Engagement Workgroup Report Drafting 10/29/2020

Materials Reviewed and Links to Engagement Summaries available as of 11/2
- **Overview:** https://carsey.unh.edu/sites/default/files/media/2020/10/schoolfunding_engagementupdate_10192020.pdf
- **Crosswalk:** https://carsey.unh.edu/sites/default/files/media/2020/10/schoolfunding_publicengagementoverview_pointscrosswalk_draft3_10262020.pdf

Outline for Report

- Overview of Study of Public Needs and Concerns
- How did it occur
- Who did we hear from
- What were the themes, concerns and needs that persisted

Engagement Overview

- What strategies did we use?
- Who did we hear from?
- What did we ask?

Key themes and points

The issue of inequity is across every single group -- There is current recognition that the current system is not equity. does not provide equitable opportunity for adequacy.

There is a need for local property tax relief -- this comes out in the public comments and engagement activities.

 It's an important part of the conversation in terms of policy

 Those on fixed incomes and need for local property tax relief is clear -- (linked to circuit breaker conversation (local and state) in Fiscal Policy Workgroup -- a principle)

  Tax deferral program -- it is called the elderly tax referral program is at the municipal level and decisions are made there which makes it very complex to organize and implement -- the state could help with making them actionable.

The local cost of Unfunded mandates are brought concerning in most in engagement activities, local districts have to pay and the state doesn't increase it's share when it puts requirements in place.

There is a question about disparity both from a tax standpoint, poverty standpoint, and a racial standpoint -- the student input made this clear and others brought this up in terms of Racial inequities and in relation to ELLs and Class.

    Workgroup wanting to learn more about this in terms of equitable funding…

Student-centered comments around funding -- the funding should be focused on student needs around the state.

    What do people know about how money is allocated to districts

    People recognize the differences in resources across/between/among districts

There is a concern and conversation about how the Pandemic has affected student needs and funding -- there are short-term and long-term needs

    There is misunderstanding or want for understanding about how this fits into the school funding formula conversation

There is a concern about maintaining teacher quality especially in relation to teacher and staff salaries, turnover and retention in terms of bolstering staff development over time -- people also brought up leadership turnover

    How does this relate to the differing costs of living in the state?

    What does it mean for addressing equity and student performance?

There needs to be a conversation about revenue and how people understand the funding -- For instance, the current revenue satisfies the current needs but that may change. This is a question for people -- People are concerned: What might be new taxes on the table? Is there enough right now? -- The conversation in Commission -- not how much but how it is distributed.

    How much is appropriated to each district to meet student needs and outcomes? There is a substantial difference among students' opportunity for an adequate education.

    AIR has shown the cost of providing an adequate education differs among districts and communities in NH.

    Why is the estimated cost of education coming from the AIR model -- this does not relate to the fiscal capacity of the town but rather the needs of students. When you look at the towns' ability to pay that is when the taxpayer inequities begin to come in.

    AIR has found that that perception is true, as has the engagement activities.

Unique inputs and perspectives

Youth and linkages to Educator perspectives -- Having enough staff to provide the unique curricular opportunities that are important to them. *We love our teachers and we want experiences in school beyond the basics. (equal opportunity for an adequate education -- equity, linking to class size, staffing, offerings)*

Accountability measures are not part of the current model -- adequacy of staff at the dept of education accountability measures, need pull out the various needs around accountability into a single thought

    Who determines specifics of outcome measures and levels of acceptable outcomes?
    Once this is determined, who monitors this process? Do we have the capacity?
        ESEA has a model for this (ex. Local education improvement plans), we don't see an emphasis now.

Culture of Education and shifts in need, equity and accountability: Energy across the state for educational improvement and funding for education.

    Workforce development in terms of equity in the creation of the workforce
    Whole student-centered approach to funding schools
    Balancing local and state funding and partnership

Who can we look to right now for guidance? Sustainability in terms of grant funded efforts

    Tie in accountability for an adequacy system -- look at the guidance and oversight of Title I for example, "tighter and progressive" system in some ways.
    PACE program -- There are pilots around the state and understanding this work in the schools that are implementing them. This is a grant funded program in which funding has been decreased over the years. It may not be sustainable.
    Social Emotional Supports were also grant funded for districts who couldn't raise funding, then the grants go away and that's not equitable or sustainable.

Conversation and Questions before Us -- Implications Down the Road in Terms of Accountability and Shifts in How Education Works

The role of SWEPT and how it is used? -- How does it work and can it work differently.

    How it is used?
    How it is distributed?
    How does it fit in with the general funding of schools.

What would we expect to see if this student centered outcome based funding model is successful? What additional measures, outcome impact variables, reporting are needed? What DOE resources support the funding model? For instance, equitable salary structure, lower turnover rates, proficiency scores, career preparation course/experience participation, workforce filling. Are state funds being applied to differential need categories?

Walking toward an outcomes based model -- how do we determine what that is and measure it across difference in student and community needs with an attendance to equity -- graduation rates, testing scores, and attendance rates

When the current system was created in 2008, we were not working from a competency-based and student-performance model, since then the system of how we educate students has changed since then and continues to in 2020 moving forward -- so what is the benchmark now? What are the thresholds for outcome measures that tell us a student has an opportunity for an adequate education?

Who will moderate the data to help school districts help meet students' needs?
How do we impact students' learning with this new model?
How will we monitor the threshold benchmarks? This is a policy and implementation issue which is complicated compared to the input-based model that has been used.
Legislators need to write a law that defines a starting point and a way that ~~is~~ changes and evolves over time as teaching and learning changes in schools -- need to write it in a measurable way to hold accountability -- it is more challenging than a number and a check

We Recommend Additional Public Outreach and Education in Terms of the Commission's Work -- Who?

- Legislators Learning Exchange for new members
- The BIA and Chamber of Commerce -- Business community it key
- Business and Education Coalition -- Tom Raffio
- NH Department of Education
  - Superintendents
  - Business Managers
  - Special Education Managers
- City Managers -- NH Municipal Association
- <mark>Local city councilors and selectboard</mark>
- Editorial Boards that we need to meet with and explain
- Groups representing marginalized communities -- English Language Learners, NAACP, Welcoming NH, Economic Vitality NH
- School Funding Fairness Project
- Higher Education Groups
- County Commissioners
- Stakeholders representing educators and school district leadership and staff -- School Board Association
- Young Leaders -- Youth organizations and leaders <mark>NH Youth In Government</mark>
- Career and Technical Education -- 28 CTE directors/~~principles~~ principals(remember the 'pal' in principals!)
- Parent and Family Voices Groups -- NH Family Voices, NH Partners in Education
- Former Coalition Communities