

# Meeting Takeaways and Recommendations

## Title of Subcommittee

### 1. GENERAL INFORMATION

<b>Date:</b>	November 18, 2021	<b>Time:</b>	2:00 pm - 3:00 pm
<b>Location:</b>	Microsoft Teams		
<b>Chair:</b>	Cato Johnson		
<b>Members in Attendance:</b>	<p><b>Cato Johnson</b>  <b>Terrence Patterson</b>  <b>Cardell Orrin</b>  <b>David Jordan</b>  <b>Tyler Bolden</b>  <b>Ted Cornelius</b>  <b>Ryan Hughes</b>  <b>Chris Henson</b>  <b>Dr. Joris Ray</b>  <b>Candy Johnson</b>  Angela Whitelaw  <b>Senator Raumesh Akbari</b>  Rep. Eddie Mannis  Darrell Cobbins  <i>*Member names in bold indicate those present for this meeting.</i></p>		

### 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.

# Tennessee Funding Review Engagement

- **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

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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)

- Develop an Aces score for these youth (Adverse Childhood Experiences)
- Housing, social health determinants – impoverished communities – not just looking at the LEA or community but also within and beyond
- Really truly following the students – funding is often district or community level – but there is often diversity within the communities
- Telehealth and mental health sites in schools
- Nutrition – not just providing food but ensuring it's nutritious food
- Local ability to pay
- Cost of living, housing, cost of doing business in urban areas
- Sub-communities where poverty is higher (for example north Nashville in Williamson) - seems like funding often just goes to the district or larger community – need to look at these subcommunities
- Take into account - Youth victimized by crime, household composition, foster care, youth who have significant adult in their life who is incarcerated, migrant families, students' self-identify (gender, cultural)
- Undocumented families and students – they don't get captured in the ED component of funding formula because they aren't Direct Cert (want to capture all families)
- Weighting for multiple aces and other matters – health, mental health, housing, etc.
- Transience and mobility of students
- Workforce -- making sure school districts have the things they need in relation to workforce – how can workforce support districts (ex. healthcare academies for school districts) – pathways, apprenticeships, - providing lots of opportunities for youth
- Counselors- ideal ratio is 1 to 500 but in many cases it's 1 to 900
- Ratio of nurses to students

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- Non-profits have mentoring programs – wonder if companies and businesses would join to mentor students to walk along side youth to help kids be career ready
- Exposure to workforce at early age – raise expectations
- Ready graduate / CTE – how urban schools are accessing funding and opportunities as compared to others
- Issues that exclusively affect youth who live in urban areas- what issues do they face that are different? Qualifier – public housing, access to reliable internet
- Health matters – affects on school attendance
- Would like to see Handle with Care implemented across the state
- Social and emotional resources – possible poverty weighting
- Vaccinations – healthcare workers are going to have to vaccinated kids and teachers – what else needs to be done
- Facilities
- Consider the whole child model throughout the process
- Systemic matters in isolation between systems (TANF, workforce development, Medicare – how do you integrate funding systems to wholly serve the students
- Zoning – can affect the way to bring diversity into schools

Group wants to leave this as a brainstormed list for the moment. They will add to it and begin categorizing next meeting.

Recommendation from the Chair for the committee to seek comments and ideas from others in their community in all sectors.

Needs:

List of barriers our students face

List of all subcommittees

