



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

# **Next Generation Budget Model: Summer 2020 Engagement**

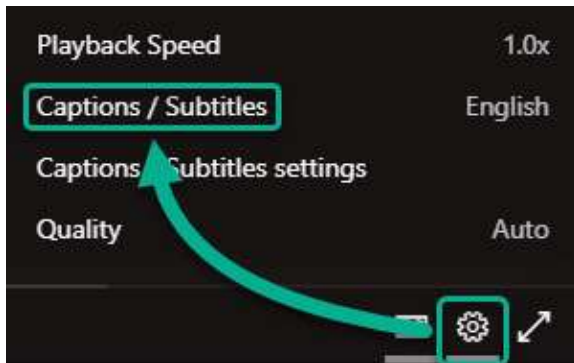


## Agenda

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- Welcome and Overview of the Budget Model Shift
- What We Heard
- Our Response
- Next Steps
- Questions

## Subtitles, Sous-titres, Subtítulos



Look for the gear icon in the bottom right corner of the video player.

Busque el ícono de ajustes en la esquina inferior a la derecha del reproductor de video.

Cherchez le bouton "réglages" dans la barre d'outils en bas à droite de la vidéo.

Select **Captions/Subtitles.**

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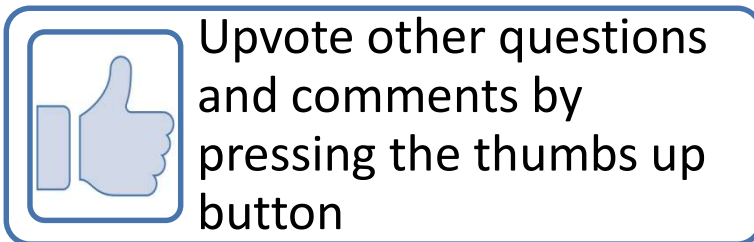
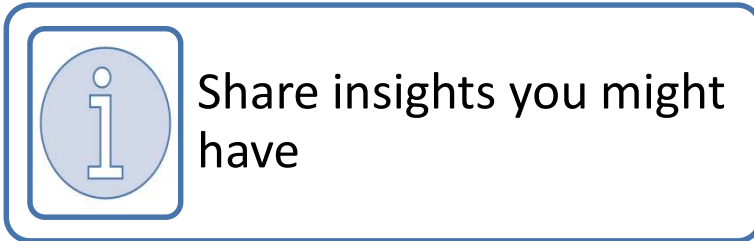
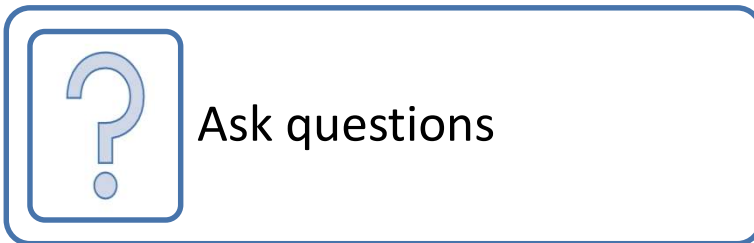
Choose a language from the list of available options.

Elija un idioma de la lista de opciones disponibles.

Choisissez votre langue parmi les options disponibles.

## Welcome to Microsoft Teams

- Use the Q&A feature to...



Ask as **Mr Tinkering**

Ask a question

Ask anonymously

Ask

# Community Agreement

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Assume best intentions

Go hard on ideas, not on people

Accept non-closure



# Welcome

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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 DCPS Comprehensive Staffing Model.
- DCPS' model needs to be sustainable over time.



The current model has some strengths and also 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

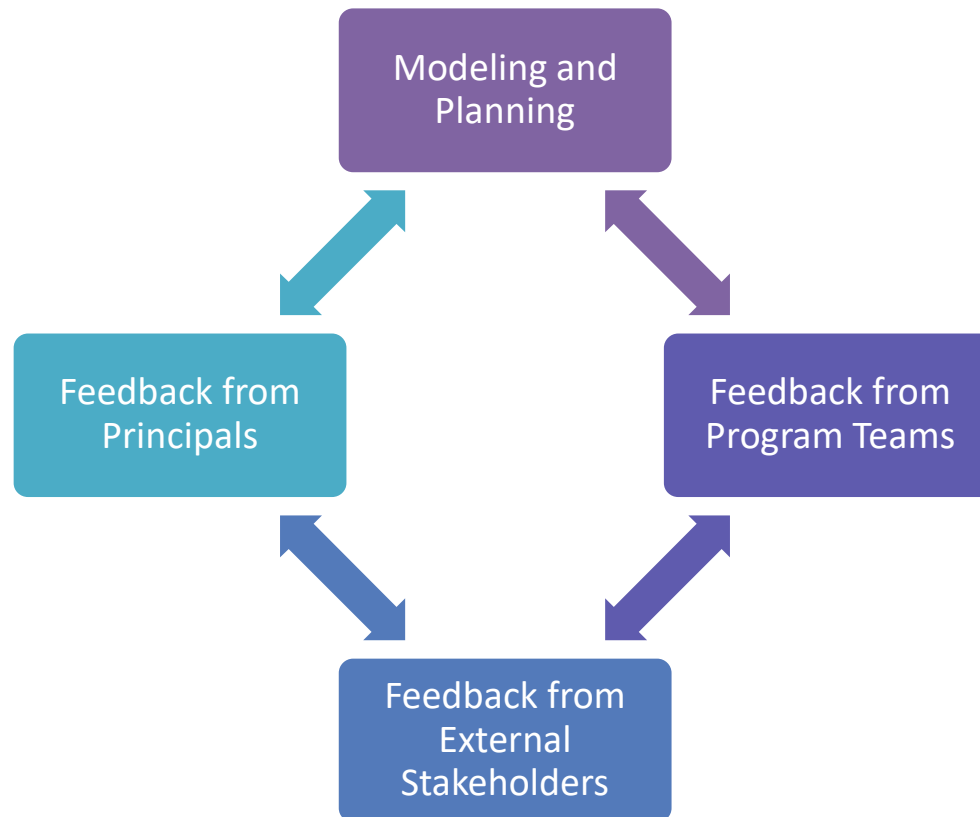


### Opportunities for Growth

- 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

Source: Education Resource Strategies Resource Study Findings

Building the Next Generation Budget Model is iterative and has included input from multiple stakeholders.



# 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  
MUIEL 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?

- The public input website was open August 8 – September 4<sup>th</sup>.

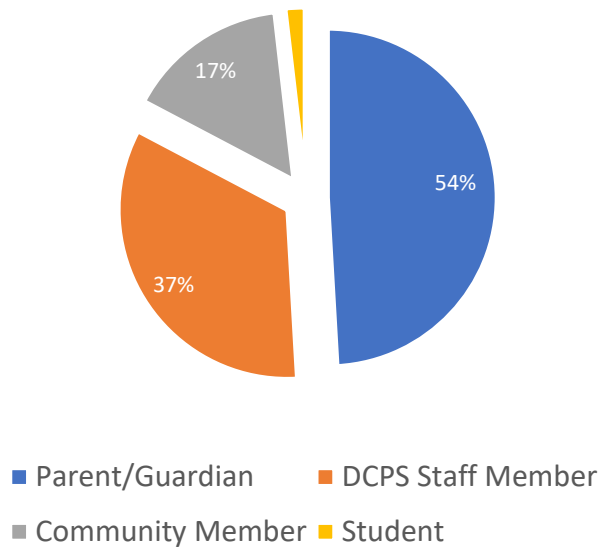
**Quick Stats**  
(as of 9/4/20)

3,244 views

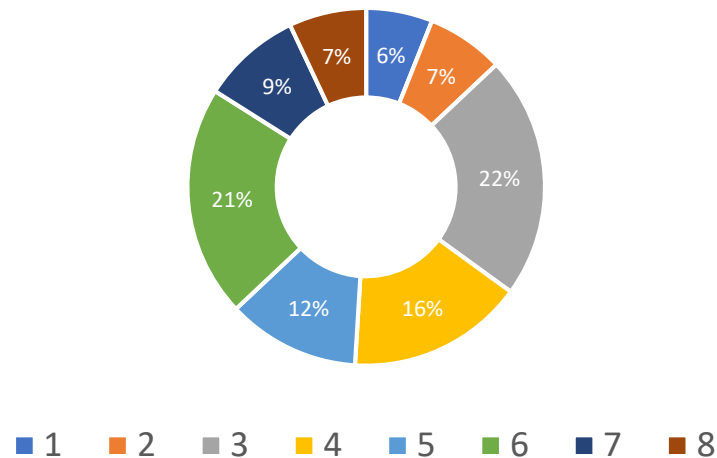
401 participants

499 comments

Participant by Relationship



Participants by Ward



## Themes of Feedback

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

## What did we hear?

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### ■ The Why: 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?

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### ■ 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?

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### ■ How Allocations Will 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

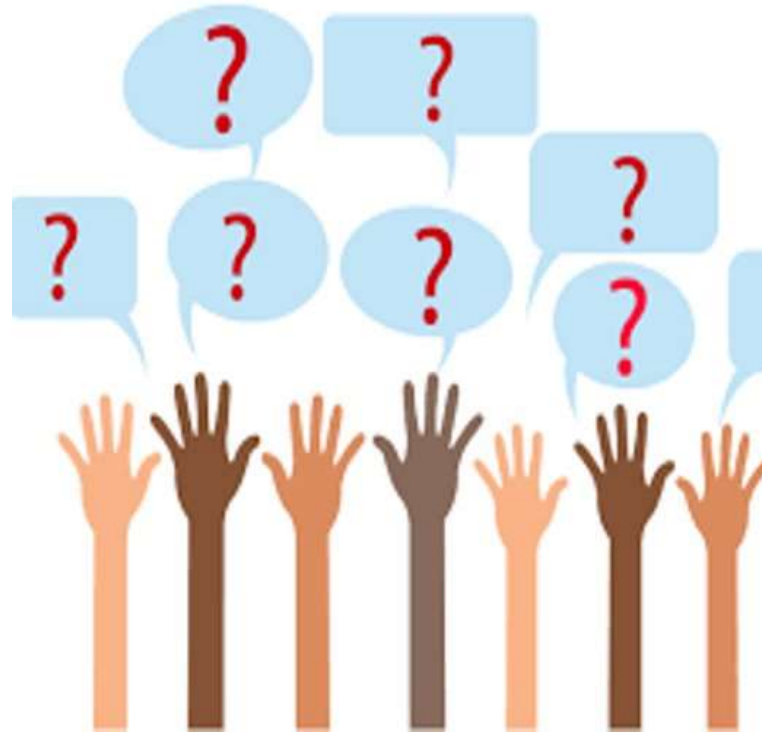
## What did we hear?

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- Impact on Schools: What will the 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

## Questions

- Please share reflections regarding what we heard from the community.



## Our Response to the Themes of Feedback

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

## The Why: Example Measures of Success

### Equity

- Majority of 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

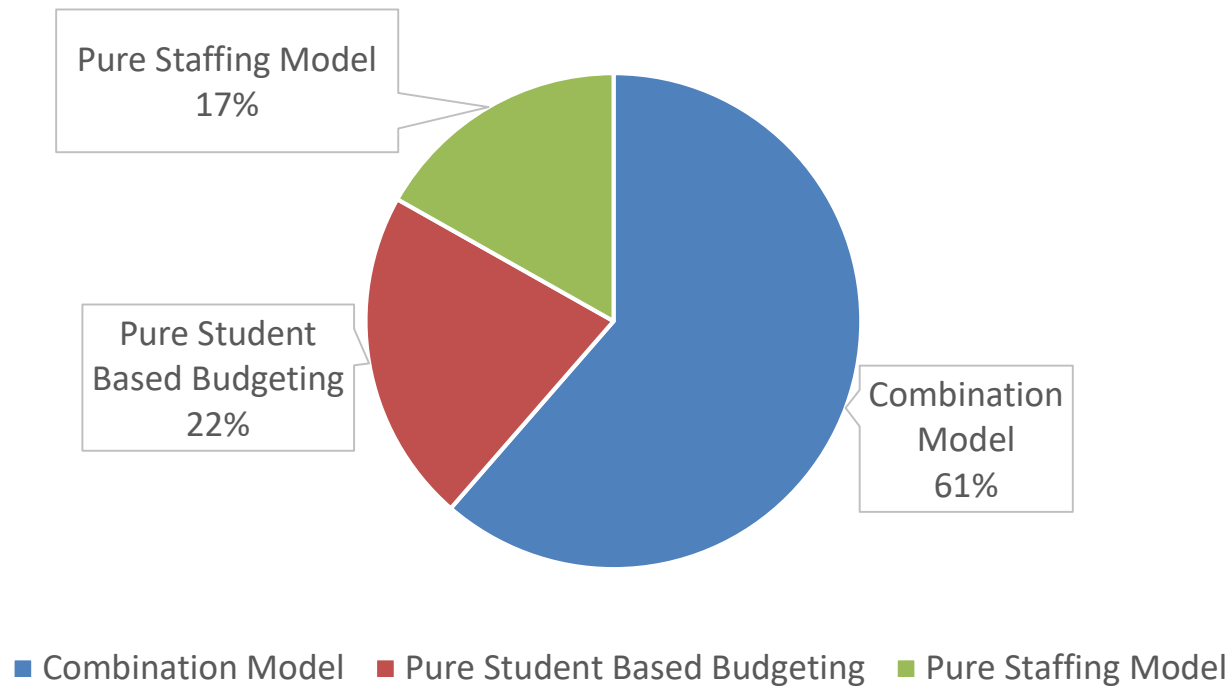
## Transparency: Information sharing and guidance

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- A New Website – Our new website will include more robust and detailed background information on the district's budget.
  
- Consistent and Clear Budget Guidance for Principals and Community
  - Transparency on individual staffing formulas
  - Clear policies/rules (guardrails) and recommendations on staffing (menu options) for Principals
  - Support to exercise increased flexibilities over a larger pool of funds
  - Continuing to share year-to-year school budget narratives
  - Continuing to share school budgets by fund source and At-Risk.

## Most respondents supported a combination model.

- We heard the most support for a combination model.



This model combines the strengths of a staffing-based and student-based model.



#### Allocations by Staff and Programs

- 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

#### Allocations by Student

- Allocates dollars based on student attributes
- Model is generally simple to understand
- Model is often paired with flexibilities for customizing at the school level
- Small schools may find it challenging to offer comprehensive programming

**Combination Model:** Allocates some resources as staff (e.g. principal) and others as dollars per student.

## Key Considerations for the DCPS Next Budget Model

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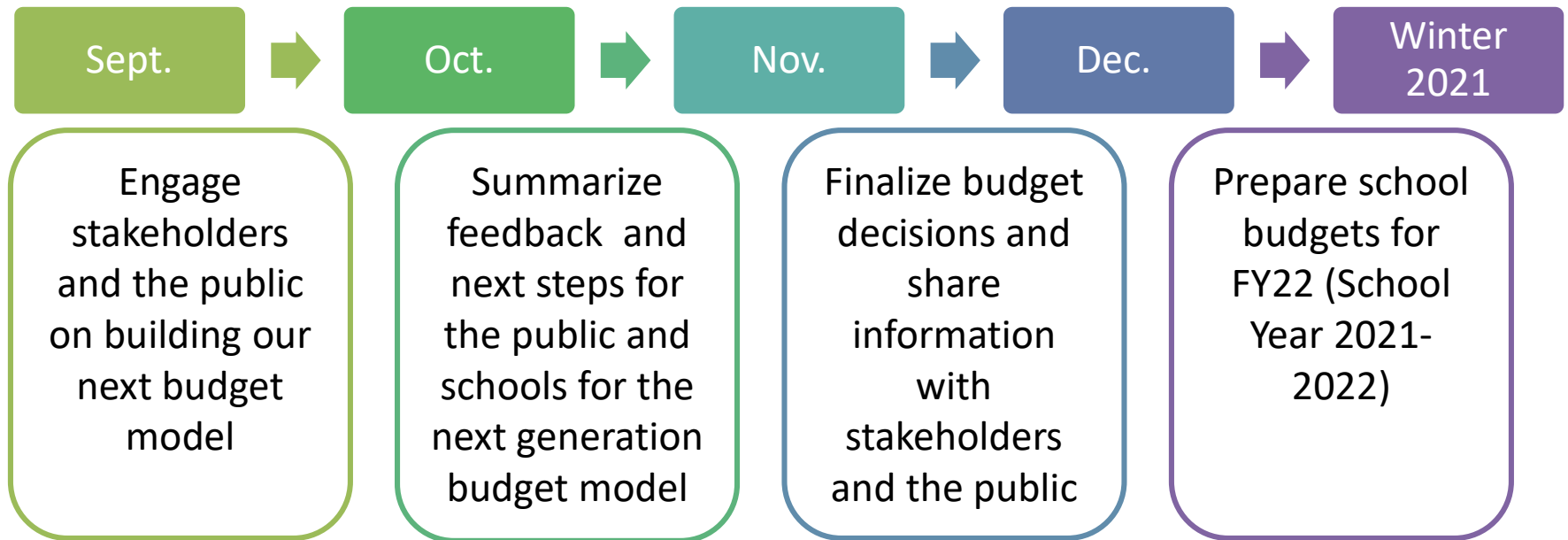
- Drive more funding based on **student need**
  - At-Risk
  - English Learners
  - Special Education
- Allocate key programs and staffing via ratios to ensure dedicated resources to programs and student subgroups
- Provide principals **flexibility and clear guidance** over how to spend their dollars to meet the unique needs of their school
- Create a **student-based safety net policy** to ensure all schools, regardless of school size, can afford general education services

## Impact on Schools

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- FY22 school scenarios will become available with enrollment projections and city revenue forecasts.
- A budget model that allocates more resources via students will likely result in allocations that increase, and decrease aligned with at-risk, ELL and SPED enrollment.
- Stabilization policy will continue to protect schools with declining enrollment and limit school budget decreases to 5%.

## Next Steps for Community Outreach



For questions, contact [dcps.schoolfunding@k12.dc.gov](mailto:dcps.schoolfunding@k12.dc.gov).

## Questions

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- Please share questions regarding our responses and commitments.



## Closing and Thank You

- For LSAT Guidance and Toolkit Visit [bit.ly/lsattoolkit](https://bit.ly/lsattoolkit)
- For additional questions email [dcps.schoolfunding@k12.dc.gov](mailto:dcps.schoolfunding@k12.dc.gov)
- Visit [dcpsreopenstrong.com](https://dcpsreopenstrong.com) to access additional resources!

