

Meeting Takeaways and Recommendations

Economically Disadvantaged and Highly Mobile

1. GENERAL INFORMATION

Date:	January 26, 2022	Time:	12:00 pm - 1:00 pm
Location:	Microsoft TEAMS		
Chair:	Victor Evans		
Members in Attendance:	<p>Victor Evans Cherrell Campbell-Street Diarese George Senator Brenda Gilmore Mary Graham Rep. Chris Hurt Elissa Kim Courtney Mott Jennifer Nichols Gloria Sweet-Love Dwayne Tucker Sam Wigand</p> <p><i>*Member names in bold indicate those present for 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

Policy Idea	Subcommittee Feedback
Policy: Definition of Economically Disadvantaged	Current: Direct Certification

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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?
Policy: Teacher Salaries	Question: Are there any other policies for teacher salaries that should be included?
Policy: Tutoring	<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>Yes, this needs to be funded – makes sense to include this as a weight Possible weight for k-3 students to help put them in a position to eventually not need extra supports at 4th grade.</p>
Policy: CTE	<p>Question: Please review the CTE content and provide feedback on how TN may choose to address CTE considerations.</p> <p>Considerations for access to other resources – some have a TCAT or other resources nearby – they may not need as much funding.</p>
Policy: K-2 Weight	<p>Question from the Steering Committee: How might you consider a K-2 weight or additional investment in the earlier grades?</p> <p>Weights to ensure we are identifying literacy supports ahead of 4th grade. Especially important for K-2 ED students Suggest adding Pre-K to this grade band</p>
Policy: Outcomes	Question from the Steering Committee: They would like to see outcomes options for middle school. What outcomes does your subcommittee recommend?

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	Any outcomes-based funding should focus on the growth of at-risk students."
Policy: Outcomes	<p>Question from the Steering Committee: They would like to see other outcomes options for elementary school. What outcomes does your subcommittee recommend?</p> <p>Any outcomes-based funding should focus on the growth of at-risk students.</p>
Policy: Accountability	Question from the Steering Committee: What accountability measures should be included in any new formula proposal, or what ideas do you have?
Policy: Reporting	<p>Question: What information should be included in public reporting for school and for district level financials?</p> <p>Ensure money is going to where it should go (ex. Student with weight for SWD... need to see if the money went where it was supposed to go)</p> <p>Create infrastructure to see where these dollars go at a more granular level.</p>
Policy: Funding Year	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?
Policy: ADM Shifts	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?
Policy: Maintenance of Effort	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).

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<p>Policy: Professional Development and Training</p>	<p>Question: Are there any professional development opportunities or additional supports that should be provided?</p> <p>PD around finances and reporting processes for principals, district leaders, and CFOs.</p> <p>ACEs – training to help teachers look for these indicators SWD – inclusionary practices Social Emotional Learning</p>
<p>Policy- Review of funding formula</p>	<p>Review process needs to be fluid Want to be able to adjust to support needs as they arise</p>
<p>Policy</p>	<p>Content</p>