



Fair Student Funding Working Group Meeting #8

October 27th, 2022

Agenda

- Welcome from the Co-Chairs
- Share Appreciations and Engage in Reflection
- Engage Deep Dive of the Draft Report
- Final Wrap Up and Next Steps

Ice Breaker

- Find Five Things in Common
 - Break up into dyads or triads
 - Each small group will develop of list of five things that they have in common
 - We will then share out, if participants are comfortable, the five things that we have in common with our fellow working group members

Part I: Appreciations and Reflections



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 gamer 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 :)

(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

Themes From Our Original JamBoard:

- 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 in the Working Group

Part II: Proposals and Comprehensive Modeling



Discussion of the Models/Proposals

- Given the models provided:
 - What questions do you have about the models?
 - Are there any implications for the report and our top recommendations, given the modeling?
- Feedback from public to the Fair Student Funding Inbox

Part III: Review the Report Final Draft



Review the Working Group Report Final Draft

- Norms for the report review process.
- Co-Chairs walk the group through the report by section.
- Participants are given time to review the report and engage in question and response on the section.



Part IV: Next Steps

I oppose the proposal to reduce portfolio high school weights for CTE, specialized, audition, and transfer schools. Funding must not be cut from these schools

Next Steps

- Report Release Process
 - Final edits from this meeting will be integrated into the report by COB Friday, October 28th.
 - Working Group Members will receive a confidential version of the final doc by Monday, October 31st at noon.
 - The final version of this report will be submitted to the Chancellor immediately following, as well as posted on the NYC Public Schools webpage at that time.
 - Any other thoughts on release from this group?
- Additional Recommendation from our Co-Chairs
 - Reconvene the group to address the prioritization of the thoughts/ideas that were beyond the top five recommendations

Closing

Turn to a Partner:

- To end our series with an eye towards aspiration
 - If you had a magic wand, what would you change in our system?

As a Whole Group

- What are your hopes for this report moving forward?

