

# ANNUAL REPORT 2018-2019

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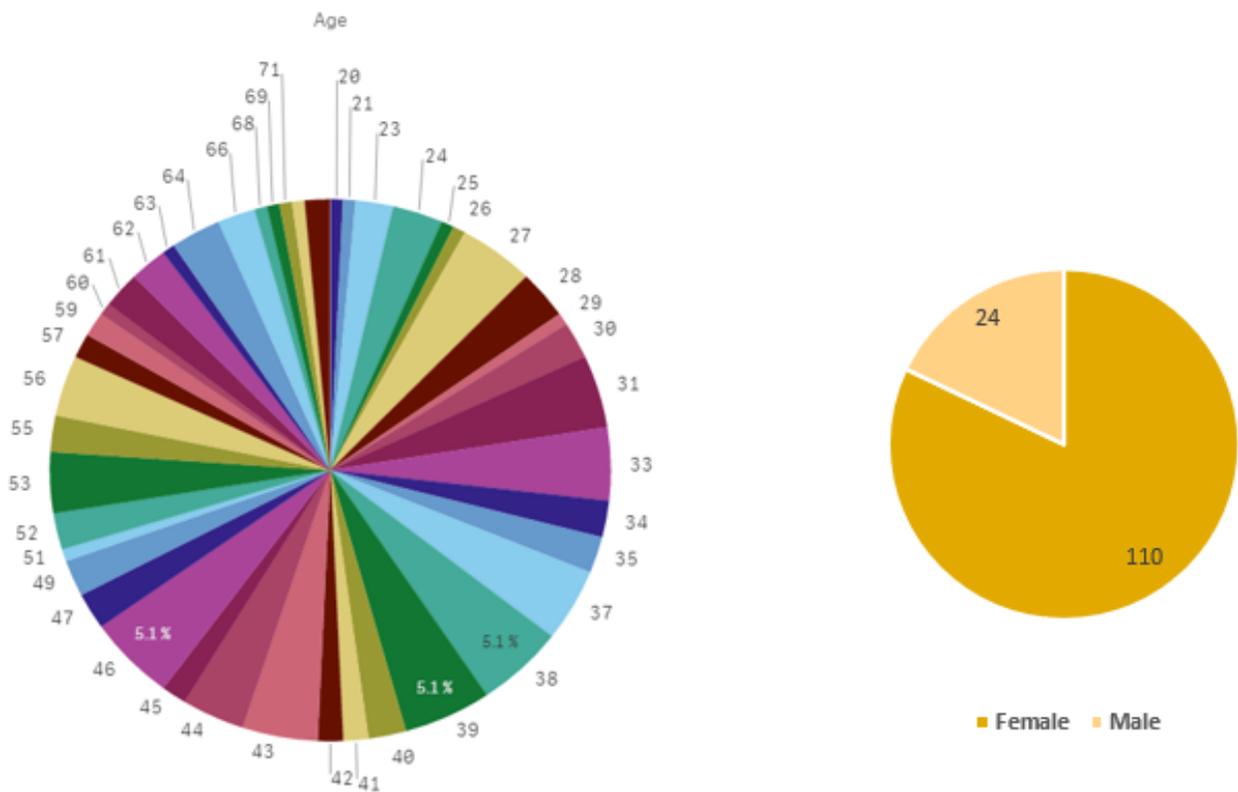
# NARRATIVE

## I. School Description

### A. Mission Statement

The mission of The Family Place Public Charter School (TFPPCS) is to improve the literacy and workplace skills of low-income limited English proficient adults in the District so that they and their family are self-sustaining, employable and engaged in their community.

*Our vision is that all adults and families will be literate, self-sufficient, economically viable, and civically connected to the District community.*



**Student Demographics by Age and Gender**

## **B. School Program**

### **1. Summary of Curriculum Design and Instructional Approach**

TFPPCS is a place where learners' life experiences are looked upon as assets, they bring to the learning experience. Both the curriculum and the instructional approach take this into consideration. Our curriculum design is thematic reflecting learners' real-life experiences and situations. We meet students where they are and help them progress to the next levels in literacy as well as workplace skills. Our delivery model is Two Generational (2Gen). This delivery model successfully taps into the multiplier effects and benefits of educating parents and children together and helps our adult learners reach their goals. TFPPCS carries out its mission and vision by offering three educational pathways for adult students and support services for their children and family.

The three educational pathways are:

- *ESL Life and Work Skills:* We offer three different proficiency levels to meet the English needs of our students in the context of their daily lives and work situations. At the basic literacy and lower proficiency levels, our program focuses on developing the language skills needed for day-to-day activities such as going to the doctor, taking the bus, shopping, and/or managing money. As the students gain English proficiency, instruction shifts to higher-level skills such as job-specific vocabulary, workforce development language, and critical thinking strategies. We use the sheltered instruction model that integrates language and content instruction together in the classroom. The curriculum is organized into thematic units at each level that align with the CASAS life skills competencies and use the CASAS Content Standards to identify the underlying language skills students need at each proficiency level. During the 2018-2019 school year, TPPCS offered five ESL classes ranging from Beginning, Intermediate, to Advanced in three different time slots--morning, afternoon, and evening.



- *Foundations of Literacy*: This program is offered in partnership with the Mexican Consulate. It is an Adult Basic Education program for native Spanish speakers who are marginally literate in their native language. This program focuses on students' attainment of native language literacy which as research indicates helps them succeed in ESL classes. The Foundations of Literacy program model is individualized and meets students at their literacy level, which ranges from learning the alphabet to completing specific grade-level equivalencies. As students pass the benchmarks in this program, they can earn an elementary and/or secondary diploma. Foundations of Literacy is offered daily in the morning and evening sessions.
- *Child Development Associate (CDA)*: Our Child Development Associate (CDA) program prepares learners for jobs in the early childhood education field. The CDA Credential is based on a core set of national competency standards, which guide early childcare professionals as they work toward becoming qualified teachers of young children. The course is a 600-hour bilingual training program that prepares students to succeed on the national credentialing exam to become certified CDAs. CDAs enter the labor market at above minimum wage jobs and are able to access more advanced training over the course of their careers in child development. CDA training is offered in four areas: infants-toddlers; preschoolers; family childcare, and home visiting.

## 2. Parent Involvement

The Family Place Public Charter School, together with its partner, The Family Place (TFP) non-profit, create a virtuous circle that provides parents with the skills needed to achieve their education and literacy goals, economic self-sufficiency, and community connectedness. It also enables each young child to achieve developmental, physical, and cognitive success. Thanks to our innovative model, our clients benefit from shared leadership, facilities, and resources, enabling them to pass seamlessly through the separate organizations to benefit from all services.

Our 2 Agencies-2 Generational infrastructure results in a one-of-its-kind learning community in which all learners are teachers and all teachers are learners. Each person takes responsibility for ensuring the optimal learning environment. Although TFPPCS is new, its partner, TFP, has nearly 40 years' experience serving the target population. Together, the partnership is formidable and cannot help but be successful.

The decision to enroll in TFPPCS is a revolutionary, pattern-breaking act for many of our students. Some did not receive educational encouragement in their native countries, while others were actively discouraged from pursuing their education. To succeed, they need the type of comprehensive infrastructure offered by TFPPCS-TFP to get encouragement, build confidence, and, for parents, to feel they are also fighting for their children's educational success. Parents cannot succeed if their children are left behind. The 2 Agencies-2 Generation infrastructure meets this need and gives students concrete evidence they can achieve and succeed.

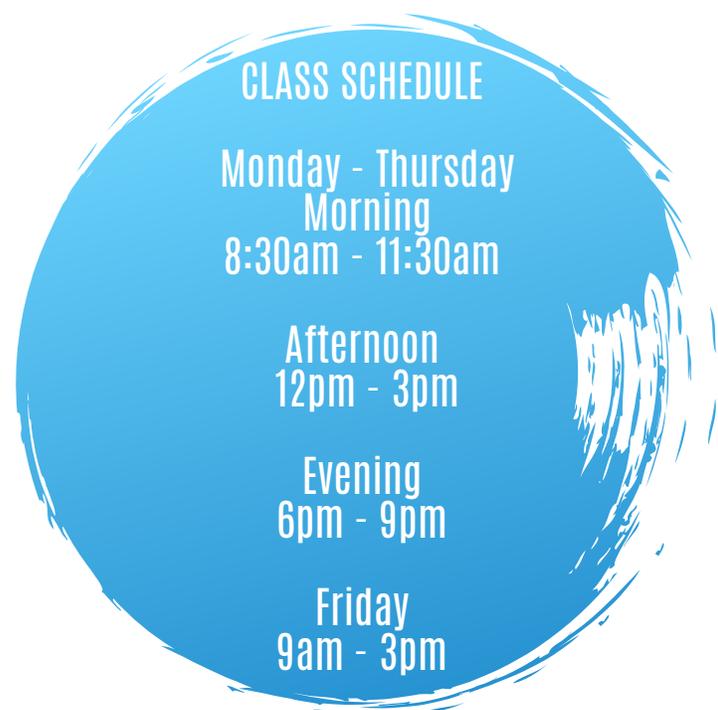


## II. School Performance

### A. Performance and Progress

The mission of The Family Place Public Charter School (TFPPCS) is to improve the literacy and workplace skills of low-income limited English proficient adults in the District so that they and their family are self-sustaining, employable and engaged in their community. We accomplish this by providing high quality instruction in a welcoming and home-like environment. Students come to learn English, strengthen their literacy skills, and prepare to succeed in the workforce. TFPPCS provides the educational instruction and support while its partner TFP provides wrap around services to the family.

Our mission and vision guide our work and help set priorities for instruction and support. In our inaugural school year, we are proud to say we have remained focused on our mission and the goals established for our charter. The following chart outlines the progress we have made in achieving our goals thus far.



# GOALS AND ACADEMIC ACHIEVEMENTS

The Family Place PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
1. 60% of students enrolled in the Child Development Associate (CDA) track will complete course.	N/A until SY 2019-2020	While this is not assessed until 2019-2020, 34 of 40 students completed the program. CDA Course Completion rate = 85%
2. 65% of students who complete the CDA course pass the credentialing exam.	N/A until SY 2019-2020	N/A until SY 2019-2020
3. 63% of students enrolled in ESL pathway who pre- and post-test will advance at least one Educational Functioning Level (EFL) on the Comprehensive Adult Student Assessment Systems (CASAS)	Goal Met	TFPPCS met this goal. 77 students were pre and post tested of those 56 advanced at least one EFL level. EFL Completion Rate = 73%
4. 35% of students enrolled in Foundations of Literacy pathway will complete at least one module as measured by the Instituto Nacional para la Educación de los Adultos (INEA) [National Institute for Adult Education] Grade Level Comprehensive Tests.	Goal Met	TFPPCS met this goal. 28 students enrolled in Foundations of Literacy of those 13 completed at least one module. Foundation Completion Rate = 46%
5. 30% of students who are in the labor force but enter the program without a job will obtain employment or postsecondary as defined by the PMF Policy and Technical Guide	Goal Met	TFPPCS met this goal. 28 students entered the program unemployed of those 22 were contacted and 14 of those obtained employment. Employment Gain Rate = 67%
6. 60% of students who enter with a job remain employed in the third quarter after exit or enroll in training or postsecondary programs.	Goal Met	TFPPCS met this goal. 15 students entered the program employed of those 9 were contacted and 8 of those remained employed. Employment Retention Rate = 89%
7. In-seat attendance will be at least 60%.	Goal Met	TFPPCS met this goal. The Student Information System's year-long attendance report indicates In-seat Attendance Rate = 74%

The Family Place 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.

## B. Unique Accomplishments

- **2 Agencies-2 Generational Infrastructure.** For nearly 40 years, The Family Place has been a trusted provider of basic support, home-based literacy and parenting programs, early childhood education, case management, family stability and emergency support services and domestic violence support. Now with the addition of The Family Place Public Charter School, we further enhance family self-sufficiency through adult education in literacy, English as a Second Language, and job training programs. Our infrastructure allows for full integration of programs and services.
- **Robust attendance and retention program.** TFPPCS, working with its TFP partner, actively engage with each learner to eliminate and overcome obstacles to attendance and program retention. In addition to seeing to the needs of student and thier children, the program makes the full TFP portfolio of services available - brief emergency services and material support, case management and referrals, domestic violence support, HIPPPY Home Visiting, etc. Instructors and case managers work with each student directly to find solutions that meet that student's particular situation.
- **Successful inaugural year.** TFPPCS can count its first year of operation a success. An integrated management team, among other attributes can be counted as factors for this success. TFPPCS has met or exceeded every goal, and especially serving a population that traditionally falls through the cracks.
- **Powerful complementary recruitment tool.** TFPPCS conducts appropriate outreach and recruitment to meet its enrollment goals, but it also has help from its partner, TFP. Sometimes, parents come to TFP to get services for their children. Once there, they quickly learn how a parent's literacy and education impacts thier child's educational success. It is a short step from that realization to enrollment in TFPPCS.

## C. List of Donors

*Grantors contributing a value equal to or exceeding \$500 during school year 2018-2019.*

- Crimsonbridge Foundation
- DC Mayor's Office on Latino Affairs



# DATA REPORT

## School Year 2018-2019 Data Report

Source	Data Point
PCSB	LEA Name: The Family Place PCS
PCSB	Campus Name: The Family Place PCS
PCSB	Grades served: Adult
PCSB	Overall Audited Enrollment: 130

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	130	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.



# APPENDICES - STAFF ROSTER

<b>Staff Roster 2018-2019</b>		
<b>Name</b>	<b>Title</b>	<b>Education</b>
Haley Wiggins	Executive Director	MA TESOL
Laurel Kircher	Chief Academic Officer (Advanced ESL Instructor)	MA TESOL
Fernando Saldana	Chief Compliance Officer	MA Management Leadership Development
Lidia Fleitas	Registrar	HS Diploma
Eileen Suffian	Chief Financial Officer	MA Taxation
Alana Neptune	Operations Coordinator	BA International Development
Christina Kaufmann	ESL Instructor (High Intermediate/Advanced)	MA International Human Rights
Debora Namovicz	ESL Instructor (Beginning and Intermediate)	BA Secondary Education
Silvia Webel	Foundations of Literacy Instructor	MA Mental Health and Social Behavior
Maxine McIntosh	ESL Instructor	BS Business Management and Marketing
Tony Brun	Foundations of Literacy Instructor	Doctorate Ministry and Mission
Eliberto Juarez	Instructional Coach (Foundations & ESL)	MA Teaching Pastoral Tools
Evelyn Renshaw	Instructional Coach (ESL)	MA TESOL

# APPENDICES -BOARD ROSTER

## Board of Directors Roster 2018-2019

Name	Role	DC Residency
Ann B. Barnet	Member	Yes
Michael David Barnet	Chair	
Shawn Chakrabarti	Treasurer	
Sara Friedman	Member	Yes
Natalia Isaza Brando	Member	
Elaine Weiss	Program Committee Chair	
Oralia Puente	Member	Yes
Valentina Ballesteros	Member	Yes
Domminick McParkland	Member	Yes
Marino Ramirez	Student Member	Yes
Maribel Amaya	Student Member	Yes

# APPENDICES - UNAUDITED YEAR-END 2018-2019 FINANCIAL STATEMENTS

## Unaudited Year-end FY19 Financial Statement The Family Place PCS As of June 30, 2019

Balance Sheet		6/30/2019
Assets		Year End
Assets		
Current Assets		
Cash		404,312
Other Current Assets		17,357
Intercompany Transfers		0
Accounts Receivable		7,980
Total Current Assets		429,649
Noncurrent Assets		
Facilities, Net		71,326
Operating Fixed Assets, Net		2,654
Total Noncurrent Assets		73,980
Total Assets		503,628
Liabilities and Equity		Year End
Liabilities and Equity		
Current Liabilities		
Accounts Payable		38,801
Other Current Liabilities		5,982
Accrued Salaries and Benefits		0
Total Current Liabilities		44,782
Equity		
Net Income		492,813
Unrestricted Net Assets		(33,967)
Total Equity		458,846
Total Liabilities and Equity		503,628

# APPENDICES - UNAUDITED YEAR-END 2018-2019 FINANCIAL STATEMENTS

## Unaudited Year-end FY19 Financial Statement The Family Place PCS

July 2018 through June 2019

Income Statement	TOTAL
Revenue	
State and Local Revenue	1,540,056
Private Grants and Donations	15,000
Earned Fees	1,799
Total Revenue	1,556,855
Expenses	
Benefits and Taxes	28,369
Contracted Staff	485,231
Staff-Related Costs	2,573
Rent	102,732
Occupancy Service	46,973
Direct Student Expense	209,359
Office & Business Expense	180,848
Contingency	0
Total Expenses	1,056,084
Operating Income	500,772
Extraordinary Expenses	
Depreciation and Amortization	7,959
Total Extraordinary Expense	7,959
Net Income	492,813

# APPENDICES - APPROVED 2019-2020 BUDGET

## Approved FY20 Budget The Family Place

	SY19-20
Revenue	
State and Local Revenue	1,547,856
Earned Fees	871
Revenue Total	1,548,727
Expenses	
Benefits and Taxes	63,592
Contracted Staff	613,486
Staff-Related Costs	5,852
Rent	99,653
Occupancy Service	99,941
Direct Student Expense	302,303
Office & Business Expense	208,936
Contingency	15,300
Expenses Total	1,409,061
<b>NET ORDINARY INCOME</b>	<b>139,665</b>
Extraordinary Expenses	
Depreciation and Amortization	5,592
Extraordinary Expenses Total	5,592
<b>TOTAL EXPENSES</b>	<b>1,414,654</b>
<b>NET INCOME</b>	<b>134,073</b>