
1H

Information/Action

General Session

Strategic Plan Development Update

Executive Summary: Staff will present an update on the strategic planning process and request the Commission's feedback and guidance to further develop the strategic plan.

Recommended Action: Provide feedback and guidance to strategic planning process.

Presenters: Mary Vixie Sandy, Executive Director, and Linh Nguyen, Chief Deputy Director, Executive Office

Strategic Plan Goal

IV. Operational Effectiveness

- e) Maintain a culture of continuous improvement by periodically reviewing agency capacity to achieve Commission goals for educator workforce quality, preparation, certification, and discipline.

Strategic Plan Development Update

Introduction

This item provides an update on steps taken to date to support the review and further development of the Commission’s strategic plan. This item provides background on the Commission’s existing strategic plan, outlines upcoming working sessions for strategic planning, and provides summary information regarding the perspectives of stakeholders on the Commission’s work.

Background

In December 2014 the Commission adopted its current [strategic plan](#). Since that time, there have been significant changes in the policy environment, the context of schooling during a worldwide pandemic, growing awareness of the impact of inequity and systemic racism in society, election of a new Governor and State Superintendent of Public Instruction, and changes in the membership and leadership of the Commission.

In January 2020, the Commission discussed its [Priorities for 2020](#), which included updating the strategic plan. The strategic planning process provides an opportunity for the Commission to revisit its prior strategic plan, evaluate its accomplishments and areas for growth and development, connect with and strengthen relationships with stakeholders, refine and/or develop a set of future work goals, and update, as needed, the vision statement, mission statement, and values that guide its work.

Strategic Planning Process

At its core, strategic planning is a process used to engage with stakeholders, set priorities, focus staff and fiscal resources, ensure that the organization is working toward identified goals, establish agreement around intended outcomes, and assess and adjust the organization’s direction in response to a changing environment. It is a purposeful effort that produces fundamental decisions and actions that shape and guide what an organization is, who it serves, what it does, and why it does it, with a focus on the future. Effective strategic planning articulates not only where an organization is going and the actions needed to make progress, but also how it will recognize success through thoughtful monitoring, documentation, and reporting of its efforts.

The Commission’s current strategic plan includes:

1. A vision statement –
All of California’s students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well prepared and exceptionally qualified educators.
2. A mission statement –
To ensure integrity, relevance, and high quality in the preparation, certification, and

discipline of the educators who serve all of California's diverse students.

3. A set of values –
The Commission's values represent core beliefs that are shared among Commissioners and staff, drive our culture and priorities, and provide a framework in which decisions are made and work is carried out.
 - a. We recognize and promote excellence in the preparation and practice of California's education workforce.
 - b. We value and promote equity, quality, inclusiveness and diversity in standards, programs, practices, people and the workplace.
 - c. We are dedicated and committed to the education and welfare of California's diverse students.
 - d. We value the voices, ideas and understanding of educators, parents, students, our partners, stakeholders and employees.
 - e. We embrace the spirit of innovation that enables us to transform our vision into reality.

4. Four broad goal areas that focus on the Commission's legislative mandate
 - I. Educator Quality: This goal area focuses on individual license holders and addresses performance expectations, examinations, assessments, credential processing, assignment monitoring, fitness monitoring, and educator recruitment.
 - II. Program Quality and Accountability: This goal area focuses on quality in the preparation of educators and addresses program standards, accreditation, and program quality monitoring.
 - III. Communication and Engagement: This goal area focuses on two way communication activities that enable the public, the Commission's stakeholders, other state agencies, the Legislature and the Administration to inform and be informed by Commission actions and issues impacting credentialing of the education workforce.
 - IV. Operational Effectiveness: This goal area frames the Commission's expectations regarding the management of the agency and its human and fiscal resources.

Each of these goal areas has five or six objectives that address specific sets of activities necessary to advance the work of the Commission.

Commissioner Engagement in Strategic Planning

Over the coming months, the Commission will have several opportunities to evaluate each of the elements of the current strategic plan as well as engage in a dialogue of what the updated plan should focus on in the next three to five years. The strategic planning process will include working sessions where Commissioners will review and update its vision, mission, objectives, and goals. These working sessions will take place between the October 2020 and February 2021 Commission meetings.

All of the Commission's work on the strategic plan will occur during regularly scheduled Commission meetings, augmented as needed and feasible with an additional partial or full day

meeting that provides for deeper work and development. Additional working sessions outside the regularly scheduled meetings will also be public meetings that provide opportunities for stakeholders to offer public comment. Information about these meetings will be made available as soon as scheduled.

Environmental Scan and External Survey Highlights

In preparation for the strategic planning process, Commission staff hired Unleashing Leaders, Inc. to conduct an environmental scan and identify key issues and trends impacting the Commission and its stakeholders. Surveys of external stakeholders and the Commission's management team were conducted over the summer of 2020. A high-level summary of the survey results is provided below.

A total of 82 responses were received from external stakeholders, including 21 responses from organizations or system offices, and 61 from individual institutions and educator preparation programs. [Attachment A](#) provides a list of respondents to the external stakeholder survey, and [Attachment B](#) provides some examples of responses to the following questions:

- What is the purpose or mission of the Commission?
- What is the Commission doing well? What services or support is the Commission providing that should be continued?
- What would you like to see the Commission start doing? What is the agency not providing that would be helpful to the field?
- What should the Commission stop doing? What is the agency doing that is no longer relevant, or is no longer helpful?
- What areas of policy, if any, need to be updated?
- What new policy areas, if any, should be taken up by the Commission?
- Overall, how satisfied are you with the Commission's effectiveness?

Broad recommendations from stakeholders:

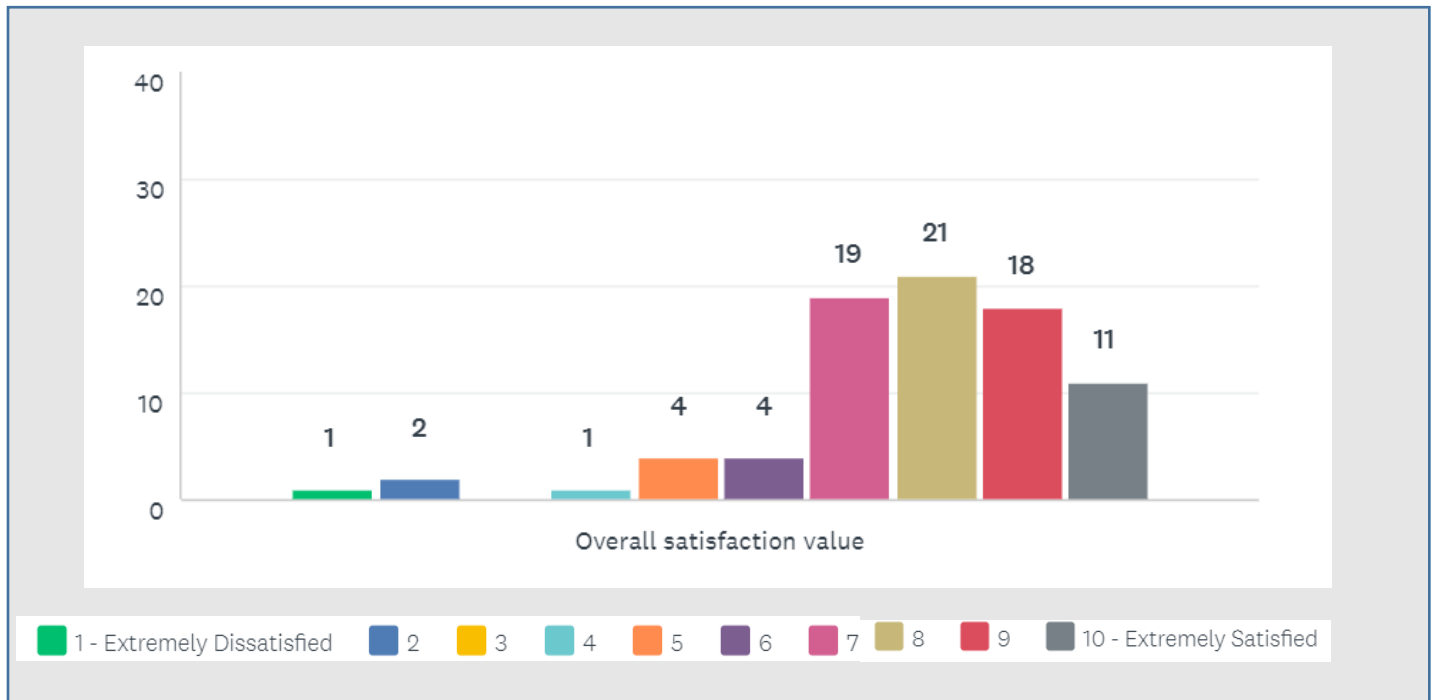
- Diversity, Inclusion, and Equity in Preparing Educators – Ensure the education workforce is prepared for California's changing demographics and Commission standards are culturally and racially relevant and responsive to the growing diversity, including linguistic diversity, in the state. Strengthen the focus on implicit bias for teachers and leaders, in performance expectations, the California Standards for the Teaching Profession and in program standards.
- Diversity, Inclusion, and Equity in Commission Policy – Apply an equity lens to every policy and action undertaken by the Commission and place diversity, equity, and inclusion at the forefront of the Commission's work.
- Examinations and Performance Assessments – Evaluate and reconsider, based on state of the art methodology and National Standards, how the Commission measures and assesses the quality and readiness of beginning educators in regards to licensing examinations and performance assessments and study the impact of these measures and monitor their predictive validity.

- Recruitment – Continue to support and strengthen efforts to recruit a diverse and adequate education workforce.
- Accreditation – Review and adjust as necessary the recently streamlined accreditation system to ensure it is meeting the Commission’s vision for a performance based, data driven process that leads to high quality educator preparation programs.
- Data, Reporting, and Transparency – The Commission has increased transparency through its data dashboards, but the field would appreciate more reporting on and use of these data for policy analysis, decision making and continuous program improvement.
- Communication – Expand and improve communications with stakeholders. Stakeholders consistently expressed appreciation for the use of office hours and webinars, especially during the upheaval caused by COVID-19 this year. There is a desire to see this become a regular, ongoing communication strategy.
- Credentialing – Stakeholders urge the creation of an Early Childhood Education (ECE) credential and suggested that a return to a requirement for professional growth for credential renewal should be considered. Many stakeholders recommended that the Commission increase the use of online forms, communications, and services.

The final question on the external stakeholder survey asked stakeholders to rate the effectiveness of the Commission, overall. Approximately half the respondents rated the Commission’s effectiveness at a seven (7) or higher on a scale of 1-10, and just over one-third at a nine (9) to 10. [Attachment C](#) provides a sample of stakeholder comments, which included the following:

- “The Commission continues to maintain the entire credentialing system, while simultaneously making improvements to address current needs. The work is highly technical and complex.”
- “Its responsibility is HUGE; the staff is amazing & so hard-working & detailed/comprehensive; the Commission is dedicated.”
- “The CTC has a difficult job, balancing many interests and demands by multiple constituencies. The willingness by staff to communicate is always appreciated.”

Chart 1: Overall Effectiveness of the Commission as rated by Stakeholders



Internal Survey Highlights

Survey responses from 18 members of the agency management team identified the following opportunities and trends for the Commission to consider in the strategic plan:

Opportunities

- Strengthen knowledge base around distance learning
- Increase online/digital access
- Increase data usage and literacy
- Diversify the education workforce
- Review/update standardized examinations
- Improve accessibility to information and resources
- Prioritize reading and literacy instruction and assessment
- Evaluate and enhance accreditation
- Improve stakeholder communication

Trends

- Anti-bias and racial justice
- COVID-19 impact on the economy
- Preparation for virtual learning settings for candidates and for students
- Technology use
- Expansion of entities that can offer educator preparation programs
- Ability to adapt to current and arising issues

Overall, the Commission received comprehensive and constructive feedback from many of its stakeholders and staff. A great deal of that feedback relates to the operations of the Commission and will be taken up by the agency leadership and managers as workplans and project plans are developed in the coming months. It is important to note that the Commission and its staff can only be responsive to these stakeholder recommendations within the confines of the agency's legislative mandate, fiscal and human resources, and policy set by the Commission itself.

Next Steps

The purpose of this item was to provide background on the existing strategic plan, outline the upcoming working sessions that Commissioners will participate in, and provide summary information regarding the perspectives of stakeholders and agency management on the Commission's work. Commission staff will continue to facilitate work on the strategic plan and, upon completion of the Commission's strategic plan working sessions, staff will incorporate the Commission's feedback and guidance and present drafts for further review and discussion at subsequent meetings.

Attachment A: Respondents to External Stakeholder Survey

Organizations and System Offices (n=21)

- AchieveKids
- Association of CA Community College Teacher Education Programs (ACCCTEP)
- Association of Independent California Colleges and Universities
- California Association of Professors of Special Education/Teacher Ed Division
- California Association of School Counselors
- California Association of School Psychologists
- California Charter Schools Association
- California Community College Early Childhood Education
- California Community College Teacher Preparation Programs (CCCTPP)
- California Council on Teacher Education
- California County Superintendents Education Services Association (CCSESA)
- California State University, Office of the Chancellor
- California Teachers Association
- Children Now
- Credential Counselors and Analysts of California (CCAC)
- Glenn County Office of Education
- Parent Organization Network
- PEACH, Early Childhood Higher Education Collaborative
- The California School Boards Association
- Thompson Policy Institute on Disability at Chapman University
- University of California, Office of the President

Individual Institutions of Higher Education and Educator Preparation Programs (n=61)

- Academy of Art University School of Art Education
- Antioch University
- Azusa Pacific University
- Biola University
- Cal Poly - San Luis Obispo
- Cal Poly Pomona
- California Baptist University
- California State University
- Chapman University
- Claremont Graduate University
- Concordia University Irvine
- CSU East Bay
- CSU East Bay - Dept of Teacher Education
- CSU Long Beach
- CSU Los Angeles Charter College of Education
- CSU Monterey Bay
- CSU Northridge
- CSU San Bernardino
- CSU San Bernardino College of Education
- CSU Bakersfield
- Fortune School of Education
- Holy Names University
- Humphreys University
- Loma Linda University - PPS School Counseling Certificate Program
- Longy School of Music of Bard College
- Los Angeles County office of Education
- Loyola Marymount University School of Education
- Merced County Office of Education
- National University
- Pacific Oaks College
- Pacific Union College
- Sacramento County Office of Education
- Sacramento State University
- Saint Mary's College of California

- Saint Mary's College of California (not a duplicate)
- San Diego County Office of Education
- San Diego State University
- San Jose State University
- Santa Barbara County Education Office
- Santa Clara University
- Simpson University
- Skyline Community College of San Mateo Community College District
- Stanford Teacher Education Program (STEP)
- Summit Preparatory Charter High School residency program
- Teachers College of San Joaquin
- Touro University California
- Touro University California (not a duplicate)
- UC Berkeley
- UC Irvine Master of Arts in Teaching
- UC Merced Extension
- UC San Diego
- UC, Riverside
- United States University
- University of La Verne
- University of Redlands
- University of Redlands (not a duplicate)
- University of San Diego
- University of San Francisco
- Vanguard University
- Westmont College
- Whittier College

Attachment B: A Sample of Stakeholder Responses to the External Survey

Stakeholders were asked what they would like to see the Commission continue, start or stop doing, and to identify policies they thought should be updated or established. Below are recurring themes from the survey results with sample quotes from survey responses that exemplify the theme.

A. Strengthen Preparation around: Diversity, equity, and inclusion; Distance learning; Parent and family engagement; and Code of ethics

1. "Review the many requirements and processes that are in place to determine what is really essential to support the preparation of a diverse, inclusive, and anti-racist educator workforce."
2. "Require newly credentialed candidates to experience a scope and sequence of equity curriculum, including implicit bias training, within their university programming."
3. "Anti-bias education, dual language learning, trauma informed care, principles of guiding children's behavior, requirement of anti-racist training for all teachers, inclusion of families in the education process (Head Start has an exemplary model), deep understanding of how children grow and develop, this needs to be a part of teacher training to ensure that teachers are able to support the diversity of children and families in California - this needs to be a part of the 0 - 18 teacher preparation."
4. "In what ways is the Commission taking proactive steps to ensure that the educator workforce is prepared for CA's changing demographics? How are we ensuring that our standards are culturally and racially relevant and responsive to the growing diversity in the state? - Increase focus on strengthening standards around diversity, equity and inclusion. This includes ensuring diversity on review teams, ensuring student diversity is accounted for in performance assessments and other tests, and ensuring diverse hires within CTC staff ranks."
5. "CTC should review its means of establishing educator quality to see which groups of population they exclude or discourage. The Strategic plan includes a value of diversity, but none of its operational parts include any benchmarks about diversifying the educator professions in the State."
6. "Actively and openly discuss hegemony in the credentialing process and how we can reshape educator preparation to produce fully culturally response educators."
7. "Identification of resources and strategies to support teachers' acquisition of remote/distance learning capacities"
8. "Study student, family, and community engagement laws and research more deeply with stakeholders and agencies (i.e., CDE, CCEE) to think through how to best shift practice in California. "While the Commission staff are very helpful at providing webinars and training when there are new Standards and Performance Expectations, the Commission needs to stop making updates or revisions to Program Standards or Performance Expectations just a couple of years after previous changes have been made to these Standards or Performance Expectations...It would be helpful to program sponsors for CTC to adopt a calendar for revision of Program Standards and

Performance Expectations, similar to how CDE has a calendar for updating standards and frameworks, and sticking to that calendar.”

9. “Stop doing major overhauls to some programs and not all. For example, when MS/SS added cycles and new TPEs, it would have been helpful for all programs to add these changes at the same time.”

B. Examinations and Assessments

1. “We are in full support of the need for a high standard in accrediting teachers. Yet, current use of tests (CSET, RICA) that serve as gatekeepers to the profession are not effective measures or predictors of candidate success and keep out many candidates of color. We would encourage the Commission to reconsider the measures used.”
2. “Do away with testing and embed the competencies in other ways.”
3. “With regard to testing, better data are needed to examine impact on diverse teacher candidates as exams are implemented over time (after initial bias review). What can we do as a state to recruit and retain more educators of color and from diverse linguistic backgrounds?”
4. “Develop alternatives for the CBEST, CSET, and RICA for those who struggle with multiple choice exams but clearly have the skills to be great teachers; One community college teacher preparation lead had a student who was nominated for a Pulitzer Prize but she couldn't pass the CBEST! Many people struggle with standardized tests, regardless of gender, race, background, language.”
5. “Minimize the reliance on standardized tests across the credential process. Rethink the relevancy of TPA in preparation programs and assign it to Induction. Rethink the usefulness of current APA as meaningful evaluation for site administrators.”
6. “We would like the Commission to evaluate the impact of the implementation of performance assessments, the TPA and APA, and if the assessments have yielded better prepared, higher-quality teachers. We would like to see the Commission provide constructive feedback to programs related to preservice teacher performance on the TPA.”

C. Recruitment

1. “Support for continued initiatives to help provide funding for individuals to enroll in educator preparation.”
2. “If there is any way for the Commission to collect information and help advocate for the financial burden on teacher candidates that would be helpful, including the amount of testing.”
3. “Intentional outreach to community college students and dual enrollment high school students to encourage them to enter teaching.”
4. “The Commission should look at updating all policies that pertain to the teacher educator pipeline that could more proactively support the recruitment and retention of BIPOC educators. This would include recognizing the gate keeping role that standardized testing plays at every level within the educational system.”
5. “Developing a community college pathway grant program: Notice community college students, support them and encourage them to teach!

6. "Increase para- to -teacher pipeline."
7. "Create internships, apprenticeships and help to secure funding for these programs."
8. "I'd also like to see a PR campaign on careers in special education...I think CTC could manage a state-wide PR campaign promoting the field, the availability of jobs, and the contribution one makes to community inclusiveness in taking part."
9. "CCCTPP would like the CTC take a more active role in promoting careers in education. One idea is a statewide campaign entitled: Teaching is my Plan A! In reference to the conception that a career in teaching is a 'plan B'. Imagine a statewide social media and radio campaign, backed with billboards along highway 5. Teaching needs a rebranding as a vehicle to social justice. The next generation will be interested in the career of teaching if they feel like they can change the world as a teacher. We need to bring that empowering feeling back to the teaching career."

D. Accreditation

1. "In the accreditation process, curricular maps linked to specific sections of syllabi are time consuming and do not show how programs are fulfilling requirements and aligning curriculum to program standards. The process does not provide any meaningful information for continuous improvement or curriculum review. Also, when an institution offers a wide variety of credential programs, the required documentation should be streamlined. There is no use in having to submit the same documents over and over per program, e.g. university catalog, MOUs, credentialing process explanations, and the like."
2. "Continue to explore alternate means for institutions to display evidence for accreditation (specifically program review matrices) so that attention can be focused on content and program improvement rather than technical compliance. How much useful information are programs obtaining from each activity within the accreditation cycle?"
3. "Some aspects of the new accreditation system have become overly complicated or even onerous, despite streamlining and strengthening the overall process."
4. "Streamline and renovate accreditation process to make it more useful for program improvement. Eliminate requirements to submit repetitive documentation and work towards having a more wholistic approach to the peer review."
5. "More options for candidates to demonstrate content proficiency; less a regulatory focus and more a guidance and support focus. Other organizations are less regulated (e.g., BBS, law, medicine) and yet do a better job ensuring quality. The micro-focus takes too much time and energy from the Commission, preparation programs, etc. I often feel the Commission -- because of pressure -- has lost the forest for the trees. More exams, more visits, more careful detailed review is not making better teachers."

E. Data, Reporting, Transparency

1. "Looking forward, the Commission should continue its work to incorporate best practices and newer developments in education including dual-language, culturally

responsive pedagogy, social-emotional learning, early learning, anti-racist practices, equity in all systems, and gathering and publishing of critical data to better understand, and help stakeholders do the same, the teacher shortage, the diversity of the workforce, and the efficacy of recruitment and retention grants administered by the Commission.

2. "We would like to see more data about the efficacy, reach, and impact of the grants administered by the CTC to address the teacher shortage."
3. "We would like to see more investment by the Commission to identify and distribute best practices and strategies for teacher recruitment and preparation, particularly teachers of color."

F. Communication and stakeholder engagement

1. "Simplify. While requirements are in regulation, the descriptors and rules do not have to be defined as if in regulation. Simple, friendly language is needed for what a teacher needs to do. Explore utilizing language, pictures, graphs and charts that provides a welcoming space... especially for students from under-represented communities. Translate the regulations for the regular student or future teacher."
2. "Provide more access to a "live" person - perhaps this could be done through "Live Office Hours" once a week. And to target the hour to a specific area i.e. Induction."
3. "Some larger districts and/or Counties have direct contact with the Commission. It would be nice to have a direct contact that understands the unique charter context."
4. "The CA Community Colleges are an underutilized resource for the state in preparing an educator workforce that mirrors the diversity of the students in CA. Although we annually prepare over half of the students who eventually earn credentials in the CSU, our role in the recruitment and undergraduate preparation of K-12 teachers is often taken for granted or expertise is not sought. This is particularly the case when policies and issues arise that impact undergraduate preparation coursework (e.g., subject matter preparation programs, basic skills and subject matter competency, early fieldwork, etc). We would like to see the Commission be more inclusive of community college teacher preparation programs and our faculty in these discussions and subsequent decisions."
5. "Policy needs to be more explicit about achieving balance between higher education and the PK-12 segments in all Commission programs. Although any given issue or program may seem to "belong" to one segment or the other, that is a fictional divide as both parts of the system are critical to every issue before the Commission. Whether it is an expert panel, an advisory group, or the selection of Commission committee chairs, there should be equal representation of higher education and PK-12 segments."

G. Credentialing

1. "The Commission should consider exploring an elementary credential that requires adequate preparation of in all core subjects, reading, language arts, mathematics, science, social studies, and art, and dual-language and English language

development. The Commission should evaluate and strengthen science and computer science in the multiple subject credential.”

2. “TK -3 credential that specializes in early care an education.”
3. “ECE Credential 0 – 8; create a BA in ECE.”
4. “Whether it is policy, practice, or law the Commission should be playing some role in developing or keeping current professional educators. Ensuring that higher education faculty remain current in their profession.”
5. “Adding the 150 hours of continuing education requirement to PPS School Psychologist credential renewal.”
6. “The lack of a continuing education requirement for teachers is truly a problem for assuring a relevant workforce.”

H. General Operations and Customer Service

1. “Use of web-fillable forms and digital tools rather than requiring paper applications and hard copy checks.”
2. “Wet signatures need to be updated to electronic signatures. secured PDF documentation should be accepted versus hard copies.”
3. “Digitize all processes – requiring wet signatures, hard copy forms, payments by check are not sustainable.”
4. “Don’t limit to only: Paper application submissions, sending of check or money order for permits, wet signature for permits.”
5. “It would be great if CTC can work with districts to communicate with teachers and maintain the database of cooperating/mentor teachers who need to do their 10 hours of training. Since CTs are working across universities and each university has its own requirements such as how often CTs need to update their documented professional development, the inconsistencies are potentially a problem across the universities. CTs get paid anywhere from nothing to \$500, depending on the university and don't like this added step to the point where they don't want to serve as CTs. It is getting more and more difficult for districts to find CTs who meet their criteria and who are willing to do the 10 hours of training, which they blame on the universities.”

I. Recommendations outside the scope of Commission authority

1. “CTC should consider setting up regional CTC offices throughout the state that will provide the same services as the office in Sacramento. CTC will be able to build closer partnerships with universities and school districts/charters to better understand the varying needs and challenges. The current policies have not been a one-size-fits all and as COVID-19 has significantly changed the way we operate we will all slowly continue to grow and move forward. Building new partnerships “on the ground” as we continue to change and flex could significantly impact the evaluation and adoption of new policies and practices while providing more flexibility for our educators.”
2. “Compensation is a critical area that needs to be addressed for all teachers especially early childhood professionals.”

Attachment C: A Sample of Stakeholder Responses Regarding the Overall Effectiveness of the Commission

Providing guidance and support

- “For the most part we are able to get what we need from the commission, which is guidance.”
- “The Commission has repeatedly been a source of support and resources to allow us to better serve our students.”
- “Thank you for your strong and seemingly endless support, leadership and guidance which have been particularly appreciated during this season of pandemic and civil unrest.”

Innovation, courageous, and inspired leadership

- “The Commission is doing a great job at what it does best - maintain established practices and norms in the field of education. We would like to see more courageous and inspired leadership that would allow educational spaces to evolve in more democratic and pluralistic ways.”
- “I did not give it a 10 as sometimes having such strong standards discourages innovation in education.”
- “It works much better than in several other states. The Commission has a long way to go to encourage meaningful program improvement as opposed to mindless compliance. The compliance still takes all the energy, leaving no time for an honest discussion about program quality.”

Collection and data use

- “Overall the Commission and its staff do a good job of staying current on topics and themes related to Educator Quality. An area for growth for the Commission continues to be the collection and use of data that can be used to inform decisions and clarity on its expectations around the collection and use of data by the program sponsors it accredits.”

Charter school needs

- “Charter schools report an appreciation for the engagement, but given that a number of policies need to be updated to better meet the needs of the field, the effectiveness in meeting current demand is rated a 7 rather than a 10. Thank you for the opportunity to participate.”

Additional CEU for school psychologists

- “As an association, CASP recognizes that the CTC collaborates well with their stakeholders and works to prepare high-quality educators to serve the diverse needs of students in California. However, the Commission has yet to address the need of adding 150 hours of CEU requirement to the renewal of PPS school psychologist credentials. The field of school psychology is ever-changing and evolving, so requiring the addition of

150 hours of CEU to credential renewal will ensure that school psychologists are up to date on important trends, are well-versed in best practices, and are aware of relevant research and legislative changes in the field.”

Improve clarity and timeliness of responses

- “I believe the response time from the commission to email/phone should be within a 24-hour period. At times program emails to the commission have never received replies. I do believe since the "Stay at home" order, responses have been much quicker. Possibly allow staff to work from home periodically.”
- “Too slow. Too slow. Too slow. I know you're understaffed - and rely on volunteers -- but it's not working.”