

Adequacy/Distribution Workgroup
 Commission to Study School Funding
 Oct. 22, 2020, 3-5 pm

Present: Jay Kahn, Val Zanchuk, Barbara Tremblay, Iris Estabrook, Jane Bergeron-Beaulieu, Bill Ardinger. Also in Attendance: Bruce Mallory, Jordan Hensley. 9 public attendees.

Just after 3pm Jay Kahn welcomed the group and called the roll. Minutes from the previous meeting were approved unanimously by those in attendance.

The meeting began with the work group looking over the draft outline/table of contents of the final report.

Jay – when we talk about adequacy, my sense is that we have the AIR report in an outcome based model, the average cost per student is ~\$17k, and that number will vary by student needs and district characteristics. Given that, are there other perspectives on how we talk about adequacy?

Val – from my perspective, we know what the cost is, but we haven't equated that to adequacy. We know the base cost to get an average outcome, but within that there is spending that may not be defined as adequacy. Example of football away games given. All those other expenses are within total cost, but are they part of adequacy. How do you separate the costs lumped into the cost equation with those that are the base adequacy requirement? Don't see them as equal.

Jay – One thing we need to do is note it as opportunity for adequate education.

Iris – Val has put his finger on one thing that is troubling me. Also still a little cloudy how we've defined adequacy. Thinking about it as the opportunity to achieve the average outcome. Still stuck then, on how does that evolve over time? Going back, the number one thing I'm stuck on – Drew's presentation on regression didn't help me at all. Think the index of outcomes is spot on, but don't understand how that moves to create the weights.

Jay – our student count is a weighted count, and districts and towns are funded based on that count.

Discussion was had about Drew's presentation on Monday and the system of weights and educational cost model as it relates to the education cost model. There was also conversation about the importance of being able to explain the cost model in layman's terms and an understandable way. Further topics included:

- differences between input and output approaches (and their relative pros and cons),
- the definition of the opportunity for an adequate education,
- implementation and considerations for LBA,
- what happens to the formula over time,
- changes between 2008 and the present,
- how the input and outcome models converge,
- accountability and data considerations for moving forward,
- potential staffing impact at DOE for accountability of student outcomes,
- new data to be collected such as teacher and staff turnover rates
- Relationship between the ConVal plaintiff's work and AIR's efforts
- How to address state's obligation dollar concerns
- Categorical aid

Full video of the adequacy meeting can be found at: <https://carsey.unh.edu/school-funding/resources/meeting-documents-video>