivery or programs of your operations?

N/A

16. Identify specific revenue sources for each of your agency's revolving/disbursement funds and provide totals for FY-11 and FY-12. What have your carryover funds been the past two fiscal years? Please note any significant revenue trends regarding any specific funding source.

Assessment – assessment fees for FY 11: \$233,320 and FY 12 \$194,610

Education Leadership Oklahoma – Legislative funding through SDE, because of the moratorium we didn't receive any revenue for FY11 and FY 122

Carryover for FY-11: \$300,000

Carryover for FY-12: \$600,000

Trends

17. What costs elements are included in your administrative program? Are certain administrative costs allocated throughout your budget?

- a. Administrative program cost elements include operational costs, such as conference registrations, commissioner travel, agency memberships, annual reporting, etc
- b. Administrative costs allocated throughout the budget include Agency Business Services, utilities, supplies, payroll, OMES, etc

18. Have you undertaken or contemplated the elimination of any programs and, if so, what do you perceive to be the impacts of such eliminations?
- a. Funding for Professional Development Institutes in Reading (Literacy First), Science (Inquiry Science) and Mentoring (Oklahoma Mentoring Network) was eliminated. The Literacy First program impacted at least 30 schools each year, with a total of 2,187 PK-12 teachers and administrators. Inquiry Science elimination affected over 1500 teachers and administrators each year. The elimination of the Oklahoma Mentoring Network affected over 300 teacher and administrators.
 - b. Education Leadership Oklahoma program has been on moratorium since July 1, 2010, therefore the impact has been a 100% (400 scholarships) reduction in National Board scholarships given to Oklahoma teachers.
19. Please add any other information you believe to be essential for the Legislature to know concerning your agency's budget structure, performance, inputs and outcomes.

While preparing for the transition to the Commission for Educational Quality and Accountability, under the Secretary of Education in 2014, OCTP continues its mission to raise the bar for educator preparation in the state. Transformation initiatives in FY13-14 include: (1) the development and implementation of subject area-specific performance based assessments for teacher candidates which centers on student impact, and provides data to inform teacher preparation, (2) implementation of the adopted InTASC teacher standards emphasizing student achievement and aligned with the Common Core Standards, (3) facilitating deep partnerships between educator preparation and P-12 schools, centering education coursework around experiences in the clinical setting, (4) training and support for mentoring teacher candidates through co-teaching, (5) rigorous expectations for educator preparation admission requirements, mentor teacher qualifications, clinical experiences, and state program approval processes, (6) training and support for educator preparation in Common Core Standards, Teacher Leader Effectiveness evaluation models and assessment focus groups.