Form 2 Detail: FY 2025 Enhancement Request
FY 2025 Agency Budget Request

★ ★ ★ OFFICE OF THE CITY ADMINISTRATOR
Budget & Performance Management

Complete a separate Form 2 for each enhancement request.

SECTION I. OVERVIEW	*Required for **ALL** requests*

ENHANCEMENT TITLE*

Feel Connected to Schools

ENHANCEMENT PRIORITY*

OUT OF **4**

AGENCY*
DC Public Schools

AGENCY CODE*
GA0

AGENCY POINT OF CONTACT*
Patrick Ashley

POINT OF CONTACT EMAIL*
patrick.ashley@k12.dc.gov

REQUEST TYPE*

Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.

☐ **A. Restore previous reduction or one-time funding**

☐ **B. Increased cost to maintain existing activity**

☐ **C. Operational improvement with strong business case**

Complete Sections I-IV. Complete Section V to be considered for evidence rating.

☒ **D. Expand high-performing existing activity**

☐ **E. Completely new activity with highly likely or proven positive outcomes**

Complete Sections I-V.

☐ **F. Continue ARPA SLFRF project**

Complete Sections I-VII.

FUNDING REQUEST*

Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2025 PERSONAL SERVICES (PS)	FY 2025 NON-PERSONAL SERVICES (NPS)	FY 2025 TOTAL REQUEST AMOUNT
7,211,000	12,250,400	19,461,400

☐ ONE-TIME   ☐ PARTIALLY RECURRING   ☒ RECURRING

FUTURE COSTS*

If recurring, enter estimated costs over next four years.

TOTAL FY 2026	TOTAL FY 2027	TOTAL FY 2028
19,801,975	20,148,509	20,501,108

ENHANCEMENT SUMMARY*

In your response:
- State the problem this enhancement is designed to address
- Describe what the enhancement is and/or how it will work
- Describe the impact the enhancement will have on the problem

Ensuring our students feel connected to schools means creating a safe, supportive, and culturally affirming learning environment for students and their families. It means ensuring that student experiences are enriching and fun, and that after school opportunities are available to cultivate student interests and ensure safety. In the 2024-25 school year, DCPS's efforts will include:

- Expanding DCPS's **Connected Schools Initiative** in which schools become resource hubs in their community to meet our students' and families' needs in and out of the classroom.

Connected Schools Outputs and Outcomes

- Increasing **access to transportation** for DCPS students for enriching school-based experiences.
- Ensure DCPS schools are **safe and supportive** by
  - Expanding school-based restorative and mediation practices
  - Launching an alternative school model for students displaying persistent behavioral risks to the school community
  - Increasing family engagement to ensure parents and caregivers are partners in student safety
  - Expanding and strengthening educator professional learning opportunities to ensure students consistently experience a culturally affirming learning environment.
  - Ensuring a robust and consistent security infrastructure is maintained across campuses, and enhancing training related to crisis intervention and emergency response.

Will legislative support be required to implement this enhancement?* If yes, please submit a proposed BSA subtitle using Attachment D.	☐ YES	☒ NO
Does this enhancement advance a District Recovery Goal?* If yes, please select from the dropdown list.	☒ YES **Youth Safety/SEL**	☐ NO

SECTION II. RATIONALE	*Required for ALL requests*

What problem facing the District will this enhancement address and why does this problem exist?*
Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

Our commitment to every student demands we offer the most support where the greatest disparities have persisted. Based on our data, our targeted and intensive support will focus on Black and Hispanic students, students receiving special education services, and our multilingual learners to provide equitable access and eliminate current barriers to academic and social success.

Commitments
We have two Commitments which serve as the foundation of our work.
- Value our People – A clear focus on professional development, growth opportunities, and staff wellness.
- Partner with our Community to Ensure Safe Schools – A clear focus on collaboration with the City and community-based organizations to increase access to opportunities for our students and ensure safety.

Strategic Priorities
The Strategic Priorities outline the three critical, overarching priorities that we have for our students.
- Strategic Priority 1 - Succeed Academically
- **Strategic Priority 2 - Feel Connected to Schools**
- Strategic Priority 3 - Prepared for What's Next

How does this enhancement address this problem and its underlying causes?*
Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.

Feel Connected to Schools
- Goal 3 – DCPS students are safe and have a sense of belonging.
    - Safe Learning Environment - Ensure that every school creates a safe, supportive, and culturally affirming learning environment for students and their families.

- Goal 4 – DCPS students have equitable access to opportunities.
    - Enriching Experiences - Partner with students and the community to create a series of "beyond the classroom" trips, performances, and celebrations that will enhance students' learning and development throughout their K-12 experience.
    - After-school Programming - Offer a range of high-quality after-school programming aligned to students' passions and interests that help build meaningful relationships and support youth safety.

SECTION II. RATIONALE (continued)   *Required for **ALL** requests*

QUESTIONS SPECIFIC TO ENHANCEMENT TYPE*

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS…	THEN ANSWER THESE QUESTIONS…
☐ A. Restore previous reduction or one-time funding	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency KPIs, workload measures, or other data that support your response.
☐ B. Increased cost to <u>maintain</u> existing activity	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? ***Changes to the number of people served or the type of services provided should be categorized as a Type D request.***
☐ C. Operational improvement with a strong business case	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
☒ D. Expand high-performing existing activity	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency KPIs, workload measures, or other data that support your response.
☐ E. Completely new activity with highly likely or proven positive outcomes	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?
☐ F. Continuation of ARPA SLFRF project	**Complete Section VII.**

Responses to Questions*

DC Public Schools has created a bold plan for ensuring that all students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment. Each element of our strategic plan has been developed to improve the academic development and social emotional needs of our students. Many of these action items have been occurring within DC Public Schools on smaller levels with great success, and now we want to implement these initiatives on a district level to provide the same level of support and success for all students in the District.

SECTION III. PERFORMANCE RATIONALE & IMPACT   *Required for ALL requests*

IMPACT STATEMENT

In 2-3 sentences, describe the expected positive impact of this enhancement on District residents or government operations.*

Ensuring our students feel connected to schools means creating a safe, supportive, and culturally affirming learning environment for students and their families. It means ensuring that student experiences are enriching and fun, and that after school opportunities are available to cultivate student interests and ensure safety.

PERFORMANCE IMPACT

What data will the agency collect to understand the impact of this enhancement?*
Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

In the short term, DCPS will evaluate our KPIs to determine the impact of this enhancement. In the out years we may add additional measures to further evaluate impact over time.

> **PERFORMANCE TEAM IS HERE TO HELP!**
> Need help thinking through this section or identifying data sources, KPIs, or Workload Measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz (lia.katz@dc.gov).
>
> **HELPFUL TIPS & DEFINITIONS**
> - **Key Performance Indicators (KPIs)** are quantitative measures of performance associated with targets. They typically include a statistic, like a percentage, and an object, like "tickets dismissed when contested."
> - **Workload Measures (WMs)** measure the volume of work performed—e.g., the number of parking tickets issued—and do not have associated targets. Typically, workload measures provide information about service demand.
> - **In most cases, agency activities do not aim to increase or decrease workload measures**. In rare instances, if an agency is working to increase or decrease volume of work directly, a measure may be tracked as a KPI, with an associated target (e.g., "number of trees planted.").

What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?

At this time there are no foreseen challenges or risks anticipated.

Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?*

If you are proposing a new metric, write "NEW" in the columns for FY 2022-2023. Metrics can be measurements of outputs, desired outcomes, operational efficiency, inputs or resources, or volume of demand or work for a particular program. Metrics may appear in both tables in this section.

Key Performance Indicator (KPI) or Workload Measure (WM)	New for FY24?	If new, explain how this metric was developed:	Which direction is desired?	FY 2022 Actual	FY 2023 Target	FY 2023 Actual
In-seat attendance (ISA) rate	No	N/A	Up is Better	85%	90%	86%
Audited Student enrollment	No	N/A	Up is Better	49035	50499	50131
Percent of students indicating they feel challenged	No	N/A	Up is Better	82%	85%	82%

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SECTION IV. BUDGETING FOR RACIAL EQUITY   *Required for ALL requests*

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?*   ☒ **YES**   ☐ **NO**

Which of the four goals in the District's [Racial Equity Action Plan](#) (REAP) or your agency-specific REAP does this enhancement request advance?* Check all that apply.

☐ **1. Improving DC Government staff understanding and commitment to achieving racial equity** (e.g., training, capacity building, or use of racial equity tools)

X **2. Reducing or eliminating a known racial and ethnic inequity** (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)

☐ **3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships**

☐ **4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices** (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

What racial inequity or REAP sub-goal(s) does this enhancement request address?*
For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District's REAP for supporting actions).

This enhancement will allow DC Public Schools to continue our work towards creating a more equitable education system that is continuously innovating the work to narrow the racial gap and provide opportunities for success for the students of the District.

What is the rationale for addressing the inequity in this way and/or with this program?*
For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

DC Public Schools is anchored in the belief that education serves as a powerful tool for social and economic mobility. By investing in academically supported approaches to improving education, DC Public Schools is dedicated to the future success of the students of the District.

In what ways have you meaningfully involved internal and external stakeholders in the development of your agency's budget request, including staff and communities of color?* See ORE's [Meaningful Community Engagement Guide](#).

DC Public Schools regularly solicit feedback from our stakeholders. This information has helped inform us on what priorities are at the forefront for our schools, families, and communities and contributed to developing these district level priorities.

If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.* For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

At this time the agency does not anticipate any unintended benefits or burdens on any specific rachial or ethnic groups.

SECTION V. EVIDENCE-BASED BUDGETING

Required for Type D, E & F requests. Optional for Types A, B & C.

This section is <u>required</u> for all Type D, E, and F enhancement requests that would expand existing activities, launch completely new activities, or continue ARPA SLFRF projects. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.

What evidence supports the likelihood that this enhancement will achieve the desired outcome?*

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). <u>Provide links to cite your sources</u>, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

<u>Clear evidence</u> across multiple fields shows that a calm, safe, and supportive environment impacts engagement, motivation, social-emotional learning, and academic achievement. Additionally, <u>research</u> demonstrates that emotional support from educators impact children's stress levels and the presence of cortisol, influencing a student's ability to access the parts of their brain they need for learning and memory. And, <u>research</u> focused on students experiencing the most adversity calls out the presence of a developmental relationship between adults and students as the active ingredient in learning.

DCPS's approach to creating a safe, supportive, and culturally affirming learning environment is based on the most effective practices from this seminal research, and DCPS is currently piloting a codified set of five school and classroom core practices in 40 schools in SY2023-24, with district-wide implementation in the years ahead:

1. Expectations, Norms, and Routines
2. Student Relationship Structures
3. Trust-Building Interactions
4. Co-Regulatory and Restorative Practices
5. Interventions and Enrichments

> **THE LAB@DC TEAM IS HERE TO HELP!**
> Have questions about the evidence? Email the.lab@dc.gov (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.
>
> **HELPFUL TIPS & DEFINITIONS:**
>
> **Enhancements that are evidence-based** are those for which the investment is partially or fully supported by quantitative data from one or more:
> - Experimental studies (also called randomized evaluations or randomized control trials)
> - Quasi-experimental studies that compare outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement
>
> **Enhancements with preliminary evidence** include those supported by:
> - Quantitative studies or data (like KPIs) that measure recipients' outcomes after the program or compare outcomes before and after
> - Benchmark analyses or other data that compare outcomes for recipients to outcomes for non-recipients.

DCPS is interested in advancing a plan for an alternative school program for secondary students. This program will address a need for a program that is equipped with the therapeutic and skill-building emphasis necessary to increase pro-social commitment to school. Previous attempts at alternative programming have not been tailored to address the unique challenges faced by the students that will meet criteria to attend this new program. The proposed model will be different in the following ways:

- Staffed by educators that are skilled and interested in working with vulnerable populations
- Curricular options that allow students to return to their local school without credit gaps
- Holistic engagement that includes family partnership, other agency partners, and a variety of culturally affirming mental health supports that are core to the educational program.
- Flexible scheduling that promotes safe commutes for students

<u>Research shows</u> that participation in high-quality afterschool programming positively impacts numerous student outcomes, including social emotional learning, academic performance, school participation, and safety.

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A 2023 report on out-of-school time programming in Washington, DC found an estimated need of over 88,905 afterschool seats to provide universal access to afterschool programming for all children and youth in a DC public school.

Connected Schools: Research shows that Full-Service Community Schools break down barriers to student success and accelerate student achievement. Community schools are also an evidence-based strategy that can be used to improve schools under the federal Every Student Succeeds Act (ESSA). Studies have found significant positive effects for student school progress, including attendance (three quasi-experimental studies and one randomized control trial), mathematics achievement (four quasi-experimental studies and one randomized control trial), reading achievement (four quasi-experimental studies), and overall grade point average (two quasi-experimental studies). More specifically, the researchers found significant decreases in grade retention, dropout rates, and chronic absenteeism, along with significant increases in attendance rates and mathematics scores. 115 Significant positive effects also emerged for improving school attachment (one quasi-experimental study) and school behavioral problems (two quasi-experimental studies), both considered nonacademic outcomes.

Investments for critical safety infrastructure will fund improvements and enhancements to systems currently in place which require upgrades due to improved technology and replacements due to equipment reaching the end of its useful life.

Which parts of your enhancement are identical to the model(s) the evidence comes from?*
If the enhancement is identical to the model in the evidence and the population served is similar, how will you ensure your agency implements the model in the same way? If your enhancement includes just a part of the model or serves a different population, describe how it differs and why that deviation is necessary for success in DC.

The core practices DCPS codified and is piloting in SY2023-24 are directly adapted from the research about what creates the strongest relationships and most supportive environment. Specifically, DCPS adapted the core practices directly from the evidence-based Whole Child Blueprint model from Turnaround for Children that is grounded in the latest brain science.

This enhancement directly aligns with the research by adding additional afterschool seats in high need parts of the city and in programs serving targeted student populations. By leveraging My Afterschool DC grantees, we will ensure we are pulling from programs vetted for quality and impact by the Deputy Mayor for Education's Office of Out of School Time Grants and Youth Outcomes.

Research shows that when community schools are implemented with high fidelity for 3 to 5 years, we will see improved student outcomes, including higher achievement. Key elements of the model included dedicated full-time school-based personnel that serve on the leadership team to drive program implementation, ensuring school-based teams have the systems and access to proactive supports to ensure students receive the necessary interventions and services, and a commitment to engaging families in on-going relationship building.

For critical safety infrastructure, investments are in line with industry best practices.

Are you building or planning to build evidence to support this enhancement using a formal program evaluation?*   ☒ **YES**   ☐ **NO**
If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

As part of DCPS's existing DCPS Becoming work, the district and its partners have engaged George Washington University's Center for Health and Health Care in Schools as its Monitoring, Evaluation, and Learning (MEL) partner. The MEL work includes a five-year evaluation study that helped shape the development of the five Core Pracitces, along with annual

progress monitoring step-backs to adjust strategies and deepen implementation. We hope to expand and deepen this work as part of our continued implementation funded through the new strategic plan.

DCPS included a continuous improvement cycle into the five-year strategic plan to allow for impact assessment and to make needed adjustments in afterschool programming.

As part of our Connected Schools work, DCPS is partnering with Johns Hopkins School of Education to explore the foundational components of program implementation and the impact of the work on student achievement. Initial findings from a JHU study showed 7% higher percentage present for students who receive on going partner-led programming at a Connected School vs students at Connected Schools who don't receive partner-led programming, when controlling for other factors. For students who are enrolled the full 180 days, this represents 12 days of school. This study was initially done in SY21-22 for three schools, and we are seeing the same results in SY22-23 data for the entire cohort.

For critical infrastructure, DCPS, through the Office of the Chief Operating Officer, will continue to monitor and track safety and security metrics through the Incident Reporting Tool (IRT).

Which KPI or Workload Measure listed in Section III (Performance Rationale & Impact) captures the most important outcome(s) in the evidence cited?* OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new or existing KPI or workload measure that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

Key Performance Indicator (KPI) or Workload Measure (WM)
In-seat attendance (ISA) rate
Audited Student enrollment
Percent of students indicating they feel challenged