

# Meeting Takeaways and Recommendations

## Parent Choice and Voice

### 1. GENERAL INFORMATION

<b>Date:</b>	January 25, 2022	<b>Time:</b>	11:30 am - 12:30 pm
<b>Location:</b>	Microsoft TEAMS		
<b>Chair:</b>	Derwin Sisnett		
<b>Members in Attendance:</b>	<p> <b>Dr. Derwin Sisnett</b>  <b>Melanie Allen</b>  <b>Dr. Maya Bugg</b>  Sarah Carpenter- <b>Ashlyn Sparks</b>  <b>Denny Darnell</b>  <b>Sherry Hage</b>  <b>Christy Carroll Highfill</b>  Dwight Hunter  <b>Wendy Jarvis</b>  <b>Tom Marino</b>  Nate Morrow  <b>Bob Nardo</b>  Latoya Robinson  Dr. Sonia Stewart  <b>Blair Taylor</b>  Kevin Tennant  Josh Thomas  <b>Jennings Wilson</b>  April Garza-Wright  <b>Dr. Berthena Nabaa McKinney</b>  Sabi Kumar  <b>Mark Pody</b>  <i>*Member names in bold indicate those present for this meeting.</i> </p>		

### 2. DIRECTIONS

Topic

# Tennessee Funding Review Engagement

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
<b>Policy: Definition of Economically Disadvantaged</b>	Current: Direct Certification
<b>Policy: Definition of Concentration of Poverty</b>	Current: Attending a Title I School
<b>Policy: Definition of Sparsity</b>	Current: Students per square mile (federal is 10, but the range is 10-25 students)
<b>Policy: Teacher Salaries</b>	<p>Question: What, if any, requirements should the formula require on investing new education dollars into existing educator salaries moving forward?</p> <p>Focus funding on bonuses for hard to staff areas, schools with greater need and include bonuses for longevity for those to stay in those schools with greater need.</p> <p>Extra compensation for mentor teachers to stay in classrooms and other people to come and learn from them.</p> <p>Consideration for increasing salaries for advanced degrees.</p> <p>State grants like ELL/SPED endorsements – look at a sustainability model to incentivize teachers for doing this in addition to those who go back to get Masters and Doctorate degrees.</p> <p>Possibly include National Certification incentives.</p>
<b>Policy: Teacher Salaries</b>	<p>Question: Are there any other policies for teacher salaries that should be included?</p> <p>After school incentive bonuses – compensation for supporting the arts needs to be equalized with athletics (if offered in the district)</p> <p>Disparity in representation of teachers of color in education– needs to be looked at from policy and sustainability standpoint.</p>

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<b>Policy: Tutoring</b>	Question: This is required for students who score at “Below” on the 3 <sup>rd</sup> grade TCAP beginning SY23-24. Should there be funding included in the formula for this legally required support?
<b>Policy: CTE</b>	Question: Please review the CTE content and provide feedback on how TN may choose to address CTE considerations.
<b>Policy: K-2 Weight</b>	Question from the Steering Committee: How might you consider a K-2 weight or additional investment in the earlier grades?  They need more funding due to class sizes and curriculum.
<b>Policy: Outcomes</b>	Question from the Steering Committee: They would like to see outcomes options for middle school. What outcomes does your subcommittee recommend?  Offering more options that prepare them for high school (ex. Algebra, foreign language, etc.) Focus on kids taking advantage of the opportunities and number of opportunities available instead of how they do on tests. Offering the opportunities will lead to the desired outcomes.
<b>Policy: Outcomes</b>	Question from the Steering Committee: They would like to see other outcomes options for elementary school. What outcomes does your subcommittee recommend?  Focus on foundations in Elementary –(not sure what assessment or screener) – focus on literacy and math
<b>Policy: Accountability</b>	Question from the Steering Committee: What accountability measures should be included in any new formula proposal, or what ideas do you have?  Refocus our accountability – growth mindset  See additional notes in section added at the end
<b>Policy: Reporting</b>	Question: What information should be included in public reporting for school and for district level financials?

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<p><b>Policy: Funding Year</b></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> <p>Current year – need to fund in real-time –if there is an influx of students this can’t be covered with last year’s dollars Real time – Districts should plan for fluctuations (have a reserve)</p> <p>Parent perspective – don’t want to hear that child isn’t getting what he/she needs because the school doesn’t have funding because the school looked different the year before.</p> <p>SPED and EL will be receiving new funding – have to be able to serve those kids now with those dollars</p>
<p><b>Policy: ADM Shifts</b></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>
<p><b>Policy: Maintenance of Effort</b></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>
<p><b>Policy: Professional Development and Training</b></p>	<p>Question: Are there any professional development opportunities or additional supports that should be provided?</p> <p>PD for all staff for supporting EL students and families. Building student capacity to learn through SEL – how this builds a foundation for students to learn.</p> <p>Don’t tie funding to narrowly prescribed PD programs</p>
<p><b>Policy: Outcomes based funding and accountability</b></p>	<p>Outcomes in general should not be punitive in nature to districts with high ED populations. More around effort and intent.</p>

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	<p>The alignment between measure for incentive would need to be clearly defined in relation to existing accountability system to ensure there were no conflicting priorities.</p> <p>Need to also consider how you do this for all different programs (charters, traditional, etc.) –</p> <p>Vehicles in place to get to an outcome but not funding on the actual outcome.</p> <p>Outcomes funding could be tied to innovation successes</p>
<b>Policy</b>	Content
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