

# Adult Public Charter School

## ANNUAL REPORT

SCHOOL YEAR 2018–2019

Excellence in Adult Education Since 1985

**Academy of Hope Adult Public Charter School**

[www.aohdc.org](http://www.aohdc.org)

Ward 5 Site: 2315 18th Place, NE, Washington, DC 20018, 202.269.6623

Ward 8 Site: 421 Alabama Ave. SE, Washington, DC 20032, 202.373.0246

Board Chair: Mark Kutner, American Institutes for Research, Retired

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## SCHOOL MISSION

The mission of Academy of Hope Adult Public Charter School (AoH) is to provide high quality adult education and services that change lives and improve our communities. During the 2018–2019 school year, AoH provided core academic instruction, along with workforce training in hospitality, healthcare, and office administration skills. Adult learners also had access to career development, college transition, and supportive services. Our high quality instruction supported adults 18 to 70+ years old across all skill levels—from beginning-to-read to preparing individuals for college. AoH learners not only gained academic skills, high school credentials, and employment—they also gained confidence, increased self-esteem, and improved the quality of their own lives and those of their families.

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## SCHOOL PROGRAM

According to Georgetown University’s Center on Education and the Workforce, in the near future, entering the middle-class will require at least some education beyond high school. In the District of Columbia, 71% of all jobs will require education beyond a high school credential. Yet, more than 21 percent of the District of Columbia’s working-age adults—over 60,000 individuals—lack a high school diploma.

Low literacy and low educational attainment are root causes of poverty, unemployment, homelessness, and poor health. Adults without a high school diploma are over seven times more likely to live in poverty than those with a credential. Without the necessary skills, many remain unemployed or underemployed, trapped in a cycle of poverty that can span generations.

Academy of Hope Adult Public Charter School helps District of Columbia residents gain both the foundational and intermediary skills they need to meet their goals and connect to the next step of their career pathway—whether that means post-secondary education, training, or a self- and family-sustaining job.

Since 1985, AoH has helped more than 800 low-income District of Columbia residents to obtain a high school credential and more than 7,000 to improve basic reading, writing, math, and computer skills. In 2014, AoH transitioned from a community based organization to an adult public charter school, serving more than 300 adults in our first year of operations under charter status. In SY 2018–19—our fifth year of operations under charter status—we doubled that number and served more than 600 students. As a leader in adult education for over 30 years, AoH is dedicated to serving all adult learners, including individuals who are low-income or who have disabilities. Our experiential, Common Core aligned curriculum engages students at all literacy levels in complex academic tasks, critical thinking, and 21st century employment training.

## Quality Programming for Adult Learners at All Levels

Academy of Hope's sites in Ward 5 and Ward 8 serve adult learners from all eight wards in the District of Columbia. Ninety-six percent (96%) of learners come from households that classify as low income, and 24% identify themselves as having a disability. The average adult learner entering AoH has reading, math, and digital literacy skills at the 6th-grade level or below.

Small, dynamic classes reach learners at a range of levels—from beginning literacy to college—and cover reading, social studies, writing, math, science, technology, and career awareness and preparation. Acknowledging the multifaceted dimensions of adult learners' lives, AoH offers these classes during the day, as well as in the evening, over three terms.

AoH offers two high school credentialing options: the General Education Development (GED) exam and the National External Diploma Program (NEDP). These different options—one a timed exam and the other a competency-based model—allow learners more choice in deciding how they want to demonstrate their academic skills and abilities, thus empowering them to be life-long learners.

AoH also offers multi-level career training programs with a specific focus on three in-demand industries: hospitality, healthcare, and office administration. Our program-wide integrated education and training model provides learners—especially those who face the most significant barriers to employment and economic success—with contextualized academic and workforce training. Through these programs, learners can earn stackable industry-recognized credentials, helping them to build the skills needed for high wage, competitive careers.

In addition, AoH learners also have the opportunity to pursue dual enrollment with the University of the District of Columbia Community College. Through our on-site College Prep and Success and our Internet Core Competency Certification (IC3) courses, AoH learners can earn up to ten credit hours before graduating AoH.

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## Providing Essential Support for Academic and Career Success

While pursuing their education, AoH learners often face significant challenges, including lack of access to affordable childcare, housing, and transportation, as well as health issues impacting themselves and/or their family members. Our Student Support Services team works closely with learners to identify critical solutions, reducing the impact of these barriers and ensuring that learners can stay in school and successfully continue on their educational and career pathways.

Additionally, our Career Development team address the challenges that learners—especially those with low literacy—face in finding, retaining, or advancing in employment. Our Vocational Evaluator enables learners to go beyond traditional paper-and-pencil assessments and try out real and simulated work tasks for high-demand careers in a safe and supportive environment. Finally, our Job Development Specialists assist all learners with discovering viable career pathways, developing career portfolios, and finding gainful employment.

## Curriculum Design

In order to meet the educational goals of all learners, Academy of Hope ensures that our curriculum is informed by research and best practices.

All English Language Arts (ELA) classes value reading as a complex process and emphasize teaching strategies that help to develop engaged, strategic, and independent readers. To meet the needs of beginning readers, we use the Institute for Multisensory Education's (IMSE) Orton Gillingham method, an intensive, explicit, and systematic phonics-based reading instruction program. We base our higher-level Reading classes on the National College and Career Readiness Standards (CCRS), which inform both the GED exam and the National External Diploma Program. These classes focus on helping learners develop and hone reading comprehension and higher order reasoning skills.

Like our ELA instruction, AoH's mathematical instruction is also based on National College and Career Readiness Standards (CCRS), focusing on operations and the number system, algebra, geometry, measurement and data, and statistics and probability. All levels of mathematical instruction—from beginning numeracy to advanced algebra—are designed to promote both conceptual understandings, as well as computational fluency.

AoH's career training programs are designed with our employer partners and based on an Integrated Education and Training model. Through this approach, Career Pathway learners receive simultaneous instruction in core content, as well as industry training in a meaningful, contextualized approach. In addition, undergirding all classes is the Northeast Resiliency Competency Model, which stresses five competencies critical to college and workplace success: critical thinking, adaptability, self-awareness, reflective learning, and collaboration. By incorporating these competencies into all our classes and at all levels, learners are able to develop and practice key college and career success skills.

As one of the few adult charter schools serving adults at all levels, from beginning readers to college-level readers, AoH is committed to continuing to develop multi-level curricula that encourage all adult learners to understand their worlds in new ways, helping us to meet our mission of changing lives and improving communities through education.

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## Instructional Approach

Academy of Hope uses a range of instructional approaches that include project-based learning, explicit instruction, critical pedagogy, one-on-one tutoring, technology integration, and cross-curricular approaches.

AoH views teaching as a dialogue, where teachers are learners and learners are teachers. In addition, we plan project-based learning activities, allowing students to actively explore real-world situations and apply learned skills to solve real-world problems.

Instructors also design units of study incorporating 21st Century worker competencies. This approach creates a student-driven environment by providing more opportunities for students to construct knowledge and collaborate with peers. Key competencies in areas of critical thinking, problem-solving, communication, collaboration, creativity and innovation prepare students for increasingly complex life and work environments.

Explicit instructional approaches are also used, ensuring that teachers break content into manageable units when needed and provide adequate modelling and scaffolding for learners.

All instructional planning is guided by the Danielson's Framework for Teaching, helping to ensure that each lesson—at every level—attends to essential teaching components such as preparation, classroom environment, learner engagement, and formative assessments.

## Parental Involvement Efforts

Many of Academy of Hope’s adult learners are parents or guardians of school-age children. During the 2018–2019 school year, 260 learners reported having children or dependents. Many more are grandparents, aunts, uncles, or otherwise significantly involved in a child’s life.

Research consistently demonstrates the close correlation between parents’ educational attainment and both the reduction in childhood poverty and children’s success with literacy and school. As AoH students build their skills and confidence, their families and children benefit as well. Many adult learners report becoming more involved in their children’s homework or school after attending classes at AoH.



Adult learners report becoming more involved in their children’s homework or school after attending classes at AoH.

## PERFORMANCE AND PROGRESS\*

Academy of Hope PCS – Goals and Academic Achievement Expectations	Goal Met or Unmet	Evidence
<p>Academy of Hope adopted the adult PMF framework as goals.</p> <p>10 Year Review: Average PMF scores since the five-year review must be equal to or exceed 45%.</p> <p>15 Year Review: Average PMF scores since the five-year review must be equal to or exceed 50%.</p>	<p>Academy of Hope exceeded its charter goal of an overall score of 45 on the Adult PMF. Our overall performance for SY 2018–19 is 52.9%</p>	<p>Tier 2 rating on School Quality Report. Summative Score on Adult PMF is 52.9**</p>

*\*Academy of Hope Adult Public Charter School acknowledges that DC PCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein*

*\*\* Pending final approval by DC PCSB*

# UNIQUE ACCOMPLISHMENTS

## Celebrating the Class of 2019

For the first time since our transition to charter in 2014, our graduation celebration was too big for our multipurpose room, so we hosted both our winter and spring graduations at the Capital City Hall of Distinction.

LaShunna Grier (AoH Class of 2015) delivered the keynote remarks during January’s ceremony. Since graduating, LaShunna enrolled in the Frederick County Community College to study teaching. She is currently earning credits toward a major in secondary education and a minor in special education. In her remarks, LaShunna noted that her experience at AoH greatly impacted her career path. She said, “I am now in school to become a teacher after seeing how much the teachers here changed my life. I want to be an influence to my students like AoH was to me.”

Even before they crossed the stage, many of the graduates had already started working on their next educational and career goals. Iris, for example, delivered a final presentation for her AoH Hospitality Academy class just a few weeks before serving as a graduate speaker, and Todd, AoH Graduate and Board Member, was already earning college credit through our dual enrollment program with the University of the District of Columbia by the time his diploma was in hand.



*LaShunna Grier, AoH Class of 2015, delivered keynote remarks during the January graduation ceremony*



## Fast Facts About AoH's 2018-19 Graduates

**42**  
graduates earned their  
High School Diploma  
through GED

■  
**13**  
graduates earned their  
High School Diploma  
through the NEDP

■  
**34**  
graduates are female

■  
**21**  
graduates are male

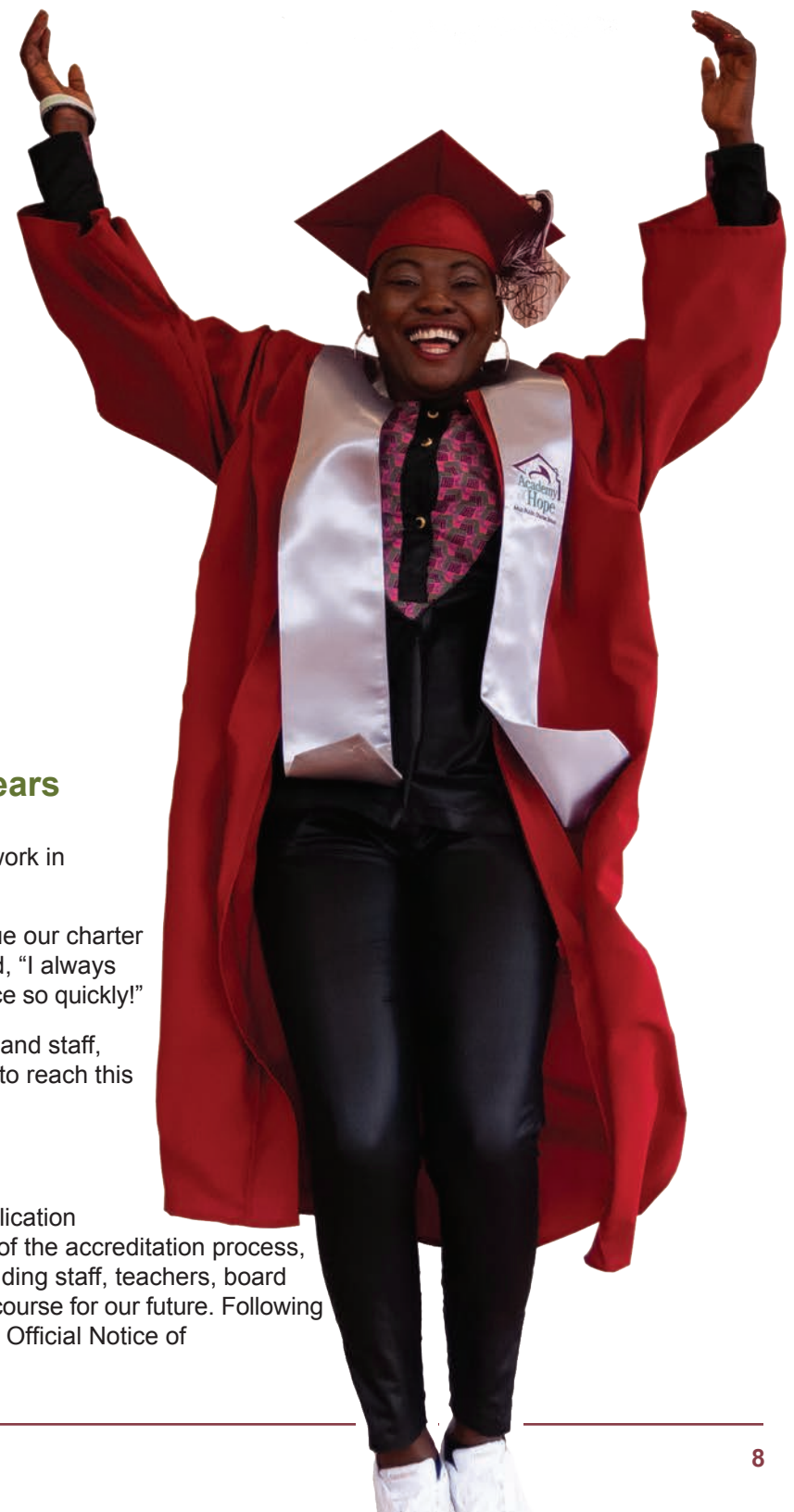
**27**  
graduates are residents  
of Wards 7 and 8

■  
**29%**  
of the graduates are  
parents

Graduates' ages  
range from  
**19-64**  
years old

■  
**4**  
graduates earned College  
Ready Scores on the  
GED exam and

■  
**2**  
students earned college  
credits as a result of their  
GED exam scores.



## Achieving Tier 1 Status and setting our sights on the next 5 years

For the first time since becoming an adult public charter school, Academy of Hope achieved Tier 1 status under the DC Public Charter School Board's Performance Management Framework in October 2018.

Additionally, in February 2019, the Public Charter School Board voted unanimously to continue our charter for another five years without condition. At the conclusion of the vote, one board member said, "I always knew you'd be a success, but I didn't know you'd become an exemplar in the adult charter space so quickly!"

These achievements reflect the hard work and dedication of AoH's incredibly talented faculty and staff, volunteers, board members, and the adult learners we serve. We're proud of the work it took to reach this point and look forward to building on our success for years to come.

## Earning a credit of our own

Reflecting our commitment to high standards, Academy of Hope underwent the intensive application process for a seven year accreditation through the Middle States Association (MSA). As part of the accreditation process, AoH completed a comprehensive self-study. A planning committee of AoH stakeholders (including staff, teachers, board members, and students) administered the survey, collected and analyzed data, and charted a course for our future. Following this multi-year process, and a site review from a Middle States visiting team, AoH received an Official Notice of Accreditation in fall 2018.



## Media

This year, Academy of Hope raised awareness about adult education and AoH's unique accomplishments in the field through a variety of channels, including:

- A February 6, 2019 segment Circa DC profiling AoH Graduate Todd Campbell
- A June 25, 2019 segment on WAMU on AoH's June graduation ceremony
- A partnership with GED Testing Service (GED TS) that featured four AoH students sharing their stories via video diary entries on GED TS's social media platforms

## Working toward a more inclusive and equitable community

Academy of Hope expressly embraces people of all races, ethnicities, gender identities, ages, sexual orientations, religions/spirituality, and backgrounds. We strive to create an inclusive environment where race and other identifiers do not predetermine one's future but rather where everyone is valued and adds value. In SY 2018–19, AoH partnered with Building for Mission to take a closer look at our processes, structures, and practices that may contribute—directly and indirectly, intentionally and unintentionally—to a lack of diversity, equity and inclusion (DEI). Throughout the year, staff had the opportunity to participate in trainings, focus groups, and a Race Equity Task Force. In May 2019, the Task Force unveiled a DEI statement that unequivocally outlines AoH's commitments to and understanding of diversity, equity and inclusion. In the coming months, that statement will be submitted to our Board of Directors and shared publicly via multiple channels. AoH looks forward to continuing this process of self-reflection and dismantling any of our structures and processes that prevent an inclusive and equitable community for all.

## Students taking the lead

“Empowerment” is one of Academy of Hope's core values. AoH strives to center student voices and encourages learners to take an active role as advocates within the school and beyond.

With the goal of including student voices in high-level decision making, AoH's senior staff hosted multiple town halls during the 2018–2019 school year to hear directly from learners. Student feedback during those conversations resulted in direct changes to AoH programming and future plans. In the spring, AoH held student elections to elect members to the AoH Board of Directors.

## Budget Advocacy

As the DC Council debated the District's budget, AoH staff and learners visited the Wilson Building to testify in support of adult education. This advocacy resulted in a number of victories, including:

- Increasing the monthly Adult Learner Transit Subsidy from \$50/month to \$70/month
- Restoring \$1.5 million to the budget for the Career Pathways Innovation Fund, which supports AoH and nine other sub grantees, and increasing the final funding to \$2.15 million
- Maintaining \$500,000 in funding to support adult education programs serving learners at the lowest literacy levels

*Lecester Johnson (left), AoH's CEO, joins Todd Campbell and Angel Harris, both AoH graduates, to testify before the DC Council in support of adult education.*



## Nourishing the Whole Student

Recognizing that access to fresh, healthy and affordable food is extremely limited for many learners, Academy of Hope partnered with Capital Area Food Bank for a second year to expand food access in our community through a monthly mobile market.

In SY 2018–19, the market provided over 4000 members of our community, including roughly 1500 children, with fresh fruits and vegetables and food staples like milk and cereal at no cost. Learners at both AoH sites can benefit from the market, and the market is open to members of our broader community, as well.

## Bridging the Gap Between Adult Ed and Workforce: building on-ramps for all learners

Academy of Hope has provided excellence in adult education for the past 34 years. Over the last two years, however, we've invested in several initiatives to more intentionally prepare learners for their next step in life—whether that includes college, training, or a career. Much of this work was supported by a new Career Pathways Grant from the Office of the State Superintendent of Education's Adult and Family Education (OSSE AFE) division and the Workforce Investment Council (WIC).

AoH and the nine other awardees of the Career Pathways Grants were charged with continuing to offer high quality adult education services while also designing, building and implementing workforce training in high-demand sectors. Through the grant, we and our colleagues in DC's adult ed space are able to offer new programs that seamlessly connect learners' educational and career goals—something that learners have long requested.

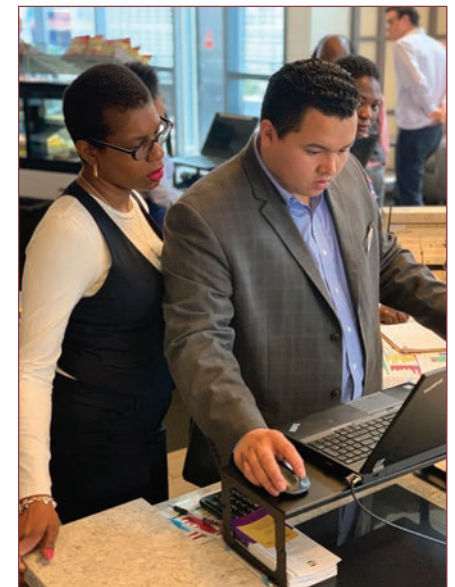
Through our ongoing partnership with the University of the District of Columbia Community College, we also piloted a new, onsite three credit financial literacy course. Learners can earn a total of seven college credits at AoH, and they are also able to earn six additional college credits through dual enrollment.

Importantly, AoH is one of the few recipients of the Career Pathways Grant who serves adults at all levels, from beginning readers to college-ready, and we are particularly proud of our effectiveness in meeting every learner's academic needs. In our first full year of career pathways programming, we served 153 learners. Over 90% of those participants entered below the 9th grade level in math—the minimum skill level required for many District-run workforce training programs. Of that first class of participants, 73% made an EFL gain. In our second year, we have been even more intentional in making sure any learner can participate and advance. To do so, we built a multi-level program offering several on-ramps into training:

- **Career Academy:** open to all learners, especially our beginning readers, who want to start a career or get promoted in their current job. This course is contextualized and specifically designed to provide career assessment and exploration services. Learners in these classes explore the career pathways we offer and identify their individual unique skills and interests.
- **Career Academies 101 or Bridge level:** designed to help learners gain the academic skills needed to advance toward their high school credential while at the same time earning stackable workforce micro-credentials like the ServSafe Certificate and First Aid Certification that will ultimately lead to higher certification.
- **Career Academies 102 (Occupational Training):** once learners achieve the necessary academic levels, they are able to transition into specific occupation instruction leading to industry recognized certifications in healthcare (CNA), office administration (Microsoft Outlook and Excel) and hospitality (American Hospitality and Lodging Certification). To ensure that we are effectively preparing learners to launch viable careers, we developed curricula in conjunction with our employer partners, including Hyatt, Hilton, Careers in Nonprofits, and Ingleside.



*Academy of Hope partnered with Capital Area Food Bank for a second year to expand food access in our community through a monthly mobile market.*



*AoH students gain hands-on experience during their internship with our employer partner, Hyatt Place Hotel.*

Early outcomes clearly show we're on the right track. Both our programs and our learners are gaining momentum. We've seen a retention rate of 71% in our bridge level courses, and 51% of participants moved from the bridge to the high-level certification classes. Since the launch of our hospitality pilot last spring, 27 students have completed training, and seven of those learners are now dually enrolled in UDC. We are working closely with learners to assist them with job placement. We're immensely proud of the programs we've built so far, and we're looking forward to being part of learners' career pathways for years to come.

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## STUDENT PROFILES



For much of **Angel's** life, school wasn't the priority. Due to her life circumstances, Angel was focused on life outside of school—where her next meal would come from and how the rent would be paid. At the age of 16 and pregnant with her first child, Angel made the difficult decision to leave school. Nearly 25 years later, Angel enrolled at AoH because she was determined to set an example for the next generation. In May 2019, Angel earned her high school diploma and at the same time—through AoH's Hospitality Career Academy—became a Certified Hospitality Healthcare Specialist. With an eye on her future, Angel's goal is to open a catering business either as a food truck or a brick and mortar. In the meantime, she is enrolling at the University of the District of Columbia Community College to begin studying for a degree in business.

*Angel H., AoH Graduate, June 2019*



**Todd**, 52, interrupted his education to take care of an ailing father. Several years later, he was the owner and manager of a successful trash collection business. Unfortunately, Todd's business fell victim to the 2008 recession. Todd soon found that his employment options were severely limited without a high school diploma. Todd entered Academy of Hope in 2016 and worked diligently to complete the National External Diploma Program in the fall of 2018. During the 2018–19 school year, Todd served as a dedicated member of AoH's Board of Directors. He recently enrolled at the University of the District of Columbia Community College to begin his work toward degrees in business and international business. He has plans to eventually reopen the doors of his own business.

*Todd C., AoH Graduate, January 2019*

## LIST OF DONORS \$500+

Anonymous Family Foundation\*

Patty Abramson and Les Silverman Fund

Jack R. Anderson Foundation

The A. James and Alice B. Clark Foundation

The Alice and Eugene Ford Foundation

Michelle Althuis

America's Charities

Franklin Burgess and Diana P. Martin

Laura Barrosse-Antle

Lauralyn Beattie

The Benevity Community Impact Fund

The Both Family Fund

Lillian Burke

The Morris and Gwendolyn Cafritz Foundation

Kenton Campbell

Capital One Bank

The Carnegie Corporation of New York

The Christ House

Nadine Cohodas

Comcast Financial Agency Corporation

Terri Copeland

Carolyn Corwin

Darrell Darnell

Carol Duvall and Friends

E\*Trade

Michael Edney

Anne Fleming and Gordon Peterson

Diane Folckemmer

Allen and Janelle Goetcheus

Noel Gunther

Scott Hallworth

Thomas Hannon

The Herb Block Foundation

William and Deborah Iwig

Kermit Kaleba

Andrew Knox

Mark Kutner

Janet Leno

Steve Lilienthal

The Lincoln Property Company

The Lore Family Fund

The J. Willard and Alice S. Marriott Foundation

Keith Martin

Michael Meers

Lawrence Meyer

Eugene and Agnes E. Meyer Foundation

Kate Moore

Dorothy Moss

Fitzhugh Mullan

Carol and David Pensky

Laurence Platt

The PNC Foundation

Gina Polidoro

Anand Radhakrishnan

Deborah Rose

Duane H. Rosenberg

Neal Rothleder

Anne Savage

Amy Sawyer

The Share Fund

Paul Sujik

Torti Gallas Urban, Inc.

The United Way of the National Capital Area

Vanguard Charitable

William and Virginia Wells

Judy Woodruff

Rachel Zinn

John Zoltner

*\*Please inquire with school for details*

# APPENDIX 1

## School Year 2018-2019 Data Report

Source	Data Point
PCSB	LEA Name: Academy of Hope Adult PCS
PCSB	Campus Name: Academy of Hope Adult PCS
PCSB	Grades served: Adult
PCSB	Overall Audited Enrollment: 461

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

<b>Grade</b>	<b>PK3</b>	<b>PK4</b>	<b>KG</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Student Count</b>	0	0	0	0	0	0	0	0	0
<b>Grade</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Alternative</b>	<b>Adult</b>	<b>SPED*</b>
<b>Student Count</b>	0	0	0	0	0	0	0	461	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	<b>Total number of instructional days:</b> 180
PCSB	<b>Suspension Rate:</b> 1.1%
PCSB	<b>Expulsion Rate:</b> 0.65%
PCSB	<b>Instructional Time Lost to Discipline:</b> 0.05%
PCSB	<b>In-Seat Attendance:</b> 68.8%*
PCSB	<b>Average Daily Attendance:</b> Not Applicable
PCSB	<b>Midyear Withdrawals:</b> Not Applicable
PCSB	<b>Mid-year Entries:</b> Not Applicable
PCSB	<b>Promotion Rate (LEA):</b> Not Applicable
PCSB (SY17–18)	<b>College Acceptance Rates:</b> Not Applicable
PCSB (SY17–18)	<b>College Admission Test Scores:</b> Not Applicable
PCSB (SY17–18)	<b>Graduation Rates:</b> Not Applicable

\*The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

## Teacher/Admin Data Points

School	<b>Teacher Attrition Rate:</b> 5.26%
School	<b>Number of Teachers:</b> 19
School	<b>Teacher Salary</b> 1. Average: \$60,123 2. Range—Minimum: \$50,367/Maximum: \$74,300
School	<b>Executive Salaries</b> \$120,000 \$120,980 \$130,027 \$172,658



## APPENDIX 2

**Lesia Alleyne-Lamorell**

Office Manager and  
Executive Assistant to the CEO

**Nebhet Annan**

Adjunct Teacher–ELA

**Jessica Austin de Vides**

Teacher–Social Studies

**Koya Bakare**

Instructional Manager

**Shaquierra Baker**

Student Support Specialist

**Annette Banks**

NEDP Assessor/Advisor

**Ezell Battle**

Adjunct Teacher–ELA

**Tajala Battle**

Adjunct Teacher–Hospitality

**Joy Bentley Phillips**

Chief Development Officer

**Kenae Black**

Adjunct Teacher–Writing

**Deborah Bloch**

Adjunct Teacher–Mathematics

**Na’Quesha Booker**

Front Desk Assistant

**Mirvlyne Brice**

Individual Giving Officer

**Sandra Brown**

Teacher–Reading

**Jenaine Butler**

GED Services Testing Coordinator

**Mary Gabriele**

Director of Career and  
Workforce Services

**Felicia Cave**

Adjunct Teacher–Math

**Hazel Cherry**

Teacher–Reading

**Julia Conte**

Digital Literacy Teacher

**Michael DuBose**

Adjunct Teacher–Digital Literacy

**November DuBose**

Job Development Specialist

**Danielle Durham**

Adjunct Teacher–Writing

**Elizabeth Early**

Teacher–Math

**Summer Ellis**

Associate Principal

**Patrice Felton**

Adjunct Teacher–Math

**Krista Ford**

Student Recruitment Manager

**Yolanda Fortune**

Adjunct Teacher–Social Studies

**Jamie Fragale**

Director of Advocacy and  
Communications

**LaShaun Franklin**

Adjunct Teacher–ELA

**Christian Fretty**

Front Desk Assistant

**Tiajuan Fullwood**

Front Desk Assistant

**Traci German**

Director of Student Support Services

**Kamila Goldin**

Teacher–Math

**LaKeyia Gollman**

Teacher–Math

**Lionel Gore**

Facilities Attendant

**Cheryl Harris**

Adjunct Teacher–Mathematics

**Shatyra Henry**

Student Support Specialist

**Melissa Hensel**

Vocational Evaluator

**Dianna Hicks**

Teacher–Reading

**Sheila Izlar**

HR Generalist

**Dorothy Jenkins**

Lead Teacher–Technology

**Christie Joesbury**

Data Support Specialist

**Leicester Johnson**

Chief Executive Office

**Matthew Layton**

Chief Academic Officer

**Alexandra Lotas**

Director of Research and Evaluation

**Jamela Love**

Teacher–Reading

**Jo Von McCalester**

Adjunct Teacher–Writing

**Kargsia McDuffie**

Teacher–Reading

**Tim McLaurin**

Adjunct Teacher–Math

**Brian McNamee**

Chief Operations Officer

**Deneen Miller**

Senior Employment Specialist

**Winston Miller**

Adjunct–Digital Literacy

**Lateefah Montague**  
Teacher–Reading

**Rustin Moore**  
Adjunct–Hospitality

**Sharon Myers**  
Teacher–Reading

**Richmond Onokpita**  
Instructional Coach

**Graciano Petersen**  
Teacher–Science

**Deborah Prence**  
Lead Math Teacher

**Krystal Ramseur**  
Director of Finance and Operations

**Lisa Rascoe**  
Adjunct Teacher–Writing

**Audrey Reese**  
Director of NEDP

**Daniel Robinson**  
Development and Volunteer Associate

**Shaun Ross-Turner**  
Registrar

**Adi Salinas**  
NEDP Assessor/Advisor

**Siby Samuel**  
Adjunct Teacher–Science

**Marisabel Santiago**  
Student Support Specialist

**Antonio Scott**  
Front Desk Assistant

**Nicole Short**  
Adjunct Teacher–ELA

**Katherine ShROUT**  
Teacher–Reading

**Dwayne Smith**  
School Information  
Systems Specialist

**Jamala Smith**  
Lead Registrar

**Kwelli Sneed**  
Adjunct Teacher–Math

**Monique Vaughn**  
Job Development Specialist

**William Walker**  
Teacher–Science

**Thomas Webb**  
Student Support Specialist

**Ricky West**  
Adjunct–Digital Literacy

**G. Vernon White**  
Adjunct Teacher–ELA

**Joshua Wiley**  
Adjunct Teacher–Math

**Dawn Williams**  
NEDP Assessor/Advisor

**Hope Witherspoon**  
Associate Principal

**Trakela Wright**  
Instructional Manager

**Hira Zeb**  
Instructional Coach

*59% of teachers hold a master's degree or higher.*



## APPENDIX 3

**Mark Kutner**

Board Chair

American Institutes of Research, Retired

Term: 12/2014–8/2020

**Y.K. Karen Leung**

Vice Chair

Neighborhood and Community Investment Specialist, US Department of Housing

Term: 7/2016–6/2019

**Barbara Jumper\***

Treasurer and Chair of Finance Committee

Senior Financial Management Specialist, US Department of Transportation

Term: 3/2017–6/2020

**Lawrence Meyer\***

Chair of Development Committee

Self Employed

Term: 7/2016–6/2019

**Rachel Zinn\***

Secretary and Chair of Governance

Budget Management Analyst, City of Baltimore

Term: 7/2016–6/2019

**Todd L. Campbell\***

Student, Academy of Hope Adult Public Charter School

Term: 7/2018–7/2019

**Darrell Darnell\***

Senior Associate Vice President for Safety and Security, The George Washington University

Term: 7/2018–6/2021

**Madi Ford**

Vice President and General Counsel, MidCity Financial Corporation

Term: 7/2018–6/2020

**Kermit Kaleba\***

Federal Policy Director, National Skills Coalition

Term: 7/2018–6/2021

**Julie Meyer\***

Nonprofit Consultant and Educator

Term: 7/2018–7/2021

**Joe Mitchell\***

Student, Academy of Hope Adult Public Charter School

Term: 7/2018–7/2019

**Paul Suijk**

President and CEO, The Teaching Company

Term: 7/2018–6/2021

**John Zoltner\***

Senior Director for ICT4D and Technology Innovation, Save the Children

Term: 7/2016–6/2019

**Leicester Johnson**

Chief Executive Officer, Academy of Hope Adult Public Charter School

*\*Indicates DC resident*

## APPENDIX 4

### Unaudited Year-end 2018–19 Financial Statement

Income Statement	Actual
<b>Revenue</b>	
State and Local Revenue	5,941,112
Federal Revenue	514,674
Private Grants and Donations	867,413
Earned Fees	28,062
<b>Total Revenue</b>	<b>7,351,261</b>
<b>Expenses</b>	
Salaries	3,388,772
Benefits and Taxes	832,635
Contracted Staff	488,027
Staff-Related Costs	38,610
Rent	336,350
Occupancy Service	436,656
Direct Student Expense	309,143
Office and Business Expense	746,927
<b>Total Expenses</b>	<b>6,577,119</b>
<b>Operating Income</b>	<b>774,142</b>
<b>Extraordinary Expenses</b>	
Interest	185,587
Depreciation and Amortization	245,755
<b>Total Extraordinary Expenses</b>	<b>431,342</b>
<b>Net Income</b>	<b>342,800</b>

### Balance Sheet 6/30/2019

<b>Assets</b>	
<b>Current Assets</b>	
Cash	1,082,298
Accounts Receivable	227,934
Other Current Assets	218,392
Intercompany Transfers	0
<b>Total Current Assets</b>	<b>1,528,624</b>
<b>Noncurrent Assets</b>	
Facilities, Net	4,891,539
Operating Fixed Assets, Net	409,068
Rental Deductions	0
<b>Total Noncurrent Assets</b>	<b>5,300,607</b>
<b>Total Assets</b>	<b>6,829,231</b>

## APPENDIX 4 *(continued)*

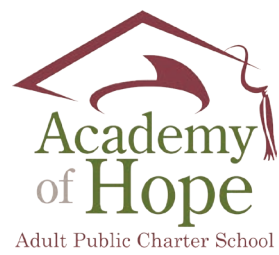
### Liabilities and Equity

<b>Current Liabilities</b>	
Accounts Payable	138,202
Other Current Liabilities	99,192
Accrued Salaries and Benefits	185,654
<b>Total Current Liabilities</b>	<b>423,048</b>
<b>Long-Term Liabilities</b>	
Senior Debt	3,944,853
Car Financing	58,330
Other Long-Term Liabilities	72,123
<b>Total Long-Term Liabilities</b>	<b>4,075,307</b>
<b>Equity</b>	
Unrestricted Net Assets	1,634,244
Net Income	342,800
Temporarily Restricted Net Assets	353,833
<b>Total Equity</b>	<b>2,330,877</b>
<b>Total Liabilities and Equity</b>	<b>6,829,231</b>

## APPENDIX 5

### 2019-20 Budget

<b>Revenue</b>	
State and Local Revenue	6,608,295
Federal Revenue	501,432
Private Grants and Donations	1,166,000
Earned Fees	1,295
<b>Revenue Total</b>	<b>8,277,022</b>
<b>Expenses</b>	
Salaries	4,067,859
Benefits and Taxes	1,095,122
Contracted Staff	528,875
Staff-Related Costs	37,109
Rent	121,119
Occupancy Service	381,678
Direct Student Expense	291,820
Office and Business Expense	1,059,712
<b>Expenses Total</b>	<b>7,583,294</b>
<b>Net Ordinary Income</b>	<b>693,728</b>
<b>Extraordinary Expenses</b>	
Depreciation and Amortization	269,071
Interest	182,574
<b>Extraordinary Expenses Total</b>	<b>451,645</b>
<b>Total Expenses</b>	<b>8,034,939</b>
<b>Net Income</b>	<b>242,083</b>



**[aohdc.org](http://aohdc.org)**