







Educator Licensing

Proposed FY 2015 Base Budget

Agency = State Board of Education

Funding by Source of Finance


Educator Licensing 








	2009	2010	2011	2012	2013	2014 Est	2015 Base	Trend
Dedicated Credits Revenue	\$0	\$0	\$0	\$0	\$0	(\$200)	\$0	
Beginning Nonlapsing	\$0	\$132,900	\$0	\$0	\$0	\$0	\$0	
Lapsing Balance	(\$349,900)	\$0	(\$546,000)	(\$496,000)	(\$284,800)	\$0	\$0	
Professional Practices Subfund	\$1,465,900	\$1,460,600	\$2,173,100	\$2,168,700	\$2,189,300	\$1,772,600	\$1,772,400	
Grand Total	\$1,116,000	\$1,593,500	\$1,627,100	\$1,672,700	\$1,904,500	\$1,772,400	\$1,772,400	

Proposed FY 2015 Base Budget

Agency = State Board of Education

Expenditures by Object Category, All Sources of Finance

Educator Licensing 

	2009	2010	2011	2012	2013	2014 Est	2015 Base	Trend
Personnel Services	\$611,500	\$790,600	\$810,700	\$809,400	\$816,700	\$891,200	\$891,200	
In-state Travel	\$3,000	\$3,800	\$2,500	\$3,000	\$2,800	\$2,800	\$2,800	
Out-of-state Travel	\$900	\$3,400	\$1,900	\$4,900	\$8,100	\$8,100	\$8,100	
Current Expense	\$410,400	\$677,500	\$706,300	\$746,500	\$757,600	\$755,900	\$755,900	
DP Current Expense	\$5,200	\$6,800	\$1,100	\$5,300	\$13,900	\$13,900	\$13,900	
Other Charges/Pass Thru	\$85,000	\$111,400	\$104,600	\$103,600	\$305,400	\$100,500	\$100,500	
Grand Total	\$1,116,000	\$1,593,500	\$1,627,100	\$1,672,700	\$1,904,500	\$1,772,400	\$1,772,400	

Joint Appropriations Subcommittee for Public Education

	Old Fee	New Fee	Fee Change	Est Rev Chg
State Board of Education - State Office of Education - Teaching and Learning				
4523. Core Academy Registration	50.00	50.00	0.00	\$0
Subtotal, Teaching and Learning				\$0
State Board of Education - State Office of Education - Board of Education - Administration				
Indirect Cost Pool				
Restricted Funds				
4524. Percentage of personal service costs	10%	10%	0.00	\$0
Unrestricted Funds				
4525.	14%	14%	0.00	\$0
Subtotal, Board of Education - Administration				\$0
State Board of Education - Educator Licensing				
Teacher Licensure				
Level I				
4526. Level I	40.00	40.00	0.00	\$0
4527. Utah University Recommended (3 Yrs)	40.00	40.00	0.00	\$0
4528. Student License	20.00	20.00	0.00	\$0
4529. Out of State Application	75.00	75.00	0.00	\$0
4530. District/Charter License	50.00	50.00	0.00	\$0
4531. One Year Extension	25.00	25.00	0.00	\$0
4532. Career and Technology Education	40.00	40.00	0.00	\$0
4533. Level Upgrade	40.00	40.00	0.00	\$0
Renewal				
4534. Active Educators	25.00	25.00	0.00	\$0
4535. Inactive Educators	45.00	45.00	0.00	\$0
4536. Returning Educator Application	35.00	35.00	0.00	\$0
4537. Returning Educator Renewal Recommendation	15.00	15.00	0.00	\$0
Endorsements				
4538. Institutionally or District Approved	20.00	20.00	0.00	\$0
4539. Individual Application	25.00	25.00	0.00	\$0
4540. Duplicates/Replacements	10.00	10.00	0.00	\$0
State Approved Endorsement Program				
4541. Application/Evaluation (State Approved Endorsement Programs)	35.00	35.00	0.00	\$0
4542. Letter of Authorization Request	20.00	20.00	0.00	\$0
Alternative Licensure				
4543. Application and Evaluation	75.00	75.00	0.00	\$0
4544. Program Development and Tracking	300.00	300.00	0.00	\$0
4545. License Recommendation	40.00	40.00	0.00	\$0

Joint Appropriations Subcommittee for Public Education

	Old Fee	New Fee	Fee Change	Est Rev Chg
Teacher Licensure				
Finger Printing				
4546.	25.00	25.00	0.00	\$0
4547.	15.00	15.00	0.00	\$0
Subtotal, Educator Licensing				\$0
State Board of Education - Utah Schools for the Deaf and the Blind - Instructional Services				
4548.	0.00	100.00	100.00	\$0
USDB requires a flat fee of \$100 from external organizations/individuals requesting validation of their proficiency in sign language.				
Instruction				
4549.	11.58	11.58	0.00	\$0
4550.	26.15	26.15	0.00	\$0
4551.	58.86	58.86	0.00	\$0
4552.	30.00	30.00	0.00	\$0
4553.	75.00	75.00	0.00	\$0
4554.	50,600.00	50,600.00	0.00	\$0
Subtotal, Instructional Services				\$0
State Board of Education - Utah Schools for the Deaf and the Blind - Support Services				
Instruction				
4555.	36.31	36.31	0.00	\$0
Support Services				
4556.	58.86	58.86	0.00	\$0
Conference Attendance				
4557.	100.00	100.00	0.00	\$0
4558.	25.00	25.00	0.00	\$0
4559.	2.00	2.00	0.00	\$0
Copy & Fax Machine				
4560.	1.00	1.00	0.00	\$0
Copy Machine				
4561.	1.00	1.00	0.00	\$0
4562.	.10	.10	0.00	\$0
4563.	100.00	100.00	0.00	\$0
Room Rental				
4564.	19.00	19.00	0.00	\$0
4565.	94.00	94.00	0.00	\$0
4566.	188.00	188.00	0.00	\$0
Subtotal, Support Services				\$0
Subtotal, Public Education				\$0

**Benefit-Cost Report for Programs within USOE
(In compliance with SB 2 of the 2012 Legislature)**

Section: Educator Licensing

Description of Section Functions, Programs and Statutory provisions fulfilled:

The Educator Licensing section provides oversight and implementation of Utah Code Title 53A, Chapter 6 and Utah Administrative Rules R277-500 through R277-527. This involves all procedures and mechanisms utilized in the issuance of new Utah educator licenses, adding new credentials to existing licenses, and the renewal of Utah educator licenses. This section is unique in providing daily face to face customer assistance, a line dedicated to answering licensing questions, developing and monitoring plans of assistance for educators earning a license through an alternative route, managing large amounts of data regarding licensure, and conducting audits to ensure appropriate compliance with licensing policy and procedures.

Additionally, the section implements the background check requirements of Utah law; see 53A-6-401, 53A-1a-512.5, and 53A-3-410.

The section also provides data to the Utah Department of Human Resources for administration of the Teacher Salary Supplement Program for Math and Science teachers (see 53A-17a-156).

State and/or Federal Regulatory Functions Performed by the Section:

The Educator Licensing section carries out functions of educator licensing associated with Utah Code Title 53A, Chapter 6 and Utah Administrative Rules R277-500 through R277-527. A time intensive function also includes providing data to the School Finance section of USOE for appropriate distribution of various legislative funding sources (Professional Staff Costs, Legislative Salary Adjustment, Supplies and Materials Funding), as well as reporting data as requested for legislative reporting associating with teacher licensure.

State and/or Federal Reporting Requirements Performed by the Section:

State reporting occurs each year in the Teacher Quality report. The ask from the Education Interim Committee regarding the focus of the report varies from year to year. In addition, annual reports to Education Appropriations contain information about licensure fees and adjustments to fee schedules. The Educator Licensing section is responsible for data connected to the federal Higher Education Opportunity Act (Public Law 110-335; HEOA); also known as Title II reporting. This reporting is in relation to licensure issuance and university teacher preparation program performance. The data is shared with Utah public and private universities and is reported back to the federal government for compliance purpose.

The federal Elementary and Secondary Education Act (ESEA) – (United States Code Title 20 Section 7801) calls for reporting from SEAs on Highly Qualified Teachers and Equitable Distribution of teachers in

schools with high incidence of serving families at or below the poverty line. Data is reported to the Department of Education (federal) as part of a yearly report associated with Title IIA funding that supports ensuring teachers are qualified in the subjects they are assigned to teach.

Benefits Provided by Program or Section:

The section allows for the review of educator licensure applications to ensure that all state requirements are met before the issuance of a new or amended license. This process ensures that all state laws and rules are followed which ensures that educators working in Utah public schools or accredited private schools meet the minimum requirements necessary to provide service to Utah students.

The section allows for a thorough review of a licensure applicants background, including the review of expunged records (77-40-109(2)), to ensure that licensed employees are appropriately screened prior to being given unsupervised access to Utah students.

The section provides alternative routes to licensure that allow non-traditional teacher candidates to meet the requirements for licensure without completing a full traditional preparation program. This includes working with universities and other institutions of higher education to ensure that appropriate courses are available for these working professionals. This service is of additional importance to our charter schools and small, rural school districts in allowing them to hire individual in hard-to-fill positions and provide them with the tools and training necessary to both meet state requirements and be successful in teaching Utah students.

The section facilitates data collection on educators working in Utah that allows for comparability between Utah LEAs. Data is provided to the general public, the Utah State Legislature, and LEAs themselves. Data is also provided to individuals requesting information under Utah code title 63G-2 (GRAMA).

The section helps facilitate Utah universities' and the USOE ARL's ability to submit HEOA Title II reports to the state in conjunction with Westat and ETS (which also works with ACTFL and ABCTE). The collection of reports allows the USOE to complete the federally required state report under this law.

The section is responsible for implementation of the "Utah Plan to Ensure High Quality Teachers for All Utah Students" required under ESEA (see <http://www2.ed.gov/programs/teacherqual/hqtplans/ut.pdf>). The section is also responsible for establishing and maintaining definitions of "Highly Qualified" status for Utah teachers and the reporting of the number of classes taught by HQ teachers in the state each year.

The section helps LEAs recruit and facilitate the hiring of teachers through a contract with www.teachers-teachers.com. For the 2012 school year, 53% of new hires in districts or regional service centers and 68% of new hires in charter schools were registered with teachers-teachers.

The section is responsible for managing the Educator Assessments used to meet the testing requirements in Utah law. This includes facilitation of assessment reviews and establishing both initial and finalized passing standards. It also includes advocating to testing companies when Utah's assessment needs are not met by existing assessments for the creation of new tests (see the creation of

the ETS Praxis II 5031 Elementary: Multiple Subjects test).

The section is responsible for ensuring that Utah teacher preparation programs in IHEs have met all requirements in board rule for such programs to recommend individuals for a Utah Educator license and that such individual have met all requirements for a Utah Educator license: This involves establishment of licensure procedures for licensure candidates as described above but also includes training of IHEs regarding Utah licensure requirements, communication with IHEs regarding requirement changes (i.e. adjustment of passing scores on teacher assessments) and effective dates, and participation in the program's CAPE accreditation process.

Source and Amount of Funding (Education Fund, Federal Funds, Etc.):

• State Education Funds	\$ 0
• Federal Funds	\$ 0
• Other (Describe):	\$ 1,612,677.00 (Licensing/Background check fees)
Total Funding	<u>\$ 1,612,677.00</u>

Section Costs:

• Personnel Costs	\$ 1,033,924.27
• Travel Expenses	\$ 7,358.07
• Current Expenses	\$ 63,360.00
• Other Charges	\$
Total Costs	<u>\$ 1,104,642.34</u>

Implications if the Section were not to provide the above noted functions or programs:

Without the fundamental licensure procedures listed above LEAs or consortia of LEAs would have to fund and provide evaluation services to ensure that educators working in their schools met the requirements established by the Utah State Board of Education and to establish individual guidelines for subject endorsements and other aspects of licensing that are not specifically detailed in Board rule. This duplication of service would exponentially increase the cost involved in these processes. Licensure may not be transferrable between LEAs as some LEAs might interpret board rule differently than others and therefore the pool of applicants for small charter schools or rural districts would decrease greatly as many new educators would focus effort in meeting licensure requirements for the larger, more urban districts.

This would also cause a fundamental difference in qualifications of teachers in various LEAs over time as requirements become less and less centralized. This difference in qualification would make the state vulnerable to lawsuits from students/parents with unequal access to qualified teachers; a civil rights issue.

In addition, unless some type of information sharing agreement was established between all LEAs then it would be possible that an educator dismissed from a position for cause, which is not necessarily a criminal conviction, but would result in a license revocation or suspension; may be able to meet licensure requirements for another LEA and secure employment.

If a centralized educator licensure/data system (CACTUS) was not provided, again, LEAs or consortia of LEAs would have to duplicate this service in order to provide and track educator qualifications. Additionally, any requests for data from the public or from the legislature would have to solicit information from each LEA and then manually compile the data while compensating for system differences and limitations.

If the state did not submit the HEOA Title II report, the state could be fined by the federal government for non-compliance. If the state did not have any central authority to submit such a report, students at Utah universities may become ineligible for federal funding for student aid (Pell grants, Stafford loans, etc.).

Failure to implement the HQ plan noted above and the HQ reporting required by ESEA would jeopardize the funding that the state and LEAs receive under ESEA; specifically under Title II of ESEA.

If the section did not provide an alternative route to licensing (ARL) the only route to meeting Board licensure requirements through university programs. University programs would have no incentive to create or maintain “competing” alternative programs as they do now. Many working professionals would be unable to simultaneously work and be prepared as an educator; thus decreasing our pool of potential educators.

Without the section to act as a contracting agent for Utah LEAs, LEAs or consortia of LEAs would have to provide funding to pay for recruiting services and programs (similar to those provided by www.teachers-teachers.com). This would increase the overall cost of providing these services and would greatly decrease the out-of-state recruiting ability of medium to small LEAs.

If the section did not manage educator assessments, including standards, then, again, LEAs or consortia of LEAs would have to fill all aspects of this requirement, including review of assessments and establishing passing standards. This could also lead to inconsistent standards and vulnerability to lawsuits based on unequal access to qualified teachers (see above) and limitation of license transferability (see above).

If the section did not work with universities regarding requirements, accreditation, and procedures not only would LEAs or consortia of LEAs have to fill these roles, but it would also increase personnel costs at universities as they would need to track multiple licensing requirements, guidelines, and procedures. It is possible that rather than incurring the increased cost that universities would focus on meeting the needs of the large LEAs leaving the medium to small LEAs with a smaller and smaller pool of candidates meeting their requirements.

Estimated Program or System Savings from Section Functions:

Minimum 2 FTE (1 specialist, 1 support) per small LEA/Charter (112): \$19,376,000
Minimum 4 FTE (2 specialist, 2 support) per medium to large LEAs (14): \$4,844,000

Estimated Program or System Cost Avoidance from Section Functions:

Potential Lawsuits regarding child abuse if Background Checks are not performed; estimate 6 million children per year involved in child abuse report out of 75 million children in the U.S. (8%), estimate 47,000 reports of abuse to students in Utah schools (8% of student population), estimate 10,000 of those involving teachers; awards ranging from settlements (\$25,000 per) to severe awards (>\$1,000,000) and including legal fees; averaging to \$100,000 per suit: ~\$1,000,000,000

Potential civil rights lawsuits regarding inequitable distribution of qualified teachers: rulings of such lawsuits may or may not result in monetary damage, but would cost resources to defend against such lawsuits: \$5,000,000

Estimated Alternative Costs if the Section Functions or Programs were not performed:

HEOA Title II noncompliance fee, ~\$28,000 per IHE and state: \$308,000

Loss of access to federal Pell Grants for Utah IHE students: estimate 158,000 IHE students in Utah out of 21,000,000 IHE students in US, 0.75238%, percentage of federal allocation: ~\$310,000,000

Loss of LEA ESEA Title II funding (not including state administration funding) for noncompliance with HQ plan: ~\$15,000,000

Summary of Costs and Benefits:

Funding Generated: \$1,6635,495.00 (Does not include UPPAC fees)

Section/Program Cost: \$1,359,025

Section/Program Savings: \$24,220,000

Section/Program Cost Avoidance: > \$1,000,000,000

Alternative Costs: \$325,308,000