

A Fiscal Perspective on Meeting Federal Teacher Quality Requirements

LEGISLATIVE ANALYST'S OFFICE

Presented To:
Assembly Education Committee

March 17, 2004





Approximately \$1.3 Billion Is Available for Improving Teacher Quality in California

Federal Funds

- California is to receive \$466 million in Title II funds in 2004-05—the bulk of which is to be allocated directly to school districts for improving teacher quality.

- California is to receive \$146 million in 2004-05 for the federal Reading First program—almost all of which is to be allocated directly to school districts for improving teachers' reading instruction.

- School districts are required to use 5 percent to 10 percent of their Title I, Part A allocation for professional development activities to ensure teachers meet the federal teacher quality requirements (\$88 million to \$176 million in 2004-05).

- School districts may use up to 98 percent of their Title III, Part A funds for professional development (up to \$130 million in 2004-05).

State Funds

- The Governor's 2004-05 budget proposal includes \$423 million in Proposition 98 funds and \$5 million in non-Proposition 98 General Fund for teacher quality programs.



California Is Receiving More Than \$450 Million in Title II Funds

(In Millions)

Title II	2002-03	2003-04	2004-05
Part A			
Improving Teacher Quality State Grants			
State-level administration	\$1.8	\$1.8	\$2.0
Principal Training	1.6	1.6	1.6
California Subject Matter Projects	4.4	4.4	4.4
Commission on Teacher Credentialing evaluation	—	0.3	—
Local Teacher Quality Grants	315.0	335.2	334.9
Eligible Partnerships	8.3	9.0	9.0
Subtotals, Part A	(\$330.9)	(\$352.2)	(\$351.7)
Part B			
Mathematics and Science Partnerships	—	\$14.0	\$20.5
Part D			
Educational Technology State Grants			
State-level administration	\$1.6	\$2.1	\$2.1
State evaluation	0.5	—	—
Formula grants	40.6	43.0	44.4
Competitive grants	40.6	43.0	44.4
California Technology Assistance Project	1.5	1.5	2.1
Technology Information Center	0.3	0.3	0.3
Subtotals, Part D	(\$85.1)	(\$89.9)	(\$93.3)
Totals, Title II	\$416.0	\$456.1	\$465.5



Fiscal and Programmatic Repercussions of Not Meeting Federal Teacher Quality Goals

- School districts experience specific interventions if they fail to meet their teacher quality goals.

- If a school district fails to meet its teacher quality goals for two consecutive years, it must:
 - Develop an improvement plan that specifically addresses the issues that prevented it from meeting its goals.

- If a school district fails to meet its teacher quality goals for three consecutive years, the state will:
 - Enter an agreement with the school district on its use of Title II funds. The agreement must identify specific research-based strategies that the school district will use to meet its goals.
 - Distribute funds directly to those schools in the district that are failing to meet their goals.
 - Prohibit the use of Title II, Part A funds to support any newly-hired paraprofessional (except in certain limited instances).



LAO Recommendations for Responding to Federal Teacher Quality Requirements

Focus on Accountability

- Title II flexibility currently balanced with clear teacher quality expectations.

- We recommend additional state flexibility balanced with clearer state expectations. Specifically, we recommend the Legislature:
 - Establish measurable teacher quality performance outcomes.
 - Require school districts participating in the block grant to provide teacher-level data for each teacher quality performance area.
 - Use enhanced data system to make better teacher quality investments and help schools identify more effective professional development programs.

Provide Additional Flexibility

- School districts currently have considerable flexibility in using Title II, Part A funds.

- We recommend greater local flexibility in using state funds. Specifically, we recommend the Legislature consolidate ten state programs into one teacher quality block grant that school districts could use for any teacher quality initiative.