

Meeting Takeaways and Recommendations

Education Foundations Subcommittee

1. GENERAL INFORMATION

Date:	January 4, 2022	Time:	11:30 am – 12:30 pm
Location:	Microsoft TEAMS – Click here to join the meeting		
Chair:	Dan Challener		
Members in Attendance:	Dan Challener Chris Letsos Katie Cour Amanda Waddell Lisa Trail Scott Bacon Lynn Voelz Stan Harville Senator Richard Briggs Representative David Hawk		
	*Member names in bold indicate those present for this meeting.		

2. DIRECTIONS

Topic

Tennessee Funding Review Engagement

Please list specific supports and services that you would like to see incorporated into the funding formula for each category. (In other words, what supports and services do you think are most important so that the cost of those supports and services 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 prioritize each item as a:

- **Must Have:** Those supports and services required as a result of federal and/or state law, for safety, or similar.
- **Should Have:** Those supports and services 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 supports and services 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 supports and services ideas.

Subcommittee Supports and Services Prioritization

SUBCOMMITTEE FEEDBACK AND REFLECTIONS	
BASE	<p>High-quality, qualified teachers - equal access for all students and pay that supports retention</p> <ul style="list-style-type: none"> • EL teachers • Professional learning <p>High-quality, qualified school and district administrators</p> <ul style="list-style-type: none"> • Assistant principals (1 in each building) • Professional learning <p>Investments to create a physically and emotionally safe environment for students</p> <ul style="list-style-type: none"> • Mental health counselors • Social workers (1 in each building) • Nurses (1 in each building) • Behavioral coaches • School counselors • School safety – personnel to support • Professional development • Investment in infrastructure for safety purposes <p>Investment in facilities and infrastructure</p> <p>High-quality support staff (custodial, maintenance, transportation, substitutes, etc.)</p> <p>Academic supports</p> <ul style="list-style-type: none"> • Instructional coaches

Tennessee Funding Review Engagement

	<ul style="list-style-type: none"> • Intervention specialist (RTI2) • Summer programming • Reading coaches for all but at least underperforming schools • Paraprofessionals for students with disabilities • Specific supports for students with disabilities • College and Career Counselors (11- or 12-month contract) – support clear and streamlined pathways to college or career after high school • Equitable early gifted testing • Professional learning <p>Technology</p> <ul style="list-style-type: none"> • Internet access • Virtual education or digital classrooms • Professional learning <p>High quality materials for all areas</p> <ul style="list-style-type: none"> • Literacy and numeracy materials • Prioritize supports and materials to ensure reading on grade level by grade 3 • Updated media centers and libraries <p>Equitable field trip experiences and extracurricular programming</p> <p>Funded VPK - expansion of availability and expansion of qualifications (currently qualifications are too narrow)</p>
WEIGHT	<ul style="list-style-type: none"> •
DIRECT FUNDING	<ul style="list-style-type: none"> •
OUTCOMES	<ul style="list-style-type: none"> • In agreement with EPSO, AP, industry cert, WBL but want all of these to be included so regardless of the location students have multiple access points • Reading proficiency highest priority <p>Outcomes are for all students but weights for outcomes of underserved students</p> <p>Add: Ontime completion of Algebra I</p> <p>Concern: What additional outcomes might be available to districts who serve limited grade levels (e.g. k-6, k-8)?</p>

Subcommittee Policy Reflections and Feedback

Policy Idea	Subcommittee Feedback
Policy	Content
Policy	Content