

# Meeting Takeaways and Recommendations

## English Learners

### 1. GENERAL INFORMATION

<b>Date:</b>	January 4, 2022	<b>Time:</b>	12:00 pm - 1:00 pm
<b>Location:</b>	Microsoft TEAMS		
<b>Chair:</b>	Raul Lopez		
<b>Members in Attendance:</b>	<p><b>Present:</b></p> <p><b>Raul Lopez</b> <b>Laura Clark</b> <b>Tara Lenz</b> <b>Luis Parodi</b> <b>Jeanne Barker</b> <b>Megan Barolet-Fogarty</b> <b>Representative Harold Love</b> <b>Senator Todd Gardenhire</b> <b>Claudia Cabajerro</b></p> <p>Megan Vigil Mauricio Calvo Becky Peterson Mike Edwards</p> <p><b>*Bold indicates present</b></p>		

### 2. DIRECTIONS

Topic

# Tennessee Funding Review Engagement

Please list specific supports and services that you would like to see incorporated into the funding formula for each category. (In other words, what supports and services do you think are most important so that the cost of those supports and services can be included. It does not mean a district MUST spend money in a certain way, only that they would be funded to do so).

Please prioritize each item as a:

- **Must Have:** Those supports and services required as a result of federal and/or state law, for safety, or similar.
- **Should Have:** Those supports and services that may not be mandatory but are essential to ensure the student or student group receives access to a quality education.
- **Nice to Have:** Those supports and services that are not mandatory and not essential, but (1) may provide a clear and added benefit to students and (2) have a clear return on the investment related to student achievement and future success.
- **Long Shot:** All other supports and services ideas.

## Subcommittee Supports and Services Prioritization

	SUBCOMMITTEE FEEDBACK AND REFLECTIONS
BASE	<ul style="list-style-type: none"><li>• <b>Must Have:</b> Bi-lingual EL teachers based on population, proper ratio for student/teacher(1-30), access to post secondary teacher training, to initiate pathways to higher education for bi-lingual students to eventually to become trained teachers regardless of their citizenship status, targeted funding to support more EL coaches at the school level, reach out more to non-profits and churches to get involved, wrap around support for EL including social workers and school counselors, specific strategies for EL family engagement, funding for communication technology that will eliminate language barriers including school communication, initial assessment(including learning disabilities and special needs) training for assessors(could be teachers) including most appropriate instruments for testing, decrease the current ratio of counselor/social workers to students, additional pay to teachers offering wrap around services, establish para professional training and</li></ul>

# Tennessee Funding Review Engagement

	professional development, curriculum?(will have follow up information for 5 <sup>th</sup> meeting), offer administrator cultural awareness training for EL,
<b>WEIGHT</b>	<ul style="list-style-type: none"> <li>Must Have: Appropriate teacher/student ratio based on the performance level of the student(as they move through tiers), after school programs or summer camps that receive funding should be aligned with student performance, districts would receive additional funding for certain number of EL, maximum ratio student/teacher at school level(will not exceed), SES, EL and Special Needs should be calculated separately(factor in rural effect),</li> </ul>
<b>DIRECT FUNDING</b>	<ul style="list-style-type: none"> <li>Must Have:</li> </ul>
<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>Must Have: After school bi lingual tutoring with content aligned to school assessments, WIDA outcomes</li> </ul>

## Subcommittee Policy Reflections and Feedback

Policy Idea	Subcommittee Feedback
Policy	Content
Policy	Content
Policy	Content
Policy	Content
Policy	Content

