

Meeting Takeaways and Recommendations

Chambers of Commerce Subcommittee

1. GENERAL INFORMATION

Date:	January 24, 2022	Time:	12:00 pm CST – 1:00 pm CST
Location:	Microsoft TEAMS		
Chair:	Chair: Jared Bigham – TN Chamber of Commerce and Industry Vice Chair: Pat Sheehy		
Members in Attendance:	<ul style="list-style-type: none">• Jared Bigham• Lora Barnett• Ralph Schultz (Proxy: Rena Hall)• Vicki Bunch• Hope McDow• Pat Sheehy• Ted Townsend• Brenda McCroskey• Bryan Daniels• Paul Bailey• Clark Boyd• Larry Jenson <p><i>*Member names in bold indicate those present for this meeting.</i></p>		

2. DIRECTIONS

Topic

Please consider policy questions outlined in this document. Subcommittees may provide more policy ideas or considerations as well.

Subcommittee Policy Reflections and Feedback

QUESTIONS/CONCERNS/CLARIFICATIONS:

- Formal recommendation that subcommittees reconvene after the draft formula (with dollars attached) has been released = big goal of subcommittee endorsement in mind. Need for feedback loop prior to endorsement.
- Share the sustainability plan – what will this look like in the long run?
- Share the plan for utilizing current/temporary federal funds as a runway to the new funding formula. Growth component built into the formula – what does the path look like?
- Is there a possibility of adding components to the funding formula AFTER the draft is proposed?

Policy Idea	Subcommittee Feedback
Policy: Definition of Economically Disadvantaged	Current: Direct Certification <ul style="list-style-type: none"> • Clarify individual student-based vs school-based
Policy: Definition of Concentration of Poverty	Current: Attending a Title I School
Policy: Definition of Sparsity	Current: Students per square mile (federal is 10, but the range is 10-25 students)
Policy: Teacher Salaries	Question: What, if any, requirements should the formula require on investing new education dollars into existing educator salaries moving forward? <ul style="list-style-type: none"> • Ensure a significant increase in educator salaries. • New dollars flow exclusively to or weighted for teachers that have demonstrated higher performance. • Progressing teacher salaries both entry level and veteran teachers to meet or exceed national levels (overall salaries). • Competitive salaries to support recruitment and retention of CTE teachers. • Competitive supplementary salaries (i.e., coaches, industry, academic/career counselors).

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<p>Policy: Teacher Salaries</p>	<p>Question: Are there any other policies for teacher salaries that should be included?</p> <ul style="list-style-type: none"> Increasing and/or leveling base pay for substitutes, potentially base on credentials for certified substitutes. Incentivize long-term substitutes
<p>Policy: Tutoring</p>	<p>Question: This is required for students who score at “Below” on the 3rd grade TCAP beginning SY23-24. Should there be funding included in the formula for this legally required support?</p>
<p>Policy: CTE</p>	<p>Question: Please review the CTE content and provide feedback on how TN may choose to address CTE considerations.</p> <ul style="list-style-type: none"> Competitive salaries to support recruitment and retention of CTE teachers.
<p>Policy: K-2 Weight</p>	<p>Question from the Steering Committee: How might you consider a K-2 weight or additional investment in the earlier grades?</p> <ul style="list-style-type: none"> Weighted measures only apply to state-level categories – fiscal capacity should be applied to the base only
<p>Policy: Outcomes</p>	<p>Question from the Steering Committee: They would like to see outcomes options for middle school. What outcomes does your subcommittee recommend?</p> <ul style="list-style-type: none"> Benchmark/marker for middle school career exploration – measuring awareness of aptitude vs interest Benchmark/marker financial literacy – start early
<p>Policy: Outcomes</p>	<p>Question from the Steering Committee: They would like to see other outcomes options for elementary school. What outcomes does your subcommittee recommend?</p> <ul style="list-style-type: none"> Literacy and numeracy
<p>Policy: Accountability</p>	<p>Question from the Steering Committee: What accountability measures should be included in any new formula proposal, or what ideas do you have?</p> <ul style="list-style-type: none">

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<p>Policy: Reporting</p>	<p>Question: What information should be included in public reporting for school and for district level financials?</p> <ul style="list-style-type: none"> •
<p>Policy: Funding Year</p>	<p>Question: Should funding reflect the current year or the prior year (as it does now)? For fast-growing districts, it may be beneficial to receive the funds in real time to meet the costs of that year and for declining enrollment districts, it may be harder to adjust budgets in real time. Given that challenge, are there mitigation ideas?</p> <ul style="list-style-type: none"> • Reflect current vs. prior year <p>Commentary based on community meetings: Finally, as it relates to predictability, and in order to appropriately plan and function, several district leaders said the funding calculation for any student-centered funding formula should include a “grace period” with clear cut off dates for counting and funding students - so that if a student is with a district for more time, the money should remain with that district and not follow the child to their new district.</p>
<p>Policy: ADM Shifts</p>	<p>Question: Student enrollment may fluctuate down in a given year (up or down). Should there be any consideration for hold harmless or fixed costs, or should the funding be specific and reflective of the actual enrollment?</p> <ul style="list-style-type: none"> • Grace period • Consider how to mitigate volatility from year to year (i.e., multi-year averages, combine with funding year). <p>Finally, as it relates to predictability, and in order to appropriately plan and function, several district leaders said the funding calculation for any student-centered funding formula should include a “grace period” with clear cut off dates for counting and funding students - so that if a student is with a district for more time, the money should remain with that district and not follow the child to their new district.</p>

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<p>Policy: Maintenance of Effort</p>	<p>Question: How should we consider Maintenance of Effort at the local level? (It provides consistent funding but may deter local investment because of the requirement to continue).</p> <ul style="list-style-type: none"> • If there is a state increase, local match does not increase.
<p>Policy: Professional Development and Training</p>	<p>Question: Are there any professional development opportunities or additional supports that should be provided?</p> <ul style="list-style-type: none"> • Incentivizing teacher efforts for Natl Board Cert. (mitigate required fees) • Substitutes
<p>Policy: Academic / Career Counselors</p>	<p>Content:</p> <ul style="list-style-type: none"> • Competitive salaries to attract counselors with advanced skill set. (HR background...)
<p>Policy</p>	<p>Content</p>
<p>Policy</p>	<p>Content</p>
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