



## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

### Charter and/or Charter Agreement Amendment Application

#### Part I: General Information

**\*All applicants must complete this section\***

**SUBMITTED BY:** **Steve Lanning, Board Chair, YouthBuild PCS**

**SUBJECT:** **Charter Amendment Request for:** (Mark all that apply)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Enrollment Ceiling Increase | <input type="checkbox"/> Name Change – Campus or Facility        |
| <input type="checkbox"/> Program Replication of Grades Served   | <input type="checkbox"/> Campus Reconfiguration                  |
| <input type="checkbox"/> Grade Level Expansion (Single Grade)   | <input type="checkbox"/> LEA Status for Special Education        |
| <input type="checkbox"/> Grade Level Expansion (Grade Band)     | <input type="checkbox"/> Special Education Enrollment Preference |
| <input type="checkbox"/> Additional Facility or New Location    | <input type="checkbox"/> Governance Structure                    |
| <input type="checkbox"/> Goals and Achievement Expectations     | (Bylaws, Articles of Incorporation or Management)                |
| <input type="checkbox"/> Mission or Education Philosophy        | <input type="checkbox"/> Graduation Requirements                 |
| <input type="checkbox"/> Curriculum, Standards or Assessments   | <input type="checkbox"/> Competency-Based Learning Application   |

**SUBMISSION DATE:** **12/8/2017**

#### SCHOOL BACKGROUND

*Please address the following questions in their entirety. This information provides helpful background to the DC PCSB Board as it reviews these requests.*

##### Overview of School Performance

**1.** Provide the following information about your Local Education Agency (LEA) by campus:

- Campus name(s) and location(s): **YouthBuild Public Charter School (YBPCS), 3220 16<sup>th</sup> Street, NW, Washington DC 20010**
- Year opened: **2005**
- Grade levels served (Currently and at maturation of charter agreement, if applicable): **Adult Public Charter School – Serving Students Ages 16-24**
- Date that charter will be eligible for possible renewal: **2020**

**2.** Please select the performance indicators below that describe the school's current performance\*: (Mark all that apply)

- ☒ Currently rated Tier 1, or met at least 2/3 of targets on the most recent PK-only PMF or Alternative Accountability Framework.
- ☒ School is not currently under corrective action.
- ☒ Has historically met enrollment projections w/in 80% of target.
- ☒ School has been in operation for 3+ years.
- ☒ School is currently accredited. **Accreditation expires - 2022**

\*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here:

**Disclaimer:** While processing this application, DC PCSB staff may contact you later to request additional information for the Board's consideration. By submitting this application, you agree to cooperate with DC PCSB staff to ensure your application is processed in a timely manner. For questions, please contact DC PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.

## PROPOSAL

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**YouthBuild PCS** submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on\_\_\_\_\_, 20\_\_\_\_\_ (*leave blank if this has not been determined*).

1. Please provide details on the selected amendment(s) above and describe the requested change(s), including the school's rationale for the proposed changes. Describe any planning that is already underway to prepare for the proposed amendment.

**YouthBuild PCS is applying for an increase to our enrollment ceiling—to increase it from 115 students to 170 students, growing incrementally from 115 to 150 next year, and then to 170 in the succeeding years.**

**We are applying for this amendment for several reasons.**

**First and foremost, we have developed a successful educational model for so called “opportunity” or “disconnected youth,” students ages 16-24 who have dropped out or aged out of school, and we want to share that model with more students.**

**Our model, which draws on the nationally-recognized YouthBuild model, is designed to meet students where they are—providing them with a personalized learning experience that allows them to: 1) learn and master material at their own pace; 2) work toward earning the GED diploma, which now means earning a DC High School Diploma; 3) improve literacy, numeracy, and in some cases English language and citizenship, skills while they build career and post-secondary readiness; 4) develop work-readiness skills, earning industry-recognized construction certifications and completing community service, building housing for low-income DC residents; and 5) build life skills to prepare them for success after completing the YouthBuild PCS program.**

**Since launching a comprehensive school redesign at the beginning of the 2015-16 school year, our students have demonstrated tremendous gains. During the 2015-16 school year, for example, YouthBuild PCS received a Tier I rating in every category of the PMF, save Student Progress, where students made significant gains as well. During that year, we had the highest student retention rate in the Adult Education Charter Sector—at 87%—as well as the highest GED attainment rate as a percentage of total school population, at 12.9%. During the 2016-17 school year, we achieved even better results. YouthBuild PCS achieved a Tier I rating on *all* categories of the PMF. Student scores grew by more than 20 points in the Student Progress category of the PMF—meaning that we are helping more students to improve their math, literacy and ESL skills—and once again, we had the highest GED attainment rate (at 14.5%) in the Adult Education**



**Charter sector, enabling 17 YouthBuild PCS students to earn their GED and a DC High School diploma.**

**Second, there is high demand for our program—each year, we have more than 350 applications for 115 slots, all of which are filled. Since we closed enrollment this fall, we have added more than 25 applications to our waiting list for January enrollment (a new enrollment cycle that we added in 2016), and we expect to approximately 50 additional applications by the time spring enrollment closes in late January. Though there are more adult and alternative schools opening in the city, none match our model—a model that combines personalized learning, an emphasis on community service, and an integrated education and training approach that enables students to earn a stipend *while* they attend school. And, the fact remains that demand for our school continues to exceed the number of openings we have for students.**

**Third, now that we have moved to a new, larger facility, we are able to serve far more students than we were in prior years—in a much better learning environment. Our intention is to grow incrementally, adding 35 students initially, growing each of our classes from roughly 15 students to 20, then adding additional classes. This enrollment increase will enable us to expand our offerings by having enough students to offer and fill more advanced classes—allowing us to offer more advanced construction sections for example. It will also enable us to explore diversifying our offerings beyond construction. Currently, students use several online, adaptive programs in the learning process, including IXL, Newsela, ALEKS and others. By growing the program, we could look at offering IT training and certifications that would enable students to further build these skills. We could also do more with ACAD and other computer-assisted design programs that are used in construction and architecture programs. We have built a partnership with UDC-CC, and are working to expand our dual-enrollment offerings to include courses in the construction management and architectural engineering programs at UDC-CC. This increase could help expand those offerings as well.**

**Fourth, this increase would also boost the number of students on the worksite. It would allow us to finish projects faster, potentially take on additional projects—contributing more to the city and offering the students a greater array of construction opportunities (last year, we had three projects at one time, and it was difficult to have enough students at each project site to accomplish the work effectively)—and most importantly, allow students to learn the skills they need to complete construction certifications and be better prepared for the next step in their careers.**

**Finally, this increase would enable us to fill increasing demand in the city for qualified/experienced construction workers. As the WIOA State Plan**

(see p. 17) and Career Pathways Task Force Strategic Plan (see p. 27) make clear, construction is and continues to be a high-demand field in the District of Columbia. While construction and infrastructure jobs are expected to continue to grow, they also provide essential entry points for disconnected youth, since they offer a range of positions, with widely-varying skill and educational requirements that allow students multiple access points to employment and career growth (see Career Pathways Task Force Strategic Plan, p. 5). This year, YouthBuild PCS received one of just 10 grants awarded by OSSE and the Workforce Investment Council to support integrated education and training programs that prepare students for success. By supporting this enrollment increase, PCSB would enable us to expand our program to better meet the needs of the city and our youth.

2. How will the proposed amendment(s) support or enhance the school's mission?

The mission of YouthBuild PCS is to: transform the lives of out of school youth in the District of Columbia by offering a bilingual educational option that combines an academic program with vocational training, employability skill-building, and community service—a program designed to prepare young people for college or the workplace while they work to create housing for the city's low-income residents.

This amendment would allow YouthBuild PCS to serve up to 35 additional students in each enrollment period in SY 2018-19, and up to an additional 20 students in each enrollment period in SY 2019-20—helping more students to earn their GED (and earn a DC State High School Diploma), obtain college and career-readiness skills, and gain industry-recognized certifications (such as HBI-PACT, NCCER, and MC3 construction certifications—enabling them to obtain front-of-the-line access to apprenticeships in the building trades), while they transform themselves and their community. And, as we add more students, this amendment will also enable us to expand and deepen our programming for current students.

As we explain in the prior section of this application, there is a high need for programs like ours—programs *that work*, that prepare disconnected and opportunity youth for success. Currently, we receive more than 350 applications each year, for a mere 115 program slots, and data show that demand for construction and related jobs continues to grow each year (Bureau of Labor Statistics, 2016).

This increase would allow us to meet this need, address this demand, and help to ensure that both the needs of our students and our city are met. Right now, we are the smallest adult education program in the Adult Education Charter Sector, and our enrollment ceiling is the lowest in the Adult Education Charter Sector. Our current enrollment cap of 115 places severe constraints on the number of students we can serve, and

**on the ways in which we are able to meet the needs of our students and the city.**

3. While considering this amendment request, DC PCSB staff may review the school's history of board actions, DC PCSB audits, community complaints, enrollment trends, and any relevant data used by DC PCSB to monitor equity in schools. Please describe any DC PCSB audits, notices of concern or other board actions issued against your school in the past 3 years. What was the outcome? Please explain what steps, if any, you've taken to address the concerns that prompted a DC PCSB audit, board action, or community complaint.

**N/A**

4. DC PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. If applicable, describe how the proposed amendment will impact the school's finances. Explain any anticipated expenses for the proposed changes and how the school will finance them. *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Name Changes and Graduation Requirements. If not applicable, write N/A.]*

**Note:** If applicable, in addition to your narrative please attach a proposed [5-year Operating Budget](#).

**After making a significant investment in improving the school, our financial picture has improved substantially.**

**The attached projection shows that we expect to receive a Tier I rating on the Far Report when PCSB publishes reports for the fiscal year ending June 30, 2017. YouthBuild achieved a positive change in net assets of \$218K and added \$241K to cash reserves. YBPCS significantly strengthened its balance sheet as well, with a ratio of more than 8 to 1, and 66 days of cash on hand.**

**We are also proud to say that YBPCS has received clean audit reports with no findings or material weaknesses for several years, and we are debt free.**

**As we note in the attached 5-year operating budget, we anticipate this increase will allow us to continue to grow and will not adversely affect our financial picture.**

5. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g., meeting minutes). Describe any notable support for or opposition to the proposed amendment(s). If concerns have been brought to your attention, how do you plan to address them? *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Graduation Requirements and Competency-Based Learning Credits. If not applicable, write N/A.]*

**We have reached out to our local ANC, informing them of our desire to grow the program by offering a few additional seats for students.**

**Additionally, leadership has discussed the goal of growing the program—serving more students and offering more program options for students—with our school community. Students and staff are very supportive of the increase, as are our construction partners.**

**A number stakeholders have written letters of support, which are attached.**

6. When did your school's board approve the proposed amendment(s)? Please attach minutes from the meeting and vote results.

**The YBPCS Board voted to approve the amendment on December 5, 2017. See attached Meeting Minutes.**