



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Exploring a New School Funding Model Together

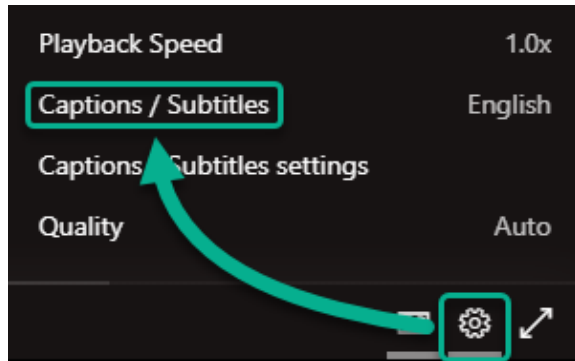
*Ensuring Equity, Sustainability and
Transparency Across DCPS*

August 2021 Engagement

Servicios de Interpretación Disponibles en: bit.ly/dcpsespanol



Subtitles, Sous-titres, Subtítulos



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Seleccione **Captions/Subtitle**.

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Welcome to Microsoft Teams


- Use the Q&A feature to...



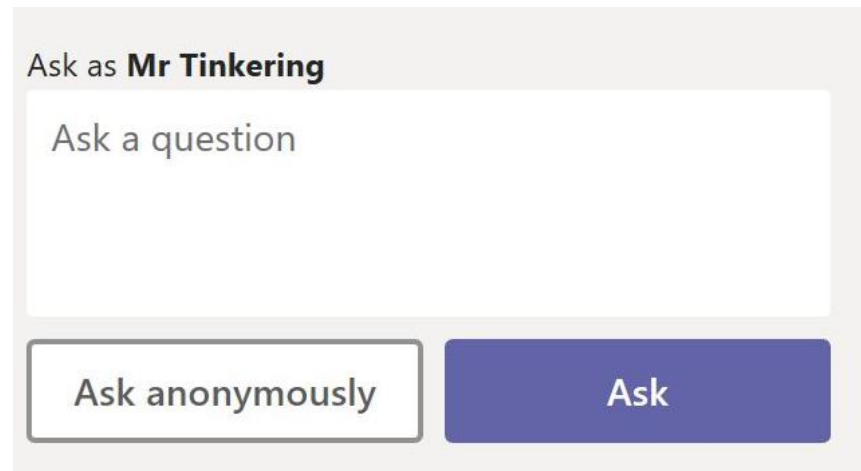
Ask questions



Share insights you might have



Upvote other questions and comments by pressing the thumbs up button



Agenda

- **Welcome and Overview of the Budget Model Considerations**
- A Reminder of Where We've Been
- Key Updates
- Next Steps and Questions

Welcome

Chancellor
Lewis D.
Ferebee



The call for equity, sustainability, and transparency

- DC's per student funding is currently one of the highest in nation, yet many feel that students and schools are being shortchanged.
- A significant amount of DCPS budget data is available to the public and communities have many ways of providing input, yet many feel budget decisions are opaque, top down, and unfair.
- There has been dissatisfaction expressed related to the Comprehensive Staffing Model, which is DCPS' current school funding model.
- DCPS' model needs to be sustainable over time.



The current model has some strengths and many opportunities for growth.



Bright Spots

- ✓ DCPS **invests more in its students'** PreK-12 education than similar large urban districts.
- ✓ **Student achievement has grown** considerably and continues to outpace other urban districts.
- ✓ DCPS continues to **prioritize spending *in schools***, and **among students in poverty** in particular.

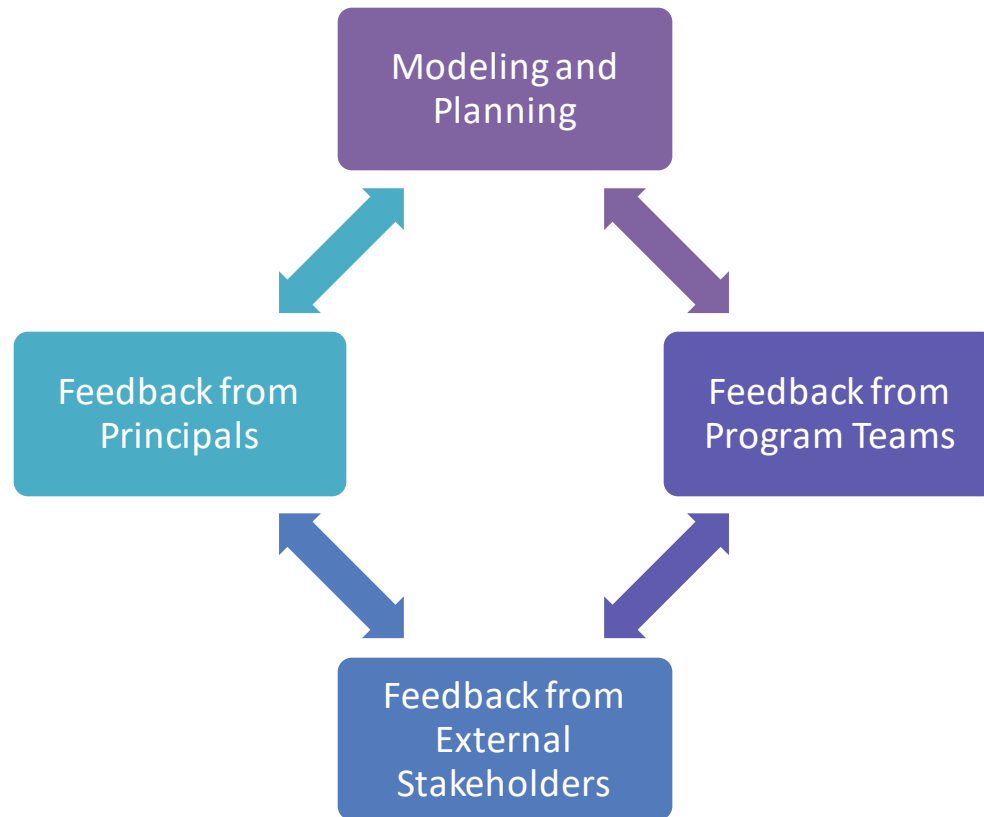


Opportunities for Growth

- Total **per student spending varies across schools**, even after adjusting for varying student needs; this inequity is most pronounced in secondary schools.
- DCPS believes that small schools are important, but they are inherently more costly. We must ensure that **higher spending in small schools** is accompanied by a better student experience.
- We have an opportunity to create a model that increases **equity**, while maintaining financial sustainability.
- We hear from our community that they want to better understand how funding is allocated with a more **transparent** model.

Source: Education Resource Strategies Resource Study Findings

Building the new budget model is iterative and has included input from multiple stakeholders.



Why Now? After a Pause, the Time is Right



- As we recover from the pandemic, we will go deeper on our core strengths and with our community to rebuild—***stronger than before.***
- Central to our continued progress is ***adapting our budget model to align even more strongly with our key principles*** of equity, transparency, and sustainability.
- With the shift our families were experiencing due to the COVID-19 public health pandemic, ***we wanted to spend more time engaging*** our educators, school leaders, and community members before moving ahead.

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- Welcome and Overview of the Budget Model Shift
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Public Input Feedback and Results

DC Public Schools > DCPS FY22 Budget Engagement



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

BUDGET FOR ALL
.....
UNDERSTAND | DESIGN | BUILD



GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

Translate



DCPS FY22 Budget Engagement

Looking Ahead to FY22 and Beyond

For Fiscal Year 2022, which will take effect in School Year 2021-2022, we are taking a step back to holistically evaluate our budget model. Our goal is to determine how we can best engage in transparent, equitable, and financially sustainable budgeting that empowers principals to use resources in a more flexible manner to improve student outcomes. Engagement with our stakeholders and school budget experts is critical to ensuring that our budget meets the needs of the students and families we serve every day.

As we think about developing a budget model, there are three key challenges we are solving for:

- **Equity:** How do we ensure the new model helps school leaders make the best decisions for all students and helps to close the opportunity gap?

Whose voices contributed?

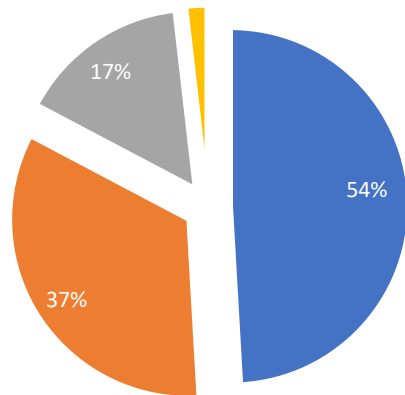
Quick Stats (as of 9/4/20)

3,244 views

401 participants

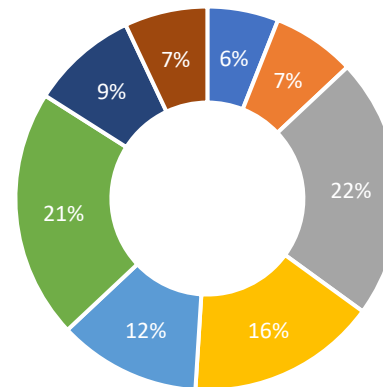
499 comments

Participant by Relationship



- Parent/Guardian
- DCPS Staff Member
- Community Member
- Student

Participants by Ward



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

Themes of Feedback

- The Why: Potential New Funding Model
- Transparency
- How Allocations Would Address Need
- Impacts on Schools

What did we hear?

■ The Why: Potential New Funding Model

- What problem(s) are we specifically trying to solve?

“...DCPS needs to identify a problem or problems: What is the problem you need to solve? Is it that you don't think the system is equitable? Why? Do you think the funding is inadequate for some schools or all schools? Do you think it takes too long to figure out local school budgets? Does DCPS think funding is not understood by schools and communities?”

- How are we defining our key goals and success metrics?

“Funding for DCPS is necessarily complicated, but it is important that the priorities be transparent. If equity is the goal, what are the first key steps to progress on achieving that goal?”

What did we hear?

■ Transparency

- How does the DCPS budgeting process work? How does the district receive funds?

"It's not clear how much money DCPS gets overall, and how the total DCPS budget is allocated for central administration, facilities costs, and individual school budgets..."

- How are funds allocated to schools? How are budgetary decisions made at the school level?

"DCPS needs to explain all of the sources of funding provided to each student and each school."

"Transparency is helpful but if we are not allocating the funds equitably and responding to need then being transparent about that does not solve it."

What did we hear?

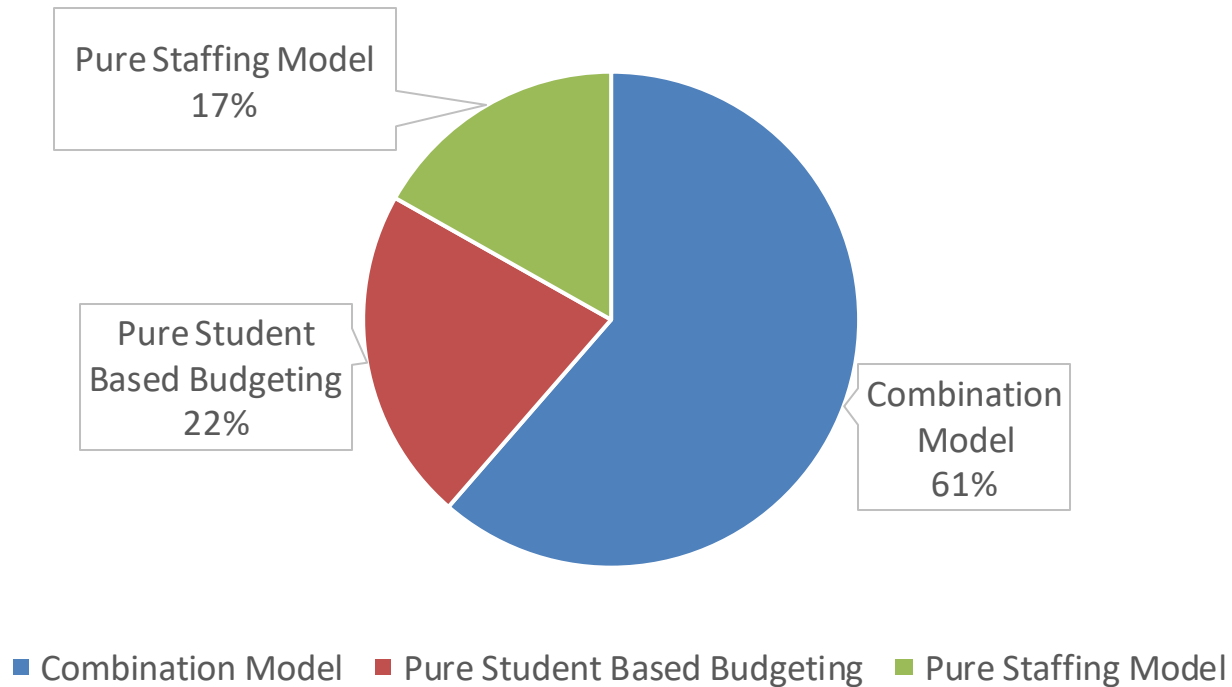
- How Allocations May Address Need
 - Many were still unclear about differences between the models, but stated that the combination model seems to **send money and resources to students who need it most**
 - Resources should go to students who need it most
 - Overall, there is a **variety in what individuals and community prioritize** as being essential at every school and/or what should be specialized

What did we hear?

- Impact on Schools: What would a new model mean for the future and for my school?
 - There is a desire to know what a model change will mean for specific schools
 - There is also concern over adequate funding for **small schools** and some of our larger schools; and fear that the student-based budgeting model may underfund small schools

Most respondents supported a combination model

We heard the most support for a combination model.



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The Why: Measures of Success

Equity

- Most dollars follow students based on needs
- Additional funding for schools with high concentrations of at-risk students

Financial Sustainability

- Ensure there are sufficient baseline staff and supplies
- Maintain stabilization policy under the Fair Student Funding Act

Transparency

- Provide easily accessible financial information online, including:
 - How the budget process works
 - How dollars are allocated

We are exploring a model that could allocate resources through a combination of staffing and student-based budgeting.



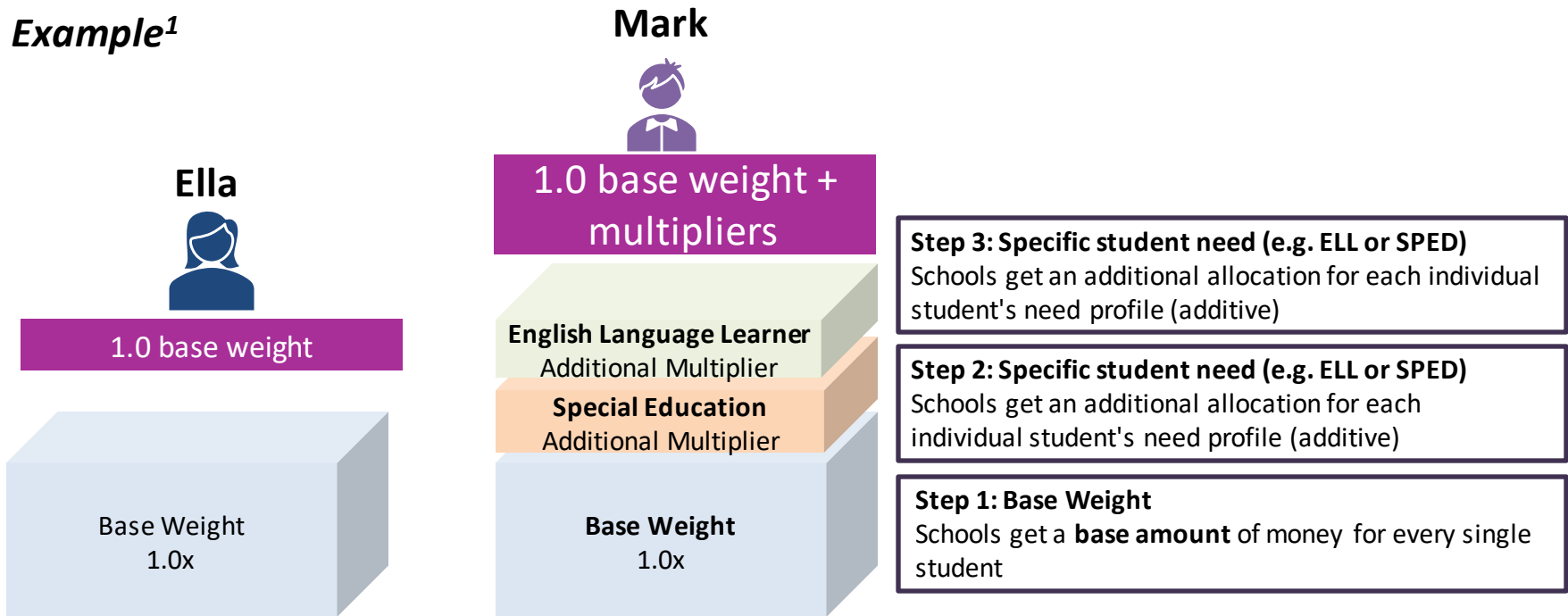
By Staff: Comprehensive Staffing Model (CSM)	By Student: Student-Based Budgeting (SBB)
<ul style="list-style-type: none">• Allocates staff based on student counts• Budgets funds for programs, rather than based on student demographics• May limit flexibilities at the school level and be more centrally-driven	<ul style="list-style-type: none">• Allocates dollars based on student attributes• Model is generally simpler and more transparent• Model is often paired with flexibilities for customizing at the school level• Small schools may find it challenging to offer comprehensive programming
<p>Combination Model: Allocates some resources as staff (e.g. principal) and others as dollars per student.</p>	

The new model could distribute resources to schools in several ways.

Allocation Method	Description	Strategic Purpose
Student-Based Funds	Dollar allocation based on student enrollment and demographics	Ensures that dollars follow students based on student need , promoting equity, transparency and school empowerment
Staffing Ratios	Staff allocated on enrollment	Ensures that essential services such as SPED and ELL instruction are adequately and equitably resourced , leveraging the deep expertise of central office program teams
Program Grants	Staff or dollars allocated as grants for select programs or school attributes	Ensures that schools can afford signature programs and receive supplemental allocations for high student needs
Stability Funds	Safety net checks and stabilization funds to protect schools from fluctuating enrollment	Ensures that schools, despite year-to-year enrollment changes, can meet unique demographic and programmatic needs , in line with DCPS' north stars of excellence and equity

Dollars allocated through a combination model could follow students based on student need.

Example¹



1. The SBB portion of the funding model would allocate resources through additional student-need based weights.

The new model may allocate key resources to schools via Program Grants and Staffing Ratios.

Staffing Ratios

Allocated on Enrollment



Allocations through **enrollment-based ratios to ensure essential services are adequately and equitably resourced**

Program Grants

Allocated by School



Allocations for **signature programs or supplemental allocations based on school programs or attributes**; in some cases tied to federal grant requirements

Note: Detailed methodology for individual program allocations forthcoming in next generation budget guide

The new model may allocate key resources to schools via Staffing Ratios.

Staffing Ratios

Allocated on Enrollment



These include...

- Principal
- Custodial Services
- Early Childhood Teachers & Aides
- English Learner Teachers & Aides
- Special Education & Related Services
- Social-Emotional & Mental Health

Program Grants

Allocated by School



These include...

- Student Support Programs (At-Risk Grants, Title I and Title II)
- Career and Technical Education
- After School & Partners
- Specialty Programs

Note: Detailed methodology for individual program allocations forthcoming in next generation budget guide

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Staffing Ratios

Allocated on Enrollment



These include...

- Principal
- Custodial Services
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The new model could also work to stabilize schools' budgets in different ways

Safety Net

- A Safety Net check could ensure that all schools, regardless of school size, can afford a baseline level of general education services with their new Student-Based Funds.

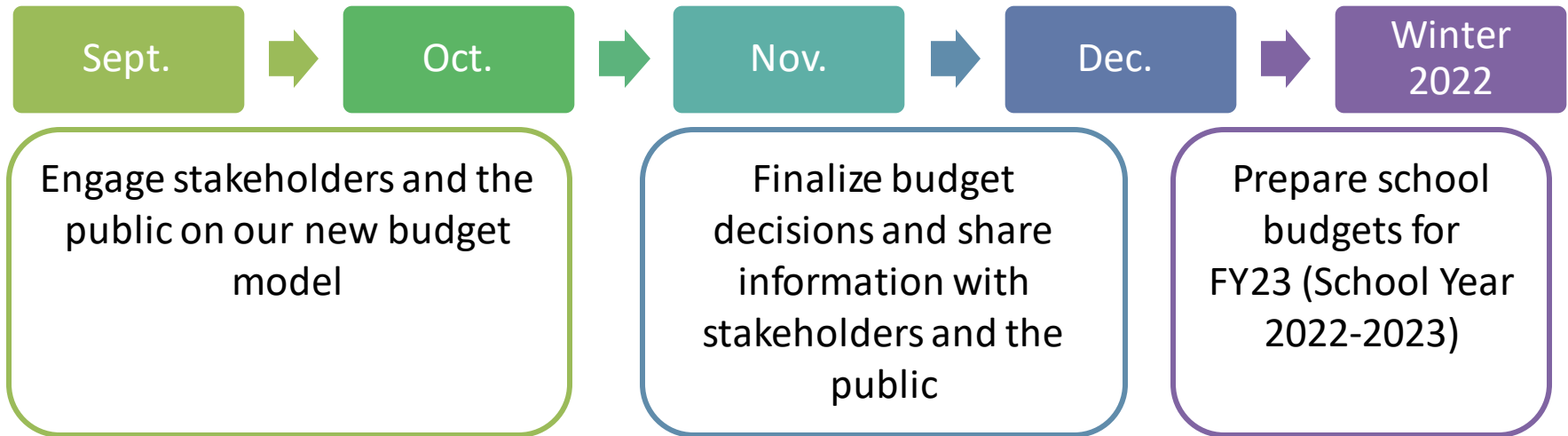
Stabilization Funding

- The new model could continue to follow the stabilization policy under the Fair Student Funding Act to protect schools from losing more than 5% of their total budget year-to-year.

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Next Steps for Community Outreach



For questions, contact dcps.schoolfunding@k12.dc.gov.

Questions



Closing and Thank You

- Look for more information coming this Fall!
- Check out dcpsbudget.com for detailed information on current school budgets.
- For additional questions email dcps.schoolfunding@k12.dc.gov
- Visit dcpsreopenstrong.com to access additional resources on back to school!

