DC School Budgeting & Opportunities for Advocacy

WTU Shared Vision Conference

Mary Levy & Laura Fuchs
February 25, 2017
The Uniform Per Student Funding Formula

• Funding is tied to enrollment, so dollars follow students

• Differences are permitted for students who
  • Are at different grade levels
  • Are identified as Special Education
  • Are identified as English Language Learners
  • Are “at-risk”

• The formula does **not** determine how DCPS or charter schools should allocate their funds
Which Students Qualify for At-Risk Funding?

**At-risk students:**

- Homeless students
- In foster-care
- Qualify for welfare (TANF) or food stamps (SNAP)
- In high-school and overage by 1 year or more

*About Half of DC Students Qualify as At-Risk*
At-Risk Funding

• Funds must follow at-risk students to their individual DCPS schools.

• Funds must **supplement not supplant** any other funds to which a school is entitled (*i.e.*, the law restricts their use to services *in addition* to those provided to all students)

In school year 2016 -17:

*For each at-risk student, each school received:*

$1,908
How DCPS At-Risk Funds Were Used

This year, a little over half of at-risk funds were used as intended on services to improve the achievement of at-risk students, like:

- Extended School Day/Year
- After-School Programs
- Credit Recovery
- Reading Specialists
- Assistant Principals for Literacy

Almost Half of At-Risk Funds Were Used Incorrectly on Core Services

- 53% Used as Intended
- 47% Used Incorrectly
How DCPS At-Risk Funds Were Used

But this year 47% was used to fund services in the core program, promised to all students by the DCPS Comprehensive Staffing Model.

This is supplanting, rather than providing extra services.

DCPS says the reason for this is lack of funding to cover all of its core program.

Almost Half of At-Risk Funds Were Used Incorrectly on Core Services

- 53% Used as Intended
- 47% Used Incorrectly
For Example: Anacostia High School

- 93% at-risk enrollment
- $1 million in at-risk funds
- But 84% was allocated for services covered by regular funds at other schools
- Only $175,000 was left for special services for at-risk students
Initial FY 2018 Allocations to DCPS Schools Will Soon Be Online

To find your school's initial budget allocation worksheet for next year, visit: http://www.dcpsdatacenter.com/fy17_initial.html
Individual School Budgets

Anacostia HS
FISCAL YEAR 2017 (FY17) INITIAL SCHOOL BUDGET ALLOCATION

$9.2M total budget
-$29.7K from prior year
573 total enrollment
-63 change in enrollment
93% at-risk %
$1.0M at-risk funds

Budget Notes
* Your school's student enrollment went down

This document provides a detailed accounting of the resources initially allocated to this school. Certain items appear more than once in the tables below, because they may be both at-risk funded and a part of the standard allocation model. Where an allocation is given for both at-risk and the regular allocation model, the total full-time equivalency (FTE) can be found in the standard allocation tables. The dollar ($) amount allocated for that item is the sum of the two amounts.

### District of Columbia Public Schools

#### Anacostia HS

**FISCAL YEAR 2017 (FY17) INITIAL SCHOOL BUDGET ALLOCATION**

- **$9.2M total budget**
- **-$29.7K from prior year**
- **573 total enrollment**
- **-63 change in enrollment**
- **93% at-risk %**
- **$1.0M at-risk funds**

**Budget Notes**
* Your school's student enrollment went down

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<table>
<thead>
<tr>
<th>Category</th>
<th>Item Name</th>
<th># of Positions</th>
<th>$ Amount</th>
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<tbody>
<tr>
<td>School Leadership</td>
<td>Principal</td>
<td>1.0</td>
<td>$1,673,314</td>
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<tr>
<td></td>
<td>Assistant Principal</td>
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<td>Assistant Principal - Intervention (API)</td>
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<td>Assistant Principal - Literacy (APL)</td>
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<td></td>
<td>Assistant Principal - Ninth Grade Academy</td>
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<td>Classroom Teachers &amp; Aides</td>
<td>General Education K-12 Teachers</td>
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<td>Middle Grades Investment (MGI) Teacher</td>
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<tr>
<td></td>
<td>Schoolwide Enrichment Model (SEMr) Teacher</td>
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<td></td>
<td>JROTC Teacher</td>
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<td>Reading Recovery Teacher</td>
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<td></td>
<td>TEL Teacher Leader</td>
<td>0.8</td>
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**Early Childhood Teacher & Aide Allocation:**

- **Kindergarten Aides** | 0.0 | $0
- **Pre-K Teachers**     | 0.0 | $0
- **Mixed Age (Pre-K/Pre-K4) Teachers** | 0.0 | $0

### Risk Funding Allocation

<table>
<thead>
<tr>
<th>Category</th>
<th>Item Name</th>
<th>$ Amount</th>
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</thead>
<tbody>
<tr>
<td>Supplies for Related Arts &amp; Library</td>
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<tr>
<td>At-risk Technology Investment</td>
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<td>Afterschool Programming</td>
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<td>Related Arts</td>
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<td>Extended Day &amp; Extended Year</td>
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<td>Middle Grades Investment (MGI) Teacher</td>
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<tr>
<td>Middle Grades Investment (MGI) Social Emotional Basket</td>
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<tr>
<td>Middle Grades Investment (MGI) Exposures &amp; Excursions</td>
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</tr>
<tr>
<td>Middle Grades Investment (MGI) Clubs &amp; Activities</td>
<td>$0</td>
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<tr>
<td>Assistant Principal - Literacy/Reading Specialist</td>
<td>$0</td>
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<tr>
<td>Special Education Inclusion Teacher</td>
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<td>Attendance Counselor</td>
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<td>Social Worker</td>
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<td>ELL Counselor</td>
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<td>Extended Hours for HS Computer Lab</td>
<td>$12,240</td>
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What Would You Choose To Do With At-Risk Money at Your School?
Unfunded Mandates: LEAP

Historically DCPS has imposed new requirements on schools, or has moved programs funded from central accounts into local school budgets – but without some or all of the funding. Schools have to use flexible funds provided for teachers, supplies, etc. to cover the new cost.

**LEAP** is a professional development program

Newly required at all schools, where most teachers are assigned to content based teams led by Assistant Principals (75% of their time), Instructional Coaches and half-time Teacher Leaders, who teach their classes the other half of the time

A few pilot-project schools receive extra funding for Teacher Leaders, but **most schools receive no funds to cover the cost** of work previously done by Assistant Principals and to cover the classes of half-time Teacher Leaders.
Discrepancies in Per Pupil Funding

Special education, ELL, and at-risk populations differ from school to school, so differing amounts follow them – “vertical equity,” while per pupil funds for general education should be roughly similar – “horizontal equity” – with some variation based on grade level and school size.

But DCPS local school budgets for general education have gaps of thousands of dollars per pupil

The gap between the second highest and lowest elementary schools is $3,651 per pupil:

- Bunker Hill (Ward 5): $11,216
- Leckie (Ward 8): $7,565

The gap between two Ward 8 high need middle schools each with about 250 pupils is $3,000 per pupil:

- Kramer: $11,462
- Sousa: $8,405
Discrepancies in Per Pupil Funding

Where do the discrepancies come from?

• The Comprehensive Staffing Model is only partly based on enrollment. Some staff are the same number for every school, no matter how small or large.

• About half of DCPS schools receive extra funding for special programs or reasons not related to student needs.
Effective Advocacy
## City’s Budget Development Timeline for Fiscal Year 2018

<table>
<thead>
<tr>
<th>Stages of DC Budget Development</th>
<th>When</th>
<th>Advocacy Opportunity</th>
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</thead>
<tbody>
<tr>
<td>Budget Instructions Issued to Agencies</td>
<td>Fall 2016</td>
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<tr>
<td>Office of Budget and Planning Finalized Agencies Budgets</td>
<td>Winter 2016</td>
<td>✓</td>
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<tr>
<td>DCPS Budgets are Finalized and Submitted as Part of Mayor’s Budget</td>
<td>February 2017</td>
<td>✓</td>
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<tr>
<td>Performance and Oversight Hearings for All Agencies</td>
<td>February 2017</td>
<td>✓</td>
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<tr>
<td>Mayor’s Budget Proposal Released</td>
<td>April 2017</td>
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<tr>
<td>Council Hearings on Proposed Agency Budgets</td>
<td>April – May 2017</td>
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<tr>
<td>Council Budget Mark-up Hearings, Two Budget Votes</td>
<td>May – June 2017</td>
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Anatomy of a Hearing

• 15 copies of Pre-written statements are given to the clerk
• Individuals are called up 4 at a time and get 3 minutes each to read a prepared statement
• Groups are called up 1 at a time to read their 5 minute testimony
• Individual council members can ask follow-up questions based on testimony
Power in Numbers!

• If possible, gather a range of viewpoints
  • Parent
  • Student
  • Faculty
• Don’t discount your experiences – **YOU** are the expert of what **YOU** need for **YOUR** school
• Present as a group and make sure all viewpoints are heard

HD Woodson Students Testifying Oct 2016
Testimony Tips

• Introduce yourself & your relationship to the school
• Focus: Have 1-3 clear asks
• Tell your story – your experiences in the schools are what the Council do not know
• Connect your story to your asks and the broader themes
Common Themes?

- Equity
- Unfunded Mandates
- Serving our at-risk youth
- Accountability
Sign Up Today!
Thu 4/27 at 10AM or 5PM

http://bit.do/educationhearings
Three Steps to Untie DC’s Hands for the Fiscal Year 2018 Budget

1. Put automatic tax cuts on hold

2. Use last year’s surplus for important one-time investments

3. Create reserve for federal budget cuts
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