Meeting Takeaways and Recommendations
English Learners

1. GENERAL INFORMATION			
Date:	January 18, 2022	**Time:**	12:00 pm – 1:00 pm
Location:	Microsoft TEAMS		
Chair:	Raul Lopez		
Members in Attendance:	**Raul Lopez** **Claudia Cabejerro** **Tara Lentz** **Mauricio Calvo** **Laura Clark** **Louis Parodi** **Jeanne Barker** **Senator Todd Gardenhire** Megan Barolet-Fogarty Meghan Vigil Rebecca Peterson Representative Harold Love Mike Edwards *Bold indicates present		

2. DIRECTIONS
Topic

Please list finalize any recommendations you have. Continue to name the level of prioritization for each. Please also consider the draft initial framework in your discussions. Subcommittees may choose to edit their document from last meeting in lieu of this document.

Next, please consider policy questions outlined in this document. Subcommittees may provide more policy ideas or considerations as well. This meeting and next meeting will include this work.

Subcommittee Supports and Services Prioritization

	SUBCOMMITTEE FEEDBACK AND REFLECTIONS
BASE	• Wrap around services for EL including social workers and school counselors
WEIGHT	• Districts would receive additional funding for certain number of EL • SES, EL and Special Needs should be calculated separately(factor in rural) • Appropriate student/teacher ratio based on the performance level of the student(as they move through tiers) • Maximum ratio for EL student/teacher at school level(will not exceed) • Multilingual EL teachers based on population, according to the proper ration for student/teacher ration(1-30) • Decrease current ratio for counselor/social workers to students

DIRECT FUNDING	- Targeted funding to support more EL student performance - Offer administrator cultural competency training for EL student performance - Funding for communication technology that will eliminate language barriers including communication between the school and parents - Initial assessments(including learning disabilities and special needs) training for assessors(could be teachers), including most appropriate instruments for testing - Specific strategies for EL family engagement - Initiate pathways to higher education for bilingual students to eventually become trained teachers regardless of their citizenship status - Additional pay to teachers offering wraparound services beyond their teaching duties - After school programs or summer camps that receive funding should be aligned with after school bilingual tutoring with content aligned to school assessments. - Establish para professional training and professional development - Access to post secondary teacher training - Reach out more to community partners(including churches) to get involved and to be trained appropriately for services rendered
OUTCOMES	WIDA outcomes(assessment including other measures of student growth and progress.

Subcommittee Policy Reflections and Feedback

Policy Idea	Subcommittee Feedback
Policy: Definition of Economically Disadvantaged	Current: Direct Certification
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	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?
Policy: CTE	Question: Please review the CTE content and provide feedback on how TN may choose to address CTE considerations.
Policy: K-2 Weight	Question from the Steering Committee: How might you consider a K-2 weight or additional investment in the earlier grades?

Policy: Outcomes	Question from the Steering Committee: They would like to see outcomes options for middle school. What outcomes does your subcommittee recommend?
Policy: Outcomes	Question from the Steering Committee: They would like to see other outcomes options for elementary school. What outcomes does your subcommittee recommend?
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	Question: What information should be included in public reporting for school and for district level financials?
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).
Policy: Professional Development and Training	Question: Are there any professional development opportunities or additional supports that should be provided?
Policy	Content
Policy	Content

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