

FSF Working Group: Meeting #3 Meeting Minutes

Meeting Date: August 18th, 2022

Meeting Time: 12:30 PM - 1:30 PM

Members Present: Alan Ong, Constance Asiedu, Charlie Huang, Chris Caruso, Elizabeth (Liz) Haela, Gabrielle Cayo, Greg Faulkner, Jan Atwell, Jasmine Gripper, Kaliris Salas Ramirez, Maria Villalobos, Mark Cannizzaro, Mary Vaccaro, Masis Sarkissian, Melessa Avery, Michael Athy, Paullette Healy, Randi Levine, Reana Akthar, Sam Weinberger, Santa Soriano Vazquez, Sheree Gibson, Tazin Azad, Ted Leather, Tom Sheppard, Kana Ervin, Chair Rita Joseph, Krista Olson, Angela Green

NYC Department of Education Staff Present: Emma Vadehra, Dan Weisberg, Benjamin Schanback, Erin Gehant, Jermaine Robinson, Katherine Maro, Lawrence Pendergast, Nathaniel Styer, Rana Khan, Xavier Edwards, Amalia Orman, Elizabeth Hoffman, Jenna Lyle

All presentations from the meeting are available on the NYC Department of Education website at:

<https://infohub.nyced.org/reports/financial/financial-data-and-reports>

1. Welcome

COO Emma Vadehra opened the meeting and welcomed participants and introduced Co-Chair Jasmine Gripper to start the meeting. (Co-Chair Dia was not able to join.) Jasmine acknowledged feedback from participants around the scope of the work and the time available for the work. She noted that in response to recent feedback from participants, an additional group would be added to discuss expanding the scope of the work beyond the current goals and timeline.

2. Content Presentations and Opportunity for Questions and Comments

Facilitator (Erin Gehant) noted that, based on feedback from participants, DOE prepared a presentation to provide a deeper content dive into the Fair Student Funding Formula and introduced Ben Schanback, Acting Chief Financial Officer, to review the presentation. Ben shared details on the Base Inputs of the FSF Formula, Special Population Weights (including weights and dollar amounts for classifications of students with disabilities, AIS, English language learners), portfolio weights (including CTE, specialized academic, specialized audition and transfer high schools). Ben also shared additional context around other funding streams schools receive outside of the FSF, and the distribution of FSF as a percent of the total school budgets.

Questions and discussion about the use of average teacher salary; the growing number of students with disabilities and the need to appropriately fund schools to ensure students needs are met; funding for social workers; the base allocation, the longer-term needs of schools after COVID, and specific criteria to determine poverty; DOE committed to come back on a couple of very specific questions.

3. Input From the Group

Participants were provided a JamBoard to identify the broad problems with the Fair Student Funding Formulas. Responses included addressing the constantly changing needs of students, teachers and parents, particularly as we recover from the pandemic; providing the public with more information or tools to understand FSF to be able to hold DOE accountable; and the need to examine funding for the

base allocation. Further, participants shared that the group should consider weighting different special education classifications differently.

4. Issue Area Small Group Breakouts

Participants transitioned into small group break outs in the following categories, based on issues identified by participants and DOE:

- Special Populations Weights
 - Including Student with Disabilities, English Language Learners and Academic Intervention Services
- Poverty: Rates and Weights
- Meeting the Diverse Needs of All NYC Public Schools
- Portfolio Weights
- Public Engagement
- Potential Future FSF WG Scope

Participants worked to summarize the problem within the small group, identify what they know about the problem, what they want to know, and what additional context or information do we need to solve our problem.

5. Closing

Participants were asked to complete a feedback survey so that Co-Chairs could utilize that information to plan more effectively plan the Working Group meeting going forward. There was discussion about the need for additional time for the group to learn and engage collectively. There was also discussion about elevating and respecting the roles of the students on the working group.

Co-Chair Jasmine Gripper acknowledged the comments and noted that she was taking notes on their comments. Participants were asked to complete the feedback survey, which would be emailed in a follow up email.