

Framework and Timeline for Linking Policy Recommendations and Funding/Accountability Decisions

Funding

- To the extent possible, develop estimates of the fiscal impact of implementing the Commission’s policy recommendations including long-term cost savings that could be reallocated to support the Commission’s policy recommendations
- Use a combination of APA Adequacy Study recommendations, NCEE recommendations based on benchmark states, and staff options/simulations to update Thornton funding formulas, etc. (see below)
 - Formula funding would be phased in over time (*e.g.*, 6 years) calibrated to the timeline set for the overall Commission policy recommendations to be implemented (*e.g.*, 10 years)
- Most of the funding to support the policy recommendations would come from formula funding directed to the LEAs, with release of a portion of the formula funding conditioned on meeting specified requirements/making progress in successfully implementing Commission policy recommendations
- New formula funding for LEAs to be augmented by:
 - Infrastructure/capacity building funding at the State level for MSDE and an independent entity tasked with monitoring implementation of the Commission’s recommendations (*e.g.*, develop statewide career ladder framework, increase teacher certification requirements, develop curriculum supports “library,” etc.)
 - Competitive grants made to consortia of one or more LEAs **and** one or more colleges of education to redesign teacher preparation programs and teacher induction programs consistent with the Commission’s recommendations, including implementing career ladder for educators and school leaders

Funding Accountability

- Require LEAs to submit Educational Excellence Strategic Plans, which would lay out a plan to fully implement the Commission’s policy recommendations by a certain date (*e.g.*, 10 years) and set annual benchmarks to be achieved
 - State would provide technical assistance to LEAs to develop strategic plans, including a statewide training program that would help educators gain the skills and knowledge needed to understand the new system based on the Commission’s

recommendations and to make it work, starting with all local superintendents, then principals and teachers

- Require MSDE, higher education institutions, etc. to develop implementation plans to fully implement the Commission’s policy recommendations by a certain date with benchmarks
- Create an independent entity to review and approve plans before certain LEA funds would be released; annual review of satisfactory progress in order for LEAs to receive a portion of funding each year during phase-in.
- Menu of specific items to be implemented – must do vs. may do; order of implementation; level of flexibility allowed
- Independent entity could sunset after a number of years after an evaluation of its effectiveness
- MSDE would monitor implementation by school systems and individual schools, and if a system or school is falling behind with little or no signs of improvement, send in a “SWAT inspection team” of experts to review and analyze what is happening in the school and make recommendations for a plan of action to the local superintendent and board of education
- State and local formula funding must follow students down to the school level. MSDE and DLS would review funding data annually to ensure that school systems are allocating funds to the schools in this manner (As a practical matter, this alone will change dramatically the way funds are spent)

Possible Implementation Timeline

Years 1–2

- Begin phase in of formula increases to LEAs (perhaps to catch up on inflation)
- Begin funding infrastructure/capacity building grants to MSDE and/or independent entity (e.g. develop Statewide career ladder framework, increase teacher certification requirements, assemble experts to review strategic plans, develop school monitoring process and “SWAT” teams to inspect schools/systems that are not progressing, etc.)
- Tie receipt of a portion of increased funds to submission of (year 1) and approval of (year 2) a strategic plan by each LEA and MSDE that fully implements the Commission policy goals by a date certain (e.g., 2030)
- Develop RFP for competitive grants to LEA/IHE collaboratives to reform teacher preparation and induction (year 1)
- Review proposals and make multi-year (one-time) awards (year 2)
- Annual evaluation of State’s overall progress in achieving Commission policy goals — best practices and practices that have been less successful

Years 3–6

- Continue phase in of formula increases to LEAs based on updated base and at-risk weights, etc.
- Tie receipt of a portion of annual funds to “successful” implementation of strategic plan/progress in implementing Commission recommendations (based on any/what metrics?) Could ratchet up the portion of funds tied to implementation each year as greater implementation is expected
- Monitor implementation of State-level reforms
- Monitor progress of collaboratives — tie release of annual grant funding to specific implementation steps and benchmarks
- Collaboratives report annually on accomplishments and what they’re learning/doing that can inform other LEAs/IHEs. Evaluation of whether collaboratives end after year 6 and/or new round of awards is made
- Annual evaluation of State’s overall progress in achieving Commission policy goals — best practices and practices that have been less successful

Years 7–10

- Formulas reach full implementation, increasing annually for inflation
- Continue to tie receipt of a portion of annual funds to successful implementation of recommendations — and outcomes??
- Award another round of grants to collaboratives if determined appropriate (see above)
- Annual evaluation of State’s overall progress in achieving Commission policy goals — best practices and practices that have been less successful

Years 10+

- Evaluation of independent entity prior to possible sunset date and whether Commission goals have been achieved