

## Meeting Takeaways and Recommendations

### School System Personnel

#### 1. GENERAL INFORMATION

<b>Date:</b>	11/17/21	<b>Time:</b>	12:00 pm - 1:00 pm CT
<b>Location:</b>	Microsoft TEAMS - Online		
<b>Chair:</b>	Director Starnes		
<b>Members in Attendance:</b>	<b>Steve Starnes, Chair,</b> Kim Worley, <b>Bo Griffith, Cathy Beck, Joey Vaughn, Clint Satterfield, Bruce Borchers, Nakia Towns, Tutonial Williams,</b> Nick Darnell (SBE), <b>Rep. Gary Hicks,</b> Senator Ed Jackson, <b>Rep. Mark Cochran</b>  <i>*Member names in bold indicate those present for this meeting.</i>		

#### 2. DIRECTIONS

##### Topic

Please list specific resources that you would like to see incorporated into the funding formula. (In other words, what resources do you think are most important so that the cost of those resources can be included. It does not mean a district MUST spend money in a certain way, only that they would be funded to do so). Please indicate whether each resource is a:

- **Must Have:** Those resources required as a result of federal and/or state law, for safety, or similar.
- **Should Have:** Those resources that may not be mandatory but are essential to ensure the student or student group receives access to a quality education.
- **Nice to Have:** Those resources that are not mandatory and not essential, but (1) may provide a clear and added benefit to students and (2) have a clear return on the investment related to student achievement and future success.
- **Long Shot:** All other resource ideas.

#### MUST HAVE

# Tennessee Funding Review Engagement

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## SHOULD HAVE

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## NICE TO HAVE

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## LONG SHOT

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## 4. FINAL THOUGHTS

## Initial Notes and Resource Recommendations (uncategorized)

# Tennessee Funding Review Engagement

The below items are brainstorming thoughts of importance from the group – Meeting 2. Reviewed the Chair Subcommittee meeting 1 with a lens for school system personnel.

## Base Considerations

- needs to be as large as possible to account for array of needs on a per pupil bases. RTI positions, mental wellness personnel, SROs, Social Workers, Counselors, and professional development (additional paid days for staff: teacher, admin, EA, etc.)
- Include operational and instructional needs
- Technology should be considered in the base
- Transportation – Will this be part of the base or remain a separate funding formula?
- All current elements in the BEP base should be included
- Middle grades-- to support access to career and aptitude supports (this could also be in direct or weight)
- Question: Wondering if the base increases over time?

## Weight Considerations

- High mobility populations, transient, homeless, High Hispanic populations, ELL needs
- Behavioral needs- behavior needs have increased and are not always tied to SWD. Alternative settings are needed with supports to keep them in school—resources for social emotional supports (personnel/curriculum/access to mental health supports); Lag metric might be reduction in chronic absenteeism, decreased metrics tracking discipline in EIS.
- Interested/wondering about the connection to performance metrics.

## Direct Funding Considerations

- Like those listed on slide as examples, would include Middle Schools-- connections to pathway and career alignment leading to EPSOs, (aptitude)
- Teacher or staff direct funding similar to early literacy training stipend. Consider extending the year for professional staff ex: 205 day calendar --adding a week to compensate and provide the space for additional support, Or stipend for training and/or job embedded professional learning support.

## Outcomes Considerations (lagging measures)

- Earning CET or GED to count as a graduate and not hurt the district in regard to graduation rate-- pass earns credential; (federal definition of grad rate). Helping the student be on the right path is most critical
- Metrics to incentivize transient completion
- Like examples listed on the slide- DC/DE/IC/ACT metrics

## Policy Considerations

- Use prior year or current year attendance data? The group discussed pros and cons of both models.
- How often will attendance data be collected for funding purposes? Discussed one point in time, using multiple months, but balance the weight for each month, and California's model of using monthly attendance data.
- Will continue to discuss these points in future meetings.

