



Annual Report 2020-2021

YouthBuild DC Public Charter School

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Board Chair: Elizabeth Grant

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School Description

Mission

YouthBuild DC Public Charter School (YouthBuild PCS) is an alternative high school for young people seeking to transform their lives by re-engaging in their education in a non-traditional school environment. YouthBuild PCS prepares students for post-secondary education and the workplace by offering, in English and Spanish, academic, vocational and workforce development programs. YouthBuild PCS believes that service to the community is an essential part of the transformative process. Therefore, students serve their community through volunteer projects and by creating housing for low income residents in the Washington, DC metropolitan area.

Core Beliefs

- We believe all young people can learn and transform themselves when engaged in a safe and caring environment with positive values.
- We believe developing leadership skills is essential in order for young people to achieve their career aspirations.
- We believe when young people are held to high expectations they are empowered to perform at high levels and achieve extraordinary outcomes.
- We believe the intelligence of young people should be profoundly respected.
- We believe service to the community builds a sense of connection, ownership and responsibility to others.
- We believe failure is a catalyst for change that leads to success in life and learning.
- We believe success is achieved through rigor, perseverance and commitment to continued development.
- We believe by acquiring a high school credential, young people broaden their opportunities.

School Program

YouthBuild PCS' program is based on the internationally-recognized YouthBuild model. Our school is part of a network of almost 200 YouthBuild schools and programs around the country and across the world.

Student Transformation

Since 2005, YouthBuild PCS has played a vital role in the District of Columbia, enabling hundreds of students to earn their GED, obtain industry-recognized construction certifications, and find employment and/or enter post-secondary education. YouthBuild PCS' program provides a crucial alternative path for youth who are out of school and out of work, helping them re-engage in their education and prepare for post-secondary success.



Photo from SY19-20

While the District of Columbia has historically enjoyed a relatively low unemployment rate (5.6% as of July 2018) and boasts a highly-educated populace (55% of residents age 25 and over have a bachelor's degree), the numbers only tell a part of the story and substantially mask challenges faced by youth. In 2015, fewer than two out of three DC students graduated from high school (65%) and one in five high school students was a high school drop-out, considered "educationally disengaged." And, in 2018, graduation statistics indicate that only 59% of students graduated from the traditional public high school system on time. According to 2018 Social Science Research Council, Measure of America research, approximately 10.3% percent of young people aged 16 to 24 in the DC area are 'disconnected,' meaning they are neither in school nor employed. Moreover, the rates for disconnection are highest among Latinos and African Americans, groups that also make up the majority of YouthBuild PCS' student population. This problem has only compounded since the COVID-19 crisis began.

With more than one of three young people in DC failing to graduate, YouthBuild PCS' program is essential. Without a secondary credential and job training, youth face a lifetime of poverty. Recent Department of Labor data show that 96% of jobs in the District *require* a high school diploma or more. YouthBuild PCS provides a critical path for “disconnected youth,” giving them the opportunity to earn a secondary credential, while obtaining high-value training and certification in the construction field, one of the District’s top-10 fastest growing employment sectors.

YouthBuild PCS students divide their time between the classroom preparing for the GED—and, if they are English language learners, improving their English literacy skills—and the construction site, where they learn both “hard” construction skills (e.g. safety, construction math, and green design) and “soft” work skills (e.g. teamwork and punctuality). They learn to see themselves as leaders, as they give back to the community by building housing for low-income residents. To prepare for the next step after YouthBuild, students participate in life-skills and post-secondary preparation, developing a portfolio to ensure they have the tools necessary for post-secondary success.

Leadership through Service

For YouthBuild PCS students, transformation begins at “Mental Toughness,” a weeklong orientation that takes place at the start of the school year. During Mental Toughness, students are pushed to demonstrate their work ethic, their approach to teamwork, their willingness to try new things, and their leadership skills. The shared experiences throughout this first week establish a bond between students and also serve as a foundation for a successful school year. To ensure that students continue to build their leadership skills during their time at YouthBuild PCS, we facilitate a Student Leadership Council that provides input and feedback on school programs and plans activities throughout the year.

As a way to ensure that YouthBuild PCS students are able to stay in school through the course of the school year, YouthBuild PCS provides students with a bi-weekly stipend of \$8.25 per hour for time on the construction site and \$15.00 per day for time spent in a classroom. This stipend assists with the cost of transportation, breakfast, and lunch. While not a living wage, the stipend relieves some economic pressures for students and provides financial assistance to help students offset costs during the school year.



Photo from SY19-20

YouthBuild believes that transformation is not only seen in the growth and maturity of our students, but it is also evident in our students' positive engagement in the school community and the community at large.

A More Powerful Instructional Approach

Learning is Personalized—The GED requires that students master Common Core-aligned standards of learning. Moreover, the test is computer-based and demands technological proficiency.

When students enter YouthBuild PCS, we assess their math, literacy, and English skills (if they are English language learners), discuss their goals and aspirations, and help them develop a mastery-based individual learning plan.



Photo from SY19-20

YouthBuild PCS students' learning plans, tracked through **STEP (the Student Transition & Education Portal)**, are designed with clear goals and benchmarks. Teachers and case managers work with students to monitor progress toward each goal, providing interventions and support to enable students to meet benchmarks—to make math and literacy progress, better prepare for the GED, acquire work-place and college-readiness skills, and earn construction certification.

Every Student has Access to a Laptop to Enhance Learning—To ensure that students acquire both the academic and technological knowledge and skills they need to be successful on the GED and prepare for post-secondary options, each student has access to a laptop as he or she learns throughout the day. Students improve their mathematics, reading, writing, social studies and science knowledge and skills by participating in direct instruction, dynamic group work, and adaptive computer-based learning programs.



Photo from SY19-20

Learning Time is Concentrated and Focused—We find that often students enter our program many years behind in their academic preparation. Some have recently immigrated to the US and may have been out of school for several years. Others have dropped out of school or have been in and out of several schools.

To improve math and literacy skills, and eventually, to pass the GED, students need focused learning time and personalized learning support. To provide this support, YouthBuild PCS has built more academic learning time into students' overall schedules. At the same time, we have built more concentrated learning time into students' workplace schedules as well, so that most students now spend two-three weeks at a time on the worksite when they are not learning in the school building.



Photo taken in SY19-20

Teachers and Staff have Ongoing Support to Improve their Practice—To ensure that teachers and staff have the supports they need to personalize learning for students, everyone participates in intense professional development prior to the start of the school year and receives ongoing, job-embedded coaching, data analysis, and curriculum/lesson planning support during the year.

More Support for Spanish-Speaking Students Leads to Better Outcomes for All

Students—YouthBuild PCS is a multicultural school that celebrates the diversity of its students and staff. For many of our students, this year marked not only their first opportunity to work closely with someone of a different race or ethnicity, but also their first opportunity to work with someone who spoke a different language. The YouthBuild PCS model encourages students to work with and learn from each other.

To continue to boost learning outcomes for students with limited English proficiency, we have strengthened our Spanish language GED preparation and English as a Second Language (ESL) instruction as well. English language learners (ELLs) now participate in Spanish GED classes, aligned to the new GED and supported by blended learning tools designed specifically for Spanish-speaking students. ELL students also improve their English skills by participating in onsite ESL classes and by reinforcing their English skills on the construction site. This daily combination of ESL classes with English conversation at the worksite results in dramatic improvements in students' speaking and listening abilities. English-speaking students also learn Spanish words and phrases.

Special Education Service Delivery System—Validated through PCSB's Qualitative Assurance Review (QAR) Process—Creates Better Supports for Students with Special Needs.

YouthBuild PCS's Special Education team provides training and support to general education staff, offers specialized instruction to students (through push-ins, pullouts, and if needed, specialized classes), works with service providers to ensure that students receive related services (such as counseling supports), and provides case management for students' IEPs (individualized education programs). As a result of this approach, students made demonstrable math and literacy gains, as well as gaining invaluable "soft" and hard construction skills on the worksite.



An Integrated Educational Model

YouthBuild PCS' model is comprised of four core program areas: **Academic Instruction, Career and Technical Training, Transition Services, and Support Services.** Collectively, these core programs allow YouthBuild PCS to provide comprehensive instruction, interventions, services, and support to students so they are successfully prepared for the workplace and/or postsecondary education. This year we worked to strengthen and deepen each of these core program areas.

The YouthBuild PCS Academic Program equips students with the knowledge and skills needed to obtain a GED and prepare for post-secondary success. Under the YouthBuild PCS model, students prepare for each section of the GED as they demonstrate readiness, concentrating on math and literacy skills first, then preparing for the science and social studies exams. To evaluate students' readiness, YouthBuild PCS administers the GED Ready Test—a test designed by the GED Testing Service to help students determine preparedness for the GED. Students obtain a score of “Likely to Pass” on each section of the GED Ready before they sit to take that section of the formal GED exam. Classes are taught in both English and Spanish. To ensure that students receive the support they need, YouthBuild PCS boasts small class sizes, with an average teacher/student ratio of 1:15.

The Career and Technical Education Program consists of both on-site construction training and vocational education classes. The two components together provide students with the opportunity to develop employability skills and earn nationally recognized construction certifications that provide a key entry point to high-demand construction careers. This year, our Construction Training Team participated in HBI-PACT (Home Builders Institute-Pre-Apprenticeship Certification Training) to ensure that they had the latest certification skills and were prepared to deliver our construction curriculum to students in an engaging and purposeful way. During distance learning, students participated in live construction classes via Zoom, as well as completing independent learning pathways through HBI's online platform, earning specialized certifications in HVAC, landscaping, plumbing and more.

Through partnerships with local non-profit agencies and housing groups, students work on an actual construction site under the supervision of skilled construction trainers. At the sites, the trainers create a “real world” working environment to teach and reinforce the development of employability skills—such as punctuality, attendance, preparation, ability to work in a team, and professionalism. Students also gain invaluable service skills, as they see and experience the impact of their work on the community they serve.

To continue to strengthen this program, we also engaged in work with several city and non-profit construction agencies, including ACE Mentoring.

The Transitions Program aims to ensure that students are successfully prepared to enter a career that will provide a living wage and opportunity for advancement. Students work with Transitions staff and volunteer Career Coaches to identify career interests and goals, write resumes and cover letters, apply for jobs and colleges, practice interviewing, complete financial aid applications, and more.



Throughout the year, we also provide a variety of career development and exploration activities, including opportunities for students to attend job fairs, college fairs, college tours and presentations, as well as job shadowing and employer presentations.



Photo from SY19-20

The Support Services Program has a singular focus—to assist students with overcoming challenges, barriers and obstacles that impede their ability to be successful in school and ultimately in life. At the beginning of the school year, students meet with case managers, participate in a needs assessment and are linked to the appropriate service providers. We help students obtain whatever supports and services (childcare, substance abuse counseling, housing, medical insurance, etc.) they may need to be successful in school and “present for learning.”

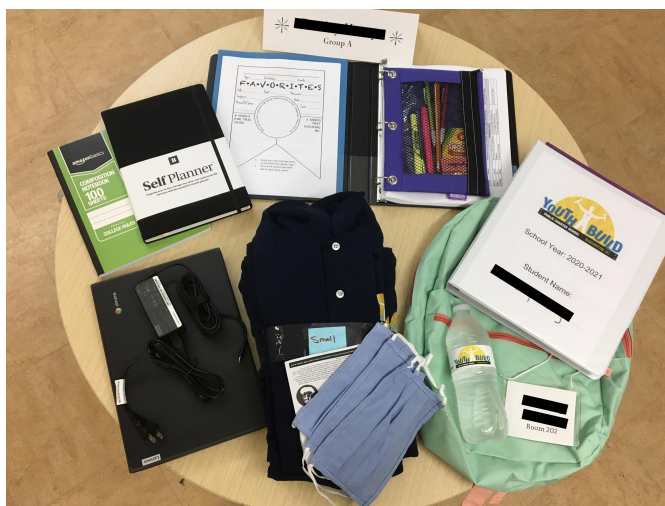
This year, case managers worked closely with our Dean of School Culture to support student attendance and progress and conduct interventions when necessary. Students also participated in Life Skills activities, helping to boost social-emotional skills, learn about the developing brain, build financial knowledge, and prepare for life after YouthBuild. Through an Alumni Support Program, we ensure that students remain connected and continue to receive the supports they need.

Family Engagement

YouthBuild PCS engages students and families as valued partners. During the enrollment and intake process, YouthBuild PCS staff members meet one on one with each student to assess their educational needs and goals, as well as identify barriers to academic achievement and employment (e.g., lack of stable housing, affordable childcare, transportation). We actively reach out to families of minors, as well as case managers and other support service providers for students involved in foster care and the juvenile justice system, to ensure that they are involved in the intake process. To promote engagement throughout the year, we invite students and families to participate in school-wide events, such as holiday celebrations and graduation. We also reach out to families to discuss any attendance, academic or behavior concerns and work together to develop collaborative support plans.

Rising to the COVID-19 Challenge

YouthBuild PCS began SY20-21 with several key priorities: (1) minimizing risks to our school community by strictly adhering to health and safety protocols, (2) maximizing the unique strengths of the YouthBuild model by prioritizing construction for in-person instruction opportunities, and (3) maximizing choice and preference whenever possible to allow students a 100% virtual option as needed. During the four week Academic Rotation, students participated in a full daily schedule of live virtual instruction via Zoom, Monday-Thursday. On Fridays, they participated in schoolwide virtual Community Meetings and Transitions Workshops, joined teachers and case managers for 1:1 check-ins, and completed independent online assignments. During the two week Construction Rotation, students continued to earn construction certifications by participating in-person, hands-on projects and, for those participating virtually, a combination of live instruction via Zoom and asynchronous learning pathways via the HBI online platform.



To ensure students were prepared for a successful year while learning from home, the school provided a hybrid week-long orientation, during which students need to know and be able to do before beginning classes. During the first day in-person, students completed pre-testing, received and learned how to use technology (as well as hardcopies of how-to guides), uniforms and school supplies. For the remainder of the week, students participated in a series of live group video sessions, completed online surveys, and engaged in one-on-one video calls with case managers and Transitions coaches.

School Performance

Evidence of Performance and Progress

Meeting our Mission

YouthBuild DC Public Charter School (YouthBuild PCS) is an alternative high school for young people seeking to transform their lives by re-engaging in their education in a non-traditional school environment. YouthBuild PCS prepares students for post-secondary education and the workplace by offering, in English and Spanish, academic, vocational and workforce development programs. YouthBuild PCS believes that service to the community is an essential part of the transformative process. Therefore, students serve their community through volunteer projects and by creating housing for low income residents in the Washington, DC metropolitan area.

Over the last three years, YouthBuild DC PCS has deepened the way in which the school fulfills its mission by integrating education and training throughout the school's program. With support from a new five-year three-year OSSE AEFLA-WIC (Adult Education and Family Literacy Act - Workforce Investment Council) grant, YouthBuild DC has provided training and professional development to staff to build out the ways in which vocational and academic learning are supported throughout the school. Students learn about geometry and measurement, for example, as they gain real-work building skills on the worksite. Additionally, YouthBuild DC has expanded its partnerships with community agencies, building much needed housing for low-income DC residents.

Charter Goals and Achievement Expectations

The table below summarizes 2020-2021 progress toward YouthBuild PCS' goals and academic achievement expectations.

Charter Goals and Achievement Expectations—SY20-21 Results

GOAL	RESULT	EVIDENCE
50% of pre- and post- tested ABE and ESL students' scores will increase by one or more National Reporting System (NRS) Levels by the end of the program year.	Still validating	These data are still being reviewed for validation purposes.
65% (+/- 2 percentage points) of test takers who earn a "Likely to Pass" on the GED Ready exam in a subject area will take and earn a passing score on the GED Exam in that subject area.	Met Goal	94.1% of test takers who earned a "Likely to Pass" on GED Ready exams earned a passing score on the GED Exams in the corresponding subject areas.
The percent of exiting students who enter employment or enter post-secondary education, first quarter after exit will be at least 48.8%.	Not Measured	Data Unavailable due to challenges with COVID
The percent of exiting students who retain employment or enter post-secondary education, third quarter after exit will be at least 59.3%.	Not Measured	Data Unavailable due to challenges with COVID
The in-seat attendance (ISA) rate for YouthBuild PCS will be at least 62.8%.	Not Met	ISA rate was 61.49%
The YouthBuild PCS persistence rate will meet or exceed 60%..	Still validating	These data are still being reviewed for validation purposes.

Unique Accomplishments

Awarded a Five-Year ~\$2.5M AEFLA-WIC Grant

In summer 2020, YouthBuild received a large Adult Education and Family Literacy Act - Workforce Investment Council (AEFLA-WIC) grant, in recognition of the school's work over the past three years, and in support of our integrated education and training model. This grant will provide much needed support over the next five years, helping YouthBuild to continue to deepen and integrate our construction and academic programming, preparing students for success in school, work, and life.

YBPCS Student Enrollment Continued to Grow

Despite the COVID crisis, YouthBuild met its October enrollment targets, enrolling to our cap of 122 students. The school continued to enroll students over the course of the year, ultimately serving 167 students.

Strong In-Person Orientation and Construction Programming from the Outset of SY20-21

Beginning in August 2020, YouthBuild PCS provided in-person orientation and testing to ensure that all students had the technology, resources and supported practice needed to successfully and independently engage in academic classes from home. This required incredible preparation of the building and classrooms, with additional HEPA filters, safely distanced furniture, and plentiful PPE and cleaning supplies, as well as personalized materials for every student. Likewise, the Construction team worked with students throughout the year in small, safely distanced in-person groups to develop the technical skills needed to earn their HBI certifications.



Photo taken in SY18-19

Disclaimer-YouthBuild DC PCS acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.

Donors and Grantors

July 1, 2020-June 30, 2021
Donations equal to or exceeding \$500

In alphabetical order

Corporation for National Service, AmeriCorps Program—through YouthBuild USA

DC Education Equity Fund

Gauri Gadgil and Suraj Patel

Greater Washington Community Foundation

Mark Jordan

Office of State Superintendent of Education (OSSE)

Alexandra Pardo

Laurence Platt and Clare Herington



Photo taken in SY18-19

YouthBuild PCS 2020-21 Data Report

Source	Data Point
PCSB	LEA Name: YouthBuild DC PCS
PCSB	Campus Name: YouthBuild DC PCS
PCSB	Grades served: Adult
PCSB	Overall Audited Enrollment: 122

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	Special Education*
Student Count	0	0	0	0	0	0	0	122	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	Total number of instructional days: 180
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.0%
PCSB	In-Seat Attendance: 61.5%*
PCSB	Midyear Withdrawals: <i>Not Applicable</i>
PCSB	Midyear Entries: <i>Not Applicable</i>
PCSB	Promotion Rate: <i>Not Applicable</i>
PCSB	College Acceptance Rates: <i>Not Applicable</i>
PCSB	College Admission Test Scores: <i>Not Applicable</i>
PCSB	Graduation Rates: <i>Not Applicable</i>

*The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY20-21 Charter Sector Attendance Qlik application as of August 2021. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

Faculty and Staff Data Points

School	Teacher Attrition Rate: 0%
School	Number of Teachers: 8
School	Teacher Salary 1. Average: \$71,569.25 2. Range -- Minimum: \$52,000.00 Maximum: \$85,805.00
School	Executive Salaries Claire Libert, Head of School - \$115,000

Appendix 1

Staff Roster & Qualifications

Administrative Team
Claire Libert, Head of School — BS, Foreign Service; MA, Education Policy and Management
Komal Bansal, Director of Data and Operations - BS, Chemical and Biomolecular Engineering
Iris Mata, Registrar/Office Manager – GED Graduate
Maria Sanchez, Operations Associate — YouthBuild PCS Alumna
Academic Team
Ligia Arreaga, GED Instructor – BA, Education; MA, Pedagogy & Science of Education
Etienne Marcoux, GED Instructor – BA, History; MS, Education
Joella Braun, GED Instructor – BA, History and Psychology
Eugenia Reyes, GED Instructor – BA, Education; MA, Curriculum, Instruction & Assessment
Gwendolyn Goad, Special Education Instructor – BS, Human and Adolescent Development
Career and Technical Education
Kerry Harrington, Construction Manager — HS Graduate; HBI Certified; OSHA 10, 30, 500, 502, 510 Certified, C-Tech Certified
Franz Arandia, Construction Instructor — BS, Architecture; HBI Certified; NCCER Certified
Antione Clipper, Construction Instructor — YouthBuild PCS Alumnus, HBI Certified; NCCER Certified; MC3 Certified
Jerel Wert, Construction Instructor — HS Graduate; HBI Certified
School Culture
Jamal George, Restorative Practices Coordinator – BA, Media & Communication Arts
Wellington Crutchfield, Dean of School Culture – BS, Sociology
Student Support Services
Eva Camacho, Student Support Services Coordinator – BA, Psychology; MA, Counseling; PLC
Gina Fognani, Case Manager – BS, Social Work; MA, Social Work
Makuti Lee, Case Manager – GED Graduate; MA, Human Services
Transitions
Kate Salasky, Transitions Coordinator — BA, History
Ariana Lindo, Transitions Specialist — BS, Sociology
James Chan, VISTA Volunteer — BS, Political Science

Appendix 2

Board Roster

Name	Title	DC Resident
Elizabeth Grant	Chair	Yes
Mary Blatch	Secretary	No
Suraj Patel	Treasurer	No
Noel Bravo	Board Member	Yes
Giselle Jones	Board Member	No
Andrew Patricio	Board Member	Yes
Yolanda Torres	Board Member/Alumnus	Yes
Amira Kamara	Board Member/Alumnus	Yes
Mark Jordan	Board Member	Yes

Appendix 3

Unaudited Year-End Financials for FY 2020-21

Income Statement, as of June 30, 2021

YouthBuild PCS	Actual
Revenue	
State and Local Revenue	3,077,601
Federal Revenue	492,400
Private Grants and Donations	68,023
Earned Fees	11,034
Total Revenue	3,649,058
Expenses	
Salaries	1,514,057
Benefits and Taxes	338,088
Contracted Staff	42,398
Staff-Related Costs	10,278
Rent	319,109
Occupancy Service	139,072
Direct Student Expense	236,214
Office & Business Expense	645,537
Depreciation and Amortization	38,586
Total Expenses	3,283,338
Net Income	365,719

Appendix 4

2021-22 Approved Operations Budget

YouthBuild PCS 2021-22	Budget
Revenue	
State and Local Revenue	3,084,693
Federal Revenue	883,591
Private / Earned Revenue	15,978
Total Revenue	3,984,262
Operating Expense	
Staff-Related Expense	2,176,821
Occupancy Expense	452,633
Additional Expense	1,097,837
Total Operating Expense	3,727,291
Net Operating Income	256,971
Total Interest, Depreciation	-86,815
Total Expenses	3,814,106
Net Income	170,156