

An abstract graphic design featuring a large orange shape on the left and several overlapping blue and orange geometric shapes on the right, creating a sense of depth and movement.

Community College Preparatory Academy

ANNUAL **REPORT** 2015-2016

2405 Martin Luther King Ave, SE
Washington, DC 20020
202.610.5780
Monica Ray, Board Chair

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School Description

MISSION STATEMENT

Community College Preparatory Academy Public Charter School (CC Prep) provides the education and skills development to empower and prepare under-credited adults for post-secondary educational success, viable employment and lifelong learning.

VISION

The founders of the Community College Preparatory Academy (CC Prep) envisioned a supportive, wrap-around learning environment where education was customized to each student's needs and knowledge was attained through collaborative work with instructors, a Student Support Specialist and peers. CC Prep combines the best practices in academic remediation and andragogy with enriched content and accelerated learning approaches guided by state-of-the-art postsecondary educational and career development strategies. This powerful instructional combination is packaged for self-directed and group learning opportunities. While most students' primary goal is to earn a GED, our founders' educational plan was to provide academic and experiential learning opportunities for students to gain critical thinking and problem-solving skills in preparation for postsecondary education, training toward national certification and employment.

SCHOOL PROGRAM

BACKGROUND/ CONTEXT

The Community College Preparatory Academy was created by the leadership of the Community College, specifically the Deans of Academic Affairs and Workforce Development and Lifelong Learning. This leadership duo brought together an application development team that included key stakeholders from the Ward 8 community and a range of national non-profit and education expertise. The majority of that team comprised the Founding Board of CC Prep. In our fourth year of operation, CC Prep has maintained more than half of its core governance. The design of the school was in response to two major challenges confronting the District of Columbia, namely:

1. The increasing number of adults in their prime wage earning years, entering post-secondary education unprepared to successfully complete an Associate Degree or Advanced Certifications; and
2. The overwhelming number of DC residents unable to be employed in the city due to the lack of core academic skills and the lack of certificated workforce skills required by the city's knowledge-based economy.

CC Prep was designed to respond to these challenges by providing remediation in core academic skills, core skills in computer literacy, on-line learning, and preparation for a range of highly portable, national certifications to support entry to the city's job market. Special focus was given to preparing students for employment in the technology and tech-related fields. This focus was selected as it offered the broadest range of options for entry-level employment, including everything from a Data Entry Clerk to Certified Help Desk and Cabling technician.

CC Prep's leadership remains committed to the development of seamless career paths for students. We see our school as a "bridge or on-ramp" to advanced certification, post-secondary education, and entry level employment in our city's fast growing job market. We firmly believe that an adult should be able to resolve the issues of deficit in the core skills of reading, writing and mathematics while using the computer and the internet as tools to mitigate remediation and support new learning.

Our selection of a blended learning model resulted from research on adult learners, our review of workforce data like the SCANS report of the U.S. Department of Labor and our analysis of the District's Department of Employment Services' projections regarding emerging careers in the region. Currently, more than 90% of the freshman attending the District's Community College are enrolled in one or more remedial class. More than 60% of these students live in the East End of the City in Wards 7 & 8. These students need to enter post-secondary education with the skills, knowledge and behavioral habits that make them more than eligible - they must be "*freshman ready*". CC Prep prepared our adult students for twenty-first century learning and work environments by developing their capacity for life-long learning.

PROGRAM DESIGN

Community College Prep Academy (CC Prep) experienced a tumultuous third year that required a redesign of key programmatic elements and a significant modification of the data collection process and format to ensure compliance with the District of Columbia Public Charter School Board's Performance Management Framework (PMF) for Adult Charter Schools. The increased level of response to the complexities, rigor and computer competencies required by the new High School Equivalency Examination precipitated a total re-design of how we provided instruction. Lab Managers and Workshop Instructors worked together to provide a seamless transfer of skills from one learning venue to the next. Traditional classroom instruction and on-line learning opportunities were aligned to ensure students experienced connectivity as they learned in the two primary formats: real time workshop instruction and on-line independent learning. This year we tested more than 693 participants using the ETABE and the average reading score upon entrance was 6th grade 5th month in reading and fifth grade in math.

The strategy of increased re-testing at regular six to eight week intervals coupled with markedly improved communication and data sharing among departments supported a process of a continuous review and adjustment of the program delivery framework, potentially facilitating increased student retention. This year, attendance was not as stable with 45% of students returning and an average daily attendance rate of 55%. Our new initiatives and consistent tweaking of protocols around program delivery have continued to positively impact outcomes.

Our educational philosophy requires that we support the unique learning styles of the adult learner with instruction that is self-paced, real-world experience focused and inquiry based. Staff integrated critical thinking, reading, numeracy and career readiness concepts in each content area. We implemented a *blended learning model* to build a bridge for the adult student to twenty-first century learning, providing high quality academic remediation, both GED and ACCUPLACER preparation, and online/real time career development training. Additionally, we partnered with high performing training providers like the HOPE Project to expand career development offerings.

The Program Design was based on the four major outcomes expected for CC Prep adult learners:

1. Successful high school completion via the new High School Equivalency Examination (GED);
2. Successful entry into Community College at freshman level as a result of preparation for the ACCUPLACER entry examination;
3. Successful completion of national entry-level employment certifications in the emerging fields for the District of Columbia (i.e., technology, administrative support and health careers); and/or
4. Successful attainment of necessary skills in reasoning, mathematics, computers, and on-line research required for life-long learning in the twenty-first century.

In our third year we continued to expand our role as a Microsoft Office Academy School. We offered free training and assessment toward national certification(s). We added a highly qualified Microsoft Office Suite (MOS) trainer to our ranks to markedly expand student access to this critical baseline employment skill. As a result, we were the second most productive MOS site among the Microsoft Academies with over 140 successful MOS certifications this year.

Other cloud-based national certifications were added to support entry-level employment in the District's knowledge based economy. Whenever possible, a blended learning approach that married active learning with on- line reinforcement was employed. Based upon review of our student data, we continued as a year-round school and operated from 9:00 am to 9:00 pm daily, providing instruction in three-hour sessions: 9:00am to 12:00 noon, 1:00pm to 4:00pm and 5:00pm to 9:00pm. This flexible schedule best accommodated the needs of our adult students.

As a direct result of the historic relationship with the University of the District of Columbia Community College, we explored opportunities to partner. We designed special programming for prospective Community College Preparatory Academy students to support a seamless transfer to the Community College at the University of the District of Columbia using dual enrollment.

SUMMARY OF CURRICULAR AND INSTRUCTIONAL APPROACH

Community College Prep's instructional approach is based on a blended learning model that uses the computer as the primary tool to improve core skills in reading, writing and/or mathematics using Pearson's "My Foundation" cloud based software as the primary on-line learning system. Additional academic learning systems, such as GED Essentials and ACHIEVE 3000 were added to ensure our adult learners had the requisite knowledge, skills and capacity for high school completion, ACCUPLACER readiness and employability. We supported on- line learning components with "real time" instruction in language arts, reading and mathematics from fully certified K – 12 teachers.

All adult learners were assessed initially and at regular intervals (every 6 to 8 weeks based on initial grade equivalent scores) using the ETABE (Test of Adult Basic Education). The ETABE was selected as it is aligned with My Foundations Lab, the core curriculum and the new GED. The new GED was developed to align with the Common Core Standards and has remained the declared goal for 55% of all enrolled students.

Based on the assessment analysis, students completed an Individual Learning Plan (ILP) with their assigned Student Success Specialist. They also signed off on a learning contract and agreed to make every effort to comply with school requirements for attendance, individual bi-weekly academic reviews and semi-annual progress reviews. All students were required to spend a minimum of three hours a day, five days a week in class. In addition to regularly scheduled ETABE assessments, students were assessed for skill mastery as part of the curricular design. Mastery review dashboards were maintained for students to support bi- weekly academic review sessions.

Once students reached the 7th grade 5th month level in Reading, they were eligible to begin Microsoft Word training, which is now recommended for all students. When students reached the 9th grade level in Reading and Mathematics, students participated in either GED or ACCUPLACER Boot Camps (weekly Intensive Workshops focusing specifically on test taking skills), in addition to their weekly classes.

Based on student results from both GED Ready (the GED Pre- assessment) and the actual GED, we redesigned our curriculum maps and paper content to better prepare students for the new GED. The new program design for GED resulted in all 17 of the students who entered the revised GED program, successfully passing the GED.

A strong academic counseling system is a unique and essential component of the program. At CC Prep, the Student Success Specialist to student ratio is 1:50. Adult learners are not just learning new skills and information. Research clearly indicated the need for students to develop new and different behaviors for studying, negotiating and successfully navigating new rules and requirements. The Student Success Specialists assist our adult learners in developing and practicing these new behaviors and attitudes.

The Student Success Specialists tracked and dash boarded student progress to inform individual bi- weekly progress meetings. At CC Prep, both the number of school days and school breaks generally aligned with the K-12 calendar; however, we had shorter winter and spring breaks to afford adults more continuity.

The Adults who are served at CC Prep had a number and a broad range of barriers to success; our students' lives are complex and ambiguous. Many of our students live in poverty and their resources and options are severely constrained. CC Prep continued to retain Case Manager staff to connect students to the essential social service supports required for school to be a viable option in their lives. While we fully understand that our mission is education, we have come to better appreciate the critical role that social service supports play in our students' success. We are building a strong network of social service support partners to meet our students' needs and our Case Managers assisted students with accessing these services and supports.

As a result of an emerging partnership with the Department of Employment Services, we expanded options in the IT career area beginning with CompTIA A+ Help Desk Certification. We also explored program offerings in Coding and Project Management. This past year, we also successfully provided HVAC CFC certification. We continued to provide national customer service training for students in conjunction with the Congress Heights CDC. Our experiences with students confirmed that a combination of strong core skills in reading and mathematics, coupled with on-line learning skills and work readiness, were the essential prerequisites for career development training.

School Performance

PERFORMANCE AND PROGRESS

This school year, we tested more than 693 program participants using the ETABE. Evidence now indicates that the average reading score upon entrance has increased to an average 8th grade level in Reading. We believe this increase is the result of recruitment of candidates who are seeking higher level IT certifications.

The majority of our students (55%) continued to identify high school completion via GED Testing as their goal. Thirteen percent (16 %) indicated that college enrollment is a goal and an increasing number, twenty nine percent (29%), are seeking national certifications and/ or entry-level employment as a primary or additional goal.

As previously noted we completed the process of adjusting both curriculum and instruction to better align with the major changes in the GED Test. The GED Test is now completely computer-based and aligns with the common core standards for high school completion and college readiness. We redesigned both content and instructional strategies. More importantly, we counseled students to fully apprise them of the time commitment required for effective preparation.

We also re- designed the programming for ACCUPLACER. The overwhelming majority of our students viewed high school completion and college entry as their career development pathway and we focused on placing time increments on each stage of the process to ensure successful completion. In order to allow the student to measure progress over time, we developed career pathway worksheets that included check- in points. When students met with their Student Success Specialists, they were able to measure progress toward both benchmarks and goals.

We offered workshops around the critical behaviors required for academic success. Our data review from our second year of operation led to the development of a workshop series: “The Ideal Student.” More than 35 students went through the workshop in its entirety and 73 have remained through goal completion. We decided that the workshop is now a requirement for all new students. We firmly believe that over time, this intervention will have a positive impact on retention and daily attendance.

PERFORMANCE AND PROGRESS

MEETING THE MISSION

Addressing Goals and Performance Benchmarks

When CC Prep applied for a charter, the founding Board established both student performance and organizational development goals and benchmarks. In spite of the major change in level of difficulty of the new GED, we continued to build our capacity to get students through the process. While we did not meet our earlier benchmark of 100% successful GED completion: this year, 83% of our students applying successfully completed the new GED. Additionally, we increased exponentially the number of students successfully completing Microsoft Office Suite (MOS) certifications. Following are the student performance outcomes for this year:

STUDENT PERFORMANCE OUTCOMES

Outcome Category	Totals
Total National Credentials Earned for School Year	230
Students Earning One Credential	47
Students Earning Two or More Credentials	54
Earned CompTIA A+ Credentials	25
Earned Microsoft Credentials	115
Earned HVAC Credentials	49
Earned Customer Service Credentials	17
Students Gaining Employment/Paid Internships	105
Students Entering Post-Secondary Education	3
Students completing the GED	18

Organizational Performance Goals

SY'2014 – 15	Goal	Actual
Quarterly Updates on Progress for “Friends” and Constituents	Four updates a year will be prepared and disseminated	100%
Monthly Program Updates to the Board	The Board will receive monthly progress updates	100%
Compliance with the PCSB requirements	All Compliance requirements will be met.	100%

LESSONS LEARNED/ACTIONS TAKEN

During School Year 2015- 16, staff and leadership continued to meet every week to review data on our students: attendance rates, retention rates and academic performance. We surveyed students to gather data about prior learning and the barriers to their attendance and participation. We also spent a significant amount of time connecting with our school community and figuring out how to keep our doors and our minds open to the ways we could increase the opportunity to keep the “public” in our school. What follows are the three big lessons learned this year and the actions that we took to capitalize on those lessons.

Volunteers are free but they are not cheap: Many of our students want “one on one” tutorial assistance. Our staff uses volunteers to support the learning labs and to provide additional training skills that we cannot afford to buy – like our grad students from George Washington University – who provide pro bono assistance with formative evaluation. Their volunteer services are free, the space that we provide and the management of their time and talent to ensure a good outcome, is not. We learned how to develop volunteer job descriptions and to think through the support these valuable human capital resources require to be effective. Part of how our friends help us to maximize our impact is through volunteer support. We are learning how to manage this resource more effectively by planning for their use, monitoring and supporting their work and acknowledging their service.

Strategic Partnerships can assist in growing our capacity without causing “mission drift” This past school year we doubled the number of strategic partnerships to almost thirty. We began to work with the Department of Employment Services and the Office of the Deputy Mayor for Greater Economic Opportunity to deliberately connect our capacity to provide high quality adult education to their goals of increasing the capacity of District of Columbia residents obtaining and successfully holding living wage jobs. We have always been aware that literacy and particularly verbal and computer literacy skills– were essential workforce development skills in the District of Columbia.

We are now working with these critical partners to leverage our free academic services and purposely link them to vocational training in the IT field to ensure student success. We are working with the Department of Human Services TANF Division to refer students and now accept TANF clients who are referred. We do not try to provide the services and supports that are unique to workforce training or social services – thus avoiding mission drift. However, we do refer our students and purposely connect them to the range of employment, housing and social service and health care supports provided by local government and Community Based Organizations.

Refining Our Data Systems Thanks to the generous assistance from Next Step Public Charter School, we were able to take advantage of the tremendous knowledge of one of their talented staff and totally re-designed our data collection system to better align with the requirements of the new Adult Performance Management Framework. We learned an important lesson about data alignment and took that lesson a step further to develop our capacity to align our financial data system with the Public Charter School Board’s Financial Review system. We are also using

the latest technology to develop a student data tracking system – thanks to one of our in- house Millennials. We have learned that the latest technology provides a wealth of information for how we do our work – both in and out of the classroom.

As a result of the lessons learned, we are building an increasing number and wide variety of **partnership relationships** to support appropriate student referrals to essential social service supports. We are continuing to test tools for **career pathway development** that allow the student and the Student Success Specialist to monitor progress and create new learning experiences as benchmarks are achieved. More importantly, these “tech” tools will reinforce the importance of consistency and persistence and organization skills.

UNIQUE ACCOMPLISHMENTS

This year, we continued in our tradition of outreach to the community by co-chairing the Sub-Committee on Education, Training and Workforce Development for the St Elizabeth’s East Committee on Public Benefits. We had more than 100 students complete the service user survey and recommend how public benefit dollars be spent to support education, training and workforce development in Ward 8.

At CC Prep, we firmly believe that providing high quality adult education services to the parents of students in the system of public schools in the District of Columbia is a powerful K- 12 reform strategy. This summer, we decided to take that premise a step further and developed a unique partnership with the Far Southeast Family Strengthening Collaborative and Revival Temple Church. The partnership provided sixty children of our students a half day summer enrichment program that: 1) reinforced their academic skills; 2) led to their participation in the summer feeding program, and 3) allowed their moms to attend school. This partnership was a stellar success with our students and their children; we are seeking funding to offer after- school enrichment for the children of students in our evening classes.

LIST OF DONORS

Donors
ADA, Inc.
Anacostia Coordinating Council
Bozzuto Construction Company
Building Hope
Carrie Thornhill
District Computers
Elijah Moses
Forrester Construction Company
Hamel Builders, Inc.
Hope Village
Industrial Bank
Jerry Johnson
Monica Ray
NCS Pearson
Phinis Jones
Premium Title & Escrow
R. Emmanuel Bell Consulting
Stock Bridge
Thomas Stewart

Community College Preparatory Academy

SY 2015-16 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Community College Preparatory Academy PCS
PCSB	Campus Name: Community College Preparatory Academy PCS
PCSB	Grades served: Adult
PCSB	Overall Audited Enrollment: 359

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	359	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

STUDENT DATA POINTS	
School	<p>Total number of instructional days: 200</p> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school.</p> <p>If your school has certain grades with different calendars, please note it.</p>
PCSB	<p>Suspension Rate: 0.0% <i>Not applicable</i></p> $\frac{\text{number of students with out of school suspensions and the in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015}} \times 100$
PCSB	<p>Expulsion Rate: 0.0% <i>Not applicable</i></p> $\frac{\text{number of students expelled and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015}} \times 100$
PCSB	<p>Instructional Time Lost to Out-of-School Suspension Rate: <i>Not applicable</i></p> $\frac{(\text{sum of all suspensions days for all students due to out of school suspensions})}{(\text{sum of enrollment days for all students for the SY 2015-16 school year})} \times 100$
PCSB	<p>Average Daily Attendance:</p> <p>The SRA requires annual reports to include a school's average daily membership.</p> <p>To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment;</p> <p>(2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>
PCSB	<p>Midyear Withdrawals: <i>Validated in mid-August</i></p> $\frac{\text{number of students in the Oct. 2015 audit count who are not on the school's roster through May 31, 2016}}{\text{number of students enrolled as of Oct 2015 audit}} \times 100$

PCSB	Midyear Entries: <i>Validated in mid-August</i> $\frac{\text{number of students who enroll after Oct. 2015 audit count and remained enrolled through May 31, 2016}}{\text{number of students enrolled as of Oct 2015 audit}} \times 100$
PCSB	Promotion Rate: <i>NA</i> $\frac{\text{number of students who advanced } \geq 1 \text{ grade level in the LEA based on the grade level in the Oct. 2014 and Oct. 2015 audited enrollment files}}{\text{number of students enrolled as of Oct 2015 audit}} \times 100$
PCSB (SY14-15)	College Acceptance Rates: <i>Not applicable</i> $\frac{\text{number of 12th grade students accepted to a full time college or university}}{\text{number of 12 grade students}} \times 100$
PCSB (SY14-15)	College Admission Test Scores: <i>Not applicable</i> $\frac{\text{number of current 12th grade students scoring at least 800 in SAT & 16 or higher in ACT}}{\text{number of 12 grade students}} \times 100$
PCSB (SY14-15)	Graduation Rates: <i>Not applicable</i> $\frac{\text{number of students in cohort who graduated by June or August 2015 with a standard diploma}}{\text{number of first time grade 9 students in fall 2011 + transfers in – transfers out – emigrants – students who pass away}} \times 100$

FACULTY AND STAFF DATA POINTS

School	<p>Teacher Attrition Rate: 0%</p> $\frac{\text{number of teachers retired/resigned/outplaced between Oct. 5, 2015 and first day of school in 2016}}{\text{(number of teachers employed as of October 5, 2015)}} \times 100$ $\frac{0}{4} \times 100$
School	<p>Number of Teachers:</p> <p>"Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p>
School	<p>Teacher Salary</p> <p>1. Average: \$ 40,622</p> <p>2. Range -- Minimum: \$ 18,000 Maximum: \$ 64,890</p>

APPENDICES

APPENDIX A

Staff Roster for 2015-2016 School Year

Connie Spinner, Executive Director/ Head of School

C Vannessa (Connie) Spinner serves as the instructional and organizational leader for the school. She has over 30 years of experience in adult education and workforce development and has sought to provide an opportunity for adult learners, living in Wards 5, 7 and 8, to access to the skills and knowledge to allow them develop the capacity to compete in the 21st Century workforce.

Monica Jones, Director of Operations

Ms. Jones is Community College Preparatory Academy's Director of Operations.

Ms. Jones facilitated Human Resources operations, oversaw management of the school's physical plant, and expedited all fiscal and budgetary matters regarding CC-Prep Academy. Ms. Jones is a passionate leader who takes pride in her work and in ensured that the needs of students and staff were met daily and in a timely manner.

Thomas Gore, Outreach / Retention Coordinator

In his role as Outreach/ Retention Coordinator, Mr. Gore was responsible for representing the school at a variety of community activities to recruit potential students and provide the community with information about CC Prep. Additionally, he worked closely with the Data/ Enrollment Manager and the Student Success Specialists to monitor and report on recruitment and retention issues.

Calvin Nophlin, Evening Building Administrator

Mr. Calvin Nophlin served the evening Administrator at CC-Prep. Mr. Nophlin joined the staff after more than 25 years of Senior and government service. He oversaw the front desk, coordinated all issues regarding the facility, and supervised evening staff and coordinated safety and security.

Shannon Webster, Data/Enrollment Manager

Mrs. Webster supported the school's operations by providing data and enrollment processing of all student data upon entry into and exit out of school. She was responsible for managing all student attendance, discipline, demographic and academic data, and presented it to school leadership to drive decision making regarding response to student needs. Mrs. Webster also participated as a member of the Public Charter School Board's Performance Management Framework (PMF) Task Force for Adult Education and she served as our school's Lead Data Administrator who responded to the Office of the State Superintendent for Education (OSSE) and the PCSB regarding any data concerns.

Ms. Shawn Smith, Administrative Assistant

Ms. Smith managed the front desk at the Gibbs site and provided initial customer experience for students and visitors.

Yvonne Hollis, Senior Student Success Specialist

Ms. Yvonne Hollis coordinated the academic advisory function with those of the instructional team. She assisted students establish educational and workforce development goals and develop an Individual Learning Plan (ILP). Once goals were set and an ILP developed, Ms. Hollis monitored students' progress towards their goals and met with assigned students bi-weekly to discuss their progress and attendance. She called and/or emailed when students were absent more than one day and assisted in resolving any issue or concerns students had. Ms. Hollis also served as the liaison to the SPED team.

Rachel PremDas, Student Success Specialist

Ms. PremDas assisted students establish educational and workforce development goals and develop an Individual Learning Plan (ILP). Once goals were set and an ILP developed, Ms. PremDas monitored the students' progress towards their goals and met with assigned students bi-weekly to discuss their progress and attendance. She called and/or emailed when students were absent more than one day and assists in resolving any issue or concerns students had. Ms. PremDas also serves as the liaison to the GED team.

Deidra Harrod, Student Success Specialist

Ms. Harrod assisted students at the Gibbs site establish educational and workforce development goals and develop an Individual Learning Plan (ILP). Once goals are set and an ILP developed, Ms. Harrod monitored the student's progress towards their goals and met with assigned students bi-weekly to discuss their progress and attendance. She called and/or emailed when students were absent more than one day and assisted in resolving any issue or concerns students had.

Liam Ball, Senior Lab Manager

Liam Ball is the Senior Lab Manager at CC Prep. He worked with students and coordinated with the lab managers to ensure learning lab resources were being used effectively. In addition to assisting students develop their IT and academic skills, Mr. Ball served as liaison to the UDC Community College for ACUPLACER readiness and managed first-level technology troubleshooting.

Alphons Prince, Math Instructor

Mr. Prince served as the full-time Math Instructor; he is fully certified in his area. He planned and implemented student-centered math lessons based on state standards. The lessons were very engaging and facilitated student learning in Mathematics from basic number operations through pre-college mathematics. He has served as the curriculum mapping specialist in his area and revamped the GED program.

Brian Demps, Lab Manager/Part-Time Math Instructor

Mr. Demps was responsible for developing and implementing strategies to ensure student success in learning lab functions. He monitored students' academic progress and provided computer literacy and on- line learning support. He worked with the Student Success Specialists to keep each student on track towards meeting his/her goal in a timely and individualized manner. Additionally, he served as his team's liaison to the Student Success and Instructional Teams. He also served as the evening Math Instructor.

Changa Ormond, Lab Manager

Ms. Ormond was responsible for developing and implementing strategies to ensure student success in learning lab functions. She monitored students' academic progress and provided computer literacy and on- line learning support. She worked with the Student Success Specialists to keep each student on track towards meeting his/her goal in a timely and individualized manner. Additionally, he served as his team's liaison to the GED team.

Aaron Plunkett, Lab Assistant

Mr. Plunkett assisted students in the computer lab and supported students on- line learning needs during Orientation. Additionally, he provided technical support in the Learning Lab.

Bathsheba Smithen, Full- Time Reading/ Language Arts Instructor

Ms. Smithen served as the full- time Reading Language Arts Instructor; she is fully certified in her area. Additionally, she has served as the curriculum mapping specialist in her area and as liaison to the GED and Instructional Teams.

Velisa Knatt, Part- time Reading/ Language Arts Instructor

As part of the Reading / Language Arts team, she served as a Writing Adjunct Staff for the evening session on Mondays and Wednesdays.

Anoa N'diaye, Case Manager

As a Case Manager Ms. N'diaye assisted students in need based on challenges and barriers that they face such as physical and/or mental health, any form of abuse or addiction, problems related to family instability, financial literacy and poverty issues, etc. Ms. N'Diaye developed a network of social services supports for students to access.

Norman Nixon, Employment Specialist

Mr. Nixon was the Co-Coordinator of the CC Prep Life Skills component was also responsible for preparing students for employment opportunities and coordinating the school's Co-op Work Experience Program.

Dawnea' Johnstone, Student Success Specialist

Ms. Johnstone assisted students at MLK establish educational and workforce development goals and develop an Individual Learning Plan (ILP). Once goals are set and an ILP developed, Ms. Johnstone monitored the student's progress towards their goals and met with assigned students bi-weekly to discuss their progress and attendance. She called and/or emailed when students were absent more than one day and assisted in resolving any issue or concerns students had.

Denise Parker, Administrative Assistant

Ms. Parker managed the MLK front desk at and provided initial customer experience for students and visitors. She also provided administrative support to the Executive Director/Head of School and the Leadership Team.

Kaye Savage, Special Projects

Ms. Savage works directly with the Executive Director/Head of School on programmatic initiatives related to advancement, strategic direction, human capital development and resource realignment for CC Prep.

Art Slater, MOS Instructor (Part-Time)

Mr. Slater instructed the Microsoft IT Academy for MOS 2013 Certification for students, while incorporating real world context into the classroom settings. He monitored student progress to ensure course objectives were achieved.

Necandra Thompson, MOS Instructor

Ms. Thompson instructed the Microsoft IT Academy for MOS 2013 Certification for students, while incorporating real world context into the classroom settings. She monitored student progress to ensure course objectives were achieved.

Christopher Waddy, Lab Manager

Mr. Waddy was responsible for developing and implementing strategies to ensure student success in learning lab functions. He monitored students' academic progress and provided computer literacy and on-line learning support. He worked with the Student Success Specialists to keep each student on track towards meeting his/her goal in a timely and individualized manner.

Antoine Kirby, Math Instructor/GED

Mr. Kirby planned and implemented student-centered math lessons based on state standards. The lessons were very engaging and facilitated student learning in Mathematics from basic number operations through pre-college mathematics. Mr. Kirby also served as the Math Liaison to the GED Committee.

Sylvia Long, GED Coordinator

Ms. Long instructed students in material essential to students earning their GED; she taught basic math, science, English and literature assessing students' progress for knowledge and skill sets essential to the successful completion of the GED exam.

Darin Allen, Executive Assistant

As Executive Assistant to the Executive Director of Community College Prep Academy, Mr. Allen provided a wide range of complex office administration services. He served as principal administrative contact and liaison with external contacts, including government officials, community stakeholders and media agencies. Mr. Allen assisted with the development and implementation of departmental office systems and procedures.

In terms of degree status ninety three percent (93%) of the instructional and lab management and counseling staff have a Bachelor's Degree. Sixty one percent (61%) of the staff have an advanced degree in their area of work.

APPENDIX B

Board Roster for 2014-2015 School Year

Monica Ray, Board Chair – Elected in 2015, Term Ends 2018

CEO, Congress Heights Community Development and Training Corporation

Ms. Ray, a Ward 8 resident, has strong ties to the business community and a history of advocacy for adult learners. She is a founding member Of the Board. As Chief Executive Officer for one of the most productive an effective adult training programs in the community, she is well aware of the special challenges of under-credited adults. Her daily experiences with adult learners have been instrumental in establishing an educational plan for the Community College Preparatory Academy to attract, engage and retain adult students and effectively address their needs.

Philip Pannell, Vice Chair – Elected 2014, Term Ends Fall 2016

Executive Director, Anacostia Coordinating Council

Director of Community Affairs, ADA, Inc.

The Vice Chair is a founding Board member, is Mr. Pannell, a Ward 8 resident, has over 35 years of professional service to his community, starting with his service as ANC SMD 4C08 in 1977. Since then, he has held a variety of positions that have kept him in touch with the community, including Executive Assistant to the President of the School Board, Community Outreach Specialist, Special Assistant to the Mayor, and Community Relations Liaison. His broad array of community experiences serve as a major resource and asset for the Board of the new Community College Preparatory Academy. He provides a particular focus on Community Outreach and Marketing.

Hayden Williams – Elected 2016, Term Ends Fall 2017

Student Member

Mr. Williams is a student member who joined CC Prep in September of 2015. As Ward 8 resident, Mr. Williams is a strong community supporter in the District of Columbia and a leader among his fellow students with exemplary attendance and significant academic growth.

Dr. Marilyn Hamilton, Member – Elected 2015, Term Ends Fall 2018

Acting Dean of Academic Affairs, University of the District of Columbia

Dr. Hamilton serves as the Acting Dean of Academic Affairs. She has over 30 years in postsecondary education. Her major responsibilities consist of overseeing academic planning, programs, services, and policy. Faculty appointments, evaluations, governance and budget are also part of her responsibilities. She played a role in the implementation of an ACCUPLACER preparation course and the development of a comprehensive assessment system for the College. She brings great knowledge around technology, postsecondary education and college preparedness to Community College Preparatory Academy.

Jenane Jackson, Esq., Member – Elected 2016, Term Ends Fall 2019
Senior Counsel, Holland and Knight

Ms. Jackson is senior counsel in Holland & Knight's Public Policy & Regulation Group. Her practice is focused on local government navigation, legislative and regulatory counseling and DC municipal law. Prior to joining Holland & Knight, she served as deputy chief of staff and director of the Office of Policy and Legislative Affairs in the administration of Mayor Vincent Gray. Her legislative work has also included serving as the committee counsel for the Committee on Education, Libraries and Recreation for former Councilmember Kevin P. Chavous. Ms. Jackson's public policy work included serving as the Executive Director of the State Complaint Office of the District of Columbia Public Schools and she investigated local education agencies alleged to have violated the Individuals with Disabilities Education Act. Ms. Jackson brings extensive Public Policy knowledge to Community College Preparatory Academy.

Keyonna Jones, Member – Elected 2015, Term Ends Fall 2018
Executive Director, Congress Heights Arts & Cultural Center

Keyonna Jones-Lindsay is a native Washingtonian, a St. Johns College High School and University of Maryland graduate, and a two-time Edward Murrow Award winning producer for News Radio Station WNEW, 99.1. Keyonna recently opened the Congress Heights Arts and Culture Center at 3200 MLK Avenue, SE. The Center brings an enriching and necessary element to the Ward 8 community.

Debra Santos, CPA, Treasurer – Elected 2015, Term Ends Fall 2018
Chief Administrator, Moore Education Group

Ms. Santos has over 25 years of accounting experience with a focus in the non-profit and charter school sectors. Ms. Santos' special expertise is in assessing accounting system requirements. She assists clients with developing program and organizational budgets, and monitoring results to comply with internal and external reporting requirements. Ms. Santos holds a Bachelor of Science from California State University, Long Beach in Business Administration with a special designation in Professional Accounting. She is also a member of the American Institute of Certified Public Accountants.

Thomas Stewart, PhD, Member – Elected 2013, Term Ends Fall 2016
President, Patten University

Thomas Stewart was among the founding Board members. Dr. Stewart has deep experience both locally and nationally building strategic relationships among local, state and national organizations that serve low wealth and non-traditional communities. He actively participates in national efforts to improve and expand educational opportunity for non-traditional students. Dr. Stewart brings not only his deep commitment to supporting non-traditional students and his personal experience with changing life outcomes. He also brings a willingness to share a vast network of resources in the areas of educational research, national philanthropy and organizational and Board development.

John A. Stokes, Member – Elected 2015, Term Ends Fall 2018
Chief of Staff, DC Department of Parks and Recreation

As Chief of Staff in the DC Department of Parks and Recreation (DPR), Mr. Stokes directs all facets of the daily operations to ensure compliance with local and federal laws, policies, rules and regulations. He was a first elected year Board member in SY'15. He is a seasoned leader with professional strengths in marketing, communication, public relations, negotiation and strategic

management. Prior to his current position as Chief of Staff, Mr. Stokes was DPR's Director of Communications and Public Affairs Officer for the Office of the State Superintendent of Education. Mr. Stokes earned his Bachelor of Science in Marketing from St. Joseph's University and studied abroad in France during his senior year at the University of Strasbourg in 1986. He also was voted one of six Washington "Hot Shots" by Channel 9 news in 1991.

C. Vanessa (Connie) Spinner – Elected 2013, Term Ends Fall 2016

Executive Director, CC Prep

As Executive Director, Ms. Spinner serves as an Ex Officio member of the Board. She is a life time resident of the District of Columbia with extensive experience in both Education and Workforce Development. Ms. Spinner is the founder of the school and has served as the State Director for Adult Education for the District of Columbia and the Executive Director for the State Education Office for the District of Columbia.

APPENDIX C

**Community College Preparatory Academy Public Charter School
Report to D.C. Public Charter School Board
Statement of Financial Position - DRAFT
As of June 30, 2016**

ASSETS		
Current assets		
Operating Account	\$	5,968
PayPal Account		-
Accounts Receivable		17,949
Prepaid Expenses		3,485
Deposits		<u>29,596</u>
Total current assets		56,997
Fixed assets		
Computers, Software, Equipment		193,993
Leasehold Improvements		23,894
Furniture & Fixtures		124,197
Accumulated Depreciation		(167,245)
Total Fixed Assets		<u>174,838</u>
TOTAL ASSETS		<u><u>231,836</u></u>
LIABILITIES & NET ASSETS		
Liabilities		
Accounts Payable		23,849
Deferred Revenue		0
Accrued Expenses		1,046
Accrued Interest Payable		3,931
Accrued Leave		21,780
Capital Lease Liability		3,256
Loan Payable		<u>10,000</u>
Total Liabilities		63,862
Net Assets		
Net Assets, Beginning of Year		(1,794)
Change in Net Assets		<u>169,768</u>
Total Net Assets		<u>167,974</u>
TOTAL LIABILITIES & NET ASSETS		<u><u>\$ 231,836</u></u>

See Accountants' Compilation Report
- 1 of 3 -

APPENDIX C

**Community College Preparatory Academy Public Charter School
Report to D.C. Public Charter School Board
Statement of Activities - DRAFT
For the Year Ended June 30, 2016**

	Actual	Budget	Variance
Revenue			
Per Pupil Charter Pymts	\$ 2,956,758	\$ 2,830,040	\$ 126,718
Per Pupil Facilities Allowance	1,126,838	1,029,120	97,718
Per Pupil Revenue - Summer School	-	-	-
Per Pupil Revenue - Special Education	70,423	-	70,423
Other Government Funding	21,466	19,127	2,339
Private Grants & Donations	85,020	25,000	60,020
Grants		17,500	(17,500)
Total Revenues	4,260,505	3,920,787	339,718
Expenses			
Salaries and Benefits			
Principal/Executive Sal	173,480	173,480	(0)
Other Support Staff	235,619	245,900	(10,281)
Student Specialists	228,824	224,936	3,888
Learning Lab Managers	253,018	253,278	(260)
Content Specialist	260,389	285,498	(25,109)
Business/Ops Salaries	256,778	287,145	(30,367)
Admin Asst	138,553	116,681	21,872
Other Staff Salaries	40,275	-	40,275
Intern	23,932	60,000	(36,068)
Payroll Taxes	128,175	131,681	(3,506)
Employee Benefits	219,608	133,200	86,408
Staff Development Costs	37,005	20,000	17,005
Contractors	135,124	15,000	120,124
Total Salaries and Benefits	2,130,780	1,946,799	183,981
Direct Student Expenses			
Computers, Software, Materials	624,770	593,000	31,770
Classroom Furnishings&Supplies	2,530	-	2,530
Student Assessment Materials	17,033	26,250	(9,217)
Contracted Student Service	241,167	303,000	(61,833)
Miscellaneous Student Cost	12,162	5,000	7,162
Textbooks	14,598	20,000	(5,402)
Student Supplies and Mat	23,796	27,500	(3,704)
Library & Media Center Material	7,226	-	7,226
Total Direct Student Expenses	943,282	974,750	(31,468)
Occupancy Expenses			
Utilities	47,897	52,800	(4,903)
Building Maint & Repairs	21,891	15,000	6,891
Contracted Bldg Services	92,135	116,700	(24,565)
Janitorial Supplies	13,487	15,000	(1,513)
Rent	448,180	393,600	54,580
Depreciation	85,247	65,333	19,914
Total Occupancy Expenses	708,837	658,433	50,404

See Accountants' Compilation Report

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Community College Preparatory Academy Public Charter School
Report to D.C. Public Charter School Board
Statement of Activities - DRAFT
For the Year Ended June 30, 2016

	Actual	Budget	Variance
Office Expenses			
Office Supplies&Material	30,741	36,000	(5,259)
Office Computers	-	25,000	(25,000)
Office Furnishings & Equip - Other	849	14,000	(13,151)
Telephone/Telecommunications	13,424	14,000	(576)
Printing and Copying	15,925	6,000	9,925
Postage and Shipping	1,327	6,000	(4,673)
Equipment Rental & Maintenance	703	7,500	(6,797)
Other	(139)	5,000	(5,139)
Total Office Expenses	62,830	113,500	(50,670)
Professional Fees			
Legal Accounting&Payroll	96,435	72,240	24,195
IT Fees	60,516	48,000	12,516
Membership Fees	8,373	4,900	3,473
Professional Fees	-	-	-
Advertising	7,419	4,000	3,419
Total Professional Fees	172,743	129,140	43,603
General Expense			
Insurance	3,050	6,500	(3,450)
Transportation	3,062	500	2,562
Food Service	3,910	-	3,910
Interest Expense	2,350	3,200	(850)
Administration Fee to PCSB	42,534	20,259	22,275
Web Design and Content	3,139	-	3,139
Fundraising	10,867	-	10,867
Tuition Reimbursement	-	800	(800)
Recruitment	1,638	55,000	(53,362)
Bank Service Fee	1,714	2,000	(286)
Total General Expense	72,264	88,259	(15,995)
Total Expense	4,090,736	3,910,881	179,855
Change in Net Assets	\$ 169,769	\$ 9,905	\$ 159,864

See Accountants' Compilation Report
- 3 of 3 -

Community College Preparatory Academy

FY16 BUDGET V.1

Ref #			FY16 Budget
	Revenues		
1	4000 - Per Pupil Charter Revenue		Based on 350 students
2	4001	Base Per Pupil Allocation	2,956,758.00
3	4002	Per Pupil Rev.--Facility Alloc	1,075,200.00
4	4003	Per Pupil Rev.--Summer School	0.00
5	4100	Per Pupil Rev.--Special Education	
6		Total Per Pupil Charter Revenue	4,031,958.00
7			
8	4230	Private Grants & Donations	25,000.00
9	4800	Misc. Income	
10	4300	In-Kind Donations	
11	4999	Grants	17,500.00
12	4210	Other Government Funding - CTE Grant	19,126.52
13		Total Revenues	4,093,584.52
14			
15			
16	Expenses		
17	2260	Loan Payable	0.00
18	Total - 2260 Loan Payable		0.00
19			
20			
21	5000 - Salaries		
22	5001	Principal & Exec. Dir Salaries	173,480.00
23	5002	Other Support Staff	245,900.00
24	5004	Student Success Specialists	224,936.35
25	5005	Learning Lab Managers	253,277.58
26	5006	Content Specialist	285,498.00
27	5007	Business/Operations	287,145.00
28	5008	Administrative Assistant	116,680.98
29	5009	Custodial Salaries	
30	5010	Other Staff Salaries	
31	5012	Interns	60,000.00
32	Total - 5000 Salaries		1,646,917.91
33			
34	5100 - Payroll Taxes		131,681.22
35	5200 - Employee Benefits		
36	5200	Fringe Benefits - Other	100,000.00
37	5201	Fringe Benefits - Worker's Comp	19,200.00
38	5202	Fringe Benefits - DeMinimus	4,000.00
39	5203	Fringe Benefits - Retirement	10,000.00
40	Total - 5200 Employee Benefits		133,200.00
41			
42	5300 - Other Personnel Expenses		
43	5300	Other Personnel Expenses	
44	5301	Staff Development Costs	20,000.00

Community College Preparatory Academy

FY16 BUDGET V.1

Ref #			FY16 Budget
45	Total 5300 - Other Personnel Expenses		20,000.00
46			
47	5400 - Contractors		15,000.00
48			
49	6100 - Direct Student Expenses		
50	6100	Direct Student Expenses - Other	
51	6101	Computers and Materials	593,000.00
52	6102	Classroom Furnishings & Supplies	0.00
53	6103	Student Assessment Materials	26,250.00
54	6104	Contracted Student Service	303,000.00
55	6105	Miscellaneous Student Cost	5,000.00
56	6106	Textbooks	20,000.00
57	6107	Student Supplies & Materials	27,500.00
58	6108	Student Supplies & Materials	0.00
59	Total 6100 - Direct Student Expenses		974,750.00
60			
61	6200 - Occupancy Expenses		
62	6201	Utilities	52,800.00
63	6202	Building Maintenance & Repairs	15,000.00
64	6203	Contracted Building Services	116,700.00
65	6204	Janitorial Supplies	15,000.00
66	Total 6200 - Occupancy Expenses		199,500.00
67			
68	6210 - Rent		393,600.00
69	6290 - Depreciation		65,333.33
70			
71	6300 - Office Expenses		
72	6300	Office Supplies - Other	0.00
73	6301	Office Supplies & Materials	36,000.00
74	6302	Office Furnishings & Equipment	
75	63022	Office Computers	25,000.00
76	6302	Office Furnishings & Equip - Other	14,000.00
77	Total 6302 - Office Furnishings & Equip		39,000.00
78			
79	6303	Office Equipment Rental & Maintenance	0.00
80	6304	Telephone/Telecommunications	14,000.04
81	6305	Printing and Copying	6,000.00
82	6306	Postage and Shipping	6,000.00
83	6307	Equipment Rental & Maintenance	7,500.00
84	6308	Other	5,000.00
85	Total 6300 - Office Expenses		113,500.04
86			
87	6400 - Professional Fees		
88	6401	Legal, Accounting & Payroll	72,240.00
89	6402	IT Fees	48,000.00
90	6403	Membership Fees	4,900.00
91	6404	Start Up Fees	0.00
92	6405	Advertising	4,000.00
93	6406	Tuition Reimbursement	800.00
94	6400	Professional Fees - Other	
95	Total 6400 - Professional Fees		129,940.00

Community College Preparatory Academy

FY16 BUDGET V.1

Ref #			FY16 Budget
96			
97	6500 - General Expense		
98	6501	Insurance	6,500.00
99	6502	Interest Expense	3,200.00
100	6503	Transportation	500.00
101	6504	Food Service	
102	6505	Administration Fee to PCSB	20,258.51
103	6506	Other General Expense	
104	6507	EMO Management Fee	0.00
105	6508	Recruitment	55,000.00
106	6509	Bank Service Fee	2,000.04
107		Contingency	0.00
108	Total 6500 - General Expense		87,458.55
109	6600 - Web Design		
110		Total Expenses	3,887,681.05
111			
112		Total Revenues	4,093,584.52
113			
114		Change in Net Assets	205,903.47
115			
116	2260	Loan Payable	43,200.00
117	Total - 2260 Loan Payable		43,200.00