



Fair Student Funding Working Group Meeting #2

August 2022

Agenda

- Welcome
- Revisit Working Group Goals and Norms
- Announce Elected Co-Chairs
- Building Background Knowledge: Fair Student Funding
 - 2019 Task Force, Randi Levine
 - FSF: An Intro, Ben Schanback and Rana Khan
 - NYC's FSFF Model, Dr. Margaurite Roza
- JamBoard Summary and Proposed Breakout Issue Areas
- Next Steps

Welcome and Introductions of Additional Members

- Welcome
- Introductions in the Chat
- Sharing the Member List

Goals of the FSF Working Group

- Reviewing and making recommendations relating to the Fair Student Funding formula, including the categories, types of students, grade levels, and weights within the formula, in order to best meet the needs of students citywide, while keeping equity at the core of our work.
- Developing recommendations in time to inform the FY 2024 FSF formula

Norms

- Transparency, visibility, and discussion will be prioritized
- Assume positive intent and lead with intentionality—if a disagreement does arise, it will be proactively addressed
- Step up and step back – making space for all to share

Elected Co-Chairs

- Review of the Process
- Selection:
 - Jasmine Gripper, Executive Director, Alliance for Quality Education
 - Dia Bryant, Executive Director, Ed Trust-New York
- In the Chat, please share:
 - *As a WG Member, what do you need from your Co-Chairs throughout this process?*



2019 FSF Task Force Overview

Randi Levine

Policy Director, Advocates for Children

Fair Student Funding: *A Quick Introduction*



August 2022

Fair Student Funding is the Primary Funding Source for Most Community District Schools

- Each school's Fair Student Funding allocation is calculated based on the **number of students enrolled** at each school, and the **specific needs of those students**.
- This budgeting method is called a “weighted student funding model.”
- Pupil needs are “weighted” based on the cost of meeting the educational need.
- This is how many school districts across the country budget.
- FSF makes up roughly two-thirds of community district school budgets.

Fair Student Funding Pays for K-12 Classroom Staff and Student Supports at DOE Community District Schools

- FSF Funded Classroom Staff and Student Supports include:
 - School leadership: Principals, Assistant Principals, Deans
 - Classroom staff: Teachers (both General Education and Special Education) and classroom paraprofessionals
 - Pupil support: Guidance counselors, social workers
 - Administrative support: School aides, secretaries
 - School-based purchases: classroom supplies and services
- Services funded outside of FSF include:
 - Mandated Individual Education Plan (IEP) related services and IEP paraprofessionals (e.g., speech teachers, occupational therapists, and 1:1 paraprofessionals)
 - Pre-K and 3-K programs
 - Charter schools and District 75 schools

Fair Student Funding Revolutionized School Budgets by Allocating Funding to NYC Schools According to Student Need

- Prior to the adoption of Fair Student Funding in 2007, school budgets, aside from limited federal funding, were not systematically set according to student need.
- FSF was adopted in 2007 in response to the 2007 New York State Court of Appeals ruling in the Campaign for Fiscal Equity case.
 - FSF, for the first time, directed additional funding to schools according to student need, e.g., academic need, students with disabilities, and English Language Learners
- The FSF formula has not been static – it has been improved and refined over the years, including changes to AIS and Special Education Weights in SY 2012-13 and enhancements to ELL weights in SY 2016-17.
- Additionally, new funds have been invested in Fair Student Funding as new resources became available.
 - Last school year, for the first time ever, all schools were fully funded according to the Fair Student Funding formula.

The SY 2022-23 Fair Student Funding Weights

<u>Grade Base Weight</u>	<u>Weight</u>
Grades K-5	1.00
Grades 6-8	1.08
Grades 9-12	1.03

<u>Academic Intervention</u>	<u>Weight</u>
Poverty K-12	0.12
Below Standards 4-5	0.25
Below Standards 6-8	0.35
Below Standards 9-12	0.25
Well Below Standards 4-5	0.40
Well Below Standards 6-8	0.50
Well Below Standards 9-12	0.40
Heavy Graduation Challenge (OAUC) ¹ Over-the-Counter (OTC) 9-12	0.40

<u>English Language Learners</u>	<u>Weight</u>
Standalone English as a New Language (ENL) K-5	0.40
Standalone English as a New Language (ENL) 6-12	0.50
Bilingual K-5	0.44
Bilingual 6-12	0.55
Commanding K-5	0.13
Commanding 6-12	0.12
Students with Interrupted Formal Education (SIFE)	0.12

<u>Special Education</u>	<u>Weight</u>
Low Intensity <=20%	0.56
Moderate Intensity 21% to 59%	1.25
Less Inclusive >=60% K-8	1.18
Less Inclusive >=60% 9-12	0.58
More Inclusive >=60% K	2.09
More Inclusive >=60% 1-12	1.74
Post IEP Transitional Support	0.12

<u>Portfolio High Schools</u>	<u>Weight</u>
Career and Technical Education (CTE) Tier 1	0.26
Career and Technical Education (CTE) Tier 2	0.17
Career and Technical Education (CTE) Tier 3	0.12
Career and Technical Education (CTE) Tier 4	0.05
Specialized Academic	0.25
Specialized Audition	0.35
Transfer Heavy Challenge (OAUC) ¹	0.40
Transfer Non-Heavy Challenge	0.21

How The FSF Weights Work – If the Per Capita Were \$1



Sam



Alex



Overall, Fair Student Funding Has Directed Funding to Student Needs

- The data shows our budget allocation methodology directs additional resources to schools with concentrations of high need students.
- For example, we know that our schools with the highest share of students in poverty receive an average of 26% more per capita funding than our schools with the lowest share of students in poverty.
- Similar patterns exist for students in temporary housing (27%), students with disabilities (36%) and English language learners (14%).
- Equity remains a core value for us as we continue to discuss and improve the formula for next year and beyond.

DOE Has Engaged With NYC Leaders to Improve, Refine, and Expand FSF Since It Was Adopted

<u>School Year</u>	<u>Floor</u>	<u>Notes</u>
2012-2013	76%	Revised AIS & Special Education Weights (\$179 million)
2013-2014	81%	Floor Raised to 81% (\$17 million)
2014-2015	81%	
2015-2016	82%	Floor Raised to 82%; Targeted Floor Raises (\$59 million)
2016-2017	87%	Floor Raised to 87%; ELL Weights Revised (\$170 million)
2017-2018	87%	
2018-2019	90%	Floor Raised to 90% (\$125 million)
2019-2020	90%	
2020-2021	90%	
2021-2022	100%	Floor Raise to 100% (\$600 million)
2022-2023	100%	
2023-2024		What we're going to work on!

Weighted Student Funding and NYC in the National Context

Dr. Marguerite Roza
Director, Edunomics Lab
Georgetown University



JamBoard Issue Areas



Managing expectations on the role of FSF as opposed to other streams. Also - expecting some non-closure/recommendations on issues outside of FSF. - Dia B.

FSF to test scenarios such as adding/changing weights with a focus on equity. Our office is also interested in understanding how to provide school budgets with greater stability in an era of declining enrollment and addressing the

Maintenance of Equity - Dia B.

Creating weights that are reflective of the living factors (average teacher salary/rolling enrollment/poverty)-P aulette

Hoping that the engagement process is thorough (not rushed) and included in final recommendations. Geneal Chacon

scenarios-- for example adjusting weights with a focus on equity. We are also interested in better understanding how longer term to provide school budgets with more stability against declining enrollment and how best to

Look at programs that students in school communities need and be suer to fund them.

Ensuring that schools are equitably funded in a way that elevates the needs of students, schools and communities, and in a way that does not promote scarcity.

K-2nd Grade and high school parent Tazin

Providing ample time with public to digest information presented and approach them without a fixed decision or perspective -- see how public feedback can shift our methods. Reana Banana

schools are first funded to meet all the basic needs of a school (teacher in every class, sufficient support personnel, supplies, etc) and then a need based formula applied. We cannot ignore how class size (breakage) and

Understanding weights and communicating them with the public, allowing for ample time to digest with the public and approach them without a set perspective (Reana Banana)

Transparency. Equity. Financial sustainability. And a structure that creates the conditions to maximize value of dollars for students. Marguerite Roza

(3) To ensure public engagement will include feedback from those charged with executing any changes--school principals (Athy)

historically underfunded communities and finding funding solutions to provide equitable resources that is sustainable (SWD, STH, ELLs, newly immigrants, student in foster care, families living in high

instruction and key programs for all students, including students from "special populations" who may need additional support (students with disabilities, ELLs, students in temporary housing, etc.), particularly at a time of declining

Use evidence and data to make changes needs to have an impact on our most vulnerable students, not subjectivity or the notion of a "demand" - Dr. Kaliris Salas-Ramirez

intersectionality between SWD and MLL Tazin

Being able to consider future changes (bills, policy changes) and its impacts on schools budgets - Dr. Kaliris Salas

Looking at the elements in the FSF Budgets that ARE NOT FAIR or that cause school's more harm than good. Melessa Avery

Gentrification, Segregation and their impact on the inequitable access to school funding Tazin

Communicating during each stage (honestly and transparently) with the public (including ALL stakeholders, esp students) can help garner support and keep us aligned with a goal of equity. (Reana Banana)

(2) For the group to take into consideration "outside of FSF" practices & funding that can be utilized to support equity in overall funding. Athy

(4) For the group to keep in mind that FSF is not an isolated budgeting mechanism, but is meant to be a driver for school improvement within a quasi-marketplace of schools for parents (Athy)

(1) For the group to model its recommendations to ensure they are practical. (Athy)

Understanding why each weight category is included and how each weight is established. (Sarita Subramanian, NYC IBO)

Addressing the variance in needs and resources while maintaining equity. - Dia B)

(1) For the group to model its recommendations to ensure they are practical.

Equity for our most marginalized students (STH, SWD, ELL) and having the ability to differentiate in needs - Dr. Kaliris Salas-Ramirez

Funding for students with disabilities, including addressing the issue of breakage - Randi Levine

(5) Considering last night's results; the group should consider a weight to provide additional emotional support for us Yankee fans. (Athy)

Racial Justice & Equity- Jasmine Gripper, AQE

Paulette-Eventually would like to have a conversation about changing the format of enrollment at our Transfer schools. \$\$ does not follow students in that scenario and leaves these schools understaffed and unable to service SWD

Title 1/ Poverty weight/ Compounded inequities Tazin

I wanted to bring a real-life experience point to the members, so they get an understanding of the effect on the unfair elements in the FSF Budgets and how they harm schools. Melessa Avery

FSF is 2/3 of the DOE spending but, for some schools, it is almost all of their dollars. This should be examined as well. Mark Cannizzaro

Transparent conversations about how budgets are developed and where the resource hoarding is occurring and how to redistribute resources -- Dr. Kaliris Salas-Ramirez

Transparent conversation, factual data, underfunded populations ELL, MLL, STH - Title 1 finding solutions fully fund school improvements

Equity for students from marginalized communities - Randi Levine

Multilingual / Language access

I think we sh value the feedback we heard at our previous meeting on FSF, and clearly address some of the funding weights that are seen as inequitable.

Marina: equity and racial justice, where students with the least resources get the most supports

JamBoard Summary

- **We want to engage in Critical, Equity-Centered Analysis of the FSF Work**
- **We understand that the FSF formula is part of a larger policy context**
- **We want to examine the difference between Weighted Student Funding, Position Based Funding and Program-Based Funding**
- **We want to focus in on the impact of the FSF Formula on Students with Disabilities, English Language Learners and Students in Temporary Housing**
- **We want to ensure that we understand the implications of recommendations by utilizing financial models prior to finalizing recommendations**
- **We believe that the work of this Working Group and Subsequent Public Engagement should be transparent**
- **We want to think critically about the weights themselves and change them, particularly the aspects that are harmful to schools**
- **We want to be working towards a clear goal in our time together**

Proposed Working Group Interest Areas

- 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

Across 1-4: DOE, IBO, Edunomics will support analysis

Working Group: Proposed Timeline

July

- Launch and identify Chairs
- Review current Fair Student Funding Formula (FSF)

August

- Presentations from experts
- Consider specific opportunities for improvement and potential solutions

September

- Consider specific opportunities for improvement and potential solutions
- Conduct public engagement sessions

October

- Finalize recommendations

List of Meeting Dates for the Working Group

- Meeting #2: Thursday, August 4th, 12pm to 1pm
- Meeting #3: Thursday, August 18th, 12:30pm to 1:30pm
- Meeting #4: Thursday, September 1st, 12:30pm to 1:30pm
- Meeting #5: Thursday, September 15th, 4pm to 5pm
- Meeting #6: Thursday, September 29th, 4pm to 5pm
- Meeting #7: Thursday, October 13th, 4pm to 5pm
- Meeting #8: Thursday, October 27th, 4pm to 5pm

FOR MORE INFORMATION

FairStudentFunding@schools.nyc.gov

www.nyc.gov/schools