

# Tennessee Funding Review Engagement

*Steering Committee Meeting*

January 13, 2022

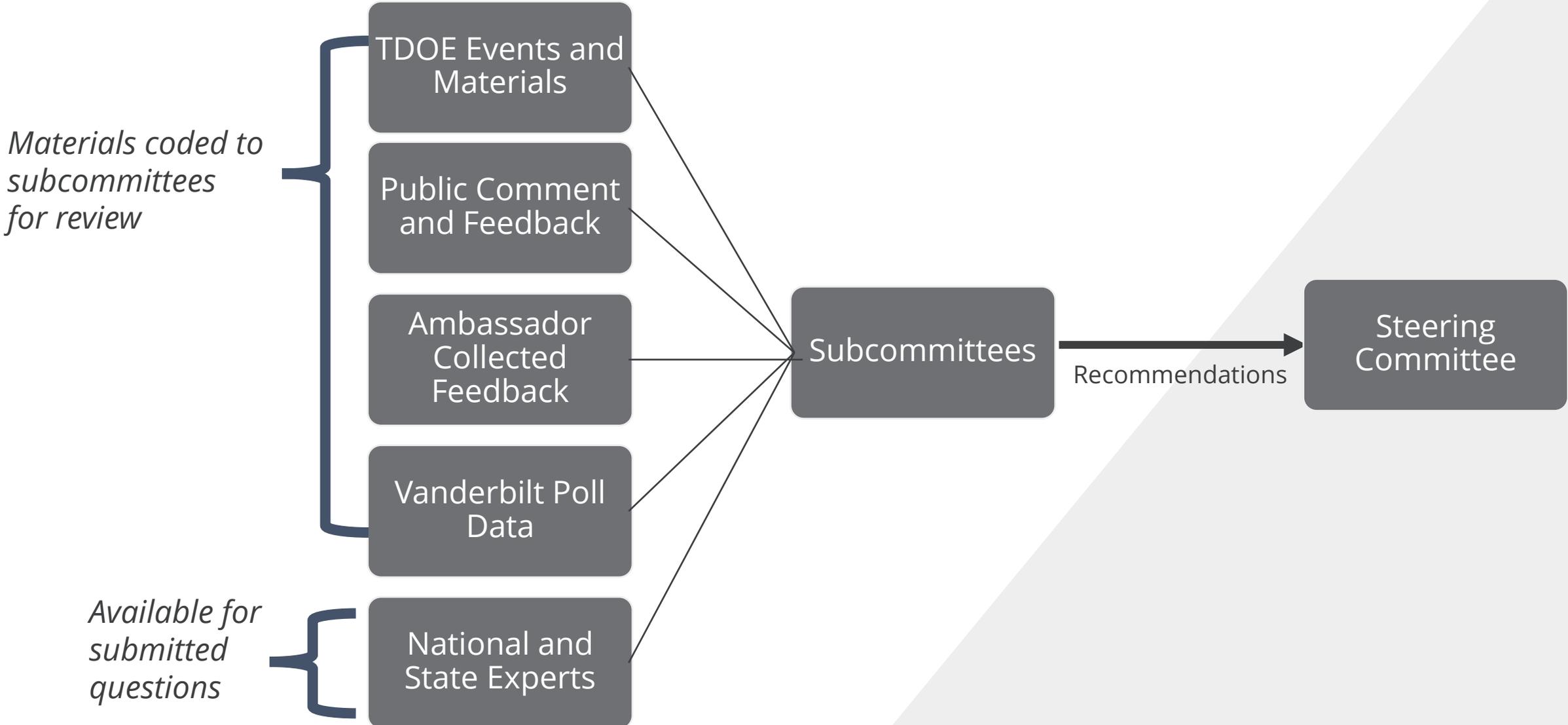
# Agenda

- Welcome
- Public Comment (to date)
- DRAFT Initial Framework Feedback (not a formula)
- Timelines and Next Steps
- Q & A



# Process Overview

# Process Structure Overview



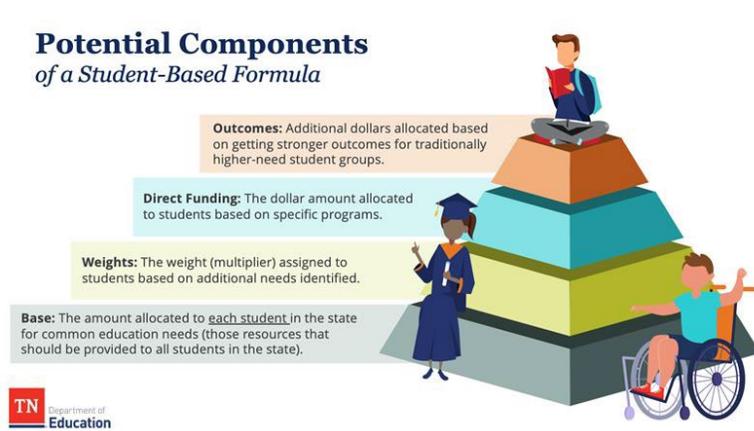
# Engagement Opportunities

- 18 Public Subcommittees (meeting 6 times each; 108 total meetings)
- 8 Regional Town Halls
- 8 Regional Local Public Official Working Feedback Sessions
- 1,400 School Funding Ambassadors
- Dedicated Public Comment Email [tnedu.funding@tn.gov](mailto:tnedu.funding@tn.gov) (1,000+ emails)
- Twitter Town Halls
- Newsletters
- Vanderbilt Poll
- *District-Specific Local Meetings:* Stewart County, Obion County, Lake County, Bartlett City, Germantown, Bells City, Alamo City, Crockett County, Trenton, South Carroll Special, Lexington City, Henderson County, McNairy, Robertson, Decatur, Lincoln, Marshall, Bledsoe, Carter, Elizabethon, Cumberland, DeKalb, Hancock, Hawkins, Clinton City, Sullivan County
- District-Specific Engagement: Superintendent Study Council (agenda item); 8 Monthly Regional Groups (agenda item); 3 Monthly Superintendent Strategic Plan Engagement Groups (agenda item); PD
- School Funding National and State Experts

# Draft Initial Framework

Feedback Consolidated from  
Subcommittee Draft  
Recommendations

# Proposed Initial Draft Framework



- District should **receive at least as much state funding** as they would through the current BEP.
- **Maintain flexibility** for local district budgeting.
- Programs currently funded **outside of the BEP may be included in a new formula.**
- Local contributions should have a **5-year runway, with Maintenance of Effort requirements being maintained.**

# Base

Additional items for consideration:

- Educator salaries
- Nurses
- Counselors and school-based supports
- RTI support
- District-specific needs (vary by district, so base may consider locally driven additions)
- Technology
- Coordinated School Health in every district

**Discussion:** What feedback and direction do you have?

# Weights: Poverty and Concentrated Poverty

- This funding weight would ensure students who are living in poverty get additional weight of funding to accommodate the needed services to prepare them for academic success, addresses the multiplier effect of having large proportions of students with greater needs, and equally benefits rural and urban districts.
- *Data:* Direct Certification (student) and Title I Status (concentration)
- *Impact:* Economically disadvantaged students (321,602 students) and concentrated poverty (569,108 students)
- *Weight Comparability:* **Heavy**

**Discussion:** What feedback and direction do you have?

# Weights: Unique Learning Needs

- This funding weight would ensure districts can make strong spending decisions to meet the student-specific contexts within their local community, which can vary dramatically across districts. It would provide a tiered approach to ensure appropriate funding for Students with Disabilities, Gifted, English learners, and students with qualified Section 504 Dyslexia plans.
- *Data:* Must have federal/state plan and be verified through existing state test/assessment.
- *Impact:* Varies based on student services received. Students would be eligible for funding for each of the service(s) received and are not limited to one category.
- *Weight Comparability:* **Varies** based on specific student needs (heavy, moderate, light)

**Discussion:** What feedback and direction do you have?

# Weights: Charter Schools

- *Data:* Statewide charter school enrollment
- *Impact:* 42,186 students
- *Weight Comparability:* **Light**

**Discussion:** What feedback and direction do you have?

# Direct Funding

- *Fast Growing*: Significant enrollment growth within a school community warrants same-year support for the services provided as a result.
- *Tutoring*: Funding to provide high-dosage, low-ratio tutoring via TN ALL Corps for rising 4<sup>th</sup> grade students who scored at “Below” on the 3<sup>rd</sup> grade TCAP (as outlined in the *Learning Loss and Student Acceleration* statute). Students would have individualized learning plan and data submissions, as required.
- *CCTE (College, Career and Technical Education)*: All CTE funding would be provided in one area as direct funding for participating students. This would include funding for staffing, materials, and emphasize those courses and pathways that are high-demand and high-value. This currently impacts 141,843 students.

**Discussion:** What feedback and direction do you have?

# Outcomes: Ideas

- Literacy
- ReadyGrad Indicators with Outcomes
  - Data Source: existing data
  - ACT: 21 or higher
  - SAT: 1060 or higher
  - Advanced Placement (AP): pass the AP exam with a qualifying score (earns college credit)
  - Cambridge International Examinations (CIE): pass the exam with a qualifying score (earns college credit)
  - College Level Examination (CLEP): pass the exam with a qualifying score (earns college credit)
  - Industry Certification: passes the exam
  - International Baccalaureate (IB): pass the exam with a qualifying score (earns college credit)
  - Dual Enrollment: passes the course
  - Local Dual Credit: pass the course
  - Statewide Dual Credit: pass the course
- CTE Completers
- WBL and Apprenticeships
- FAFSA Completion

**Discussion:** What feedback and direction do you have?

# Accountability

# Accountability

- **Fiscal Accountability Report:** There are a number of fiscal implications that would be considered on transparent reporting. The department would establish a consistent fiscal accountability report to allow the public to review various fiscal indicators.
- **State, District, and School Reporting:** In addition to state and district reporting, school-level information would also be publicly available. This would include school-level per pupil expenditure information, as well as the amount of funding that each school generated in the formula. The reporting would illustrate current data as well as trends over time and with comparable peers.
- **Expenditure and Investment Transparency:** Reporting would include information on resource investments at the district and school levels. Many of the feedback components in public comment included how money should be spent. While a state education funding formula is a funding plan and not a spending plan, it is important that the Tennessee General Assembly and public have clarity and transparency in how those dollars were used, in alignment with student growth.

**Discussion:** What feedback and direction do you have?

# Local Contribution

# Discussion and Feedback

- Do you want to move forward with a new local contribution proposal this year (still with a 5-year roll-out) or wait and discuss for a year?
- The statewide feedback is split 50/50, but momentum seems to be moving towards determining the local calculation now, but still with a 5-year roll-out.

**Discussion:** What is your feedback on timing and other considerations for local contributions?

# Timelines and Next Steps

# Timeline

- All subcommittees complete Meeting #5 next week.
- Public feedback due January 18, 2022.
- TDOE will begin to facilitate the development of a model based on the initial draft framework Steering Committee direction and feedback, and Subcommittee Recommendations based on public comment.
- Governor Lee will make decisions on administration next steps in the coming weeks.

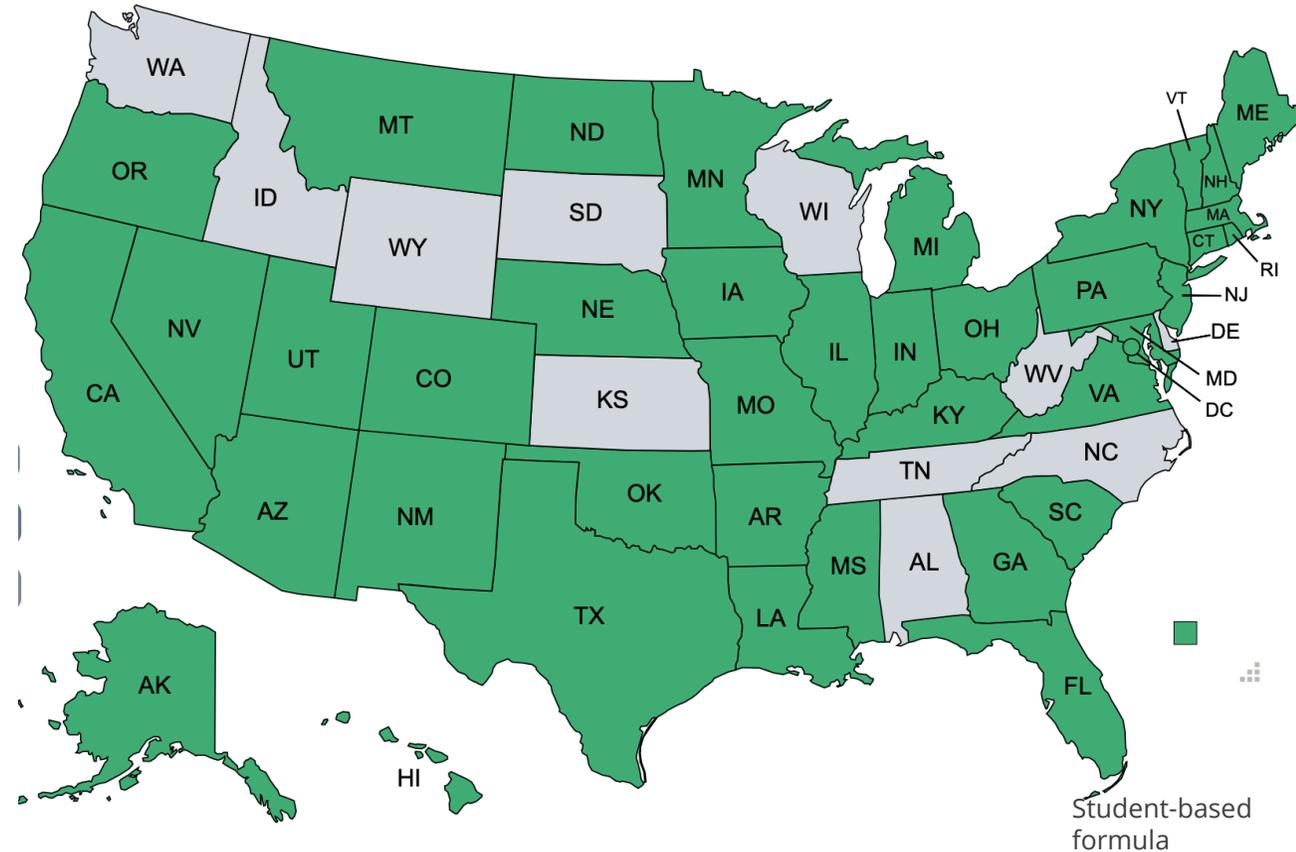
# Additional Questions?



# Appendix

# Moving to a Student-Based Formula

- Tennessee is considering the development of a **student-based** formula.
- The current BEP is over 30 years old and one of the most complex funding formulas left in the country.
- 39 states/territories have already moved to a student-based or hybrid student-based formula
  - 33 states and the District of Columbia that use a student-based foundation, with 5 states using a hybrid model
  - 10 states with a resource-based allocation
  - 2 states with guaranteed tax base (VT, WI)



# FAQ

- What makes this process different from the current BEP?
  - 10+ years of the BEP review committee
  - Multiple commissioned reports considered
  - Statewide public engagement with hundreds of comments so far
- What are the differences between this proposal and the BEP?
  - This is a student-based funding formula, meaning that it funds the student as opposed to a set of ratios.
  - It is widely considered to be more fair and appropriate for all types of communities (urban, suburban, rural) and students with varying needs.
- What are the main components of the proposal and is there an “easy” way to explain them?
  - Moves from 46 components in the BEP to 4 categories with a smaller set of weights (likely 6 – 10)
  - Local share is a separate conversation