

LAYC CAREER ACADEMY PUBLIC CHARTER SCHOOL



Annual Report: 2015-2016 School Year

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I. School Description

A. Mission Statement

LAYC Career Academy PCS (Career Academy) engages and empowers young people between the ages of 16–24 by providing a college preparatory education, career training in high growth occupations, and college-credit classes.

B. School Program

1. Summary of Curriculum Design and Instructional Approach

The Career Academy is an innovative alternative school that provides youth ages 16–24 with college credit classes, a rigorous but flexible GED and college preparatory curriculum, and career preparation in the high-growth healthcare and information technology (IT) fields. The school’s target population is “opportunity youth”—young people who have become disconnected from school and work but have the motivation and ability to succeed in college and careers with the necessary encouragement, resources, and supports. At the end of its fourth year, the Career Academy has a strong record of helping youth who face extraordinary challenges make rapid academic gains, secure high school credentials and college credits, and develop the necessary skills for employment in high-growth careers.

Our goal when Career Academy opened in 2012 was for every student to leave fully prepared for a career and/or college, and that goal remains the same today. To graduate, students become Medical Assistants, obtain an A+ Information Technology Certification, or earn six college credits to demonstrate their readiness for a career or college-level work. In addition to providing our students high-quality academic and workforce preparation programs, Career Academy staff and faculty strive to infuse every student interaction with positive youth development principles that foster critical life skills, including self-awareness, self-confidence, problem-solving, and resilience.



The Career Academy’s educational program is highly personalized: instructors and staff meet students where they are and enable them to progress at the pace that works for them. This individualized approach keeps our students—who balance many conflicting demands on their time—engaged and motivated. Our students are older and anxious to meet their goals. Accordingly, school administrators, faculty, and staff have adopted an evidence-based blended learning approach, tailored to individual student needs, that includes classroom lessons, one-on-one work, and online learning tools.

School faculty and staff also are committed to building community and are intentional in creating and sustaining a school environment in which Career Academy students feel safe and valued. Students are supported by a team of Student Support Specialists (S3s)—advisor-advocates who address non-academic issues as basic as the need for clothing and shelter and as complex as parenting or caring for an elderly relative. Finally, the school’s College and Career Access (CCA) department provides comprehensive professional development and works one-on-one with students to ensure that after they graduate they will be successful in higher education, work, or both.

2. Parent Involvement

Career Academy students often have little to no support in their home environment. Some students have adversarial relationships with their parents, if the parents are still in the students’ lives. Additionally, 75% of our students are 18 or older and many live on their own. Despite this, the school encourages all students to involve their family in their educational growth to the extent that this is feasible. During the enrollment process, students are invited to bring in a supportive adult to provide additional background information on the student’s educational and personal history.

A core Career Academy belief is that all students need at least one supportive adult in their lives. Our faculty, staff, and S3 and CCA teams encourage and support students in their efforts to cultivate positive relationships with family members and/or other caring adults. In particular, S3s work with students on these relationships, helping youth to process any trauma they have from prior negative relationships or experiences. They give students the tools to repair those relationships when possible or to identify other adults who could provide support. S3s conduct home visits and invite family members and other adults who play positive roles in students’ lives to school events and meetings in hopes of forging stronger school-family relationships.

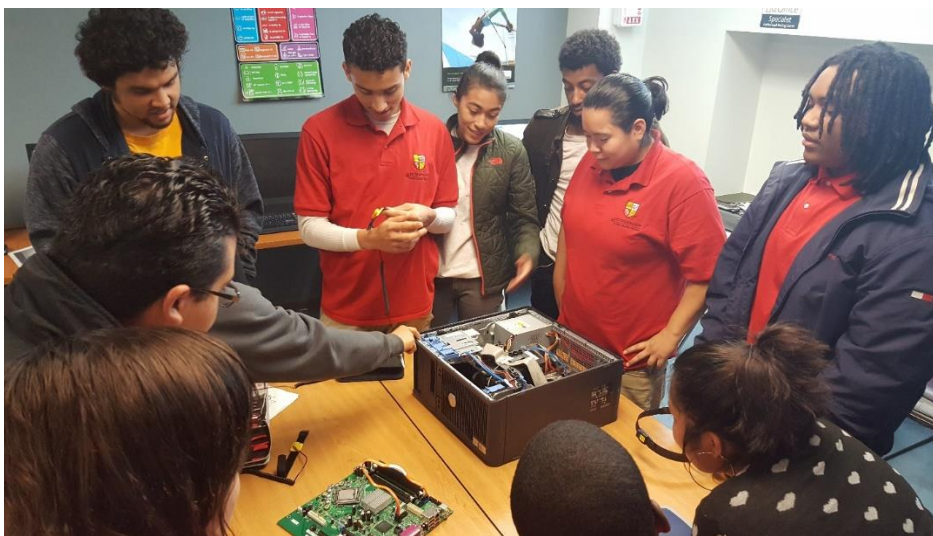
Because one-fifth of our students are parents themselves, Career Academy staff also work with these youth to help them balance the demands of school and family. In addition, several Career Academy students have participated in LAYC’s Young Parents Program, which offers young parents prenatal and parenting workshops and peer mentors so that they can be positive figures in their children’s lives.

II. School Performance

A. Meeting our Mission: Performance and Progress

The school meets its mission by providing every Career Academy student with high-quality academic programming, non-academic supports, and college and career preparation. The school program enables youth to make significant educational gains while developing critical “soft skills,” securing highly marketable IT and health-related credentials, and earning college credits.

Our student body of nearly 200 is racially and ethnically diverse; the majority of students are Latino and African American. Some students come with a high school credential while others are seeking to earn a GED. Some want to explore college-level courses while others are primarily attracted to the healthcare and IT credential programs. Career Academy provides students a college preparatory education, career training in high-growth occupations, and the opportunity to take college-credit classes. Our model is built on competency-based graduation and promotion requirements and our curriculum is aligned with the Common Core State Standards to ensure college and career readiness.



IT Pathway students examine a circuit board.

The academic year consists of three trimesters, each of which is divided into two six-week sessions. Based on the assessment results for the current student cohort, instructors decide how to level their courses to best align with student needs. They integrate technology into their work as much as possible, and utilize a combination of personal and student interests and career pathway skills to make the subject matter engaging for students. Instruction is provided in small groups, and teachers also collaborate across subject areas, team-teaching or coordinating lesson plans to offer students a more dynamic presentation. For example, students have read “The Martian” in their English Language Arts class while they built model rovers and robots in their science class. Instructors also make time to offer one-on-one assistance for students struggling with a particular concept as needed.

Each trimester, students take the TABE exam in reading to assess progress (for returning students) and determine course placements (for new and returning students). Students are placed in courses

that align with their reading level. Students who need support in acquiring English language skills are placed into our ELL Cohort until they achieve a 7 on the BEST exam, 224 on the NWEA or 4 on the TABE exam. Students who are seeking a GED are placed into our GED Cohort until they pass the exam.

Students who have a high school credential but do not have demonstrated computer skills and do not read at an 11th grade or college-ready level are assigned “Pre-Pathway” status. When Pre-Pathway students gain an IC3 IT certification and achieve an 11th grade reading level (reflected by an NWEA score of 238 or higher, a TABE score of 6, Accuplacer scores of 78 on Reading or 86 on Sentence Skills, or a 660 on the GED), they are promoted to the school’s Career and College Pathway program.

In the Pathway program, students who are interested in information technology pursue an A+ IT Technician certification, and those who seek to become health professionals train as Medical Assistants. Students who wish to attend college complete credit-bearing and transferrable college courses through LAYC’s Bard College program or a local college or university, with support from the CCA team. Although every student is different, it is typical for a student to complete their Pathway in about one year. The amount of time that a student spends at the Career Academy varies depending on their skill level when they enroll and the pace of their progress in gaining literacy, numeracy and English-language skills. The Career Academy curriculum and course schedule is designed to be flexible enough to accommodate students at a range of proficiency levels.

Overview of the Information Technology Pathway:

Students learn to install, configure, maintain, and troubleshoot peripheral components, hardware, and software. Students also learn to configure, maintain, and troubleshoot operating systems including Microsoft Windows and to install and manage networking software, hardware, and connections. Students in this pathway graduate with the skills to be successful IT Help Desk Specialists, which is one of the fastest growing occupations in the region. Students in the IT Pathway spend their final trimester in an internship, refining their IT skills and learning how to interact with colleagues in a professional environment.

Overview of the Medical Assistant Pathway:

Students learn to obtain vital signs, administer an EKG, and perform spirometry and venipuncture. They also master autoclave techniques, become CPR- and AED-certified, and develop basic billing and coding skills. Finally, like students in the IT Pathway, they complete an internship—in this case at a local healthcare organization, with recent internships hosts including A Plus Medical Center, Community of Hope, Mary’s Center, and Whitman Walker Health.



Medical Assistant Pathway students visit the National Museum of Health and Science

Overview of College Pathway:

Career Academy faculty know that early exposure to college classes helps students gain confidence and experience that will enable them to more effectively navigate a college campus and college-level coursework. Students in the Career Academy’s College Pathway participate in college-level coursework through partnerships with Bard College, the University of the District of Columbia, and other institutions of higher education. In addition, CCA staff assist students in researching departments and programs within those colleges and applying for financial aid. CCA staff also organize group college tours.

To graduate from the Career Academy, a student must read on an 11th grade level, have an IC3 certification, and complete the IT, Medical Assistant or College pathway. After graduation, CCA staff provide alumni with job placement assistance and other transition services.

B. Meeting our Goals: Academic Expectations and Outcomes

Measure	Goal Subpart	Proposed Fair/Reasonable Measure for Related Goal	Goal met or unmet	Progress toward goals
Goal 1: Enable out-of-school youth to secure a GED certificate, and as a precursor to preparing for the GED, raise literacy and numeracy levels (as measured by the TABE) of low-functioning students and support English language acquisition among non-native speakers				
GED	GED	65% of students who attempt all four sections of the GED will pass.	Met	86.7% (13 out of 15) who attempted all four sections of the GED passed.
Student Progress TABE	Raise low literacy and numeracy	Student Progress TABE: 50% of pre- and post-tested students will make one or more EFL gains	Unmet (91.6% progress)	45.8% (55 out of 120 pre- and post-tested students, omitting those with a pre-test EFL level of 6) improved by one or more EFL

		by the end of a full program year of data as measured by the TABE exam.	toward goal; meets Tier 2 rating on PMF)	levels by the end of the program year. This represents 91.6% progress toward the goal.
11th Grade/College-Ready Reading	Raise low literacy		Met	26.2% (76 out of 290 students with at least one qualifying measure) tested at 11th grade/college-ready reading.
Student Progress BEST	ELL	50% of pre- and post-tested students will make one or more EFL gains by the end of a full program year of data.	Unmet (87.8% progress toward goal)	43.9% (18/41 pre- and post-tested students, omitting those with a pre-test EFL level of 6) improved by one or more EFL levels by the end of the program year. This represents 87.8% progress toward the goal.
Goal 2: Prepare students for post-secondary education and/or job training or employment and provide them with opportunities to experience college-level work and earn college credit and participate in targeted vocational training in healthcare and information technology				
MA/IT/College completers working or in school	Prepare students for post-secondary education and/or job training or employment	70% of completers will start work or school within six months of completing.	Met	21 out of 21 completers were working or in school within six months of completing (100%)
Complete MA Program	Prepare students for post-secondary education and/or job training or employment	70% of MA Pathway students will graduate. (graduated/completed MA training course)	Met	Six out of six (100%) MA Pathway students who completed training graduated.
Complete IT Program	Prepare students for post-secondary education and/or job training or employment	70% of IT Pathway students will graduate. (graduated/completed internship)	Unmet	100% of IT Pathway students graduated, are working towards graduation, or are working full-time. However, only 3 out of 6 (50%) IT Pathway students who completed their internship graduated. Of the 3 who did not graduate, one student is still enrolled in the program and on track to graduate in SY17, one is working full-time at the internship site, and one is working full-time at another employment site.
Complete College Credits	Prepare students for post-secondary education. Experience college work/ earn college credit.	70% or more of students attempting college credits will receive college credits. (college credits earned/ attempted)	Met	90% of college credits attempted were earned this year. Of 60 college credits attempted by 13 students, 54 were successfully earned by 12 students.
Student Progress Certifications	Participate in targeted vocational training	The number of certifications earned by students each year will meet or exceed the number of the audited enrollment (# certifications/audited enrollment)	Met	2.36
Total Certifications	Participate in targeted vocational training		Met	450
IT Certifications	Participate in targeted vocational training	Total number of IT certifications earned in SY16	Met	309
MA Certifications	Participate in targeted vocational training	Total number of MA certifications earned in SY16	Met	141
Goal 3: Assist students who are ready for college after they complete the program in identifying and securing access to longer-term post-secondary opportunities that will further their career goals and in completing applications and financial aid forms				
Securing access to post-secondary opportunities	Securing access to longer-term post-secondary opportunities that	70% of school graduates working or in post-secondary education within six months of graduation.	Met	14 out of 14 graduates (100%) who were eligible for this measure were working or in post-secondary within six months of graduation. The 15th graduate finished 8/26/16 and is still within the 6-month

	will further their career goals			window for obtaining employment or entering post-secondary education.
Scholarships	Completing applications and financial aid forms		Met	Students earned \$41,200 in scholarships funds to date.
Goal #4: Equip students with important workforce readiness skills, as defined in the Comprehensive Adult Student Assessment System (CASAS) Essential Life and Work Skills Competencies. (Note: In SY16, LAYC Career Academy implemented Casey Life Skills, as recommended by ChildTrends.)				
Career and Education Planning subscale (Casey Life Skills)	Equip students with important workforce readiness skills	Casey Life Skills scores	Met	79 students completed both a pre- and post-test on the Casey Life Skills Assessment. The average pre-test score for Career and Education Planning was 3.56, and the average post-test score was 3.90. This improvement is statistically significant ($t = 3.30, p < .01$).
Work and Study Life subscale (Casey Life Skills)	Equip students with important workforce readiness skills	Casey Life Skills scores	Met	79 students completed both a pre- and post-test on the Casey Life Skills Assessment. The average pre-test score for Work and Study Life was 3.86, and the average post-test scores was 4.10. This improvement is statistically significant ($t = 3.04, p < .01$).
Goal #5: Support students' development of the necessary life skills to interact effectively with peers and authority figures, manage conflict, solve problems, access external supports as needed, and make good decisions about educational/vocational opportunities and personal and financial issues.				
Casey Life Skills total score	Development of the necessary life skills	Casey Life Skills scores	Met	79 students completed both a pre- and post-test on the Casey Life Skills Assessment. The average pre-test score was 3.99, and the average post-test score was 4.22. This improvement is statistically significant ($t = 4.54, p < .01$).
Goal #6: Enable students interested in careers in information technology to secure marketable skills, A+ Computer Hardware Repair and Microsoft Office certifications, and/or relevant college credits from the University of the District of Columbia Community College (UDCCC).				
IT completers working or in school	Enable students interested in IT careers to secure marketable skills	70% of completers will start work or school within six months of completing.	Met	100% (six out of six completers) were either working or in school within six months of completing.
Complete IT Program	Enable students interested in IT careers to secure marketable skills	70% of IT Pathway students will graduate. (graduated/completed internship)	Unmet	100% of IT Pathway students graduated, are working towards graduation, or are working full-time. However, only three out of six (50%) IT pathway students who completed internship graduated. Of the three who did not graduate, one student is still enrolled in the program and on track to graduate in SY16-17, one is working full-time at the internship site, and one is working full-time at another employment site.
IT Certifications	Enable students interested in IT careers to secure marketable skills		Met	309 IT certifications were earned by 79 unique students, an average of about 4 certifications per student. IT pathway students ($n = 14$) earned a total of 101 certifications in SY15-16, an average of seven per student.
A+ Certifications	Enable students interested in IT careers to secure marketable skills		Unmet	Of 14 IT Pathway students, 6 (43%) completed the A+ 801 certificate, and two others (14%) completed the 802. Of the 12 students who have not earned both A+ certifications, four are still enrolled and working toward the certifications.

MOS	MOS		Met	63 MOS certifications were earned by 14 unique students, an average of almost 5 MOS certifications per student. Eight of the 14 IT pathway students earned a total of 34 MOS certifications, an average of about 4 MOS certifications per IT pathway student.
Relevant course credits	Relevant course credits		Met	Two IT pathway students attempted and earned a total of six college credits (three credits each) in SY15-16, representing a 100% completion rate.
Goal #7: Enable students interested in careers in healthcare to secure marketable skills, a Registered Medical Assistant credential, and/or relevant course credits from CCDC				
MA completers working or in school	Enable students interested in careers in healthcare to secure marketable skills	70% of completers will start work or school within six months of completing.	Met	Six out of six (100%) of MA completers were working or in school within 6 months of completing.
Complete MA Program	Enable students interested in careers in healthcare to secure marketable skills	70% of MA pathway students will graduate. (graduated/competed MA training course)	Met	Six out of six (100%) of MA course completers graduated.
MA Certifications	Enable students interested in careers in healthcare to secure marketable skills		Met	141
Relevant course credits	Relevant course credits		Met	2 MA pathway students attempted and earned a total of 12 college credits (6 credits each) in SY15-16, representing a 100% completion rate.
Goal #8: Assist students who have vocational interests in areas other than information technology and healthcare to identify, prepare for, and apply to high-quality post-secondary education or training programs and earn college credit while in our program.				
Complete College Credits		70% or more of students attempting college credits will receive college credits. (college credits earned /college credits attempted)	Met	92.3% (12 out of 13 students)

C. Meeting Students Where They Are: Lessons Learned/Actions Taken

1. Curriculum Personalization and Online Tools

Career Academy students are older and have many more responsibilities outside of school than those of a typical high school or college student. Thus, a traditional educational program and schedule does not always meet their needs. Our students constantly balance conflicting demands on their time – from work schedules to transportation and child care issues – and this balancing act can sap their energy and lead to frustration and discouragement. In an American University survey of current and former students, many linked their departure to this balancing act, rather than lack of interest in the programs or personal motivation.

In SY15-16, the Career Academy implemented a blended and personalized learning program in order to more effectively meet students’ needs. Our model was inspired by knowledge gained by our Principal and one of our long-time instructors at a fellowship program led by the CityBridge Foundation, in partnership with Stanford University. In addition, as a group, the administration and

faculty took an on-line Coursera course on blended learning in spring 2015. The Coursera course was developed from research by the Silicon Schools Fund, Clayton Christenson Institute, and the New Teacher Center.

As part of its move towards personalized learning, the Career Academy also shifted to a new pilot schedule in January 2016. Under the new schedule, students attend English Language Arts from 9:00-11:00 AM, electives and lunch from 11:00 AM-1:00 PM, and math and science classes from 1:00-3:00 PM. During these two hour blocks, instructors implement blended learning. Under the new model, students rotate between online learning, group instruction, and individual attention from instructors as appropriate. This allows teachers to better personalize lessons to individual students' needs, customizing exercises to address the precise areas where individual students encounter challenges and using technology to support self-pacing and distance-learning.

2. Piloting an Even More Flexible Program

In May of SY15-16, the pilot was extended to provide students even greater agency and ownership of their academic program. This pilot aimed to increase motivation and independence by allowing students to practice prioritizing tasks in accordance with their personal academic goals. During the pilot, Pre-Pathway and GED students who tested at NRS levels 4 and 5 were empowered to determine how to allocate their learning time for three two-hour blocks each week. On Mondays, Wednesdays, and Fridays, these students spent the first thirty minutes of each instructional day reviewing their goals. Then, students formulated a schedule that they felt best served those goals. Scheduling options included:

- Direct instruction through GED-aligned math lessons,
- Direct instruction through NRS-aligned reading lessons,
- Individual or small group tutoring in science or social studies,
- Lab time with ReadingPlus and/or personalized Math Playlist review,
- Independent reading time or guided reading, and/or,
- Assessments.

The response to this program was been extremely positive. In SY16-17, the Career Academy will expand this program to reach more students and provide additional training to our staff in this innovative, student-driven method.

3. Expanded, Targeted Student Support

In its fourth year, the Career Academy also augmented its efforts to support students facing non-academic issues including homelessness, health issues, and family responsibilities. The Student Support Department was expanded, and that team adopted the Casey Life Skills assessment to more effectively target student support efforts.

Since the Career Academy's inception, the Student Support Department has played an integral role in the success of the students. Every student is assigned an S3 who works with that student from the first week of school through graduation and beyond. S3s provide students referrals to external services, including housing, health services, child care, and even wake-up calls and check-ins when students are chronically late or absent. They offer guidance, support, and problem-solving help on an

as-needed basis, and many students say this relationship is one of the most important factors in their ability to complete the program. In order to free up S3s to spend more time on meeting student needs, the Career Academy hired a full-time Public Ally to focus on attendance and truancy. This has allowed S3s to devote more time to making home visits and attending to students' non-academic needs.

Career Academy leadership and staff also are using the Casey Life Skills assessment data to better target student support and life skills classes. To remain current on student needs (especially as the school's student population fluctuates from term to term), S3s administer the test to all students at the beginning of each trimester. Based on the group's outcomes, life skills and elective courses are offered to students during one of two mid-day periods on Mondays, Wednesdays, and Fridays. (In the alternating hour, students are served lunch and enjoy an opportunity to socialize, read, etc.) During SY15-16, based on the tests results, workshops focused on time management, interpersonal communications, financial literacy, and finding affordable housing (which is a significant problem for Career Academy students).

Staff also integrated assessment data more fully into case management, creating automated student-level and school-level reports that can be quickly generated after each test administration. The student-level reports allow the S3 to see a student's progress over time in each of the assessment's seven subscales, identifying strengths and areas for improvement. Thus, S3s are better able to meet the unique needs of individual students as well as inform decisions about life skills course offerings for the school as a whole.

The Career Academy also hired a new Director of Student Support Services, who is an experienced youth and family counselor with special expertise with substance abuse and mental health issues. In addition to managing Casey Life Skills testing, supervising the S3 team, and providing individual counseling, she works with the school's instructors to identify youth or families who may need non-academic support but be unable to request it.

4. Enhanced College and Career Preparation

The Career Academy's College and Career Access Director developed and launched a new initiative in SY15-6 to provide more comprehensive support to Pathway students preparing to enter college or the workplace. The new Professional Development (PD) class was inspired by the structure and format of evidence-based training she received during a year-long fellowship with NAFSA: Association for International Educators (NAFSA Academy). The PD class provides students the critical skills to function successfully as productive professionals in college or in a career setting.



Career Academy students practice taking blood samples

The curriculum focuses on seven core competencies that have been shown through research to be essential to college and career success: Communication, Culture & Expectations, Career Exploration, Post-Secondary Options, Professional Tools, Navigating Financial Issues, and Networking. The core proficiency learning outcomes cover the spectrum of “soft” and technical skills necessary for success in higher education and the workplace. They are presented in a manner that gives students opportunities to practice these skills orally and also create products (e.g., resumes, LinkedIn profiles, personal budgets) to be used after they graduate from the Career Academy. The core proficiencies and associated learning outcomes are shown below:

Communication	Students will demonstrate the skills necessary to communicate as a professional with confidence in a college or career setting.
Culture & Expectations	Students will demonstrate an understanding of expectations in post-secondary institution and workplace cultures.
Career Exploration	Students will demonstrate the necessary skills to locate and apply to an entry-level position in their desired field.

Post-Secondary Options	Students will demonstrate the necessary skills required to apply to a post-secondary institution or program.
Professional Tools	Students will successfully identify and utilize tools to enhance professional development opportunities.
Navigating Financial Issues	Students will learn to prepare financially for a future career and post-secondary education.
Networking	Students will demonstrate an understanding of the role that networking plays in their professional careers and its importance.

Finally, because PD Plans are designed by students based on their own goals, this program is a further extension of the Career Academy’s efforts to personalize the student experience. One student may be researching what type of internship is likely to be most valuable to their long-range career plans and then create a plan for securing that internship. Another student who is nearing graduation may begin working on his or her personal statement for college applications or a resume for prospective employers. Students are encouraged to adjust their goals and their products as they work through the program, further adapting our program to their long-term and short-term objectives.

D. Unique Accomplishments & Recognition

Career Academy students made tremendous progress towards their goals in the past school year. **Fifteen¹ students completed all of the Career Academy’s College and Career Ready requirements**, by earning their GED or high school diploma, gaining a college-level/11th grade reading level, earning six college credits or completing a 300-hour Medical Assistant or IT Internship, and securing an IC3 IT certification. **Thirteen more students were GED Academy graduates**, having passed all four sections of the GED to earn a high-school equivalency diploma.

In addition, **164 Certification Honorees** will be recognized for accomplishments like earning certifications, passing sections of the GED, completing our ELL program, and gaining a college-level/11th grade reading level. The chart² below summarizes these accomplishments.

	School Graduates		Certification Honorees		
Graduates	Career and College Ready Graduates	GED Academy Graduates	Gold Program Honorees	Silver Program Honorees	Bronze Program Honorees
Hours	300+ seat hours	125+ seat hours	125+ seat hours	75-125 seat hours	Less than 75 seat hours
	Must include all below:	Must include:	One of the following:	One of the following:	One of the following:

¹ Two of these students completed a GED with the Career Academy this year and are included in both the GED Academy and Career and College Ready school graduate measures.
² Please note discrepancies between this chart and the goals chart are due to the fact that First Aid and CPR are not included in the chart on this page and IC3 tests were included individually on the goals chart and as a complete set of three in this chart.

	GED or HS Diploma;	GED (Pass all 4 sections)		GED subject tests	OSHAA + HIPAA
	College Ready/11th Grade Reading Level;		Certified Clinical or Administrative Medical Assistant	Microsoft Office Certifications	EKG Technician Certificate
Requirements	MOS or IC3; and		A+ IT Certification	IC3 (all 3 tests)	Everfi and Ignition IT Certifications
	Complete one of the following:		College Credits	Cisco Network Academy IT Essentials	
	6 College Credits		ELL Transition	Certified Patient Care Technician	
	Medical Assistant Training + Internship		College Ready/11th Grade Reading Level		
	A+ Certification + Internship				
Number of Accomplishments SY16	18	13	95	149	50
Number of Students with Accomplishments SY16	15	13	76	54	34

Many Career Academy students reached other important milestones, completing internships, securing employment, and/or enrolling in college courses or professional programs, as shown below:

IT Pathway Outcomes:

During SY15-16, **six students completed 300-hour IT internships** through community partnerships with the Advisory Board Company, CareFirst BlueCross BlueShield, The Next Step PCS, and the Urban Institute. Of those six:

- two students have been offered permanent positions at their internship sites,
- three students are pursuing additional IT training, and
- one student is working full-time, although not in the IT field.

Medical Assistant Pathway Outcomes:

During SY15-6, **four students completed 300+ hour healthcare internships** through community partnerships with Community of Hope and A-Plus Medical Center. Of those:

- two students are working full-time as Medical Assistants;
- one student is working as a Medical Assistant and enrolled in college; and

- one student will begin work on an Associate’s Degree at UDCCC this fall.

College Pathway Outcomes:

During SY15-6, **twelve students earned a total of 54 college credits:** four students participating in the Bard College Program earned six college credits each, while two students earned six college credits at UDCCC (successfully completing two courses each) and six others earned three college credits at UDCCC (completing one course each).

Of the 12 students who earned college credits this school year, three are continuing to work to complete the IT Pathway requirements at Career Academy. One will begin community college this fall; two are working full-time; and three are working while preparing to begin college next year. Two more plan to begin taking classes at UDCCC in January 2016. Finally, one has secured a full-time position as a Medical Assistant and plans to begin college in January 2017.



IT Program Director Abner Soto receives OSSE’s Career and Technical Education “Educator of the Year” Award



Partners from Urban Alliance

Career Academy faculty and staff also participated in competitive fellowships and received professional recognition from numerous organizations for leadership in their fields. The following list is a selection of the most prestigious:

- Executive Director Nicole Hanrahan graduated from Leadership Greater Washington 2016;
- Principal Angela Stepanic participated in National Endowment for the Humanities and CityBridge Foundation Education and Innovation fellowships;
- Director of College and Career Access Kristen DeSanti received a NAFSA Academy for International Education Fellowship;
- IT Program Director Abner Soto was named “CTE Educator of the Year” by of the Office of the State Superintendent of Education (OSSE) and received the Hispanic Heritage Foundation’s Innovative Educator Award;

- Science Teacher Jacqueline Fernandez-Romero was a TED-Ed Innovative Education Program Fellow, served as an NASA Airborne Astronomy Ambassador, and was an OSSE Science Leader Educator; and
- Instructor Claire Finn was selected as a CityBridgeEducation and Innovation Fellow.

E. List of Donors (at the level of \$500 or higher)

Chet and Elizabeth Burrell
International Monetary Fund
Lori Kaplan
Thomas Mayrides
Steven Pomper and Blair Hewes
Sunrise Foundation
Mala Thakur

DATA REPORT

SY 2015-16 Annual Report Campus Data Report	
LEA Name:	LAYC Career Academy PCS
Grades Served:	Adult
Overall Enrollment:	Audited Enrollment: 191
Enrollment by Grade:	N/A
Total Number of Instructional Days:	197
Suspension Rate:	2.6%
Expulsion Rate:	1.6%
Instructional Time Lost to Out-of-School Suspension Rate:	0.0%
Average Daily Attendance:	N/A
Midyear Withdrawals:	<i>Not yet available from PCSB</i>
Midyear Entries:	<i>Not yet available from PCSB</i>
Promotion Rate:	N/A
College Acceptance Rates:	N/A
College Admission Test Scores:	N/A
Graduation Rates:	N/A
Teacher Attrition Rate:	20%
Number of Teachers:	15
Teacher Salary– Average	\$ 54,500
Teacher Salary – Range	Minimum: \$47,500 Maximum: \$60,810

APPENDICES

- A. Staff Roster and Biographies
- B. Board Roster, Biographies, and Terms
- C. Unaudited Year-End 2015-16 Financial Statements
- D. Approved 2016-2017 Budget

APPENDIX A. Staff Roster and Biographies

LEADERSHIP AND ADMINISTRATIVE STAFF

Executive Director: Nicole Hanrahan

In her role as Executive Director, Nicole leads the senior team that manages the school's day-to-day operations and supports the Board of Directors as it guides the school's overall direction, sets policy, and monitors school performance. An additional focus of her work is to support program growth and development by creating and expanding external partnerships. Prior to transitioning to full-time Executive Director of Career Academy, Nicole served as Latin American Youth Center's Chief Strategy Officer, supporting LAYC's efforts to grow and deepen its impact for youth in Washington, DC, and the neighboring suburbs. Before joining LAYC, she served as a Director at Community Wealth Ventures (CWV), where she helped nonprofits and foundations build capacity and improve sustainability. Prior to joining CWV, Nicole spent ten years in community economic development organizations, where she ran workforce development programs in New York, Chicago, and Boston. Nicole holds a Bachelor of Arts in public policy from Brown University and a Master of Business Administration from the Harvard Business School.

Principal: Angela B. Stepancic, M.Ed

Angela Stepancic has been an administrator in Washington, DC, for more than a dozen years. Upon graduation from Georgetown University, she served as the administrator at the Washington Middle School for Girls (WMSG), which serves underprivileged youth, for seven years. There, she led the school to a 96% attendance rate, 98% college attendance rate, and 93% staff retention rate. During this time, Angela also received her Master's in education from the George Washington University. She achieved accreditation for WMSG and then expanded her professional palate, transitioning to the public sector. In 2012, she joined the LAYC Career Academy as the founding Principal. This past school year, Angela was selected as a CityBridge + Stanford University School Retool Fellow, as well as a National Endowment for the Humanities Summer Fellow. She also passed the Praxis School Leader Licensure Assessment and earned her TACT-2 certification. Angela lives in Washington, DC, and is working towards accreditation for the Career Academy.

Director of Academics: Karen Kassekert

In this role, Karen provides the necessary supports to educational staff for quality instruction at the school, manages professional development opportunities for the staff, and assists with various administrative level tasks for the school. Living in Ohio, Kansas, South Carolina, Minnesota, and the Washington, DC, area has given Karen a unique perspective on effective education for diverse learners. She began her work in education as an AmeriCorps member in an underserved area of DC. After two years in the AmeriCorps program, she was a classroom teacher at both the elementary and middle school levels. She holds a Bachelor's degree from Catholic University and a Master's in public policy from the University of Saint Thomas in Minnesota.

Director of College and Career Access: Kristen DeSanti

Before coming to Career Academy, Kristen managed LAYC's College Access Department, Bard College Clemente program, and New Futures Scholarship program. In her current role, she provides college preparation and post-graduate support to students to ensure that graduates are not only college-ready but enroll in a post-secondary program or obtain employment. She also oversees the school's internship and dual enrollment programs. Prior to moving to Washington, DC, Kristen graduated from Syracuse University with a B.A. in international relations. After completing her undergraduate degree, Kristen served as a Literacy AmeriCorps member for two years at the Next Step Public Charter School while completing an M.A. in International Education at the George Washington University. While not at work, Kristen likes to go hiking, attend any Syracuse University sporting event, and plan her next travel adventure.

Director of Student Support Services: Colette Gardner

Colette recently joined the Career Academy after several years providing case management, counseling, and crisis response to individuals and families in several DC-based human services organizations. She has assisted clients to secure housing, education, training, and work opportunities and health and wellness services. She also has led workshops and in-service trainings for colleagues on family life and social relationships, cognitive behavioral therapy, solutions-focused therapy, anger management, and motivational interviewing. At the Career Academy, Colette leads a team of five Student Support Specialists and oversees Casey Life Skills testing, which is used to address students' nonacademic needs. She has a Bachelor's degree in business administration and a Master's degree in counseling, both from Trinity University. She is also a Certified Addictions Counselor.

Operations Manager: Jeremy Vera

After four years with LAYC, where Jeremy managed the Supplemental Education Services tutoring program, Summer Youth Employment Program, and STARS summer camps, he joined Career Academy as its Operations Manager. In this role, he oversees the school's day-to-day operations; oversees implementation of the budget; and ensures compliance with local, state, and federal regulations. Prior to moving to Washington, DC, Jeremy served as a Peace Corps volunteer in Guatemala. Jeremy holds a Bachelor's of Science in urban planning from Arizona State University. In his free time you can catch him performing in various parades and concerts with DC's Different Drummers, where he is the Marching Band Assistant Director and plays French Horn and Mellophone.

Data Manager: Amber Eby

Amber brings eight years of experience in education and nonprofit research, program evaluation, and data management to Career Academy. She has led workshops on nonprofit evaluation capacity building, presented research at national and international conferences, and published her research in peer-reviewed journals. Before leaving Texas for Washington, DC, she was an evaluation specialist for the Dallas Independent School District, and prior to that she was the evaluation coordinator for Texas Home Instruction for Parents of Preschool Youngsters. She also has taught masters-level statistics and research courses at the University of North Texas (UNT). Amber holds a Master's

degree in educational psychology with an emphasis on research, measurement, and statistics from UNT and is working on her Ph.D. in the same field. When she's not working on her dissertation, she loves cooking, reading, and hanging out with her cranky old cat and two yappy dogs.

Program Assistant: Ashley McQueen

Prior to joining the Career Academy, Ashley worked for LAYC for five years as a Job Coach with the Summer Youth Employment Program and Academic Advisor for the Upward Bound program. In her current position, she is the hub of all information throughout the Career Academy building. Ashley attended college at Bennett College for Women in Greensboro, NC, where she studied biology. Ashley has future plans to finish her degree and begin a career in health care, but for now she is most happy contributing to her community through working with youth.

Recruitment Coordinator: Za'Yn Muhammad

Za'Yn has over 20 years of experience in direct youth service in a classroom setting, specifically in the youth and community development sector. She received her Bachelor's of Science from the University of the West Indies in Trinidad and Tobago. Za'Yn also is a nationally registered Paramedic/Emergency Medical Technician and a trained midwife.

Food Services Specialist: Alicia Alvarez Preciado

Alicia has worked in the food service industry and catering for over 10 years. In addition to managing Food Services at the Career Academy, she was also instrumental in outreach and recruitment to the community prior to opening. She has a passion for helping others, especially members of the Spanish-speaking immigrant population. Alicia holds various food handling certificates and licenses, and in her free time loves to cook dishes from her native Jalisco, Mexico. Prior to coming to the Career Academy, she studied computers and IT, and she hopes to continue to do so in the future.

ACADEMIC PROGRAM

Electives Coordinator/Lead Life Skills Instructor: Maisha Atrice Ayodele

Maisha Atrice joined the Career Academy in early 2015 as an Elective Instructor. After being invited to co-teach the Overcoming Obstacles life skills course, she was promoted to Electives Coordinator and Lead Life Skills instructor. She has served as an AmeriCorps Jumpstart teacher, mentor coordinator at Community of Hope, and museum educator at The Studio Museum in Harlem. Her educational background includes Howard University, The Performing Arts Training Studio, and New York University. For four years Maisha has supported the operations of The Siwe Project, an organization working to eradicate the shame associated with mental illness in communities of color. She also is Program Coordinator for The Healing Lodge, a nonprofit that supports the healthy development of women. Additionally, Maisha is cultivating Unearthing Tales, which provides storytelling to community-oriented clients with a culturally competent voice and an intentional method.

ELL Paraprofessional: Ariel Berroa

Ariel was born in Santo Domingo, Dominican Republic and came to the United States at the age of 19. He quickly succeeded in completing his GED and learning English. He was an AmeriCorps volunteer from 2013-2015, where he worked with middle school students, facilitating health education workshops, coaching a soccer team, planning a health fair, and providing ELL support. During this time, he found his passion for working with youth, using his own experience to encourage them to find their paths. At the Career Academy, he assists ELL students in language acquisition and enjoys working with immigrant populations.

Special Education Services Coordinator: Amber Church

Amber is the Career Academy's Special Education Services Coordinator. In this role, she ensures the school is fully compliant with special education laws and regulations and that students receive the appropriate services and supports according to their Individualized Education Plans. She also consults with teachers and staff working with students who have special needs. Prior to moving to Washington, DC, from Houston, Amber taught computer science to students with special needs at Houston Community College. She holds a Bachelor's in sociology from the University of Houston, a Master's in sociology from Prairie View A&M University, and a Master's in education from the George Washington University. In her free time you can catch her playing kickball on the National Mall.

Reading Instructor: Rashid Darden

Rashid works with students on English Language Arts, with an emphasis on critical reading and effective writing. An experienced writer, Rashid has published four novels, a volume of poetry, and a short story. He is a prolific blogger and popular culture critic. At the Career Academy, Rashid uses classical and contemporary works of fiction and nonfiction to inspire a love of reading in his students and to foster conversations about identity and social justice. In fall 2016, Rashid will teach a new elective called "The History of DC from 1980 to the present." He is a member Alpha Phi Alpha Fraternity and Alpha Phi Omega National Service Fraternity and is founding president of the Federal City Club and National President of Gamma Xi Phi Professional Arts Fraternity.

Science Instructor: Jacqueline Fernandez-Romero, M.Ed.

A prominent educator, scientist, health advocate, and community activist, Jackie has received honors and awards for her scientific research, community involvement, and mentorship of minority students in the Science, Technology, Engineering, and Math (STEM) fields. She teaches physics, chemistry, biology, human anatomy, and robotics. Prior to joining the Career Academy, she worked in the Space Bio-sciences Division at NASA Ames Research Center and as a teacher in schools in the District and New York. Jackie was born in Calexico, California, and obtained her B.A. in Latino studies and B.S. in microbiology from San Francisco State University and her Master's in education from Lesley University. Jackie's passion for STEM education led to her admission to the 2012 NASA Space Academy for Educators and to the 2013 Advanced Space Academy for Educators.

GED Instructor: Claire Finn

Claire came to the Career Academy with a wealth of knowledge on education and culture. After receiving her Bachelor's degree from Duke University and Master's degree from Northwestern University, Claire began teaching, first in Illinois and Chile and later in Washington, DC. In her free time, she enjoys traveling, playing lacrosse, and spending time with her children. She also recently completed an Education Innovation Fellowship with the CityBridge Foundation, which she used to help the school develop its strategy for personalized and blended learning.

Writing, Social Studies, and GED Instructor: Jerri Fuller

Jerri has been with the Career Academy since January 2014. She teaches Writing and GED Social Studies. She attended Wake Forest University and Pennsylvania State University's Dickinson School of Law. A licensed attorney, she practiced law in the DC metropolitan area for seven years before beginning a new phase in her life by becoming a full-time teacher. In her free time, she enjoys reading, long walks, and spending time with her friends and family.

GED Instructor: Douglas Ierley

Before he began teaching, Doug worked as a lawyer in both the legislative and executive branches of the federal government. Prior to that, he worked in human rights and international development in the Middle East and Africa. Besides teaching GED classes at Career Academy, he is also currently a part-time GED teacher in the Maryland criminal justice system.

Instructor: Jennifer Queen

Jennifer joined the Career Academy team in September 2015. She has a strong passion for education and leadership development and has more than a decade of experience working in different educational settings. She holds a Bachelor's of Arts and a Master's of Arts degree in African studies from California State University in Carson and Howard University, respectively.

ELL Instructor: Carrie Smith

Carrie has spent the last year instructing students who are English Language Learners. She has worked in DC charter schools for twenty years. After graduating from the University of North Carolina at Chapel Hill with a Bachelor of Arts, and earning her Master's at Old Dominion University, Carrie was primed to continue her family's tradition of teaching, becoming the fourth generation to lead a classroom. In addition to teaching, she has been a coach of several sports, a yearbook advisor, and created Safe Spaces for LBGTQ youth at the Newport School and Hyde Leadership Academy. In her free time, she tends to the myriad of rescued animals that have overtaken her house.

Reading Instructor: LaKendra Smith

After graduating from Howard University in 2010, LaKendra spent a year at DCPS' Browne Education Campus through the City Year program. This experience led LaKendra to get her teaching credential, in order to focus on closing the achievement gap for students here. She joined the Career Academy in 2013 as a reading instructor and ensures that students are not only prepared for success on the GED

exam, but are equipped with the tools to be successful after graduation. She holds a Master's degree in general education and special education from Lesley University. In her free time, LaKendra can be found smiling, ministering through African and liturgical dance, and reciting spoken word at poetry venues throughout the DMV.

Reading/ELL Instructor: Kate Storks

Kate worked and lived in Mexico for two years prior to returning to the United States to take a position at the Career Academy teaching English Language Learners. She works with these students to help them improve their English and reading skills. Kate has also served in Peace Corps Togo. Prior to her time in Mexico, she was enrolled at the University of Mary Washington, where she earned her Bachelor's degree in geography and Spanish.

Math Instructor: Sasha Varner

Sasha has more than a decade of experience in education and library science project management. As a math instructor, Sasha prides herself on being able to take difficult concepts and make them easy to understand. Before joining the Career Academy, Sasha worked as a Math Teacher at Job Corps and in the Baltimore City Schools. Sasha has a Bachelor's degree in psychology with a minor in anthropology from University of Maryland, Baltimore County.

Special Education Paraprofessional: Corey White

After graduating from University of Maryland, Eastern Shore in 2010, where he received a Bachelor of Arts in English and a minor in telecommunications, Corey worked for the Prince George's County Office of Information Technology in Maryland. In that role, he provided help desk support for agencies and departments across the county government. As a Special Education Paraprofessional at the Career Academy, Corey supports students with special needs, collaborates with other members of the academic team regarding special education services, attends IEP meetings, and works on trainings and transitions. Outside of work, Corey loves to play basketball and workout in the gym.

CAREER TRAINING

Medical Assistant Program Coordinator: Nicole Carter

Nicole is a registered Medical Assistant and brings over a decade of clinical and teaching experience to the Career Academy. While working towards her BS from the University of the District of Columbia, she obtained a position at DC General Hospital in the Department of Pathology. Based on this experience, her interest shifted to health care; she became a Certified Nursing Assistant and a Certified Medical Assistant. After several years in the field, she became certified as a Medical Assistant Instructor and began teaching at Everest College in Washington. At Everest, she taught phlebotomy, CPR, OSHA and HIPAA compliance, and other clinical and administrative skills. Nicole has led the Medical Assistant training program since 2012. She demonstrates compassion and dedication to her students as she introduces them to the world of healthcare and allied services.

IT Program Coordinator: Abner Soto-Henry

Abner started his career as a Technology Education Instructor at the Workforce Development Center in Costa Rica (Centro de Formación y Capacitación Portuaria JAPDEVA) in 1998. He graduated from Universidad Interamericana de Costa Rica in San José, Costa Rica in 1995. After coming to the United States, he worked as a computer instructor at LAYC for over a decade before transitioning to the Career Academy. This year, he was named CTE Educator of the Year by the Office of the State Superintendent of Education. According to Mr. Soto, “When I came to LAYCCA I knew that I had ‘landed’ in the right spot... Each day brings joy and rewarding challenges, and at least a handful of laughs! I genuinely enjoy working with adolescents in the school setting, which is how I became part of LAYCCA.”

Digital Literacy Instructor: Lawrence Harrod

Lawrence provides IT instruction and supports students who are working towards A+ and IC3 IT certifications. Lawrence was raised in Washington, DC, and worked at St. Coletta of Greater Washington prior to joining the Career Academy’s faculty. He received a B.A. in education from the University of Maryland Eastern Shore. In his free time, Lawrence spends time with friends and family and supports all of DC’s home teams.

STUDENT SUPPORT TEAM

Student Support Specialist: Josiah Barnes

Josiah joined the Career Academy in January 2013. In his current role, he provides supportive services for all students, with a focus on those who are preparing to enroll in college. Prior to working at Career Academy, Josiah worked with intellectually disabled children as a Teacher’s Assistant. Josiah holds a Bachelor of Science Degree in accounting from Lincoln University (PA), where Josiah was a four-year varsity athlete on the baseball team.

Student Support Specialist: Liana Castro

Since earning her Bachelor’s Degree in Latin American studies from Rutgers University in 2012, Liana has worked in several different capacities in the field of youth development, including work with elementary, middle, and high school students through Higher Achievement and Everybody Wins! DC. Before joining Career Academy, Liana was the Education Director at Clubhouse 6 of the Boys & Girls Clubs of Greater Washington. Liana has found her passion in working with youth and is currently pursuing her Master’s in School Counseling with a Specialization in Counseling for Urban Students at Trinity Washington University.

Student Support Specialist: Larita Massey

Before coming to the Career Academy, Larita worked at Shaw Middle School as a Teacher’s Assistant and at New Community for Children as a Photography Teacher. She joined the Career Academy team as a Student Support Specialist in 2013. When Larita is not supporting youth at the Career Academy, she spends her free time creating art. She has been a professional photographer for 10 years. Along with dabbling in mixed media and graphic design, Larita is also a member of a five-piece Original

Rock & Soul Band from the DMV. She holds a Bachelor of Arts degree in sociology from Saint Augustine's University.

Student Support Specialist: Efrain Ramirez

Efrain was born and raised in New York City's El Barrio neighborhood. He is the son of a Mexican immigrant housekeeper and is the first in his family to attend college. After receiving a Bachelor's degree from American University in Latino studies and urban studies, he was an AmeriCorps member in 2013-2014. As a Student Support Specialist, Efrain provides case management to youth in all of the program's pathways. He is also a photographer, videographer, and music producer. Efrain continues to explore storytelling through media and dreams of using these tools to empower youth so they can tell their own stories, advocate for their community, and highlight issues that need to be addressed in the community.

Student Support Specialist: Jonquille Rice

Jonquille has worked in education for over a decade, as a mentor, after-school teacher, camp counselor, and youth center co-director. She currently serves Career Academy students, providing assistance and counseling on a range of issues to students. She received her B.A. in communication from Bowie State University and certifications in Early Childhood Education and School Age Education from Howard University. In her free time, Jonquille is active in the DC arts community, where she performs spoken word pieces, plays bass guitar, and plans art events.

APPENDIX B: Board Roster, Biographies, and Terms

Elizabeth Burrell, Chairperson [2013-present]

Elizabeth Burrell chairs the Career Academy's Board of Trustees and also serves on the Board of the Latin American Youth Center. Liz has spent her entire career in secondary education, working in urban, suburban, and rural high schools. She began as a high school guidance counselor, an experience that informed her views on the importance of providing strong academic programs to all students, so all are prepared for post-secondary education and meaningful careers. After ten years as a school counselor, she became an Assistant Principal at Shenendehowa High School, one of the largest suburban high schools in upstate New York. Her responsibilities there included designing the school's annual master schedule and supervising the English Department, Special Education, and Counseling and Student Services. After ten years in this position, she relocated to the Washington, DC, area and continued her work in Howard and Montgomery Counties in Maryland, serving as Assistant Principal of Albert Einstein High School before retiring. She holds a M.S. in School Administration and Policy Studies and an MS in Guidance and School Counseling from the University of Albany, Albany, NY. She also has a B.A. in English literature.

Ben Mayrides, Vice Chairperson [2015-present]

Ben Mayrides is Vice President and Chief Information Security Officer at Ellucian, a global technology company serving 2,400 education institutions and over 18 million students in 40 countries around the world. Ben's career in information security and IT risk management spans 20 years and numerous industry sectors. He has worked with federal agencies, including the Department of Energy and Federal Bureau of Investigation, and held global security leadership positions with several media and entertainment companies (RealNetworks, AOL, and Sony). He previously served as Senior Director of Information Security Policy & Risk Management at The Advisory Board Company, a healthcare and education technology services company based in Washington, DC. Ben holds a Bachelor's degree from George Mason University.

Mala Thakur, Secretary [2012-present]

Mala Thakur is the Executive Director of the Children's Opportunity Fund (COF), an initiative of the Community Foundation for the National Capital Region in Montgomery County. COF is a public-private fund to support investment in the well-being of Montgomery County's children and families. Before joining COF, Mala was the Executive Director of the National Youth Employment Coalition. At NYEC, Mala led the creation of the organization's education portfolio and managed national and state technical assistance efforts for workforce development, school-to-work, and juvenile justice initiatives. Before joining NYEC in 1999, Mala served as Director of Workforce Development at the New York Citywide School to Work Alliance, where she provided technical assistance to School to Work partnerships and tracked federal and state legislation on education and workforce development. Prior to School to Work Alliance, she directed policy, research, and advocacy efforts at the National Puerto Rican Forum and also worked in dropout prevention programs in the New York City public school system.

Kate Brannon, Treasurer [2014-present]

Kate Brannon is the Director of Finance at George Washington University's Graduate School of Education and Human Development. She has served in a variety of finance positions throughout her fourteen-year tenure at the university, including the Director of Finance for the School of Nursing. She provides leadership and strategic direction as it relates to managing the school's \$23M budget. Her expertise includes budget development, strategic planning, forecasting, establishing internal controls, and overall financial oversight of the school. Kate holds a bachelor's degree in accounting from Elon University and a M.B.A from the George Washington University.

Joshua Fairchild, Student/Alumni Board Member [2015-present]

Joshua Fairchild is a 22-year-old student who recently completed the Career Academy's IT Pathway and is now working full-time in the IT department of the Advisory Board Company. Joshua attended several schools prior to the Career Academy, including Washington Math, Science, and Technology PCS and Montgomery College. He has taken full advantage of his time at the Career Academy, earning over a dozen IT-related certificates and participating in an internship at the Advisory Board Company.

Aaron Holliday, Student Board Member [2015-2016]

Aaron Holliday is a 19-year-old student originally from La Plata, Maryland. While initially home-schooled, in 2015 he left home, moved into the District of Columbia, and enrolled in the LAYC Career Academy. He divides his time between his studies and a full-time job as an assistant manager at a local sandwich shop. He recently earned his GED and plans to enroll in college and the police academy.

Emmanuel Caudillo, Board Member [2015-present]

Emmanuel Caudillo is a special advisor to the White House Initiative on Educational Excellence for Hispanics. In this role, he oversees the operational duties of the initiative, outreach to Hispanic-serving institutions, and youth engagement activities. While on detail to the initiative in 2012, he transitioned to full-time in 2013. Previously, he was a policy analyst at the U.S. Department of Education from 2009 to 2012. He has also held research positions at Abt Associates and the National Council on Teacher Quality. Emmanuel holds a Bachelor's degree from the University of Southern California and a Master's in public policy from the George Washington University.

Shelli Holland, Board Member [2016-present]

Shelli Holland is a graduate of Bowling Green State University in Ohio, where she majored in communications. She also holds a Master's of Business & Economics (Human Resources) from the Catholic University of America. As an undergraduate, she founded a program to provide college opportunities for first generation children of migrant farm-workers. Since then, Shelli's professional focus for the past 10 years has been in Human Resources, leading business strategy support, recruiting, and organizational development with positions at KPMG, Marriott International, Rosetta Stone, and the City of Alexandria. She is currently a Senior Human Relations Business Partner at Ellucian. Shelli's family is deeply rooted in education: her father is a retired principal with Columbus Public Schools, her mother a retired Ohio State University Librarian/Professor, and her older sister

is a librarian at the National Institutes of Health. Their experiences have contributed to Shelli's passion for helping young adults achieve their career goals through education.

Lori Kaplan, Board Member [2012-present]

Lori Kaplan is the President & CEO of the Latin American Youth Center. She has led LAYC for over 25 years. She directs and coordinates the organization's fund development, programming, financial management, personnel, public relations and external affairs activities. She manages the organization's \$16 million budget and over 200 full- and part-time staff. In addition, Lori was the original executive director of Next Step PCS, which she founded in 1996, and was a major force in the development of LAYC YouthBuild PCS and LAYC Bilingual Montessori PCS. She also serves on the board of Youth Radio, an award-winning media production company that trains diverse young people in digital media and technology based in Oakland, California, with bureaus in Atlanta, Los Angeles, and Washington, DC.

Note on Board Member terms and residence: Board Members serve two-year renewable terms. Six of nine reside in the District of Columbia

APPENDIX C: Unaudited Year-End 2015-2016 Financial Statements

Revenue

Per Pupil Revenue	
Federal Per Pupil Revenue	1,593.40
State Per Pupil Revenue	<u>3,809,817.27</u>
Total Per Pupil Revenue	3,811,410.67
Private Grants and Donations	
Other Grant Revenue	37,338.96
Contribution Revenue	1,375.45
Private Grants	<u>72.00</u>
Total Private Grants and Donations	38,786.41
In-Kind Donations	
In-Kind Revenue	0.00
In-Kind Contributions	<u>0.00</u>
Total In-Kind Donations	0.00
Other Revenue	
Interest Income	274.91
Misc. Revenue	<u>28,489.15</u>
Total Other Revenue	<u>28,764.06</u>
Total Revenue	<u>3,878,961.14</u>

Expenses

Salaries	
Salaries Expense	1,372,964.20
Staff Bonus	<u>250.00</u>
Total Salaries	1,373,214.20
Payroll Taxes	
FICA Expense	103,815.75
Payroll Taxes	0.00
SUI Payroll Taxes	8,320.91
FUTA Payroll Taxes	<u>1,347.66</u>
Total Payroll Taxes	113,484.32
Employee Benefits	
Staff Fringe Allocation	<u>0.00</u>
Total Employee Benefits	0.00
Other Personnel Expenses	
Workman Comp	0.00
ee Grp LTI & LTDI	4,823.35
Health Insurance Expense	55,752.14
Pension Expense	16,444.46
Travel and Transportation	698.08
Staff Training	53,810.14
Recruitment	<u>29,835.76</u>
Total Other Personnel Expenses	161,363.93
Contractors	
Consultant	<u>133,932.34</u>
Total Contractors	133,932.34

Direct Student Expenses		
Client Food		46,002.20
Client Supplies		33,745.98
Client Training and Education		12,775.00
Client Travel & Transportation		42,955.83
Educational Material		24,915.05
Field Trip / Transportation		<u>2,513.88</u>
Total Direct Student Expenses		162,907.94
Occupancy Expenses		
Security	0.00	
Total Occupancy Expenses	0.00	
Rent		
Space Rental	592,004.00	
Total Rent	592,004.00	
Office Expenses		
Supplies	55,562.61	
IT Supplies	41,199.96	
Assessments	6,597.88	
Misc Supplies	9,696.51	
Postage & Delivery	974.01	
Payroll Processing	5,741.24	
Telephone	15,184.25	
Total Office Expenses	134,956.46	
Professional Fees		
Professional Fees	129,748.21	
Management Fees	384,587.09	
Total Professional Fees	514,335.30	
General Expenses		
Equipment	30,106.91	
Equipment Rental	0.00	
Dues/Membership/Association Fees	5,464.94	
Special Event Expense	0.00	
Interest	0.00	
Bank Service Fees	1,951.22	
Taxes & Licenses	0.00	
Liability Insurance	31,278.33	
Advertising	0.00	
Criminal Background Check	20.00	
Miscellaneous Expense	38,615.44	
Depreciation Expense	83,889.79	
Total General Expenses	191,326.63	
Total Expenses	3,377,525.12	
Change in Net Assets	501,436.02	
Net Assets, Beginning		
Total Net Assets, Beginning	1,146,829.79	
Net Assets, Ending	1,648,265.81	

Current Year Balance

Assets	
Current Assets	
Cash & Cash Equivalents	1,432,881.71
Due From LAYC	92,625.00
Prepaid Expenses	39,977.62
Deposit	<u>70,000.00</u>
Total Current Assets	1,635,484.33
Long-term Assets	
Fixed Asset	275,110.30
Depreciation	<u>(145,921.87)</u>
Total Long-term Assets	<u>129,188.43</u>
Total Assets	<u>1,764,672.76</u>
Liabilities	
Current Liabilities	
Accounts Payable	13,099.26
Other Accounts Payable	12,488.30
Accrued Salaries and Benefits	<u>90,819.39</u>
Total Current Liabilities	<u>116,406.95</u>
Total Liabilities	<u>116,406.95</u>
Net Assets	
Unrestricted Net Asset	
	<u>270,436.79</u>
Total Unrestricted Net Asset	270,436.79
Restricted Net Asset	
	<u>876,393.00</u>
Total Restricted Net Asset	<u>876,393.00</u>
Total Net Assets	<u>1,146,829.79</u>
Change In Restricted Net Asset	
	<u>501,436.02</u>
Total Change In Restricted Net Asset	<u>501,436.02</u>
Total Liabilities and Net Assets	<u>1,764,672.76</u>

APPENDIX D: Approved 2016-2017 Budget

	<u>SY2016-17</u>
<u>Revenues</u>	
NSLP claims	\$ 15,395
OSSE Instruct Per Pupil	\$ 2,718,661
SPED	\$ 294,165
ELL	\$ 194,508
Facilities	\$ 623,353
Career and Technical Education Grant	\$ 30,000
Individual Contributions	\$ 7,000
To Be Raised	\$ 75,000
Total Revenues	\$ 3,958,082
<u>Expenses</u>	
Staff Salaries	\$ 1,734,551
Employee Benefits	\$ 229,586
Bonuses / Well +Trans	\$ 70,000
Retirement Contributions	\$ 24,378
Depreciation Expense	\$ 40,000
Insurance	\$ 30,000
Food Service	\$ 40,000
Administrative (PCSB)	\$ 40,000

CMO Fee	\$ 399,682
Office Supplies	\$ 12,000
Office Equipment	\$ 15,000
Legal/ Accounting	\$ 25,000
Printing and Copying	\$ 10,000
Postage and Shipping	\$ 2,000
Other General	\$ 30,000
Rent/ Lease / Mortgage	\$ 610,566
Telephone / Communications	\$ 12,000
Contractors	\$ 85,000
Staff Development / PD / Staff Incentives	\$ 49,000
Staff IT	\$ 8,000
Discretionary	\$ 16,000
Student Incentives	\$ 7,000
Books	\$ 10,000
Academic Supplies and Materials	\$ 40,700
Instructional Technology	\$ 18,000
IT Instruction Supplies	\$ 20,000
Assessments	\$ 15,000
Medical Assistant Supplies	\$ 38,000
Student Support Department	\$ 34,000
Transportation	\$ 50,000
Electives	\$ 40,000
Uniforms	\$ 12,000

Marketing and Recruitment	\$ 36,500
Public Ally / AmeriCorps	\$ 75,000
College and Career Services	\$ 27,800
Total Expenses	\$ 3,906,763
Total Profit/Loss [Revenue-Expenses]	\$ 51,318