

Fiscal Year 2023 (FY23) Scholarships for Opportunity and Results (SOAR) Act Third Party Awardees

Scholarships for Opportunity and Results (SOAR) Act Third Party grants are available through a competitive process. Eligible applicants include nonprofit organizations with a demonstrated history of success working with DC public charter schools. SOAR Act Third Party projects are designed to: 1) have a direct and rapid (within two years) impact on the academic achievement and outcomes for public charter school students; or 2) designed to impact student outcomes at multiple public charter local education agencies (LEAs) indirectly by enhancing the organizational capacity of charter LEAs to operate as fiscally and operationally sound nonprofit organizations and schools.

FY23 SOAR Act Third Party Awardees	Award Amount
The Ability Challenge	\$399,750.00
City Year	\$369,177.00
DC Public Charter School Cooperative	\$400,000.00
EmpowerK12	\$400,000.00
One World Education	\$400,000.00
SchoolTalk DC	\$388,700.20

Project Descriptions

The Ability Challenge

Partners: Washington Yu Ying PCS, AppleTree Early Learning PCS - Parklands Campus

The Ability Challenge will run the THRIVE Systems Leadership Cohort, a two-year experience with leadership teams from four DC charter schools. The cohort's work is aligned with ABC's research-based THRIVE Framework, five core elements that outline a high-quality special education program that offers an authentically inclusive learning community and teams with the knowledge, skills and mindsets to support students with diverse learning needs. By building THRIVE elements, schools provide more equitable opportunities on behalf of DC's most diverse learners. This program will help leaders effectively craft the systems - student support systems, response to intervention, high-impact tutoring and special education - to provide intervention to struggling students.

City Year

Partners: Statesmen College Preparatory Academy for Boys PCS, Meridian PCS

City Year Washington, DC's (CYDC) program accelerates student growth through positive relationships and evidence-based interventions designed to help all students achieve at high levels and graduate from high school prepared for college and career. CYDC will partner with two DC charter schools, which will field two teams of City Year AmeriCorps members (supported by City Year staff) to provide academic, social-emotional, school climate and behavioral supports to students in need of additional tutoring and mentoring. Our services will align with OSSE's second priority area to reduce suspensions and student disciplinary actions and improve school climate, or effectively encourage student body diversity with respect to improving academic achievement for educationally disadvantaged students.

DC Public Charter School Cooperative

Partners: DC Bilingual PCS, BASIS DC, Washington Leadership Academy PCS

The DC Public Charter School Cooperative (Co-op) will center the voices of students with disabilities to improve instructional practices at three partner LEAs. By providing teachers with actionable feedback from students with disabilities, using a "coach the coaches" model and creating meaningful professional development, our project will deliver both improved academic and social-emotional outcomes. By providing authentic opportunities for student voice, a critical factor in student academic motivation, to guide classroom culture and instruction, this project will elevate the experiences of all students, particularly students with disabilities. Increased motivation and engagement will, in turn, lead to improved attendance, fewer disciplinary incidents and increased achievement.

EmpowerK12

Partners: Paul PCS, Washington Latin PCS

EmpowerK12 (EK12) aims to provide direct support to leaders and teachers at Paul PCS and Washington Latin PCS, which serve 2,000 students, 45 percent of whom are at-risk or require special education services, to address post-pandemic educational inequalities through a continuous improvement initiative. By employing individualized tools and training for each LEA, this project will tap into staff expertise, address student challenges and work toward improved academic and school climate outcomes using proven improvement science principles and analytical models.

One World Education

Partners: Briya PCS, IDEA PCS, Carlos Rosario International PCS, Creative Minds PCS, DC International PCS, EL Haynes HS PCS, Friendship Southeast Middle PCS, Howard MS for Science and Technology PCS, Inspired Teaching PCS, Meridian PCS, Paul PCS, Perry Street Prep, Social Justice School PCS, Thurgood Marshall PCS, YouthBuild PCS

One World Education's mission is to transform students into writers with voice, knowledge and purpose. The organization's in-school and afterschool programs improve research and writing skills while building engagement and empowering the voices of middle school, high school and adult learners. Almost 90 percent of white students in DC schools graduate as college-ready writers, compared to 28 percent of African American students and 30 percent of Hispanic students (OSSE, 2020). One World is a force for excellence and equity in preparing non-AP students for college success, working with 15 charter schools and serving more than 3,000 of the city's disadvantaged students for the 2023-24 school year, almost 50 percent more than the number of students served with One World's SOAR grant during the 2022-23 school year.

SchoolTalk DC

Partners: District of Columbia International School, Sojourner Truth PCS

SchoolTalk will provide the District of Columbia International School (DCI) and Sojourner Truth Montessori Public Charter School (Truth PCS) with a multi-tiered approach to strengthen the implementation of restorative practices and special education processes. These schools have demonstrated discrepancies with how subgroups of students experience and achieve in school. SchoolTalk will utilize researched-based approaches to 1) increase behavioral, academic and postsecondary outcomes for students with IEPs through student-driven IEP processes and secondary

transition planning; 2) to reduce suspensions and improve school culture; and 3) to strengthen restorative practices among adults so that students will experience improved relationships and a greater sense of belonging.