

Form 2 Detail: FY 2026 Enhancement Request

FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE* ENHANCEMENT PRIORITY*
High-Impact Tutoring Grant Continuation **4** OUT OF **7**

AGENCY* AGENCY CODE*
 Office of the State Superintendent of Education (OSSE) **GDO**

AGENCY POINT OF CONTACT* POINT OF CONTACT EMAIL*
 Kate Gottfredson, Chief of Staff Kate.gottfredson@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** } Complete Sections I-IV. Complete Section V to be considered for evidence rating.
 - B. Increased cost to maintain existing activity**
 - C. Operational improvement with strong business case**

 - D. Expand high-performing existing activity** } Complete Sections I-V.
 - E. Completely new activity with highly likely or proven positive outcomes**

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

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
\$400,000	\$4,400,000	4,800,000

ONE-TIME PARTIALLY RECURRING RECURRING

FUTURE COSTS*
 If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$4,800,000	\$0	\$0

- 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

In fiscal years 2022, 2023, and 2024 the Mayor allocated \$33 million of federal funds to scale high-impact tutoring (HIT), an evidence-based form of personalized, frequent tutoring, as one of her signature recovery efforts in response to COVID-19 learning disruptions, and then continued her commitment in fiscal year 2025 by designating \$4.8 million of local funds to this evidence-based learning intervention. Multiple exciting indicators demonstrate that the HIT programs cultivated and supported by OSSE through these funds are making a positive impact on students in the DC context, leading to meaningful improvements in academic achievement, attendance, and well-being for thousands of District students. The big bets DC has made on HIT are paying off. OSSE request that funds are sustained for another two years to continue supporting our highest-need students with what has been proven to be one of the most impactful learning acceleration tools available.

OSSE’s HIT initiative has transformed the high-quality tutoring offerings DC public schools can provide students and who has access to this evidence-based intervention. We developed a strong ecosystem of community-based organizations, universities, small businesses, and local education

AGENCIES: Use this form to provide details about enhancement requests in your agency’s FY 2026 budget request.

REQUIRED SECTIONS

- Sections I-IV for ALL requests.
- Section V for Type D/E requests. *Types A, B, and C can complete this section to be considered for an evidence rating.*
- Section VII for Type F requests.
- Section VI optional for all requests.

You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.

IMPORTANT: Agencies are limited to three Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.

RACIAL EQUITY BUDGET TOOL (REBT)
 The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

EDITING RESTRICTIONS: This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

agencies that offer HIT programs in alignment with OSSE’s [seven research-backed standards](#). Schools and tutoring providers have built systems, structures, and partnerships to deliver HIT programs. OSSE-funded programs reached 12,487 unique students in 124 schools and 22 community-based sites from Jan. 2022-Sept. 2024, exceeding our initial goal of 10,000, and we anticipate reaching approximately 6,000 students in over 90 schools in FY25 with much more limited funds. More than ever before, students who are considered economically disadvantaged have greater access to HIT when they need it, thereby [shrinking gaps in opportunity](#) (slide 24). Internal analysis shows that 71% of students that received OSSE-funded HIT were economically disadvantaged, compared to 50% of students identified as such in the District overall.

In FY25, OSSE made the strategic choice to leverage local funds to issue competitive grants directly to local education agencies (LEAs) rather than to HIT provider organizations only, as we did in the past. This pivot in our approach will create greater accountability at the school and LEA level for implementing HIT and will begin shifting the financial responsibility for HIT more fully to LEAs as part of OSSE’s long-term sustainability strategy. OSSE designed the competitive grants to incorporate learnings from previous years, including capping the per student grant award at \$1,000 and requiring that LEAs supplement as needed. This has allowed OSSE to serve more students, encourage more cost-effective models in schools, and support long-term sustainability.

The enhancement request for \$4.8 million in FY26 and FY27 would allow OSSE to extend this strategic LEA grant that was awarded in October 2024 for two additional years, providing HIT to 9,000 students over two years, or 4,500 unique students a year, who are in need of additional support to supplement classroom instruction. This would result in approximately 5% of the District’s highest need K-12 students receiving HIT services annually. Like previous HIT investments, the HIT program would prioritize schools serving 70% or more of economically disadvantaged students.

Extending the grant for two years would provide runway for OSSE to integrate HIT into other priority workstreams, such as school improvement and other holistic investments in math and reading, while simultaneously increasing LEA program ownership so the majority can sustain programming without extensive financial support from the state. The next two years are crucial to OSSE’s long-term goal of embedding HIT into DC’s education landscape so all students who need intensive, additional supports have access to one of the most powerful learning interventions available.

Will legislative support be required to implement this enhancement?*

If yes, please submit a proposed BSA subtitle using Attachment D.

YES NO

Has this enhancement request been submitted in past formulation cycles?*

If yes, in which fiscal years was it submitted? Mark all that apply.

YES NO

FY 2025 FY 2024 FY 2023 FY 2022 FY 2021

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.

The COVID-19 pandemic erased years of academic progress for our city and exacerbated long-standing inequities. After nearly two years of heavily disrupted learning due to school closures, quarantining, and sickness, student outcomes dropped precipitously on the SY21-22 statewide assessments and gaps widened across socioeconomic and racial groups, in comparison to pre-pandemic levels.¹ The English language arts/literacy (ELA) proficiency rate decreased by 6 percentage points between 2019 and 2022, and students who are economically disadvantaged, as well as Black/African American students and Hispanic/Latino students saw even larger declines. Similarly, the math proficiency rate decreased by more than 10 percentage points from 2019 to 2022, while students who are economically disadvantaged, Black/African American students and Hispanic/Latino students saw even larger declines. Research demonstrates clearly the negative long-term impact on economic earnings and life outcomes that learning loss due to the pandemic will have for our students if it goes unaddressed.^{2,3} While we saw promising increases in SY22-23 and SY23-24 assessment data across all student groups with math proficiency rates increasing by 3.3 percentage points and literacy by 3.2 percentage points, we have not yet returned to pre-pandemic levels.^{4,5} Local and national research indicate that the setbacks students faced cannot be overcome in just two or three years, but will take significant, sustained investments in evidence-based approaches over time to fully recover

SECTION II. RATIONALE

Required for ALL requests

from and move beyond the effects of COVID.^{6,7}

The District's investments over the last two years in high quality literacy and math instruction for all students as well as intensive, targeted supports through high-impact tutoring have just begun to take hold. According to internal analysis of statewide assessment data, economically disadvantaged students who received HIT in ELA and math saw more than double the median scale score increases than those who did not receive HIT⁵. Research from the National Student Support Accelerator (NSSA) also demonstrates that students who received HIT decreased the academic performance gap with their non-tutored peers, and that HIT increases attendance.⁸ Now is not the time to let up on this critical work to help our city rebound fully from the educational effects of COVID as well as longstanding inequities in access to educational resources.

¹ 2021-22 Assessment Results: PARCC and MSAA. Office of the State Superintendent of Education (OSSE). September 2022.

https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2021-22%20District%20of%20Columbia%20Statewide%20Assessment%20Results%20Presentation.pdf

² The Effect of COVID-19 Learning Loss on Adult Outcomes (2021). <https://www.urban.org/sites/default/files/publication/103549/the-effect-of-covid-19-learning-loss-on-adult-outcomes.pdf>

³ New Data Show How the Pandemic Affected Learning Loss Across Whole Communities (2023).

<https://www.gse.harvard.edu/ideas/news/23/05/new-data-show-how-pandemic-affected-learning-across-whole-communities>

⁴ 2022-23 Assessment Results: Statewide Assessment & Alternate Statewide Assessment. Office of the State Superintendent of Education (OSSE). 2023.

https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Assessment%202023%20Deck_08.24_0.pdf

⁵ 2023-24 Assessment Results: Statewide Assessment Results. Office of the State Superintendent of Education (OSSE). 2024. [PowerPoint Presentation \(dc.gov\)](#)

⁶ Positive Indicators for Academic Recovery in DC (2022). <https://www.empowerk12.org/research-source/covid-impact-achievement-dc>

⁷ COVID-19 and Education: The Lingering Effects of Unfinished Learning (2021). <https://www.mckinsey.com/industries/education/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>

⁸ [Implementation of the OSSE High Impact Tutoring Initiative \(studentsupportaccelerator.org\)](#)

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.

OSSE’s proposed budget enhancement request for high-impact tutoring seeks to build on a strong foundation laid over the last three years to provide individualized tutoring for learners who need the most support, with a focus on those who are economically disadvantaged.

Specifically, this investment would allow an FY25 OSSE grant program that is funding HIT for 4,500 unique students across 70 schools, 44 of which have 70% or more students who are economically disadvantaged, to continue programming for two more years. These two additional years of funding will not only provide 9,000 students with in-school, high-quality programming, but will also enable a smooth transition toward empowering LEAs to take full ownership over HIT programs. Throughout the two years, OSSE will support LEAs in this process as well as integrate HIT into other workstreams with aligned goals, such as school improvement and other literacy and math efforts, to solidify its sustainability in the District.

OSSE believes that HIT must be incorporated into the DC education landscape long-term based on a robust body of national research that demonstrates HIT is the most effective learning acceleration intervention, especially for low-income students. Evidence from the past three years of HIT programs supports that this evidence-based program is effective in DC’s local context. Internal analysis on the [SY23-24 assessment results](#) demonstrates significant impact, with economically disadvantaged students receiving OSSE-funded HIT making gains of double the scale score increase realized by their peers who did not receive HIT in both ELA and math. Additionally, [analysis of OSSE-funded HIT program data in SY22-23](#) by the National Student Support Accelerator (NSSA) found that the gap between the interims assessment scores of tutored students and their non-tutored classmates diminished over the course of the year. Students who started out further behind their peers but had over 20 sessions of tutoring, were able to shrink their gap with non-tutored peers. There is also research that shows that the positive impacts of HIT on students extend beyond academics: according to a [rigorous study by NSSA](#), HIT improves attendance. Students are less likely to miss school on days that they have HIT sessions scheduled, potentially because of the close relationships built between consistent tutors and their students.⁹

Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?

YES NO

If yes, please provide a rationale for why these non-local funds are no longer available:

Click or tap here to enter text.

How can this enhancement be scaled down to be accommodated within a constrained budget?*

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

RANKING	Describe each proposed approach to scale down the enhancement request and explain the expected impact with each scenario	FY 2026	FY 2027	FY 2028	FY 2029
1	Serve 4,500 unique students in FY26, and only fund HIT for 4,000 unique students in FY27.	\$4,800,000	\$4,400,000	\$0	\$0
2	Only fund HIT for 4,000 unique students FY26 and FY27.	\$4,400,000	\$4,400,000	\$0	\$0

⁹ [Early Findings Show Evidence that High-Impact Tutoring Increases Student Attendance in D.C. Schools | National Student Support Accelerator](#)

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Click or tap here to enter text.

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...
<input checked="" type="checkbox"/> 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 performance measures or other data that support your response.
<input type="checkbox"/> 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? <i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i>
<input type="checkbox"/> 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?
<input type="checkbox"/> 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 performance measures or other data that support your response.
<input type="checkbox"/> 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?

Responses to Questions*

OSSE's high-impact tutoring initiative scaled steadily over its initial three years of federal funding and is being sustained through a braiding of local funds and ESSER late liquidation funds in FY25. In FY22, we reached more than 2,100 students; in FY23 we reached 6,067 unique students and in FY24, we reached 7,656 unique students across over 100 schools and tutoring sites. In FY25, we are on track to reach approximately 6,000 in over 90 schools across the LEA grant and additional HIT provider services procured through contracts funded by ESSER late liquidation funds. Not only is there incredible need and high demand for this OSSE-funded intervention, but we know that it is reaching the students who need it most. During SY23-24, students who attended OSSE-funded tutoring were much more likely to be identified as Black, economically disadvantaged, and have lower prior achievement. For example, 71% of students receiving OSSE-funded HIT were economically disadvantaged, versus 50% of DC students overall. We have also gradually built and strengthened the ecosystem of providers and supported schools in implementing HIT effectively, including adjusting their schedules to build in time for tutoring. As for the impact of HIT, evidence from both an external evaluator as well as internal analysis indicates that HIT is achieving both academic as well as social-emotional benefits for students. According to SY23-24 statewide assessment data, economically disadvantaged students who received HIT in ELA and math saw greater median scale score increases than those who did not receive HIT⁵. Research from the National Student Support Accelerator (NSSA) also indicates that students who received HIT decreased the academic performance gap with their non-tutored peers.¹⁰ Furthermore, an independent survey of DC students in fall of 2022 found that, among students who identified in the survey that they experience food insecurity, housing instability, or live in unsafe neighborhoods, students receiving HIT were 13 percentage points more likely to report that there is an adult at school they can go to for help and 9 percentage points

¹⁰ [Implementation of the OSSE High Impact Tutoring Initiative \(studentsupportaccelerator.org\)](https://studentsupportaccelerator.org/)

more likely to agree that it is important to attend school every day in comparison to those not receiving HIT.¹¹ Finally, students were less likely to be absent on days when they had a scheduled tutoring session, with a reduction in the probability of absence by 6.9 percent. If tutoring were scheduled as part of the regular school day, this would translate into students attending 2.3 more days of school over the course of the school year.¹² Through our evaluation partnership with the National Student Support Accelerator, we will also have additional results on academic outcomes from SY23-24 later this year.

¹¹ This independent well-being survey was administered in Fall 2022 to a representative subset of 978 students across DC.

¹² [Early Findings Show Evidence that High-Impact Tutoring Increases Student Attendance in D.C. Schools | National Student Support Accelerator](#)

SECTION III. PERFORMANCE RATIONALE & IMPACT

Required for ALL requests

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.

OSSE will continue to collect key data on the HIT programs to monitor program efficacy and inform continuous improvement of HIT strategy. We track the total number of students and schools reached with high-impact tutoring as well the demographics and assessment performance levels of those students to ensure effective targeting of this intervention. We also collect session-level attendance data on every student enrolled and conduct internal analysis to understand the outcomes and impact of HIT, looking specifically at both interim assessment data that we will collect from all LEA grantees as well as summative statewide assessment data and the relationship to academic growth and achievement for students receiving OSSE-funded HIT. We have applied for a small, federal research grant through the Institute of Education Sciences, and if received, this internal analysis would be expanded and done in partnership with the DC Education Research Collaborative, housed within Urban Institute. Finally, OSSE will conduct regular monitoring and provide subsequent supports to ensure that HIT is implemented in accordance with OSSE's HIT Standards, and we will examine the relationship between student outcomes and the delivery of HIT in order to evaluate its impact and make adjustments to support stronger implementation over time.

PERFORMANCE TEAM IS HERE TO HELP!

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz (lia.katz@dc.gov).

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?

A risk to the effective implementation is that the students and schools who benefit are not the ones who need it most. We will take multiple steps to mitigate this risk. First, we will target high-need and low performing for HIT grant programs and opportunities to receive professional development supports. We will also closely monitor students who are served to ensure that this intervention reaches its intended audience.

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 2024 and FY 2025.
- Identify the "measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.
- Please provide the previous year's data and the current year's target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

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Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
# of Students Enrolled in HIT	No	Quantity	[Up is better]	7,656	6,000	4,500	0
[enter]	[Select...]	[Select...]	[enter]	[enter]	[enter]	[enter]	[enter]
[enter]	[Select...]	[Select...]	[enter]	[enter]	[enter]	[enter]	[enter]

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)
- 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 learning acceleration strategy is intended to directly address gaps in access to educational resources, gaps that are rooted in historic and systemic racism and that were only exacerbated by COVID. Through the targeted resources that we will provide through high-impact tutoring (HIT), we will help remedy these gaps.

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?

HIT programs are intended to benefit high need students and schools, specifically students who are not mastering grade-level standards and schools that have been identified as lowest-performing within our statewide accountability system.

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](#).

OSSE's learning acceleration strategy is informed by extensive stakeholder engagement that began with the development of OSSE's [COVID Recovery & Restoration Investments](#) and the [Deputy Mayor for Education's Recovery Roadmap](#), in which Learning Acceleration for K-12 is a core component. In 2020 and 2021, OSSE and the Office of the Deputy Mayor for Education held nearly 100 virtual meetings for LEA leaders; 23 focus groups with school leaders, teachers, families and students representing all 8 District wards; and a citywide reopening survey that reached more than 12,000 families. Findings from this engagement drove our focus on accelerated learning through this combination of universal supports for all students who had experienced disrupted learning as well as targeted supports for those who were disproportionately impacted.

In summer of 2022, OSSE conducted another round of extensive stakeholder engagement with internal and external stakeholders to help assess our investments in recovery and inform the development of our [2023-2025 strategic plan](#). OSSE conducted 50 interviews with community and education sector leaders, collected 1,300 survey responses from stakeholders, and held more than 20 focus groups. This engagement further reinforced the focus on advancing excellent instruction for all students as well as achieving equitable outcomes through more targeted strategies, including HIT and school improvement.

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In the spring of 2024, OSSE conducted a listening tour with a diverse group of local stakeholders to inform OSSE’s school improvement strategy. This tour included interviews with LEA and school leaders as well as with local support organizations. OSSE’s high-impact tutoring initiative was identified in this listening tour by school and LEA leaders as one of OSSE’s most effective and valued strategies for helping schools accelerate learning for their highest-need students.¹³

Finally, in winter of 2024, OSSE surveyed LEA and school-level leaders to better understand the experiences of school leaders with HIT programs and OSSE supports to-date, as well as their appetite for launching or sustaining HIT programs in the following year and beyond. The responses from 50 leaders, 45 schools and 20 LEAs demonstrated the overwhelming support for and belief in HIT. The sample included 44 schools, including 20 priority schools, which are schools with the highest percentages of economically disadvantaged students, as well as seven responses by leaders that work at schools that did not provide HIT during the 2023-24 school year. Among the respondents who had experience with implementing HIT at their schools, 95 percent said the program had a positive impact on academic achievement and 85 percent intended to provide HIT to their students in the SY24-25 school year. Additionally, among the 80 percent of the HIT leaders who indicated they would like to receive HIT support, access to funding, HIT providers, and professional development are the primary supports they would like to receive.

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.

We do not see any potential negative impacts to students of color, given the equity-centered nature of this strategy. We do believe that there will be positive benefits, for the reasons described above.

¹³ OSSE (September 2024). "Accelerate DC: A Vision for School Improvement: Appendix B."
<https://lims.dccouncil.gov/downloads/LIMS/56504/Introduction/RC25-0259-Introduction.pdf?Id=200642>

SECTION V. EVIDENCE-BASED BUDGETING

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

This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.

If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?* OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

Click or tap here to enter text.

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). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

Click or tap here to enter text.

Which parts of your enhancement are identical to the model(s) the evidence comes from?*

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

Click or tap here to enter text.

Which parts of your enhancement are different from the model(s) evaluated in the studies linked?*

Explain why deviations are necessary for success in DC.

Click or tap here to enter text.

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.

Click or tap here to enter text.

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 TO GET STARTED:

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

SECTION VI. PROJECT PLAN *Optional for All Requests*

This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

PROJECT OWNER

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME Click or tap here to enter text.
 TITLE Click or tap here to enter text.
 EMAIL Click or tap here to enter text.
 PHONE Click or tap here to enter text.

BUSINESS PARTNER COORDINATION

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

Click or tap here to enter text.

PROJECT TIMELINE

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known.

PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)	
FY 2025 Q4	[enter]
FISCAL YEAR STARTS, FUNDS DISBURSED	
FY 2026 Q1	[enter]
FY 2026 Q2	[enter]
FY 2026 Q3	[enter]
FY 2026 Q4	[enter]