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Investing in Our Kids: District of Columbia School Finance Primer

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How we invest in public education is one of the most important decisions we make as a community. Economic opportunity and growth – for individuals, families, and the city as a whole – is closely tied to how well we educate our children. This guide is designed to help parents and others have a voice in that process.

Public education from pre-k through grade 12 in the District of Columbia is offered through two systems: DC Public Schools (DCPS) and DC Public Charter Schools (DCPCS). Both receive basic funding based on student enrollment, but the systems differ in how money flows to individual schools and how much autonomy each school has in spending decisions. All schools receive funding to operate during the school year and summer, including resources for teachers, principals, supplies and utilities. The two school systems also get funding for capital construction – which includes both major renovations and new construction. This funding comes from a mixture of sources, including local DC government, the federal government, and private sources.

This guide is designed to help residents, parents, and elected officials understand how DC schools are funded. It is designed to answer the following questions:

- How are the total budgets for DCPS and DC public charter schools set?
- How does DCPS allocate funds to local schools?
- How do individual schools make spending decisions?
- How are school facilities funded?

Throughout the guide, there are suggestions for parents and other stakeholders looking to better understand how they can influence school funding decisions during various stages of the budget cycle. This primer uses budget numbers for the 2014-2015 school year for DCPS and DCPCS, the most recent year for which complete information is available. Where possible, figures for the upcoming 2015-2016 school year are provided.

What DC Agencies Are Involved in School Finance?

The Office of the Deputy Mayor for Education coordinates and implements the mayor's vision for education, including the activities of the Office of the State Superintendent for Education

(OSSE) and DC Public Schools (DCPS). The DC Public Charter School Board (PCSB) is appointed by the mayor, and it is charged with approving and overseeing the city’s public charter schools. The entities with major roles in financing DC public schools are:

- **Office of the State Superintendent of Education:** Formerly known as the State Education Office, OSSE receives federal funding from the U.S. Department of Education that it then distributes to DCPS and charter schools. OSSE also manages the placement of special education students in non-public schools and their transportation,¹ as well as loan guarantees and other financing for charter schools.
- **Department of General Services:** This agency manages construction projects across DC government, including school construction. DGS also manages DCPS school maintenance and repairs, such as basic upkeep of buildings and school grounds.
- **District of Columbia Public Schools:** DCPS, led by the Chancellor, operates over 100 traditional public schools serving roughly 45,000 students. DCPS is the “school system of right,” meaning all students in DC have a right to attend a DCPS school and the system must serve all eligible students who seek admission. DCPS is considered a Local Education Agency (LEA) under federal guidelines, and allocates funding to individual schools within the DCPS system through its central office.
- **Public Charter School Board:** The DC Public Charter School Board is currently the sole authorizer of the city’s public charter schools, so entities wishing to open a public charter school must be approved by PCSB. PCSB evaluates charter schools for academic achievement, compliance with laws and their charters, and fiscal management. It offers technical assistance and can revoke the charter of underperforming schools.
- **Public Charter Schools:** Charter schools are funded publicly but operated independently, without oversight from DC Public Schools. Charter school leaders are given broad authority over all aspects of their educational program, staff, faculty, and budget, but are expected to meet certain goals outlined in their charter’s accountability plan. Public charter schools are open to all DC students, and charter schools that have more demand than spaces must fill the school largely using a random lottery. Each charter school operator – which may manage one school or multiple schools within a campus – is a non-profit corporation and is considered a Local Education Agency (LEA) under federal guidelines.
- **District of Columbia Retirement Board:** Teacher pension plans for all DCPS staff with educational certification is funded through the DC Retirement Board’s Teachers’ Retirement System and not within the DCPS budget. DCPS teachers pay into the system in two tiers², depending on how long they have been teaching in DC schools, with DC government covering any additional funding, if needed, to keep the fund actuarially sound. The amount fluctuates

¹ Students eligible for special education services can petition to be placed in a private school setting if their public school setting does not adequately meet their needs, as required by law. The city pays for the tuition costs of these non-public placements.

² If hired before October of 1997, teachers made a 7 percent contribution (fixed amount); currently, it is an 8 percent employee contribution (fixed amount).

from year to year. For fiscal year 2015, the city allocated \$39.5 million to the Teachers' Retirement System. DC charter schools that offer private pension plans must pay for employee retirement through their share of public school funding.

Where Do DC Schools Get Funds to Operate?

Public education in the District is funded through a number of revenue sources, including local, federal, and private dollars.

The Main Source: Local Funds through the Uniform Per Student Funding Formula (UPSFF)

All publicly-funded DC schools get most of their resources from local funds, with the amount determined by the Uniform Per Student Funding Formula (UPSFF) and enrollment levels.³ This formula is used to set the total local funding allocated to DC Public Schools and to each public charter school LEA, which can be an individual school or a cluster of schools if the charter school has more than one campus. In fiscal year (FY) 2015, some \$1.4 billion in local dollars were allocated through the UPSFF to DCPS and public charter schools.

The UPSFF starts with a **foundation level** intended to reflect the amount needed to provide general education services for every student. The foundation level for school year 2014-15 is \$9,492 per student, with adjustments for students in different grade levels.⁴ The UPSFF allocation for a three-year old-pre-kindergarten student, for example, is 34 percent above the base foundation, or \$12,719 in school year (SY) 2014-15.⁵ This reflects the smaller class sizes and aides used at the early childhood level. The UPSFF does not include funding for school construction, which will be discussed later in this guide.

The UPSFF has **supplemental weights** to reflect the added costs of serving students in special education and English language learners, and a new supplemental category was added to the formula in FY 2015 for students considered "at-risk" of academic failure.⁶ For both DCPS and DCPCS, the total local funding schools receive is based on the UPSFF amounts multiplied by the number of students at different grade levels, and in various special needs categories. A few examples of how different categories of students saw more funding in the 2014-15 school year:

³ Student enrollment projections for DCPS are released in the spring for the following school year. They are developed based on an analysis of enrollment figures in the past five years as well as other factors, such as school closures and population growth estimates.

⁴ For FY 2015, the UPSFF foundation level was increased by two percent, from \$9,306 to \$9,492 per student.

⁵ Fiscal Year 2015 Budget Support Act of 2014. Subtitle (IV)(A) – Funding for Public Schools and Public Charter Schools Amendment Act of 2014.

⁶ The "at-risk" weight adds supplemental funding for students who fall under any of the following categories: is homeless, living in foster care, an over-age high school student, eligible for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (also known as food stamps).

- Each at-risk student carries an additional \$2,079 in funding.⁷
- Students with special education needs (who do not need residential placements) are funded from \$9,207 to \$33,127 depending on the level of services they require.
- English language learners (ELL), or students with limited English proficiency, are funded an additional \$4,651 per pupil.

The local funding weights for general education students can be found in **Table 1** and a full listing of how much additional money schools receive per student for FY 2015 is shown in **Appendix 1**.

How is the Per Pupil Funding Level Set?

In the early and mid-2000s, the UPSFF base was adjusted regularly based on an analysis of changes in the needs for and costs of educational services. After that time, adjustments for inflation or other factors were made in some years, but not all. The weighted allocations for the Uniform Per Student Funding Formula – such as providing 1.34 times the base for students in pre-kindergarten – have stayed largely the same from year to year.

Will the Formula Change in FY 2016?

No, the funding levels in the Uniform per Student Funding Formula will not change for school year 2015-16. This means the foundation level (\$9,492) and amounts for supplemental weight categories will remain the same as it was in the school year 2014-15.

In recent years, both the base foundation level and the weighting for different groups has changed based on a city-commissioned study of the adequacy of education funding in the District. The adequacy study had been recommended by the Public Education Finance Reform Commission in 2012 because a detailed analysis of the funding formula had not been done in years.⁸ The adequacy study was released in 2013 and made several recommendations for changing the UPSFF to better meet the needs of DC students, including increases for certain student categories and the addition of a new weight for at-risk students. Some of the study’s recommendations were incorporated into the DC budget in FY 2015. See **Table 1** for a comparison of what was recommended in the study and what was adopted.

⁷ This supplemental amount is meant to also cover summer school costs, which were previously funded through a separate category.

⁸ The Public Education Finance Reform Commission was tasked with studying, reporting on and recommending revisions to the Uniform Per Student Funding Formula with regard to improvements in equity, adequacy, affordability and transparency in 2012. One of their key recommendations was to produce an adequacy study which was completed in 2013.

Table 1			
What DC Education Adequacy Study Recommended Vs. Actual Changes Made to UPSFF in FY 2015			
Category	UPSFF Level in FY 2014	Study's Recommendation	Changes Made to UPSFF Levels in FY 2015
Foundation	\$9,306	\$10,557	2% increase to \$9,492
Pre-K 3	1.34	1.15	1.34
Pre-K 4	1.30	1.15	1.30
Kindergarten	1.30	1.00	1.30
Grades 1-3	1.00	1.00	1.00
Grades 4-5	1.00	1.00	1.00
Grades 6-8	1.03	1.01	1.08
Grades 9-12	1.16	1.10	1.22
Alternative	1.17	1.73	1.44
Adult Education	0.75	1.00	0.89
Special Education (General Education only)	1.17	1.17	1.17
Special Education (Levels 1-4)	0.58 – 3.10	0.88 - 3.13	0.97 – 3.49
English Language Learners	0.45	0.61	0.49
At-Risk	N/A	0.37	Added new weight category 0.219

See how the UPSFF base level has changed in recent years in **Table 2**.

Table 2				
UPSFF Base Foundation Levels by Year				
School Year	Fiscal Year	UPSFF Foundation Level Per Pupil	Annual Percent Change in Foundation Level	Annual Percent Change, Adjusted for FY 2015 Inflation
2005-2006	2006	\$7,307	N/A	N/A
2006-2007	2007	\$8,002	9.5%	7.0%
2007-2008	2008	\$8,322	4.0%	-0.4%
2008-2009	2009	\$8,770	5.4%	5.7%
2009-2010	2010	\$8,770	0.0%	-1.7%
2010-2011	2011	\$8,945	2.0%	-0.6%
2011-2012	2012	\$8,945	0.0%	-2.4%
2012-2013	2013	\$9,124	2.0%	0.4%
2013-2014	2014	\$9,306	2.0%	0.3%
2014-2015	2015	\$9,492	2.0%	0.9%
2015-2016	2016	\$9,492	0.0%	-1.9%

What School Functions Are Paid By Other DC Agencies Outside the Uniform Per Student Funding Formula?

Certain school functions are not covered by the local resources of the Uniform Per Student Funding Formula, but by other District agencies. For example, school police officers and nurses are staffed by the departments responsible for those functions across the city. Other examples include:

- Some legal services, including those stemming from a special education lawsuit or claim, are provided to DCPS by the Office of Attorney General (OAG)
- Construction of DCPS school facilities (not for public charter schools) is provided by the Department of General Services (DGS)
- School resource officers are funded by Metropolitan Police Department (MPD)
- School nurses and mental health professionals are placed in schools by the Department of Health (DOH) and the Department of Behavioral Health (DBH)
- Crossing guards are provided by the Department of Transportation.

Other Local Funds to Support Pre-K to 12 Education in DC

DCPS also gets local funding support from the Department of General Services (DGS) for maintenance of school facilities. Maintenance services include functions such as maintaining cooling and heating systems, roof repair, plumbing repair, and other work to keep school buildings safe and stable environments for students.

Federal Funds

DC receives a variety of federal funding to support its public education system. Most federal resources pass from the U.S. Department of Education through OSSE and then are allocated to DCPS and DCPCS.⁹ For both sectors, OSSE distributes federal funds to LEAs, which then, if they have multiple campuses are responsible for disbursing funds to individual schools/campuses. In the case of DCPS, the central office allocates the funding to individual schools, while public charter schools with multiple campuses would distribute the funding at the campus level. Each federal funding source has a different set of restrictions and guidelines that schools must follow to be in compliance with federal rules and continue to receive those funds. For example, Title I grants are used to help schools with large concentrations of low-income students close the gap in academic achievement between different groups of students, such as students from low-income and high-income households. IDEA grants are for serving students with disabilities. And Race to the Top funds are for various innovative strategies to turn around low-achieving schools, such as professional development, new standards, teacher recruitment, or data systems. More explanation of these grants appears in an accompanying text box.

⁹ DCPS receives Head Start, the three-sector federal payment, Impact Aid, and a few other small grants directly from the federal government.

Private Funds

DCPS and DCPCS also look for private funding to boost their budgets from year-to-year. For example, the DC Public Education Fund is a non-profit organization that connects DCPS with the philanthropic community. It helps DCPS raise private resources to support specific projects, such as teacher professional development or programs that promote education in science, technology, engineering and math (STEM). In the past, DCPS secured resources from private foundations to support IMPACT, the evaluation system that offers performance-based bonuses to teachers and school-based staff, but these are now funded through the UPSFF. Individual charter schools also do fundraising of their own. Many parent associations and other groups raise funds for specific purposes, such as additional staff positions, extracurricular activities, teacher grants, equipment and supplies, social events, and communications. Some schools ask parents to pitch in a set amount per year to allow the tuition-free school to continue to offer some services, such as afterschool programs or other activities. There are no specific DCPS or PCSB restrictions regarding what a parent association may raise funds for, as long as they are aligned with their own bylaws and the school's educational mission.

How Does Each DCPS School Get its Funding and Set its Budget?

DCPS schools use operating funding for teachers, principals, supplies, and other functions during the school year and summer. See below for the steps involved for an individual DCPS school to receive its operating budget. Capital funding used for school renovation and construction is discussed later in this guide.

What Are Some of the Major Federal Funding Sources for DC Schools?

Title I, Part A (also known as Title I) are formula grants from the U.S. Department of Education awarded to schools to help even the playing field for disadvantaged students. The purpose of the funding is to raise achievement levels in schools serving large numbers of low-income students. Schools may receive Title I dollars for schoolwide services or for services for specific student populations. If more than 40 percent of a local educational agency's students are from low-income families, they may blend Title I funds with other funding sources to improve their schoolwide programs. The amount of funding received by each school district or charter school (LEA) is based on the number of students who are eligible for Free and Reduced Meals. DCPS received \$27 million in Title I funding in the fiscal year 2013 budget, which went to support various services and activities across the school system.

Individuals with Disabilities Education Act (IDEA) grants are meant to assist LEAs in providing a free and appropriate education for children and youth with disabilities. These funds flow from the U.S. Department of Education to OSSE, and are then distributed to DCPS and public charter school LEAs based on enrollment for eligible students. IDEA grants can be used for teachers; related services; curriculum; technology such as tablets, computers, or communication devices; contracts for services; and professional development to help meet a special education student's particular needs.^a

Race to the Top (RTTT) funding is a federal grant program that LEAs can apply for through a competitive application process operated by the U.S. Department of Education. After funding is awarded, OSSE allocates the funding to DCPS or public charter school LEA grantees and monitors the spending. These funds must be used for the purposes outlined in the LEA's application – for professional development or teacher training and recruitment, for example – with regular reporting requirements to OSSE to make sure they are in compliance with federal restrictions on the funding source. OSSE may also make visits to LEAs to provide technical assistance to improve quality of programming in addition to ensuring fiscal compliance for the grant. The District is approaching its final year of RTTT funding and will need to spend all its RTTT funding by September 2014. DCPS has received about \$36 million in federal RTTT funds in four-year formula grants, while public charter school LEAs have received \$42 million in four-year formula grants and \$19 million in competitive grants. Individual LEAs used RTTT funds in various ways – some assigned a lead data person at their school, built a teacher evaluation system, planned for transition to the Common Core State Standard, or supported persistently lowest performing schools with supports and interventions to try to turn them around.

^a If they are not equipped to handle the unique needs of a child with developmental disabilities or delays, OSSE will work with the child's family to place them into another school, public or private, that can meet their needs at no additional cost to the family. This is the reason there is a separate funding mechanism under OSSE for the non-public placements of special needs students who face this situation. In the event of non-public placement, the money always follows the student and the LEA (both DCPS and charters) is legally bound to continue monitoring the child.

STEP 1: Overall DCPS System Budget. The funding received by an individual school is first affected by the amount of funding the Mayor allocates to the whole DCPS system. As noted earlier, this system-wide figure is determined by multiplying the number of students projected to enroll in DCPS by the Uniform Per Student Funding Formula for the school year. The enrollment projections for each school year are made by OSSE and DCPS in the prior spring.

STEP 2: DCPS Allocation among Major Categories. DCPS then has the flexibility to allocate funding across schools and administrative functions. It tends to do so in three broad ways: central office spending, school support, and direct school funding. See **Table 3** below for examples of what falls under each category, as defined by DCPS, along with estimates of what is spent in each funding category. Note, however, that how DCPS expenses are currently categorized is subject to interpretation.

Table 3			
DCPS Funding Categories and Amounts for FY 2015			
Funding Category	Description	Examples	Funding Amount in 2014-2015 School Year
Central Operations	This category reflects management oversight and governance for DCPS.	Office of the Chief Financial Officer (accounting, budget operations), Office of the Chancellor, Human Resources, Contracting and Procurement, Local Grant Administration, Attorney Fees, Communications, Labor Management and Partnerships, Family and Public Engagement	\$35 million
School Support	These are services that are managed centrally but provided at the school level.	Food Services, Security, Office of Youth Engagement, Master Educators, School Transformation, Office of Special Education, Student Data Systems, Curriculum Development, Student Attendance	\$78 million
Direct School Operations	These are funds that go directly to schools and that are managed by the principal with input from the Local School Advisory Team. The direct school funding pays for most staff, services, and materials in schools.	Teachers, Principals, School Administrative Staff, Athletics, Textbook, Transportation, Proving What's Possible Grants, Impact Bonuses, Related Service Providers, Fixed Costs (gas, electricity, water, telephone, rent), School Operation Support, After School Program, Evening Credit Recovery, Summer School Programs, Vocational Education, School Social and Psychological Services, Special Education Instruction, Special Education Capacity Building, ESL/Bilingual Education, Early Childhood Education	\$589 million

Source: FY 2015 Proposed Budget and Financial Plan. DC Public Schools.
http://cfo.dc.gov/sites/default/files/dc/sites/ocfo/publication/attachments/ga_dcps_chapter_2015.pdf

STEP 3: DCPS Allocations to Individual Schools. The funding allocated to each individual school is based on guidelines set by the Chancellor each year and is tied largely to a school's enrollment and student composition. Each year, these guidelines are released by DCPS in a [Budget Guide](#) that outlines the assumptions made and how individual school budgets were created. Along with the guide, the [initial school budget allocations](#) are released to school superintendents and principals. The budget guide and individual school allocations for the school year are usually released in March.¹⁰

How to Influence School Funding

There are many ways to advocate so that DCPS and public charter schools have the funding they need to provide a quality education.

Advocacy around the Per-Pupil Foundation: Using advocacy to influence the size of the Uniform Per Student Funding Formula is key to getting enough local funding at the school level. The UPSFF should be adjusted each year to keep up with rising costs, but adjustments to the UPSFF often are driven by citywide budget concerns, not by specific changes in the costs of education. In the coming school year 2015-16 school year, for example, the UPSFF foundation will not be increased to reflect inflation or other cost increases. As a result, DCPS cut central office functions in order to support school-level spending.

Advocacy around Funding the At-Risk Weight: The fiscal year 2015 budget included \$80 million to provide \$2,079 in additional funding for the over 30,000 at-risk students attending DC schools. While significant, this falls below the full at-risk weight amount recommended in the adequacy study. Pushing for full funding of the at-risk weight is an important advocacy opportunity.

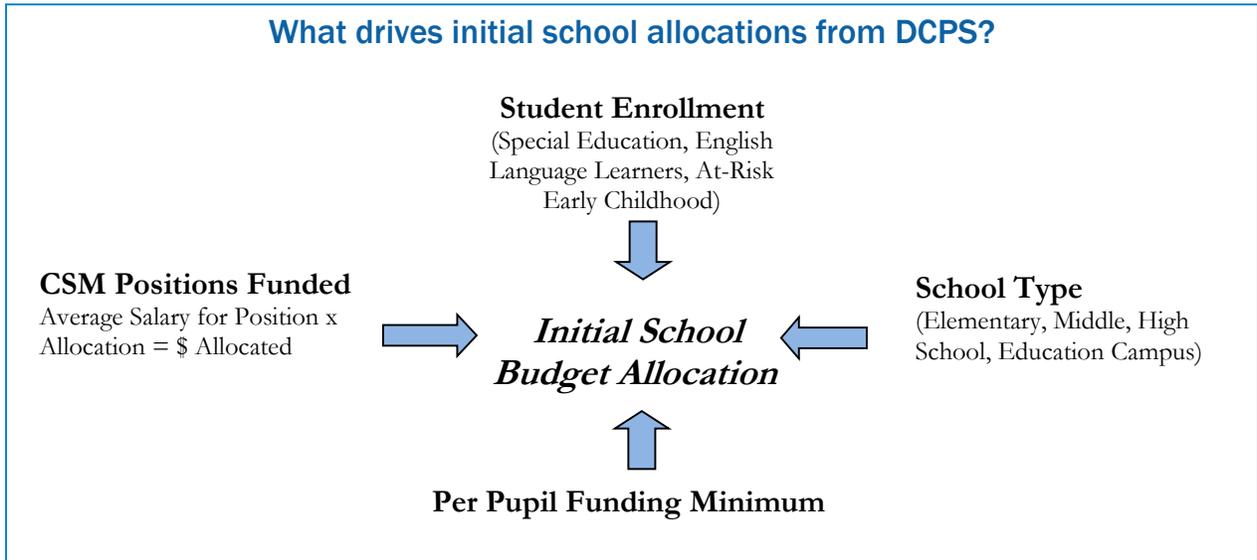
Advocacy around How At-Risk Funds Are Used: In 2014-15, at-risk funds were spent by DCPS on pre-planned initiatives, such as additional resources for middle grades and grants to improve student satisfaction, instead of being specifically targeted to improving the achievement of at-risk students. Advocacy in 2015 led the Council to mandate that at-risk funds go to schools based on the number of at-risk students. In the coming year, it will be important to monitor whether those funds are being spent effectively at the school level to help low-income students.

To ensure the at-risk weight continues to be phased-in and the new resources are strategically invested in effective programs, DC residents should understand how the UPSFF works and let policymakers know they support programs that are seeing results in their schools. Stakeholders can also advocate on behalf of the UPSFF funding levels with the mayor and DC Council each year.

The guidelines for directing funding to schools are affected by a number of factors, including requirements in collective bargaining agreements for class size maximums and teacher salary levels, as well as legal mandates to serve students with special education and language needs. Nevertheless, the Chancellor has great flexibility in deciding how to allocate funds to schools, and this can change from year to year.

¹⁰ Key FY 2016 budget documents for DCPS can be found online at <http://dcps.dc.gov/DCPS/About+DCPS/Budget+and+Finance/FY16+Fiscal+Report+Card>

The main driver of school budgets is the DCPS [Comprehensive Staffing Model \(CSM\)](#).



The Comprehensive Staffing Model establishes what positions each school should have (teachers, principals, librarians, etc.) and sets staff-to-student ratios for each position to calculate the number of staff and the funding each school needs to support those positions. For example, in the 2015-16 school year, schools will receive:

- one early childhood educational aide for every 16 pre-school (3-year old) students, with \$23,980 to cover the cost, including salaries, fringe benefits and other expenses;
- one general education teacher for every 24 high school students, with \$93,040 to cover the costs; or
- one instructional coach placed in all schools, with \$93,040 to cover the costs.

Finally, the allocations to schools have been governed in recent years by a separate **per-student minimum funding level**. If a school’s total funding falls below the per-student floor – \$9,000 for 2015-16 – its budget is increased to meet the minimum. Note that this total funding level includes federal and local funding spent on special education, English language learners, and Title I, which means that any school with a substantial poverty rate or large number of special needs students is unlikely to fall below this minimum level and get a funding increase. However, the per-pupil funding minimum is not guaranteed, and some schools will not receive these funds for 2015-16.

The allocations to local schools are divided into **required** positions and **flexible**-staffing positions.¹¹ For example, each school must have a principal, instructional coach, and a librarian. These are positions the school must fill, with part- or full-time staff depending on the school’s size. (All special education and English language learner staff also are required.) Funds allocated for

¹¹ Note: The DCPS Comprehensive Staffing Model for FY 2016 was not available at the time of the update for this publication, but will be added in at a later date.

“flexible” staff positions may be rearranged in a number of ways to reflect the school’s priorities. For example, small schools that do not meet minimum size thresholds receive fewer staff positions than large schools. (An enrollment of fewer than 300 students was considered a small school in FY 2015.) As a result, some schools may choose to use their flexible staffing allocations to meet their staffing needs.¹² (DCPS notes that school leaders also can petition to redirect funding for a required position, but they need to provide special justification for doing so.)

Why Don’t DCPS School Allocations Match the UPSFF Per-Pupil Amount?

It is important to note that the per-pupil amount allocated to individual schools is different from the Uniform Per Student Funding Formula foundation level amount. For FY 2015, for example, the UPSFF foundation was \$9,492 per student, but the DCPS per-pupil funding minimum was set at \$9,176 per student. The reason for this difference is the UPSFF, which comes out first with the mayor’s budget, is used to fund DCPS as a whole system, and DCPS then uses those funds to support central administrative and school support costs, in addition to funding local schools. DCPS also has the right to allocate all UPSFF funding in proportions that are different from those in the UPSFF.

STEP 4: Schools Make Decisions. Added together, these amounts set a school’s budget. Once DCPS has developed the proposed budget allocation for a school, the principal and other school leaders can decide how to spend those funds, with some restrictions.

- **Required Positions:** As noted, the required positions are expected to be filled at all schools. However, if a school leader looks at their allocations and enrollment figures and determines they do not need all the positions required by DCPS, they can seek to opt out of some of the staffing requirements through a petition process.
- **Flexible Positions:** Schools can use the funds they get for flexible positions to support those positions or for other purposes.

At this point in the process, each school principal is responsible for making critical decisions regarding her or his school’s budget and engaging the Local School Advisory Team (LSAT) in the process. Every DCPS school has an LSAT, a group of elected and appointed members from the school, plus one community member, to advise the principal. The turnaround time before final budgets are to be submitted to DCPS is usually short – around one week.

The school principal reviews the initial school allocation provided by DCPS and identifies what positions the school needs to fund that year based on student enrollment, the school’s goals, and other factors, keeping in mind the list of required positions in the Budget Guide. They may submit petitions for any positions they do not feel are required, or apply to share a position with another

¹² The CSM funding is based on average salary, and when schools decide on staffing, the cost out of their budget is based on average salary even if they have staff with below or above average salaries, usually based on education and experience levels. This means schools with experienced staff are not constrained and schools are not encouraged to hire more staff by hiring less experienced staff with below-average salaries. This also means that the actual expenditures of a school in any given year will not match the amount allocated to the school in the budget process, since most school’s staff will have salaries that differ from the average. The costs factored into average salary are associated with the Washington Teachers’ Union contract.

school. Principals often use this time to troubleshoot as well, if they believe that the initial budget offered by DCPS does not fully reflect the school's needs. Principals consult with the LSAT to make these budget decisions before submitting the final budget to the Chancellor's office. After the final budget has been submitted and approved by the central office by late March, each school's principal can share it with the community.

While schools are given flexibility over how to spend their dollars, they are still required to serve all enrolled students and meet minimum staffing requirements set by DCPS and its bargaining agreements with teachers and other staff.

Table 4 on page 13 shows how an individual school (Aiton ES, Ward 7) made its spending decisions from its initial budget allocation.

How much of DCPS Funding Goes Toward School Support Functions?

Some DCPS services delivered at the school level are not budgeted by the school, but may be managed centrally by the school system. For example, the "school support" category described earlier includes staff, services and materials that are controlled by DCPS Central Office, not individual school leaders, including security and food services. Note that the types of services that fall under each of the spending categories (direct school, school support, and central operations) and what goes into the average teacher salary figure are determined by DCPS and often change from year to year. You can see what services are included in this category for 2013-2014 school year in **Table 3** on page 9.

What is Included in the Average Teacher's Salary Amount?

The specific dollar amount for "average teacher salary" is derived each year by DCPS and actually reflects salaries, payroll taxes, fringe benefits and more. The salary and benefits for any given teacher may be more or less than this amount, but this figure is what is used by central office and schools as they build their individual school budgets each spring. For the 2015-16 school year, the average DCPS teacher cost was set at \$93,040. While base salaries and benefits for teachers account for the bulk of this dollar amount, other costs are factored in: performance bonuses, payments to teachers who are laid off and not hired elsewhere in the system, substitute teacher coverage, background checks, and other miscellaneous costs. As a result, some central office functions in effect appear within local school budgets even though the funding cannot actually be used by schools for staff resources.

How Does a DC Public Charter School Get its Funding and Set its Budget?

DC public charter schools, like DCPS, receive local funding for their enrolled students through the District's Uniform Per Student Funding Formula. Because each charter school local education agency has very broad flexibility over use of its funds, there is no uniform process across charter schools for deciding how to spend these funds.

Each charter school receives payments from the District on a quarterly basis in July, October, January, and April. This local funding is based on the UPSFF calculation and on the school's enrollment, which is measured using an audit conducted each October. Because schools need to set

their budgets before the audit is completed, each public charter school receives a quarterly payment over the summer based on projected enrollment for the coming school year. Each charter school's funding is adjusted after the audit results are completed, usually in January. If the audit identifies more students than had been projected, the school receives additional funding in its subsequent

**Table 4
Aiton Elementary School, FY 2014 Budget**

School Staff Position	Required Position?	Initial Budget Allocation to School from DCPS	Initial Funding Amount	School's Submitted Budget to DCPS	Submitted Funding Amount	What Spending Decisions Were Made by the School?
Principal	X	1.0	\$153,925	1.0	\$153,925	No change
Assistant Principal for Literacy, via Proving What's Possible (PWP)	X	1.0	\$123,432	1.0	\$123,432	No change
Elementary Grades (K-5) Classroom Teachers	X	9.0	\$870,030	9.0	\$870,030	No change
Elementary Grades (K-5) Aides	X	2.0	\$61,948	2.0	\$61,948	No change
Early Childhood (PS-PK) Classroom Teachers	X	5.0	\$483,350	5.0	\$483,350	No change
Early Childhood (PS-PK) Aides	X	5.0	\$154,870	7.0	\$216,818	Added 2 Early Childhood aides
Special Education Teachers	X	3.0	\$290,010	5.0	\$367,778	Added 2 behavior technicians
Art, Music, PE, World Language	X	3.0	\$290,010	3.0	\$290,010	No change
Librarian/Media Specialist	X	0.5	\$48,335	0.5	\$48,335	No change
Instructional Coach	X	1.0	\$96,670	1.0	\$96,670	No change
School Psychologist	X	0.5	\$48,335	0.5	\$48,335	No change
Social Worker	X	1.0	\$96,670	1.0	\$96,670	No change
Reading Specialist, via Proving What's Possible (PWP)	X	1.0	\$96,670	1.0	\$96,670	No change
Business Manager		0.5	\$33,798	1.0	\$67,596	Added funding to make this position full-time
Administrative Aide		1.0	\$44,976	0.0	\$0	Moved funding from this position to other staffing needs
Custodial Foreman	X	1.0	\$62,006	1.0	\$62,006	No change
Custodian RW-5	X	1.0	\$45,337	1.0	\$45,337	No change
Custodian RW-3	X	1.0	\$36,109	1.0	\$36,109	No change
Non Personnel Services (includes supplies, computers, field trips, etc.), Administrative Premium/Custodial Overtime Allocation, and Title funds			\$201,947		\$73,397	Applied about \$128,500 in funding to other school needs
After-School Program (ASP)		11.0	\$78,340	N/A	\$78,347	No change
Total		37.5 (excluding ASP staff)	\$3.316 million	41.0	\$3.316 million	

Source: DCPS initial school budget allocations and submitted budgets for FY 2014. Available online at: <http://dcps.dc.gov/DCPS/About+DCPS/Budget+and+Finance/FY14+Fiscal+Report+Card>

quarterly payments. If the audit identifies fewer students than had been projected, subsequent quarterly payments are reduced. So a charter school that ends up with many fewer students than projected will feel the most financial stress mid-year. (Special education student enrollment is checked separately through a process conducted by OSSE in December, and funding is adjusted if a public charter school ends up having more or fewer special education students than projected.)

All charter schools operate their own special education programs and report on those services to OSSE, while some elect DCPS to run certain functions for their schools, notably student assessments. In these cases, DCPS is listed as the LEA for special education for that charter school. Regardless of how federal special education funds flow to the charter school, they are required to meet the same federal guidelines as DCPS schools regarding a free and appropriate public education for all children with disabilities. If an LEA is unable to provide adequate services due to a lack of capacity, it is obligated to see that the student is appropriately placed into another charter school, DCPS school, or a private placement. The federal IDEA funding designated for these students follows them to their new school.

How to Influence Funding for a DCPS School

There are several ways to influence the budget:

Learn about the UPSFF and how it works: As we mentioned earlier, the UPSFF is the main driver of local funding for public schools. But, it is also the foundation level of funding required to provide a general education – if residents think there are needs that are not being met with the funds available, they should start advocating now for long-term changes after the adequacy study is completed.

Get involved with your Local School Advisory Teams (LSATs): Parents in DCPS schools can work with their school principal and LSAT to decide how to allocate resources. There may be some possibility to influence how DCPS sets its budget guide, but this has not been an open process to date.

Get familiar with the DCPS Budget Development Guide: Parents and advocates are encouraged to familiarize themselves with the current budget guide and the past year's funding for their schools to help them be more informed and prepared for budget season. Get to know what major funding and policy decisions were made by DCPS and how those changes will affect your school next year.

Sign up to testify at budget hearings before the DC Council: Opportunities to testify before the DC Council happen in the spring – between February and April – both before and after the mayor's proposed budget is released. Hearing announcements are posted online, but residents should confirm the date and time when they sign up to testify.

In addition, public charter schools receive a per-student, non-residential facilities allowance from the District intended to cover expenses such as rent, building acquisition, renovation, expansion, and the cost of borrowing for any of these functions. The facility allowance for school year 2014-15 is \$3,072 per student. Charter schools that do not use all of the facility fees on facility expenses are allowed to use those funds for other purposes. In contrast, if a charter school has facility expenses that exceed \$3,072 per student, they may need to find other sources – such as private funding or their UPSFF operating funds – to meet these needs.

OSSE’s Office of Public Charter School Financing and Support (OPCSFS) passes on federal funding for public charter school facilities. It also administers DC’s federal Charter Schools Program grant from the United States Department of Education, which funds the start-up and implementation of new public charter schools. There are no special restrictions placed on charter schools for federal funding beyond the basic eligibility and compliance requirements faced by all grantees of federal funds.

Each public charter school LEA can determine how to spend its funding to meet the needs of its students. See **Table 5** for an example of how one public charter school chose to set its budget.

Each charter school is monitored and evaluated by the PCSB, which reviews all financial reports and conducts an annual performance management review process for each school. Audited financial statements are submitted annually to PCSB by November 1, with interim financial reports on a monthly or quarterly basis.¹³

Table 5	
Achievement Prep PCS FY 2013 Budget	
Revenue Sources	Funding Amount
Per Pupil Charter Payments	\$3,409,966
Per Pupil Summer School	\$45,848
Per Pupil Facilities Allowance	\$960,000
Federal Entitlements	\$374,531 Title I & II (\$319K), IDEA (\$56K)
	247,495
Other Government Funding/Grants	National School Lunch Program (\$215K), based on 90% Free and Reduced Lunch Population; OSSE Least Restrictive Environment Grant (\$20K) E-Rate (\$8K)
Total Public Funding	\$5,037,840
Total Non-Public Funding	\$226,815 (Private grants, donations, lunch sales, and other income)
Total Revenue	\$5,264,655
What Spending Decisions Were Made by the School?	
Personnel	62.9% of expenses
Direct Student	6.9% of expenses
Occupancy	16.4% of expenses
Office	4.4% of expenses
General	6.9% of expenses
Capital Budget	2.6% of expenses

¹³ Key budget documents from past years for public charter schools can be found on the DC Public Charter School Board website: <http://www.dcpsb.org/report/school-budgets-fiscal-audits-and-990s>.

How to Influence How a Charter School Spends its Funds

As noted, public charter schools have tremendous autonomy and flexibility over the use of funds received from the District. The process for influencing how a charter school spends its funds varies from school to school. At each school level, parents should engage with school leadership and the Board of Trustees to better understand the financial decisions being made for the school. Schools that have been operating for several years may have more transparent processes in place than newer schools, but parents can and should play an active role in promoting financial transparency. Charter school financial snapshots for the most recent school year can be found here: <http://www.livebinders.com/play/play?id=1362886>

How Does OSSE Fit In?

The Office of State Superintendent of Education (OSSE) is the District's equivalent of a state education agency. It distributes federal funding to DCPS and public charter schools and also monitors schools for compliance with federal guidelines. OSSE also distributes some local funding to expand pre-kindergarten — known as Pre-K Incentive Funds — to DCPS, DCPCS, and child development center classrooms in the city.

In the case of DCPS, federal funds from OSSE are passed on to the central office, which then makes allocations to individual schools in accordance with federal guidelines. For charter schools, each individual school, or LEA, receives funding directly from OSSE through sub-grants.

There are two main types of federal education grants that pass through OSSE: formula and discretionary grants. Formula funding, which includes Title I, is provided to DCPS and to each public charter school LEA based on the requirements of that grant and the LEA's documented level of need. In the case of Title I funding, for example, LEAs are awarded funding based on the share of students in individual schools who are low-income. If the federal funding is a discretionary (also known as competitive) grant, like Race to the Top funds, OSSE issues a Request for Proposal (RFP) that allows DCPS or public charter school LEAs to apply for funding. If they win the grant competition from the federal government, they will receive funding from OSSE through a sub-grant. See below for a few examples of how major federal funding streams pass through OSSE. See **Appendix 4** for a full list of federal funding that flowed through OSSE to the school system in fiscal year 2012 along with the purpose of each grant.

How School Renovation/Construction Is Funded and Planned

The method for funding school facility needs differs greatly for DCPS and public charter schools.

School Facility Financing for DCPS

School renovation and construction are considered long-term infrastructure investments for the city and fall under its own capital budget for DCPS schools. Those schools operate in buildings

owned and controlled by the District, and major repairs and renovations are managed centrally, by the Department of General Services, which manages the full range of the city’s capital projects.¹⁴

In 1995, the District created a [Public Education Master Facilities Plan](#) which launched a strategic process to update or “modernize” DCPS facilities on a regular basis. The master plan covers a 10 to 15 year time period, and is generally updated every three years. There was a revision in 2010 and the Office of the Deputy Mayor for Education released an abridged version of a master plan in March 2013. The master plan identifies the goals and objectives for facility improvements, explains why enrollment will grow or decline based on demographics, describes the building condition and design conditions that need to be addressed, and provides an estimate for the schedule and budget for the school modernization process.

This plan connects to the DC budget process through the city’s [Capital Improvement Plan](#) (CIP). The CIP is a six-year plan for capital construction, including schools, with specific projects listed along with their funding and construction schedule. The CIP includes the following types of facilities improvements:

- **Modernization and Replacements:** Long-term plans for complete renovation of selected schools; the modernization process is tackled in three phases: academic spaces, support spaces, and systems.
- **Small Capital Projects:** Upgrade of certain sections of a school, such as science labs.
- **Component Replacements:** Major maintenance like roof replacements.
- **Mandates:** Federally required changes, such as improvements related to the Americans with Disabilities Act.

The DCPS capital budget is reworked every year with the rest of the city’s capital budget. It is meant to follow the Master Facilities Plan, but there is not always a strong connection between the two documents. Although work has been completed at 64 DCPS schools since 2008,¹⁵ the order or scope of the master plan, and even the capital plans and budgets, can change based on emergencies—like the 2010 fire at Takoma Education Campus—or as a result of the budget process. For example, the mayor or council may decide to fund school modernization projects in a different order. See **Appendix 3** for the FY 2015 schedule of school modernization for the District.

Like the other city agencies included in the capital plan, the school capital budget is largely financed with borrowing through general obligation municipal bonds issued by District government. The District pays off these bonds over 20 to 30 years.

¹⁴ Note that until recently, the Office of Public Education Facilities Modernization (OPEFM) was the DC agency responsible for managing school facility construction and renovation for DCPS. As of FY 2012, OPEFM functions are now being handled within the new Department of General Services (DGS).

¹⁵ 2013 Public Education Master Facilities Plan. Available online at: <http://apps.washingtonpost.com/g/page/local/2013-public-education-master-facilities-plan/83/>.

How to Influence School Facilities Funding

So, what can parents and other District residents do to influence this process?

- 1) Look for your schools in the long-range educational facility master plan.
- 2) Look for your school in the six-year capital improvement budget.
- 3) Contact your council member to learn about their work and position on the projects planned for your ward.
- 4) Learn if a School Improvement Team (SIT) has been started on projects in progress or in planning in the capital plan.
- 5) If there is a SIT team, find out about the meetings by calling the principal or Department of General Services project manager.
- 6) If the SIT meetings have not begun, form a committee so your community is ready to provide input and direction to the planning for the schools in your community.
- 7) Testify before the council during oversight hearings or in budget hearings in support of your school project, or to express concerns about the facilities in your community.

When attending these meetings or testifying before the council, parents and community members can put forth a vision and plan for schools that will advance the quality of education and neighborhoods now, but that will also stand the test of time. Families and community members can be sure that the schools are designed and constructed to support high-quality education, shared community use, and are environmentally sustainable, fiscally responsible and sources of civic pride.

More information on how to evaluate the Master Facilities Plan can be found in this evaluation guide by the 21st Century School Fund: <http://www.21csf.org/csf-home/Documents/21CSFMFPEvaluationChecklistAugust2011.pdf>.

Public Charter School Facility Funding

Public charter schools are not provided a facility by the city, so they must lease or purchase and improve their own facilities. Some charter schools lease buildings from DCPS, but most are in other facilities. About 22 former DCPS school facilities are now leased by public charter schools while still owned by the DC government. In 2013, the District government made an additional 16 closed school buildings available for reuse by charter schools through a bidding process overseen by the Office of the Deputy Mayor for Education. In 2014, the Council passed a law creating an annual process for the mayor to designate buildings that are no longer needed by DCPS as “surplus” and allow charter schools the right to buy or lease those properties.

To enable public charter schools to rent or acquire school space, public charter schools receive a per-student annual facilities allotment beyond the UPSFF. This facilities allotment for school year 2014-15 is \$3,072 per student in non-residential facilities. DC government paid \$121.9 million to public charter schools as part of the facility allowance for FY 2015.

This funding is intended to cover rent, purchase, or renovation of a building to create an appropriate education environment. Public charter schools can use this \$3,072 per student per year

revenue stream to borrow funds to purchase land and buildings and to make improvements on leased or owned property. As of 2012, public charter schools have about \$402 million in long-term debt,¹⁶ most of which is due to facilities costs.

Table 6
FY 14 and FY 15 DCPS Funds by Revenue Source (in thousands)

Revenue Source	DCPS Approved FY14	Percent of Total Funding for FY14	DCPS Proposed FY15*	Percent of Total Funding for FY15
Local Funds	\$644,437	75%	\$708,889	76%
Intra-District Funds**	\$111,123	13%	\$104,257	11%
Federal Resources	\$44,678	5%	\$53,458	6%
Special Purpose	\$11,090	1%	\$7,544	1%
Federal Grants	\$44,678	5%	\$53,458	6%
Private Funds	\$5,062	1%	\$0	0%
Total	\$861,068	100%	\$927,606	100%

Source: FY 2015 Proposed Budget and Financial Plan. DC Public Schools.

*Between the time when DCPS' budget is proposed in March and the time the budget is effectuated in October, there are frequently changes in available revenues.

**Intra-district funds are services provided by one District agency on behalf of another agency. Most DCPS intra-district funds are federal funds that start with OSSE and are transferred to DCPS.

Charter schools with facility costs that are lower than their facilities allotment can use those excess funds for operating purposes, while schools with higher costs than the allotted facilities payment must use other funds to cover the extra costs.

In addition to the facility allowance, some public charter schools get federal funding for facilities through OSSE's Office of Public Charter School Financing and Support (OPCSFS), including the Revolving Direct Loan Fund for Public Charter School Improvement, the Revolving Credit Enhancement Fund; the City Build Incentive Grant program, and the Charter School Incubator Facility Initiative. These programs provide grants, as well as credit support for public charter schools doing facility projects or purchasing property.

A Look at Recent Expenditures

DC school expenditures can be grouped into the following categories: operating or current expenditures, capital improvements, debt financing, and other expenditures. Total school year expenditures by fund category are shown below for both DCPS and DC public charter schools. Most expenditures fall under daily maintenance and operations and are funded by the general fund.

¹⁶ FY 2012 CHARM Report, Tab 4, Exhibit 5.

Table 7

DC Public Charter Schools Expenditures, FY 2013

Expenses	Amount (in millions)	Percent of Total	Purpose
Personnel Expenses	\$393.9	62%	Salaries and benefits for all school staff
Occupancy Expenses	\$104.6	16%	Leasing of school facilities
Direct Student Costs	\$66.4	10%	Educational services for students, including textbooks, supplies, computers, student assessment materials, classroom furnishings, and contracted student services
Other Expenses	\$73.0	11%	Other expenses, such as office supplies, telecommunications, printing and copying equipment rental and maintenance, legal, accounting, auditing, and payroll services, and other general expenses
Total	\$637.9	100%	

Source: DC Public Charter School Board, FY 2013 PCS Distribution of Expenses by School, Charter Audit Resource Management (CHARM) Report

Glossary of Key Terms

LEA – Local Education Agency

SEA – State Education Agency

Pre-K – Pre-Kindergarten

Pre-S – Pre-School

OSSE – Office of the State Superintendent of Education

OPEFM – Office of Public Education Facilities Modernization

DGS – Department of General Services

PCSB – DC Public Charter School Board

IDEA – Individuals with Disabilities Education Act

DCPS – District of Columbia Public Schools

DCPCS – District of Columbia Public Charter Schools

DME – Deputy Mayor for Education

**Appendix 1:
Supplemental Weights for Per-Pupil Allocations**

	Level/Program	Definition	Weighting	Per Pupil Supplemental FY 2015
General Education Add-Ons	LEP/NEP*	Limited and non-English proficient students	0.49	\$4,651
	At-Risk	Additional funding for students in foster care, who are homeless, on TANF or SNAP, or behind grade level	0.219	\$2,079
Special Education Add-Ons	Level 1 Special Education	8 hours or less per week of specialized services	0.97	\$9,207
	Level 2 Special Education	More than 8 hours and less than or equal to 16 hours per school week of specialized services	1.20	\$11,390
	Level 3 Special Education	More than 16 hours and less than or equal to 24 hours per school week of specialized services	1.97	\$18,699
	Level 4 Special Education	More than 24 hours per week which may include instruction in a self-contained (dedicated) special education school other than residential placement	3.49	\$33,127
	Residential	DCPS or DCPCS that provides students with room and board, in addition to instructional program	1.67	\$15,852
Residential Add-Ons	Level 1 Special Education - Residential	Additional funding to support the after-hours level 1 special education needs of students living in a DC public school that provides room and board	0.368	\$3,493
	Level 2 Special Education - Residential	Additional funding to support the after-hours level 2 special education needs of students living in a DC public school that provides room and board	1.337	\$12,691

Appendix 1: (Continued)
Supplemental Weights for Per-Pupil Allocations

	Level/Program	Definition	Weighting	Per Pupil Supplemental FY 2015
Special Education Add-Ons for Students with Extended School Year (ESY) in their IEPs	Level 3 Special Education - Residential	Additional funding to support the after-hours level 3 special education needs of students living in a DC public school that provides room and board	2.891	\$27,438
	Level 4 Special Education - Residential	Additional funding to support the after-hours level 4 special education needs of limited and non-English proficient students living in a DC public school that provides room and board	2.874	\$27,280
	LEP/NEP - Residential	Additional funding to support the after-hours limited and non-English proficiency needs of students living in a DC public school that provides room and board	0.668	\$6,341
	Special Education Level 1 ESY	Additional funding to support the summer school/program need for students who require extended school year (ESY) services in their IEPs	0.063	\$598
	Special Education Level 2 ESY	Additional funding to support the summer school/program need for students who require extended school year (ESY) services in their IEPs	0.227	\$2,155
	Special Education Level 3 ESY	Additional funding to support the summer school/program need for students who require extended school year (ESY) services in their IEPs	0.491	\$4,661
	Special Education Level 4 ESY	Additional funding to support the summer school/program need for students who require extended school year (ESY) services in their IEPs	0.489	\$4,642

Source: FY 2015 Budget Support Act.
 *LEP: Limited English Proficient; NEP: Non English Proficient

Appendix 2: Required DCPS Staffing for School Year 2014-15

For SY 2014-15, the following staff or programs are required at schools unless otherwise approved through the budget petition process.¹⁷

	Position	Guideline
School Leadership	Principal	Positions are required based on program requirements or grant funded requirements
	Assistant Principal	
General Education Teachers	All Classroom Teachers	Required for Elementary Schools and Education Campuses; Flexible for Middle School, High School, and Alternative School budgets
Special Education Positions	All Special Education Teachers	Only at applicable schools
English Language Learner Positions	Educational Aide	
	ELL Teacher	
Related Arts	Bilingual Counselor	Required at Elementary Schools and Education Campuses based on SY14-15 scheduling requirements
	Art, Music, Physical Education	
	World Language	Required at all schools; Schools with fewer than 300 students receive a part-time librarian
Early Childhood Education	Librarian/Media Specialist	Each class receives 1 full-time teacher and 1 full-time aide
	Preschool, Pre-K, Mixed-Age Teachers	
Schoolwide Instructional Support	Educational Aide	Required at all schools
	Instructional Coach	Allocation based on school criteria
	Social Worker	Allocation based on school criteria
	Psychologist	Applies to selected schools
	Schoolwide Enrichment Model Coordinator	Applies to selected schools
	International Baccalaureate Coordinator	Applies to selected schools
	Ninth Grade Academy Coordinator	Applies to selected schools
Custodial Staff	Guidance Counselor	High Schools receive 1 full-time counselor for every 250 students; Middle grades receive 1 full-time counselor for every 400 middle grade students or 1 full-time position
	Foreman	Required at all schools
	RW-5 Custodian	Based on building size and other factors
	RW-3 Custodian	Based on building size and other factors

¹⁷ DCPS Budget Guide for School Year 2014-2015.

**Appendix 3:
FY 2015 Funding Schedule for Phased School Modernization**

School	FY 2015 (in millions)	FY 2016 (in millions)	FY 2017 (in millions)	FY 2018 (in millions)	FY 2019 (in millions)	FY 2020 (in millions)	6-Year Total (in millions)
Johnson MS	\$7.9	\$10.0	\$4.9	\$0.0	\$0.0	\$22.8	\$45.6
Truesdell ES	\$0.0	\$0.0	\$0.6	\$6.8	\$0.0	\$0.0	\$7.5
Banneker HS	\$0.0	\$2.2	\$17.7	\$47.2	\$0.0	\$0.0	\$67.1
Spingarn	\$0.0	\$0.0	\$0.0	\$0.0	\$58.4	\$0.0	\$58.4
Francis Stevens ES	\$2.5	\$0.0	\$7.9	\$12.3	\$0.0	\$0.0	\$22.7
Anne Goding ES	\$3.0	\$11.9	\$0.0	\$0.0	\$2.5	\$0.0	\$17.4
Logan ES	\$2.5	\$0.0	\$0.0	\$7.7	\$2.9	\$0.0	\$13.1
Browne EC	\$3.0	\$10.6	\$10.0	\$0.0	\$0.0	\$0.0	\$23.6
Shaw MS	\$0.0	\$0.0	\$0.0	\$3.4	\$27.5	\$18.3	\$49.2
Orr ES	\$3.0	\$26.5	\$9.5	\$0.0	\$0.0	\$0.0	\$39.0
Bancroft ES	\$0.0	\$19.2	\$28.8	\$0.0	\$0.0	\$0.0	\$48.0
Eliot-Hine	\$0.0	\$12.5	\$21.6	\$0.0	\$0.0	\$0.0	\$34.1
Garfield ES	\$3.0	\$5.5	\$4.0	\$0.0	\$0.0	\$0.0	\$12.5
Kimball ES	\$0.0	\$0.0	\$9.2	\$8.5	\$0.0	\$0.0	\$17.7
Murch ES	\$10.1	\$21.5	\$12.2	\$0.0	\$0.0	\$0.0	\$43.9
Watkins ES	\$14.3	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$14.3
Marie Reed ES	\$15.9	\$19.5	\$8.5	\$0.0	\$0.0	\$0.0	\$44.0
Ward 7 Application School	\$8.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$8.0

**Appendix 4:
Major (Larger than \$1 million) Education Grants That Flow from
Federal Agencies to Public Schools in DC**

Grant	Amount in FY 14	Target Population	Purpose
School Improvement Grant (SIG)	\$2 million	Johnson MS, Stanton ES, Kelly Miller MS, Savoy ES, Kramer MS, Garfield ES	Formula based grant to LEAs that demonstrate the greatest need for the funds and show the strongest commitment to use the funds to substantially raise the achievement of the lowest performing schools to move out of improvement status
Race to the Top School Improvement	\$2 million	Luke C Moore HS, Dunbar HS, Eastern HS, Browne EC, Anacostia HS, Kramer MS, Garfield ES	Additional targeted support for lowest achieving schools in the District
Race to the Top	\$6.6 million	District-wide	Supports and provides Common Core aligned curriculum, assessments, and data systems to prepare students to be college and career ready. Also supports evaluating and improving teacher performance
Perkins Career and Technical Education Act	\$2.3 million	Currently in all DCPS high schools except Banneker, Ellington and School Without Walls	Develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in Career and Technical Education programs
Individuals with Disabilities Education Act (IDEA) grants	\$11.3 million	All students with Individualized Education Plans (IEPs)	Support early intervention, special education and related services to eligible students with disabilities
Title I, Part A	\$27 million	Schools where at least 40 percent of students come from low-income families	Formula based grant intended to: <ul style="list-style-type: none"> • Provide disadvantaged students with access to high quality education by helping students to reach proficiency with state academic standards and assessments • Promote school wide reform in high poverty schools

Appendix 4: (Continued)
**Major (Larger than \$1 million) Education Grants That Flow from
Federal Agencies to Public Schools in DC**

Grant	Amount in FY 14	Target Population	Purpose
Title II, Part A	\$6.6 million	District-wide	Formula based grant intended to increase academic achievement by: <ul style="list-style-type: none"> • Improving the quality of teachers and principals • Increasing the number of highly qualified teachers and principals.
Head Start	\$10.6 million	All Title I schools that offer Pre-K	Promotes the school readiness of children in Pre-K from low income families by enhancing their cognitive, social and emotional development
Teacher Incentive Fund (TIF)	\$13 million	Select schools (TBD)	Provide leadership development training for teacher leaders and principals; create additional leadership roles for teachers in order to drive school turnaround; fund performance based compensation
Junior Reserve Officers Training Corps (JROTC) program	\$1 million	High schools including Dunbar, Cardozo, McKinley, Anacostia, Columbia Heights, Woodson, Roosevelt, and Wilson	JROTC provides leadership and character development courses to high school students, along with opportunities to participate in rigorous physical training, drill competitions and academic contests
Child Nutrition Programs	\$25.9 million	District-wide	Provide healthy school meals to all students
Impact Aid	\$1.6 million	District-wide	Unrestricted payments from the federal government to local educational agencies that have a high concentration of children residing on military bases; variable based on congressional appropriation and the number of federally connected students identified
Temporary Assistance for Needy Families (TANF) funds for afterschool programming	\$6.5 million	District-wide	Structured education and enrichment programs that serve children during out-of-school hours during the regular school year and summer

Appendix 4: (Continued)
**Major (Larger than \$1 million) Education Grants That Flow from
Federal Agencies to Public Schools in DC**

Grant	Amount in FY 14	Target Population	Purpose
E-rate	\$8.7 million (estimate)	District-wide	Support for voice, video, and data communications
Federal Medicaid Transfer	\$4 million	District-wide	Reimbursement for school based health care services provided to students with special needs under IDEA
SOAR Act Funding	\$20 million	District-wide	Federal funding allocated to DCPS that offsets the estimated loss of students who leave DCPS to take advantage of the D.C. Opportunity Scholarship program which provides scholarships to students from low income families to attend a private school of choice

Source: Table 2.4, Breakdown of Grants and Payments, DCPS Facts and Figures Guide, April 2013. Available online at: <http://dcps.dc.gov/DCPS/Files/downloads/DCPS%20Facts%20and%20Figures%20Guide%20for%20FY%202014.pdf>.

Appendix 5: Timeline for Fiscal Year 2016 Budget Season

The DC fiscal year runs from October through September. The budget process for a given fiscal year starts about a year beforehand. Using fiscal year 2016 as an example, the budget process is outlined below:

Budget Instructions Issued to Agencies	Fall 2014
Current Services Budget Released	Fall 2014
Office of Budget and Planning Finalized Agencies Budgets	Winter 2014
Revenue Forecast Released	February 2015
Performance and Oversight Hearings	February 9 - March 13, 2015
Mayor's Budget Proposal Released	April 2, 2015
Council Hearing on Overall Budget	April 13, 2015
Council Hearings on Proposed Agency Budgets	April 15 - May 7, 2015
Revenue Forecast Released	May 2015
Council Budget Mark-up Hearings	May 12 - 14, 2015
Main Budget Vote	May 27, 2015
Second Vote on Budget Support Act	June 16, 2015
<i>These are described in more detail below.</i>	

Budget Instructions Issued to Agencies: Fall 2014

The Office of Budget and Planning (OBP) in the Chief Financial Officer's office issued instructions to each agency that set the terms for the agency's budget request. The agency requests were submitted back to OBP in the fall using the format set out in the instructions.

Much of the instructions are intended to determine current services funding needs – the amount needed to maintain existing services and meet legal obligations. The current services budget reflects changes in salary expenses, utilities, and other fixed costs.

Agency budget requests also can include suggested enhancements. However, during times of revenue shortfalls, agencies have been instructed not to submit any enhancement requests. This is the case for fiscal year 2016.

Release of the FY 2016 Current Services Budget: November 2014

The CFO completes work on the FY 2016 current services budget. Ideally, this is an estimate of the costs of maintaining current services, by factoring in changes in costs for salaries, rent, supplies and other expenses. But this will not include any funding that was designated “one-time” in the previous year, such as money added in 2014 for the Housing Production Trust Fund that was not included in 2015. The current services budget can be compared to the mayor’s proposed budget to look for changes to an agency’s budget. An advocate could take the mayor’s proposed budget and compare it to the current services budget to see what, if any, funding reductions or additions are proposed over what the agency is currently doing.

Office of Budget and Planning (OBP) “Scrubs” Agencies’ Budgets, Mayor’s Budget Team Begins Assembling FY 2016 Budget: Winter 2014

OBP reviews and “scrubs” each agency’s request. Has all one-time funding from the prior-year been eliminated? Does the agency accurately reflect costs associated with expected staffing levels? Does the agency include something in the baseline that should be considered an enhancement?

OBP passes back a modified request to the agency and allows the agency to appeal. This back-and-forth relates mostly to the current services budget. OBP generally does not comment on enhancement requests, since decisions over new initiatives or enhanced funding for existing services are political and made by the mayor. The CFO’s office is independent and avoids policy recommendations. Enhancement requests are passed on directly to the mayor’s office.

At the same time, the mayor’s budget review team is working on assembling the final budget and making policy decisions about cuts and revenue increases.

****POINT OF ADVOCACY**** At this time you can contact the mayor’s office to make a request for additional funding (or to maintain funding) for a program or services you care about. Most often, this is easiest to do by finding out who is responsible in the city administrator’s office for the issue area you are concerned about and meeting with them or sending them a letter or email.

Release of the FY 2016 Revenue Forecast: February 2015

In late February, the CFO issues a revenue forecast that includes projected revenues for FY 2016. The budget submitted in March must live within the revenues identified in this forecast.

Council Performance and Oversight Hearings: February 9 – March 13, 2015

The council holds hearings on the FY 2014 performance and the implementation of the FY 2015 budget for every agency. These are free-form hearings that are open to comment on virtually any aspect of the agency. The DC Council Budget Office's website (<http://www.dccouncil.washington.dc.us/offices/office-of-the-budget-director>) posts questions that are submitted by committees to the agencies for the hearing, as well as the agencies' responses.

****POINT OF ADVOCACY**** This is a good time to testify on programs and services that you think are working well and help make the case they should be continued or expanded in the upcoming fiscal year. It is also a good time to discuss any changes or improvements you think could be made to the programs and services you care about.

Mayor's Budget Submission: April 2, 2015

The mayor submits a proposed **Budget and Financial Plan**, which includes proposed funding to cover the operating costs of running agencies in mid-March. The mayor also submits a proposed **capital budget**, which is a six-year plan for building and rehabbing government facilities and infrastructure.

The budget legislation that reflects proposed funding levels is called the **Budget Request Act**. The mayor also submits a **Budget Support Act**, which includes legislation for any budget proposal that requires a statutory change.

The proposed FY 2016 budget and related documents are posted on the Chief Financial Officer's website: <http://cfo.dc.gov/>.

Council Overview Hearing on the Budget: April 13, 2015

Each year, the full DC Council holds a hearing on the mayor's budget proposal shortly after it is released. Video archives of this hearing, along with other hearings, can be found on the council's website, www.dccouncil.us.

Council Budget Hearings, by Agency: April 15 - May 7, 2015

Shortly after the budget is submitted, each committee holds a hearing on the proposed budgets for the agencies the committee oversees. There are both public witnesses and executive branch witnesses. The DC Council Budget Office's website posts questions regarding the proposed budget that are submitted by committees to the agencies. The budget office also posts the agencies' responses. The schedule is available on the DC Council website: www.dccouncil.us.

****POINT OF ADVOCACY**** This is a good time to testify on elements of the mayor's budget that you like and elements that you do not like, especially if things are not included at all.

Final Revenue Forecast: May 2015

Early in May, the CFO releases a new revenue forecast. The final budget adopted by the council must fit within this revenue forecast. If the May revenue forecast is lower than the February forecast, the mayor and council must work to find additional budget savings. If the May revenue forecast is higher than the February forecast, the council can support some additional funding proposals.

Council Committee Budget Mark-ups: May 12 - 14, 2015

Each council committee meets to mark-up the budgets for the agencies they oversee. The committees cannot appropriate more in total for their agencies than the amount in the mayor's proposed budget, but they can shift funds within and between their agencies. The committees make recommendations for things they are not able to fund, but that they hope the full council will find a way to fund. The committees also adopt recommendations on the Budget Support Act provisions that relate to the committee.

After each committee has completed mark-up, there is a one- to two-week period during which the council members work to merge the committee actions into a comprehensive budget. This work happens behind the scenes. There is no mark-up on the council's comprehensive budget.

Main Budget Vote: May 27, 2015

The full council (Committee of the Whole) votes on the **Budget Request Act**, which sets the appropriations level for each agency. There is only one vote on the BRA. Also in May, the council holds its first reading of the **Budget Support Act**. There is a second reading on the BSA.

Final Vote on the Budget Support Act: June 16, 2015

The council holds the second reading of the Budget Support Act. The budget is then submitted to the U.S. Congress for approval.