Universal PreK Funding Models

Option 1

State $$

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School System
(Master Plan)

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School Systems   Community-Based
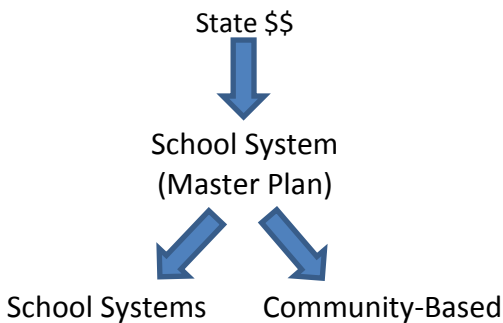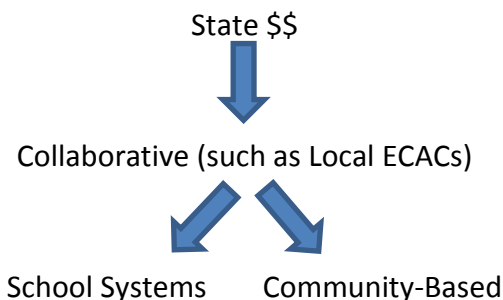
In this funding model, the funds will come from the State directly to the Local School Systems (LSS). Each LSS develops a master plan for how universal PreK will be implemented. MSDE will monitor the master plans. The LSS distributes funds to community-based programs.

Considerations:

- Opportunity to address local demographics
- Use of MOUs to ensure a mixed delivery system
- Encourages collaboration and accountability
- Potential for consistency with curriculum, professional development, data sharing & use, and family engagement
- School system provides monitoring and technical assistance for all classrooms and teachers
- School system could hire all PreK teachers- public and private-consistency with pay and benefits

Option 2

State $$

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Collaborative (such as Local ECACs)

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School Systems   Community-Based

In this funding model, the funds will be distributed, per jurisdiction, by a collaborative (such as the Local ECAC). The Local ECAC or other collaborative provides oversight and distributes funds to both the LSS and community-based programs.

Considerations:

- Which entity distributes the funds to the ECAC? (i.e. Board of Education, Local Government, etc.)
- Clarify the role of the ECAC (or other collaborative)
- Monitoring and technical assistance (who will be responsible for these tasks)
- Use of MOUs to ensure a mixed delivery system
- Encourages collaboration
- What is the current capacity of Local ECAC's? (each ECAC looks different and functions at different levels)
- Equity among LEA and community-based providers (one entity is not "controlling" the funds for the other, etc.)

Option 3 (current model)
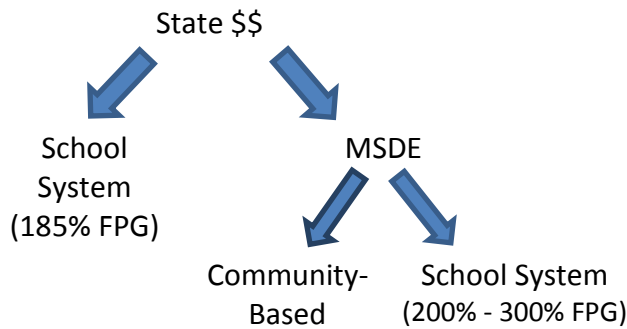
State $$

School System
(185% FPG)

MSDE

Community-Based

School System
(200% - 300% FPG)

In this funding model, the funds will come from the State to the Local School System (LSS) and MSDE. MSDE will distribute funds to community-based programs and LSS slots beyond 185%.

Considerations:

- Consistency of monitoring and technical assistance will require additional PreK Monitors for MSDE. Potential Regional monitoring approach (similar to OCC licensing) would require approximately 65 Regional Pre-k Monitors to maintain a 1:50 ratio (National best practice)
- Additionally MSDE will need to increase staff and contractors to meet the volume of requests for support to achieve EXCELS Level 4 and 5 and accreditation
- How to ensure consistency in program quality across LSS and community-based programs?
- Clarify the role of MSDE for both settings, if applicable
- May not encourage collaboration - MSDE, LSS, and community-based

Option 4

State $$

MSDE

Grantee

School System ⟷ Community Based
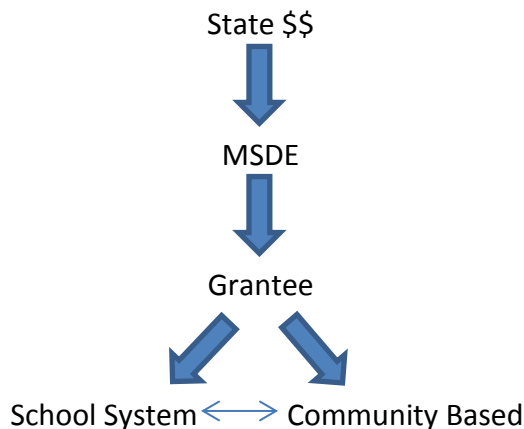
In this funding model, the funding will come from the State to MSDE. MSDE will administer grants to both LSS and community-based programs. MSDE will provide monitoring and technical assistance to all grantees.

Considerations:

- Maintains current structure being used to administer the PreK Expansion Grants and makes all LSS funding grant-based
- Potential Regional monitoring approach (similar to OCC licensing) would require approximately 65 Regional Pre-k Monitors to maintain a 1:50 ratio (National best practice)
- Additionally MSDE will need to increase staff and contractors to meet the volume of requests for support to achieve EXCELS Level 4 and 5 and accreditation
- Creates equity in funding distribution (MSDE issues grants); volume of grants will create lag in process