

- **Anonymous**
- 5:33 PM
- 5
- How will school budgets we calculated for a no harm approach given decreased enrollments due to COVID and increased technology issues across the city?

- **reply from Moderator**

- **Moderator**
- 5:40 PM
- DCPS continues 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.

- **Question from Moderator**

- **Moderator**
- 5:35 PM
- Please ask your questions and share comments here in the chat box and we will do our best to get to them this evening. Thank you.

- **Question from Anonymous**

- **Anonymous**
- 5:35 PM
- 5
- If funding models are so important, why has DC funded schools inequitably for decades regardless of funding model?

- **reply from Moderator**

- **Moderator**
- 5:39 PM
- Thanks for your question. We recognize that there are opportunities to move forward from our current funding model, and we're using those learnings to move toward a model with equity as a main focus. We want to ensure that all schools have the resources needed to meet the unique needs of their students.

- **Question from anonymous user**

- **Anonymous**
- 5:39 PM
- 3
- All across the country, small schools cost more to operate. That shouldn't be a license to find ways to save money especially when many of the small schools in DCPS serve majority of at-risk students. It is also disingenuous to talk about how these schools receive more per-pupil without contextualizing why that is.

- **reply from Moderator**

- **Moderator**
- 5:49 PM
- Agreed on these points, which are being considered in the new model. Small schools are an important component of the DCPS portfolio and we agree that adequate resourcing of them is critical.

- **Question from Sandra Moscoso**

- **Sandra Moscoso**
- 5:39 PM
- 5
- Will school communities be able to see potential impact of proposed funding models on their schools? Please run models so we can weigh the impact to our individual schools.

- **reply from Moderator**

- **Moderator**
- 5:40 PM
- DCPS will be able to model and share scenarios in the new model after FY22 (SY21-22) enrollment projections and the city's FY22 revenue are available. As we iterate on the model, we continue to look at the anticipated shifts at the individual school level.

- **Question from Will Perkins**

- **Will Perkins**
- 5:39 PM
- 7
- Will the ERS analysis on school-level effects be made public? I'd like to know how any potential changes to the DCPS funding model affects my school's community. Thanks!

- **reply from Moderator**

- **Moderator**
- 5:42 PM
- Hi Will, we shared findings from the resource use study on the Public Input site. DCPS will need final FY22 enrollment projections and revenue data to finalize school-specific FY22 allocations.

- **Question from James Harnett**

- **James Harnett**
- 5:40 PM
- 5
- Can we get a commitment from DCPS and the Mayor that all future "return to the classroom" planning will include teachers, students, families, and communities?

- **reply from Moderator**

- **Moderator**

- 5:47 PM

- Thank you for asking. Yes. Just as this spring and summer, the Mayor and DCPS will be gathering feedback from our key stakeholders on all planning decisions around a possible return to the classroom. Health and safety is our top priority and we take any shift in school operations very seriously.

- **Question from Anonymous**

- **Anonymous**

- 5:42 PM

- 4

- What commitment will you make to not close DCPS schools? People deserve to have schools of right in their neighborhoods.

- **reply from Moderator**

- **Moderator**

- 5:43 PM

- Thank you for your question. The new budget model is designed with our current school portfolio in mind. The new model will also maintain the current Stabilization policy, which prevents any individual school from losing more than 5% of their previous year budget regardless of enrollment fluctuations.

- **Question from Danica Petroschius**

- **Danica Petroschius**

- 5:44 PM

- 3

- Will you be surveying your stakeholders particularly on the policy committee and other formal groups to see if they feel that you did in fact deeply engage and include their input in your final product? Full transparency would help to understand whether input is actually being included, and if not, why (There may be a good reason). This would help build trust with the new budget format.

- **reply from Moderator**

- **Moderator**

- 6:00 PM

- Agreed on this point. Tonight is part of this effort; we are also continuing to think about how to be creative around the feedback loop in the context of COVID-19. We welcome additional ideas on this.

- **Question from Anonymous**

- **Anonymous**

- 5:46 PM

- Will the model drop the Comprehensive Staffing approach in favor of a Per-Student funding approach? Will it be a mix of the two? not change at all?

- **reply from Moderator**

- **Moderator**

- 5:59 PM

- Our goal is for the model to be as comprehensive while also following student need. For example, staffing and programs can continue to be allocated via ratios to ensure fidelity and stability for key student groups and needs. At the same time, we hope to increase student-driven allocations to help increase budget flexibility for schools.

- **Question from anonymous user**

- **Anonymous**

- 5:47 PM

- 1

- Will these slide be available to us?

- **reply from Moderator**

- **Moderator**

- 5:50 PM

- Later this week we will post the recording of the session and slides on the DCPS Website- <https://dcps.dc.gov/budget>

- **Question from Moderator**

- **Moderator**

- 5:49 PM

- DCPS' Capital Commitment can be found at <https://dcps.dc.gov/capitalcommitment>

- **Question from Anonymous**

- **Anonymous**

- 5:49 PM

- 8

- Are there concerns that that there is a lack of responses from Ward 5, 7, & 8?

- **reply from Moderator**

- **Moderator**

- 5:58 PM

- From an engagement standpoint we are always focused on ensuring equity of voice across the district -so as we continue to engage around this topic with our school communities we will be paying particular attention to those family and community members we have not heard from as much as others.

## - Question from anonymous user

- **Anonymous**
- 5:49 PM
- 2
- Will you be sharing these slides or are they on a website somewhere?

## - reply from Moderator

- **Moderator**
- 5:50 PM
- Later this week we will post the recording of the session and slides on the DCPS Website- <https://dcps.dc.gov/budget>

## - Question from Julie Lawson

- **Julie Lawson**
- 5:51 PM
- 6
- What defines a "small school"?

## - reply from Moderator

- **Moderator**
- 5:58 PM
- In their work with districts across the country, Education Resource Strategies (ERS), our research partner, defines small schools as <350 students for elementary and <500 students for middle and high. ERS bases this definition on the point at which schools typically see economies of scale.

## - Question from Anonymous

- **Anonymous**
- 5:51 PM
- 3
- I appreciate your candor about what is not working re: transparency. I'd like to see increased transparency as well as more flexibility at the school level for funding particular teaching positions.

## - reply from Moderator

- **Moderator**
- 5:54 PM
- Hello, thanks for that feedback. We agree that increasing transparency is important for all of us to be better aligned with how the budget process works and how dollars are allocated, both at a high level and at the school level. One way we plan to improve transparency is through building a new website which will include robust and detailed background on the DCPS budget.

## - Question from anonymous user

- **Anonymous**
- 5:53 PM
- 4
- I've heard Chancellor Ferebee talk about DCPS not being able to afford maintaining adequately funding small schools/stabilization funding. We have small schools primarily because our education leaders have pursued a choice model. There is a strong fear the budget changes are being done to start closing small schools.

announcement. Moderator. You can also RSVP for upcoming Parent University Reopen Strong Sessions at <https://bit.ly/dcpsparentursvp>

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## Question from anonymous user

**Anonymous**

5:58 PM

4

We know how schools spend their dollars, and it is primarily on staff. What we don't know is how the overall dollars that go to DCPS are spent. It's hard to know how much is spent on central administration and facilities.

## reply from Moderator

**Moderator**

6:00 PM

If you click on a school on the OSSE's DC School Report Card (<https://osse.dc.gov/dcschoolreportcard>), you can see the central share for each school.

## Question from anonymous user

**Anonymous**

5:58 PM

2

The way Sharon is answering the questions seems to imply that DCPS has already made up its mind to change the funding model regardless of the public comments.

## reply from Moderator

**Moderator**

6:02 PM

Hi, as we shared earlier on the call, we set out to build on what was working and address the significant feedback we've heard about ways we can improve on how we've been allocating funds.

## Question from Qubilah Huddleston

**Qubilah Huddleston**

6:00 PM

5

Is there a willingness to update DCPS' definition of equity to include racial equity? It seems like explicitly naming that is needed in light of the unequal impacts of COVID on Black and Latinx communities and the ongoing uprisings around police brutality and other injustices.

## reply from Moderator

**Moderator**

6:02 PM

Hi Qubilah, thank you so much for asking this important question. As we have been contemplating shifts, we have taken an explicit look at racial equity and how shifts may affect Black and Latinx students.

## Question from Anonymous

**Anonymous**

6:02 PM

Outside the mentioned 5%, it sounds like there is not a specific COVID consideration for budgets at this time. Given WaPo reported a drop of 20K students, are you expecting a major drop in funding for this next year?

## reply from Moderator

**Moderator**

6:07 PM

Hi, thanks for raising the topic of COVID. In our research and design phase, we have been using static FY21 enrollment to inform policy options, as there are two key datasets not yet available at this time: FY22 projected enrollment and DCPS' overall local funding level in FY22. COVID continues to impact how DCPS operates and plans for the future, and these two datasets will help us finalize a Next Generation Model that promotes equity, transparency and sustainability.

## Question from Danica Petroschius

**Danica Petroschius**

6:02 PM

5

When you talk about how the dollars will flow, we have seen that DCPS does not follow the rules on making sure at-risk dollars actually go to the schools/kids that need it now. What policies will be included in the budget format and in the process and reporting to show fully that schools will actually get their fair share?

## Question from anonymous user

**Anonymous**

6:04 PM

9

Follow-up on specific schools information, the two inputs mentioned (FY22 projections and revenue) may not be available until the spring. Are you saying we will not see school-specific analysis for several months? Can you share models based on FY20 or FY21 data?

## reply from Moderator

**Moderator**

6:10 PM

Hi, our goal would be to come back to you this fall to share more about how policy shifts could affect types of schools, such as how a smaller elementary with a large share of at-risk students, may experience the model.

## Question from anonymous user

**Anonymous**

6:09 PM

5

A projection for 2021-2022 is not required for comparison. Running the algorithm based on current and prior year budgets would allow parents an understanding of likely funding impacts. Will you provide that?

## Question from Anonymous

**Anonymous**

6:09 PM

1

How is this different from the weighted student formula (WSF) used in the past.

## Question from anonymous user

**Anonymous**

6:10 PM

1

Can you talk more about the stabilization policy and how it protects schools from budget cuts when there is an enrollment decline?

## reply from Moderator

**Moderator**

6:14 PM

Stabilization provides a "floor" to all school budgets, regardless of their enrollment. For example, if a school's projected enrollment generates a budget that is less than 95% of its previous year budget, DCPS provides stabilization funds to restore and maintain the school's budget at 95%.

## Question from Anonymous

**Anonymous**

6:11 PM

1

What about flexibility to school leadership to move across budget categories, budget autonomy?

## reply from Moderator

**Moderator**

6:24 PM

We are working to create ways to increase school flexibility around decision making while ensuring ongoing compliance with the city's accounting principles and requirements. We are working closely with our partners in OCFO to ensure alignment as we move forward- this alignment will be most important to avoiding pain points for schools as a new model is launched.

## Question from Anonymous

**Anonymous**

6:11 PM

3

What impact will this have on schools like Banneker, Duke, and SWW?

## Question from anonymous user

**Anonymous**

6:14 PM

4

FOLLOW-up to Follow-up: This is NOT school-specific nor transparent and that's a problem "share more about how policy shifts could affect types of schools, such as how a smaller elementary with a large share of at-risk students, may experience the model"

## Question from Eboni-Rose Thompson

**Eboni-Rose Thompson**

6:16 PM

1

1) Will these slides be available following the meeting?

## reply from Moderator

**Moderator**

6:16 PM

Later this week we will post the recording of the session and slides on the DCPS Website- <https://dcps.dc.gov/budget>

## Question from Eboni-Rose Thompson

**Eboni-Rose Thompson**

6:16 PM

7

2) What technical assistance will be provided to LSATs and communities to understand any changes to how we budget?

## Question from Moderator

**Moderator**

6:17 PM

The Public Input responses can be found at <https://publicinput.com/dcpsyf22budget>

## Question from Julie Lawson

**Julie Lawson**

6:19 PM

1

Related to Eboni's question, will DCPS budget or engagement staff be available for LSAT meetings? Or at least Ward Ed group meetings?

## reply from Moderator

**Moderator**

6:21 PM

The DCPS Community Action Team attends many LSAT meetings in order to provide technical assistance and we can always try to attend Ward-based Education Council meetings. As Eli mentioned we will be hosting LSAT webinars, and some type of deeper dive roundtables or office hours as well.

## Question from madison

**madison**

6:19 PM

will this meeting be uploaded online?

## reply from Moderator

**Moderator**

6:20 PM

Later this week we will post the recording of the session and slides on the DCPS Website- <https://dcps.dc.gov/budget>

## Question from Commissioner Antawan Holmes (7C07)

**Commissioner Antawan Holmes (7C07)**

6:22 PM

Usually, I come to this annual meeting to provide testimony for our schools in ANC7C. If testimony is not being held tonight, when can we expect the next step in this process?

## reply from Moderator

**Moderator**

6:23 PM

Commissioner Holmes- the annual DCPS budget hearing will be noticed and hosted later this fall. The date has yet to be determined- likely November.

## Question from Alex (DC State Board of Education)

**Alex (DC State Board of Education)**

6:22 PM

1

Will the DCPS Interactive Data Budget website ([https://www.dcpsdatacenter.com/budget\\_process.html](https://www.dcpsdatacenter.com/budget_process.html)) be updated to reflect this new model? Or will a completely new website be created to house this information?

## Question from Moderator

**Moderator**

6:23 PM

You can also RSVP for upcoming Parent University Reopen Strong Sessions at <https://bit.ly/dcsparentursvp>  
Ask a question