

Adequacy/Distribution Workgroup

Commission to Study School Funding

Meeting Agenda

5/7/20

- 10:00 Begin, check tech access for workgroup members and call-in access for public
- 10:10 Review and revise as needed the current task list, amended to reflect Commission Discussion
1. Develop a definition of adequate education
 2. Identify disparities in opportunities and outcomes
 3. Suggest a framework for a distribution of effort/funding that remedies disparities
 4. Ensure a uniform and equitable design for financing the cost of an adequate education
 5. Establish means for on-going review and accountability
- 10:30 Begin consideration of our approach to the definition of adequacy.
- a. A starting point from Jay –
Consider the public’s most general observation about the cost of education (why do I have to pay for it), why does it cost \$20,000 to educate a student? And the answer is it doesn’t. And that’s why the discussion of an adequate education is so important. Think of all the services described in statute that aren’t in the definition an adequate education--Special education, out-of-district placements, career-technical education, early childhood education and pre-school (for some districts), school counseling and psychological support, athletics, breakfast, administrative overhead as a taxing district, agreements with other districts for upper-grades, billing for reimbursable services like Medicaid to Schools, school safety, crossing guards.
 - b. Statutory and court references – What has changed since these were enacted that is relevant to our task? How inclusive will we be in our definition? How have court decisions referenced “disparities” and “equity?” (see the attached summary of judicial language on this topic, written by Jordan); What did the 2008 Joint Legislative Committee conclude (pp. 24-26 in <http://www.gencourt.state.nh.us/statstudcomm/committees/1506/documents/2008%20JLO%20on%20Costing%20an%20Adequate%20Education.pdf>) → Carsey review, building on Rick’s summary
 - c. How do we define “disparities?” See I-Platform <https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/iplatform>
- 11:20 In light of our discussion, what would we like to know from the consultant? This will be a key focus in the first phase of their work. What other data or reports can we access now?

11:40 Setting benchmarks for our work – timelines for first two tasks, confirm weekly meeting schedule; May 18 agenda? Do we want additional meetings?

12:00 Adjourn