



Annual Report for:

The Next Step Public Charter School
3047 15th Street, NW
Washington, DC 20009
202-319-2249

Steve Cartwright, Board Chair
Dra. Vivian Robledo, Executive Director
School Year 2021-2022

3047 15th Street, NW, Washington, DC 20009 p.
202.319.2249 | f. 202.234.0001
nextsteppcs.org | [#thenextstep](https://twitter.com/thenextstep)

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Annual Report Narrative

I. School Description

A. Mission Statement

Vision Statement

At The Next Step Public Charter School, *we envision a world in which all youth receive an excellent education and the support they need to realize their full potential as human beings and contributing members of society.* This vision statement illustrates a resounding commitment to removing barriers, extending the runway, and exploring extraordinary methods to support students in their determination to achieve their educational aspirations.

Statement of Mission

The mission of The Next Step Public Charter School is *to provide students who face extraordinary challenges and who are not supported in traditional high schools with the opportunity to continue their education.* In action, this means that faculty and staff at The Next Step are intentional and purposeful in supporting learners and meeting them where they are by providing, and/or seeking the necessary supports and resources needed to ensure academic achievement. Our professional community is also invested in students' social emotional development, wellness, and postsecondary options and outcomes.

B. School Program

School-Specific Description

The Next Step Public Charter School serves students 16 to 30 years old. As reflected in our mission, our target population is composed of young adults who face extraordinary life challenges that make it difficult for them to succeed in traditional school settings without the proper wrap-around support services necessary to remove barriers. Most of our students face multiple challenges as they aim to balance their educational and life priorities. Such challenges include limited/interrupted/lacking exposure to formal education, housing instability, competing demands between school/family/work responsibilities, inadequate/limited access to medical, dental, and visual health services, complex trauma, food insecurity, grief and loss, untreated mental health needs, substance dependency, and maladaptive behavior presentations among others. Academically speaking, 80% of our students perform below the 9th grade equivalent upon enrollment, with 58% performing below 6th grade, and 14% performing below 4th grade. More than 36% of our English Language Learners perform on or under level 1.

1. Summary of Curriculum Design and Instructional Approach

Our academic program is organized and executed through various tracks—English GED, Spanish GED, and English as a Second Language (ESL), which may include a GED transitional focus. As students enroll, they select an academic track, with staff support and coaching, based on their individual academic, personal, and/or career goals. From this selection, students experience a highly individualized approach to learning and alignment with their future aspirations. Implemented by the instructional team, student learning plans are deeply informed by student performance on TABE 11/12, TABE CLAS-E and the STAR test in Spanish. Student placement is defined in “steps” and are assigned according to grade-level equivalency and dominant language, not age. In addition, pacing and advancement are flexible and individually determined. As such, we use academic performance data to foster a differentiated, 6-level academic program per track, based on developmental areas identified by student need, rather than on grade levels or age. Thus, our individualized instruction is informed by academic class profiles highlighting specific gaps in standards.

Students who intend to complete the GED choose a track based on their preferred language through which they will receive instruction and take the examination—students can take the GED examination in either English or Spanish. The curriculum—content and academic skills—for all GED coursework is back-mapped to the GED test. This intentionality builds the skills necessary to successfully pass the test, while also ensuring alignment with state and national Common Core standards for each subject area. Many of The Next Step PCS students require development of basic literacy skills in their native language, which for the majority is Spanish. Therefore, the school provides classes in Spanish at different levels. Students placed in the beginning step commence with basic literacy in English and Spanish establishing a foundation for the reading, writing, understanding, critical thinking, and problem-solving objectives they will encounter on the GED exam. Each consecutive step advances a set of goals and objectives which become increasingly sophisticated across academic levels, but always based on GED skills and content. This alignment is intentional and extends far beyond any “test prep” program. The Next Step’s curriculum is designed to include strategies and activities that address higher-order and critical thinking skills, as well as cooperative, hands-on, project-based learning experiences, and interdisciplinary approaches.

As stated previously, and supported by demographic data, The Next Step PCS has a strong English-Spanish bilingual program because most of our students are from Spanish speaking countries; many students, too, have received little or no prior formal education. Research has shown that such students need to build literacy skills in their native language first to be able to transfer them to English. These students also need to develop the content areas in their native language in order to easily acquire academic content in a second language. A core of the staff at The Next Step PCS are bilingual, and many of our Spanish teachers are native Spanish speakers.

The ESL curriculum incorporates “task-based language instruction” which focuses on the use of authentic language and meaningful tasks, as defined by their use of the target language in real- life situations. Examples include conducting interviews, applying for a job, and scheduling doctor appointments. The ESL curriculum is aligned with the TABE CLAS- E standards and level

descriptors which are also aligned with CEF (Common European Framework) and GED. This framework delineates a comprehensive way to describe the levels of proficiency in language development. The CLAS -E is a language proficiency test that covers the four domains: Reading, Writing, Listening, and Speaking. Mastering these four domains helps students successfully transition to the GED program. The CLAS-E Advanced ESL level is aligned to the advanced ESL level of the NRS (National Reporting System).

Ultimate completion of the GED program will enable students to obtain success whether it be in a technical school, apprenticeship program, community college, traditional four-year college, or the workplace. For older youth with few or no high school credits, the GED becomes a practical and attainable option. Students who opt not to take the GED (or not immediately), instead focus on their English language development by enrolling in the ESL track with GED standards alignment and skills. The Next Step's program for English Language Learners is based on the District of Columbia Public School standards for English Language Learners (WIDA Access), and on the Test of Adult Basic Education Complete Language Assessment System for English (TABE CLAS-E). TABE serves as the standardized examination that The Next Step PCS uses for testing English proficiency.

As students advance to higher “steps” within the GED and ESL tracks, our Career and Life Skills advisors are instrumental in connecting students to Dual Enrollment opportunities prior to the completion of the secondary credential. Largely, our students enroll in courses offered by the College Access and Readiness for Everyone (CARE) program at the University of the District of Columbia Community College (UDC-CC) and the University of the District of Columbia (UDC) and supported by the Office of the State Superintendent of Education (OSSE). Where funds have been limited, or where federal, state and local policies leave a gap in equitable access, The Next Step Public Charter School has self-financed Early College at The Next Step which allows our ESL students among others, to engage in credit-bearing college coursework. This initiative first started in the summer of 2018, when in collaboration with UDC-CC, The Next Step offered two college courses for students - First Year Seminar and Public Speaking. The Next Step teachers served as adjunct institution professors and delivered the courses on The Next Step campus, and we saw retention rates at or above 80%. This was repeated in the summer of 2019, and in the summer of 2020 a virtual personal finance course was offered by a UDC-CC professor. With a continued success rate of retention, completion, and interest, The Next Step established an official partnership with Bard College to continue providing virtual college courses throughout the school year; thus, our Early College at The Next Step (more information forthcoming section).

The professional learning community honors the necessity of comprehensive student supports, services, and resources, in order to remove barriers impeding academic achievement. As such, for nearly 11 years, The Next Step PCS has operated a comprehensive approach to student support and engagement efforts. Students are served by the Student Support and Engagement division—the “arms” of student support services, child development and training, career and life skills, as well as mental health resources led by the School Social Worker. This division utilizes an ecosystem framework which envisions a personalized fit for each student and their environment.

Because students who attend The Next Step bring with them experiences such as, but not limited to, homelessness, complex trauma, food insecurity, grief and loss, untreated mental health needs, substance dependency, limited exposure to traditional/formal education, and maladaptive behavior presentations. Service delivery is not only specific to the skill set of the provider, but their individual expertise.

2. *Parental Involvement Efforts*

The Next Step serves mostly adult students. Nevertheless, our efforts to support students continues to include the engagement of parents as well as natural supports, which includes community mentors, extended family members, and other caring adults that contribute to the wellness and well-being of all our students. In the case of students who are minors, 17 years and younger, case managers ensure consistent communication with parents and/or guardians. If a student was not attending class in-person or virtually, teachers were the first line of contact to parents/guardians followed by case managers. Case Managers and Attendance and Transportation Coordinators conducted outreach to all students (to include parents/guardians of minors) to assess strengths and challenges. Additionally, parents and student support networks were added to the school's alert messaging system, which sent messages directly to their cell phone/email address to notify them of upcoming events, information regarding their student's needs and progress, decisions, and updates regarding the school's operating status, and other policy decisions affecting their student's education.

When we begin the enrollment process and academic year, parents of minors are encouraged to remain active participants in the school community. From the orientation sessions, open houses, monthly heritage, cultural or other special events, conferences, as well as support for academic and social-emotional interventions our academic and student support team members actively engaged parents. Our administrators and staff members maintained an "open door" approach to our parents and their natural supports. Case Managers, along with other members of our Student Support and Engagement Division, are known to conduct home visits as needed, and invite parents to the school regularly. Although during the closure, school meetings and conferences were virtual, once we returned to the building, the option of in-person meetings were extended along with a virtual option.

As nearly 20% of students at The Next Step are parents themselves, our Student Support and Engagement Division includes intentional supports and programming to assist with their success. We have dedicated assistance from our Director of Child Development and Training, as well as our Senior Case Manager, regarding group counseling sessions, direct support and resource disbursement, including diapers, food, clothing, and other resources for family planning, including free contraception. Because our students come to us with what can be interpreted as disadvantages: a lack of credits, extensive gaps in formal education experiences, various levels of English and/or native language acquisition, prolonged involvement in the juvenile justice system, the competency and pace of resource connection of our service providers is key in ensuring that every student experience success. We know that navigating an educational institution can be a daunting and intimidating process for a student that has had limited and/or negative experience in what has been a traumatic school experience in the past. Service connection and rapport building must remain immediate, authentic and intentional.

II. School Performance

A. Performance and Progress

1. Extent to which the School is Meeting Its Mission- Programs and Methodologies

To deliver on our mission, we provide a robust educational program tailored around the self-identified educational, social-emotional, and career/post-secondary aspirations of each student. Upon enrollment, all students take a series of assessments to determine their preferred program track, academic/linguistic level, and level of social-emotional support needed based on strengths/stated needs. Based on this data, we design a unique educational experience for all our students.

The academic program for each student is based on their initial interests and diagnosed levels from the assessments. Students may choose between the following educational tracks: Adult Basic Education/General Education Development (ABE/GED) in English, ABE/GED in Spanish, and English as a Second Language (ESL), and ESL with a bridge to GED. Initial placement levels are based on each student's educational functioning level (EFL) as measured by the test corresponding to their chosen track. For English track ABE/GED, students take the Test of Adult Basic Education (TABE 11/12). For ABE/GED in Spanish, students take the Star Assessment. For ESL, students take the Complete Language Assessment System- English (CLAS-E). Each track consists of six levels (aligned with the National Reporting System's EFLs), which at The Next Step, we call steps. Students take the same assessment at the end of each semester to determine if they are ready to advance to the next step.

As students continue to advance in their appropriate educational pathway, they meet 1:1 with their Career and Life Skills Advisor for individualized career/post-secondary coaching. Students also participate in a mixed set of experiences such as college and/or certificate program tours, career exploration seminars/workshops, fairs, campaigns, and an embedded Passport to Success (PTS) curriculum, which is a life skills curriculum geared towards adult learners (a program delivered in partnership with the International Youth Foundation (IYF)). Currently in our fourth year of implementation and partnership, ESL and Social Studies teachers are being trained to embed PTS lessons in their classes; thus, exposing all enrolled students to the curriculum. Previously trained lesson facilitators (Career and Life Skills department, instructional coaches, and case managers) delivered lessons to students and alumni from 2019 to 2021 and have been trained by IYF and are certified PTS coaches or trainers and will continue to participate by providing coaching and training to teachers. As students reach college readiness, they become eligible to participate in our Early College at The Next Step, which offers credit-bearing courses that students can complete simultaneously to their classes at The Next Step. Depending on eligibility, at no cost to them, students can participate in one college course per semester through three established higher education institution partnerships with Bard College, University of the District of Columbia Community College, and OSSE's Dual Enrollment Consortium. These

partnerships were strategically fostered, as they provide an early college experience for all eligible enrolled students.

To address the extraordinary life challenges of our students, we have been intentional in ensuring a robust Student Support and Engagement program, whose main goal is to assist students with the identification and removal of barriers impacting on their educational achievement. Each student is assigned a case manager upon enrollment. Case managers guide students in the process of self-identifying their social emotional challenges, prioritizing a set of goals, developing an action plan, and implementing strategies to address life challenges. Students who need a higher level of mental health care also receive clinical services either through our in-house social worker or through referrals. Services are voluntary and available to any student who requests them. Our school social worker utilizes a solution-focused, strength-based model that encourages students to assume responsibility for their own healing and choices, with the guidance of our social worker. Students who struggle with attendance and transportation issues receive on-going outreach, coaching, and support. Our parenting students receive assistance in securing child-care services and participate in in-house activities designed to enhance their parenting skills as well as awareness of and access to relevant services and resources.

2. Extent to which the School is Meeting Its Charter Goals:

Even though the Public Charter School Board decided not to hold schools accountable for PMF measures during the 2021-2022 academic year, our staff remained committed to student success as demonstrated by the data below. Despite the adaptive and technical challenges represented by the switch back from distance learning, our students were able to demonstrate an impressive level of growth in five of our charter-related performance areas- reading as measured by the Test of Adult Basic Education (average growth of 1.04 grade equivalent in Reading and 1.14 in Math), and as measured by the STAR Assessment (average growth of 2.55 grade equivalent in Math and 1.80 in Reading). Students in our English as a Second Language track perform very well (72.33% of students increased at least one Educational Functioning Level in at least one domain).

While we saw a great deal of growth in five of our Charter Goals, we failed to reach two of our goals. First, 60.00% of our eligible GED candidates passed the exam; however, our Charter Goal is 70.00%. Our In-Seat Attendance (ISA) rate was 58.75%. Our Charter Goal is 69.00%. It is worth noting that transitioning back to in-person learning and the city's opening brought some adaptive challenges for students. Students had to prioritize work over school to recover from the pandemic hardships, which affected both performance and attendance. Another factor adversely affecting our GED goal was the shortage of teachers and support. We are confident that through student and staff discussions and targeted interventions, we will take these lessons learned and use them to improve results in the next year.

Goal	Results	Met/Not Met
Students will show an average increase of at least a grade level equivalent of growth in reading on the TABE.	Students showed an average increase of 1.04 grade level equivalent of growth in reading on the TABE.	Met
Students will show an average increase of at least a grade level equivalent of growth in mathematics on the TABE.	Students showed an average increase of 1.14 grade level equivalent of growth in math on the TABE.	Met
70% of English language learners will increase at least one National Reporting System (NRS) Educational Functioning Level (EFL) by the end of the program year, as demonstrated in at least one domain on the TABE CLAS-E.	72.33% of English language learners increased at least one National Reporting System (NRS) Educational Functioning Level (EFL) by the end of the program year, as demonstrated in at least one domain on the TABE CLAS-E.	Met
70% of eligible students will pass the General Education Development exam.	60% of eligible students passed the General Education Development exam.	Not Met
On average, enrolled students will attend school 69% of the time.	On average, enrolled students attended 58.75% of the time	Not Met
Students will show an average increase of at least one grade level equivalent of growth in math on the STAR Assessment	Students showed an average increase of 1.80 grade level equivalent of growth in math on the STAR Assessment	Met
Students will show an average increase of at least one grade level equivalent of growth in reading on the STAR Assessment.	Students showed an average increase of 2.55 grade level equivalent of growth in reading on the STAR Assessment.	Met

B. Unique Accomplishments:

Fostering Adaptability and Change in the Context of the COV/D-19 Pandemic:

Throughout the 2021-2022 academic program year, The Next Step continued to offer our full range of educational, administrative and support programs through a variety of in-person, virtual, and hybrid methods. The leadership team reflected on the strategies and supports implemented in the previous school year to determine how to best support students academically in a flexible, safe, and efficient manner. Incoming information and data were constantly reviewed to ensure The Next Step utilized best practices and expert recommendations when making decisions that impacted the students and staff.

In preparation for the beginning of the school year, we delivered the full set of our traditional professional development activities in a fully virtual mode. We delivered professional development sessions through a mix of synchronous and asynchronous activities. To ensure each member of our staff had ample independent time to plan for their specific functions, we identified sessions as mandatory, independent, or optional, with the stipulation that staff would still need to take a content quiz at the end of each day to demonstrate their knowledge on each of the topics. At the end of the 2 weeks, all staff members passed each day's quiz with a minimum score of 80% or higher. Staff approval of this approach was evidenced by an overwhelming number of requests on the part of staff, and the decision on the part of the management team, to maintain it as the standard for the coming years, regardless of the pandemic.

As the year progressed, our Educational Technology (Ed Tech) Response Team, which was established during the latter part of the previous year in response to the pandemic, continued to deliver on-going training and support to both students and teachers through regularly scheduled class-time, office hours, and individualized interventions. With support from the instructional leadership team, the Ed Tech team ensured that all teachers became proficient in the use of technology devices (laptops, mifis), tools (Starboards and related applications), virtual learning management systems (TNS at home), on-line platforms (Zoom and Schoology), email, social media, and virtual learning communities. Towards the middle of the school year, the Ed Tech team's mission was clearly defined as having the purpose of developing a technology-ready learning community and promoting the on-going integration of technology in the learning process during and beyond the pandemic. As a result of the team's success, we decided to adopt its mission as a core component of our 7-year growth plan during the self-study phase of our upcoming reaccreditation. The Ed Tech team has played an essential role in the design of long-term organizational capacity goals for The Next Step around this topic. These goals have already been reviewed and approved by the Middle States Association.

As we transitioned into the second semester and vaccinations against COVID-19 became available, we turned our attention toward the idea that returning to in-person learning would soon be the next challenge. With this in mind, we designed a three-phase strategy to gradually move our school community back into pre-pandemic norms while still maintaining some of the practices we discovered during virtual learning. We decided to be intentional about emphasizing the idea that returning to in-person learning would require a firm commitment to protecting the safety and wellbeing of all by adhering to DC Health and OSSE guidelines for the reopening of the school facilities. The three-phase transition plan was designed with the intention of gradually re-acquainting our community members with the idea of being in the building, utilizing our newly installed classroom technology, maintaining a commitment to student success, and adapting to the new set of health and safety protocols.

During phase one of the transition plan (TNS In-Studio Classrooms) teachers were encouraged to come into the school building and use their classrooms as a studio to continue teaching their regular courses virtually (as opposed to teaching from home) while making use of the new technology to deliver synchronous or asynchronous instructional learning experiences. Participation in this phase was on a

voluntary basis and teachers were able to self-determine how many of their courses they taught from the studio, based on how comfortable they were being back in the building. They were also able to choose which classes were taught live (synchronous, using the classroom camera and microphones)

During the second phase of the transition plan (Independent Learning Hubs), a small number of teachers, along with a small number of their students, were allowed limited access into their respective classrooms each day. Teachers delivered a hybrid model during which some of their students attended class in person and the rest continued to participate from home through the new cameras and microphones installed in the classrooms. A concurrent strategy during this phase was the implementation of independent learning stations. This strategy centered around individual student needs for adequate space to engage in the learning process. Students were able to reserve a space in the school, separate from the classrooms, for a set amount of time to come in and receive virtual instruction, study, and complete assignments independently.

During this phase, in-person interaction between students, teachers and staff was not permitted. Participation was voluntary and on a first-come, first-served basis for both teachers and students. Non-teaching staff were encouraged to volunteer to assist with logistics and monitor student movement and adherence to expectations. All health and safety protocols were strictly enforced and access to the building allowed staff and students to enter the building if all the protocols were met as far as completing a COVID-19 questionnaire, wearing a mask and following all the COVID safety protocols that were in place. was limited to a small number of people on a first come, first served basis. (Delete this wording in blue.)

The third phase of the transition plan (Full Hybrid Mode) was delivered during the summer months. At this stage, all teachers and students were invited to participate. Student schedules were created to indicate 2 virtual (from home) and 2 in-person synchronous instruction days, as well as one day for asynchronous engagement using the TNS at Home platform, and Schoology as the school LMS.

During each phase of the transition plan, participants were oriented and received a student/teacher guide inclusive of the expectations, timeline, mode, and procedures specific to that stage. Participants were encouraged to complete a daily feedback survey to report their observations in relation to the health and safety protocols and overall effectiveness of implementation. The management team reviewed the data daily to ensure quick reaction to any identified concerns. The gradual move toward hybrid mode allowed the school community to become familiar with the expectations regarding health and safety, to develop awareness of the importance of following the rules, and to become vigilant and hold all members of the community accountable for modeling and promoting adherence to the protocols.

Starting in Spring 2021, the instructional coaching program takes place in several modes that reflect the current hybrid instruction context. Coaching support continued to respond to the needs determined by teachers and adapt to the continual changes that may arise in how instruction is provided.

Attention to Whole Student:

Starting with the enrollment process and through the first weeks of the school year, our entire community continued to collaborate to ensure that our students were well equipped to engage in an in-person, virtual or hybrid learning experience. We scheduled a series of technology distribution days and provided internet devices, email accounts, and laptops to students who did not have them. We also created user guides for the students and conducted ongoing training on how to operate and use technology devices, programs, platforms, and social media applications in the learning process.

Since 2019, our community of educators and stakeholders recognized the vast range of extraordinary life challenges faced by our students as a result of the COVID-19 pandemic and came together to offer their support by donating to our Emergency Relief Fund. Through our Emergency Relief Fund (which was established in the school year 2019-2020, following to Mayor's stay at home order), we were able to provide emergency financial assistance to students facing housing, health, nutrition, and family-related crises resulting from the loss of wages amidst the COVID-19 pandemic. During the 2021-2022 academic year, we were able to provide \$2,875.00 in Emergency Relief Funds to students in need. We currently have \$6,089.46 remaining in the Emergency Relief Fund and we will continue to provide emergency financial assistance to students using the funds until it is depleted. Our Student Support Services team continues to play an important role in guiding students through the application process and the management team acted promptly to review and approve applications.

In addition, Our Student Support Services team, with support from our community partners, continued to make referrals to community-based resources to complement our on-site services. The team continued to package and distribute diapers and basic toiletries to parenting students and those experiencing homelessness. The team also distributed food items to students that we received through a local community partnership.

Exposing Students to Post-Secondary and Career Disposition:

As one of our main strategic priorities, our Career and Life Skills department organizes and implements various events throughout the school year. For instance, each year Beyond TNS workshops is offered to all students. In this workshop, students learn about different post-secondary options, career trends, financial aid and eligibility, and community resources. Each year, Career and Life Skills also host various college and certificate program tours, a foreign transcript evaluation info session, and 1:1 advising/coaching sessions. In order for our students to experience college rigor and culture prior to transitioning from The Next Step, we offer an opportunity called Early College at The Next Step in where three different options are available - College Access & Readiness for Everyone (CARE) program with the University of the District of Columbia Community College (UDC-CC) - partnership established in 2013, OSSE's Dual Enrollment Consortium - partnership established in 2021, and Bard College - partnership established in 2021.

For the school year 2021-2022 a total of 6 students participated in CARE at UDC-CC. There was 100% retention and completion with a passing grade, and the courses amongst the participants included: Criminal Behavior, Intro to Business, Psychology, Personal Finance, and Communication. In the 2021-2022 school year, a total of 13 students participated in a course with Bard College. There was a 78% retention rate and a 53% completion with a passing grade, and the courses included Social Psychology, History of Diseases, Computer Science, and Writing Composition.

With successful retention and completion rates, we launched this credit-bearing initiative and negotiated and established a partnership with Bard College during the 2020-2021 academic

program year to offer an option for students enrolled in Spanish GED track with a CLAS-E score of at least 483 or in ESL level 4, 5, or 6. In combination with the two previously mentioned dual enrollment options, this makes up Early College at The Next Step.

The Early College at The Next Step team includes the Career and Life Skills department (a director, two advisors (one being a senior advisor), and a resource and enrichment coordinator) focusing on registration, college-related needs, and career coaching, one case manager focusing on assisting students to remove barriers (i.e. health insurance, vaccines, residency, social emotional, etc.), three department chairs focusing on curriculum alignment in order for students to be college ready by level 4 in all tracks (GED & ESL), and a tutor to provide personalized academic support to participating students. Currently, Spring 2023 recruitment is taking place, and conversations are taking place about bringing courses onto TNS campus.

Through our partnership with the International Youth Foundation and McDonald's Youth Opportunity Initiative (established in 2019-2020), we received a grant to deliver the Passport to Success (PTS) curriculum at The Next Step. Under this grant, we can expose TNS students to job readiness, life skills training, and job placement opportunities through direct PTS instruction embedded into regular coursework, workshops, College and Career Expos, and College Tours. In the school year 2021-2022, the Career and Life Skills team partnered with teachers to facilitate lessons in the classrooms. Teachers trained on the curriculum facilitated lessons to their classes. The Senior CLS Advisor facilitated monthly lessons to all students participating in Early College at The Next Step. PTS contains 30 lessons, and some of the topics discussed through these include, managing strong emotions, speaking assertively, time management, conflict in the workplace, resume building, goal setting, stress, etc. Starting in the school year 2022-2023, the PTS curriculum will be embedded in all ESL and Social Studies classes. Teachers will be trained as curriculum facilitators, and the Career and Life Skills department, case managers, instructional coaches, and principals will be trained as PTS coaches and/or trainers. This grant serves 300 Next Step students and provides supplemental career development opportunities and has provided compensation to fifteen Next Step staff members.

C. List of Donors

The following represents all donors FY 22:

Funder/Donor Name	Amount
International Youth Foundation Grant	\$ 122,500.00
The Morrison & Foerster Foundation	\$ 5,000.00
Douglas Reyes & Elsa Flores	\$ 1,500.00
Jared Joiner	\$ 600.00
Jose Mundo	\$ 500.00
Coaching for Better Learning	\$ 150.00
Toby Friedberg	\$ 100.00
James Bethke	\$ 30.00
Amazon Smile	\$ 10.93

Data Report

Source	Data Point
GENERAL INFORMATION	
PCSB	LEA Name: The Next Step Public Charter School
PCSB	Campus Name: The Next Step Public Charter School
PCSB	Ages served: Adult
PCSB	Overall Audited Enrollment: 320
STUDENT DATA POINTS	
School	Total number of instructional days: 190
PCSB	Suspension Rate: 0.00%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time lost to Discipline: 0.00%
PCSB	In-Seat Attendance: 58.75%
PCSB	Average Daily Attendance: N/A
PCSB	Midyear Withdrawals: N/A
PCSB	Midyear Entries: N/A
PCSB	Promotion Rate: N/A
PCSB	Graduation Rates: N/A
PCSB	College Acceptance Rate: N/A
PCSB	College Admission Test Scores: N/A
School	Teacher Attrition Rate: Teacher attrition rate for SY 21-22 was 41%. 14 out of 38 teachers from last year did not return.
Teacher/Admin Data Points	
School	Number of Teachers: 22 full-time 15 part-time
School	Teacher Salary (full-time): 1. Average: \$69,517.79 2. Range-Minimum: \$55,135; Maximum: \$98,326.80
School	Executive Compensation Vivian Robledo, Executive Director (started March 2022) - \$185,000 Juan Carlos Martinez, Acting Executive Director (ended February 2022) - \$129,540. Taunya Melvin, Chief Operating Officer-\$ 127,000. Bethesda Manrique, Chief Academic Officer-\$117,364. Sesilia ConchoIa, Chief of Student Support and Engagement-\$107,000

Appendices:

1. Staff Roster, School Year 2021-2022
2. Board Roster, School Year 2021-2022
3. Unaudited Year-End 2021-2022 Financial Statement
4. Approved 2021-22 Budget

1. STAFF ROSTER

EE Name	Position	Master's	Major
Alcazar, Paula	Full-Time ESL/Teacher, Day	Master's	Philosophy
Allen, Latrica R.	Director of Student Support Services	Master's	Counseling
Alvarado-Duran, Javiera	Full-Time ESL/GED with ESL Focus Teacher, Day Program	Bachelor's	Public Relations with a major in Marketing
Alvarez Dobson, Jarolyn	Full-Time Senior Manager, Student Onboarding and Support Services	Bachelor's	Sociology
Anderson, Marquise D	Full-Time Special Ed Teacher, Day	Bachelor's	Criminal Justice
Aveni, Mario	FULL-TIME BILINGUAL ESL/GED with SCIENCE FOCUS TEACHER, DAY	Bachelor's	English Language and Literature
Ball, Nicole	Part-Time ESL Teacher, Evening	Master's	Educational Psychology
Bethke, Dalia	Full-Time Case Manager	Bachelor's	Sociology
Boswick, Thomas	Director, Achievement, Governance, and Organizational Performance Data	Bachelor's	Political Science
Brian, Mike	Security		
Brown, Joshua	Full-Time Senior Director, Engagement, Marketing and Outreach	Master's	Human Science
Brown, Sherika	Recruitment & Compliance Specialist		
Bryson, Jill	Full-Time ESL/GED Bilingual Teacher	Master's	Teaching
Cantu, Luz Maria	PART-TIME ESL/GED BILINGUAL TEACHER with MATH AND SOCIAL STUDIES FOCUS, EVENING	Master's	Educational Leadership
Castaner, Angel	FULL-TIME ESL/GED BILINGUAL	Master's	Secondary Education

TEACHER with SCIENCE AND MATH
FOCUS, DAY

Castaner, Yanira	FULL-TIME BILINGUAL ESL/GED with SCIENCE AND MATH FOCUS TEACHER, DAY	Master's	Technology Education & Digital Competencies
Castro-Ortiz, Noraixa	Full-Time Case Manager	Master's	Public Affairs
Clarke, Kaitlyn	FULL-TIME ESL/GED with ESL FOCUS TEACHER, DAY	Bachelor's	Spanish Language Lit & International Studies
Conchola, Sesilia	Full-Time Chief of Student Support & Engagement	Master's	Social Work
Creager, Michael	FULL-TIME ESL/GED/EARLY COLLEGE TEACHER with HUMANITIES FOCUS, EVENING	Bachelor's	Global and International Studies
Cuellar, Michael	FULL-TIME ACTING ASSISTANT SCHOOL PRINCIPAL Day/Night.	Master's	Bilingual Education
Diaz, Claudia	Full-Time Resource and Enrichment Coordinator	none	
Espinoza, Marcelo	FULL-TIME ESL/GED BILINGUAL TEACHER with EARLY LITERACY FOCUS, DAY	Bachelor's	Art & Visual Tech
Espinoza-Joa, Miguel Angel	Full-Time Manager, IT Services	none	
Eugenio Fernandez, Diego	FULL-TIME DIGITAL LITERACY/GED MATH BILINGUAL TEACHER, DAY	Bachelor's	Computer Engineering
Fernandez, Sahira	Full-Time School Social Worker	Master's	Social Work
Flores, Rosa "Elsa"	Full-Time Director, Testing Administration and Supports	Bachelor's	International Relations
Fonseca, Erick	Full-Time Head Custodian	none	

Franklin, LaShaun	Full-Time Acting Dean of Student Success	Bachelor's	American Studies
Gatica Riquelme, Maria Paz	Full-Time Director, Curriculum and Instruction, Day	Master's	Education, TESOL
Gibbs, Nicole	Full-Time ESL Teacher/ Assessments Leadership Support, Day	Master's	Educational Psychology
Gil Romana, Henry	Full- Time ESL/GED Teacher w/ Spanish Literacy Focus	Master's	Strategic Thinking & Prospective
Gonzalez, Edson	Full-Time Analyst, Data Systems	Bachelor's	Business Administration
Granville, Christina	Part-Time ESL/GED Bilingual Multi-Subject Teacher,	Bachelor's	Psychology
Guerra-Solano, Montserrat	Full-Time Student Enrollment Onboarding Specialist	Bachelor's	Communication
Hall, Daviryne	Part-time Special Ed Resource Teacher	Bachelor's	Criminal Justice
Heath, Angelica	Attendance & Transportation Coordinator, Evening	Bachelor's	Interdisciplinary Studies
Henderson, Phyllis	FULL-TIME ESL/GED with HUMANITIES FOCUS TEACHER, DAY	Bachelor's	Business Education
Heredia-Mejia, Wirmary	Full Time CDA, Day and Evening	CDA certification	
Hill, Denise	Part-Time –Senior Manager, Special Projects-TNS National Exemplar	Master's	Communications
Jackson, Terrence	30+ IT Assistant	none	

Jaramillo, David	FULL-TIME ESL/GED BILINGUAL TEACHER with SCIENCE AND MATH FOCUS, DAY	Master's	Educational Studies
Jimenez, Katia	PART-TIME ESL/GED with ESL FOCUS TEACHER, EVENING	Master's	Education
Jimenez, Miguel	FULL-TIME ESL/GED BILINGUAL TEACHER with SCIENCE AND MATH FOCUS, DAY/EVENING	Master's	Management
Jimma, Bethelehem	Part Time CDA, Evening	Bachelor's	LLB in Law
Jones, Antonio	PART-TIME ESL/GED with ESL FOCUS TEACHER, EVENING		
Juarez, Carlos	Full-Time Case Manager	Associate's	Business & Public Administration
Kiliany, Kenneth	FULL-TIME ESL/GED with ESL FOCUS TEACHER, DAY	Bachelor's	History
Lane, Mary	FULL-TIME ESL/GED with ESL FOCUS TEACHER, DAY	Master's	Teaching English to speakers of others language
Larkin, Whitney Bianca	Instructional Coach & Curriculum Leader	Master's	Education in Diversity & Urban Studies
Lee. Yerin	Full-time ESL/GED Teacher with Math/Science Focus		
Manrique, Bethesda	Full-Time Chief Academic Officer	Master's	Secondary Education
Marquez, Mario	Senior CLS Advisor	Master's	Public Administration
Martinez, Juan Carlos	Full-Time Chief of Talent & Outcomes & Acting Executive Director	Master's	Curriculum & Instruction
Mata, Maria	Part-Time Food Services Handler, Evening	none	

Maxwell, Elizabeth	Director of Childcare & Training	Bachelor's	Early Childhood Education
Melgar, Josue	Full-Time Case Manager	Associates	Engineering
Melvin, Taunya	Full-Time Chief Operating Officer	Master's	Non-Profit Management
Mitchell, Monique	Director of Financial Administration & Compliance	Bachelors	International Affairs
Minter, Scott	Full-Time ESL Teacher, Day	Bachelor's	Adult Education
Moya, Ana	PART-TIME ESL/GED BILINGUAL TEACHER WITH SCIENCE AND SOCIAL STUDIES FOCUS, EVENING	Bachelor's	Education
Nolasco, Betzaida	Full-Time Attendance and Transportation Coordinator, Day	Bachelor's	Romance Language
Oke, Kanaya	Full-Time Case Manager	Bachelor's	Spanish Language Lit & Culture
Ortez-Rivera, Ana	Full-Time Career and Life Skills Advisor	Bachelor's	Anthropology
Ortega, Ana	PART-TIME ESL/GED with ESL FOCUS TEACHER, EVENING	Bachelor's	Photojournalism
Padilla, Edwin	Custodian	none	
Pajares, Steve	Full-Time Senior Manager, Academic Projects & Support	Bachelor's	Psychology
Patton, Kathleen	Full-Time Instructional Coach, Day	Master's	TESOL Curriculum and Instruction
Perez Gonzalez, Diana	Case Manager- Day	Bachelor's	Social Work
Pineda Puerta, Alexandra	PART-TIME ESL/GED TEACHER WITH ESL FOCUS	Master's	English Didactics

Portillo, Ronald	FULL-TIME INSTRUCTIONAL COACH AND ONBOARDING LEADER	Master's	Teaching
Prendergrast, Ryan	Part-Time ESL/GED Teacher, Evening	Bachelor's	International Affairs
Ramirez, Carlos Ruben	FULL-TIME ESL/GED with SCIENCE AND MATH FOCUS TEACHER, DAY	Bachelor's	Education
Reyes, Douglas	FULL-TIME ESL/GED BILINGUAL MULTI-SUBJECT TEACHER, DAY	Master's	Teaching
Reyes Rodriquez, Glenda	Full-Time ESL/GED Teacher w/ ESL Focus	Bachelor's	Early Childhood Education
Reyes, Jacqueline	PART-TIME ESL/GED with ESL FOCUS TEACHER, EVENING	Master's	Elementary Education
Reyes, Jose	Full-Time Building Manager	none	
Richardson, Chinita	Full-Time -Director Special Education	Doctorate	Min Pastoral Counseling
Robledo, Ed. D. Vivian	Executive Director	Doctorate	Administration & Leadership
Rouse, Breanna	Part-Time CDA, Evening	CDA certification only	
Russell, Maleana	Full-Time Lead Teacher-Childcare	Bachelor's	Human Development ECE
Sanchez, Raymond	30+ hrs- Security, Evening	none	
Santos, Isabel (Rios)	Full-Time Custodian, Day	none	
Segovia-Reyes, Alan	Part-Time ESL/GED Teacher w/ ESL Focus	Bachelor's	English
Shelton, Frederick	FULL-TIME ESL/GED with ESL FOCUS TEACHER, DAY	Bachelor's	Visual Communication/ Art Design
Shelton, Teandra	Full-Time Security Manager, Day	none	

Soto, Vita	Full-Time Director, Career and Life Skills	Bachelor's	Liberal Studies
Steadman, Kisha	Full-Time Manager, Food Services	none	
Stewart, Donice	Part-Time Special Ed Resource Teacher		
Suber-Anderson, Maria	Full-Time Director, Human Resources	Bachelor's	Criminal Justice
Taylor, Desiree	Full-Time Director of Childcare and Training	Bachelor's	Early Childhood Education
Taylor, Frank III	Full-Time Security, Evening	none	
Taylor, Mark	Full-Time, Custodian, Evening Program	High School	
Thomas, Homer	PART-TIME ESL/GED with HUMANITIES FOCUS TEACHER, EVENING	Master's	History/Education
Torres, Josue	FULL-TIME ESL/GED BILINGUAL TEACHER with HUMANITIES FOCUS, DAY	Master's	Bilingual Education
Trejo, Lita	Full-Time Senior Case Manager, Day	none	
Vargas, Martin	Part-Time GED/ESL with Humanities	Bachelor's	Management
Vargas-Ramos, Martha	Part-Time ESL/GED Bilingual Math & Science Focus	Master's	Biology & Chemistry
Velasco, Ivanova	Full-Time Senior Manager, Testing Administration and Supports	Bachelor's	Science and Technology
Velasquez, Glenda	Full-Time, CDA	CDA certification only	
Verastegui, Erick	FULL-TIME ESL/GED BILINGUAL	Bachelor's	Sociology

TEACHER with HUMANITIES FOCUS,
DAY

Wadley, Wilhelmina	Part-Time ESL/GED Teacher w/ESL Focus	Bachelor's	Business Administration
Williams, Eugenia	PART-TIME ESL/GED BILINGUAL TEACHER with HUMANITIES FOCUS, EVENING	Master's	Foreign Languages. Spanish
Zhou, Cheng	Full Time ESL/GED w/ ESL Focus, Day	Master's	TESOL

2. Board of Trustees Contact Information

Steve Cartwright (Chair)
DC resident

Naomi Watson (Secretary) DC
resident

John Ingold (Treasurer)
DC resident

Sarah Lehar (Member) DC
resident

Michael Cuellar (Staff Rep)
DC resident

Mario Marquez (Staff Rep)
DC resident

Fernando Luis Mejia Figueroa (Student Rep)
DC resident

Carlos Hernandez (Member)
DC resident

Housnatou Vologuem (Student Rep)
DC resident

3. Unaudited Year-End 2021-2022 Financial Statement

Income Statement

The Next Step

July 2021 through June 2022

Income Statement	
Revenue	
State and Local Revenue	9,374,571
Federal Revenue	662,534
Private Grants and Donations	130,791
Earned Fees	19,021
Donated Revenue	1,500
Total Revenue	10,188,417
Expenses	
Salaries	5,006,174
Benefits and Taxes	1,151,508
Contracted Staff	18,740
Staff-Related Costs	95,815
Rent	209,391
Occupancy Service	195,185
Direct Student Expense	469,284
Office & Business Expense	871,077
Total Expenses	8,017,174
Operating Income	2,171,243
Extraordinary Expenses	
Depreciation and Amortization	406,459
Total Extraordinary Expenses	406,459
Net Income	1,764,785

Balance Sheet

The Next Step

As of June 30, 2022

Balance Sheet		6/30/22
Assets		Year End
Assets		
Current Assets		
Cash		11,347,337
Accounts Receivable		281,528
Other Current Assets		138,958
Total Current Assets		11,767,823
Noncurrent Assets		
Fixed Assets, Net		7,457,857
Total Noncurrent Assets		7,457,857
Total Assets		19,225,680

Liabilities and Equity		Year End
Liabilities and Equity		
Current Liabilities		
Accounts Payable		179,551
Other Current Liabilities		44,534
Accrued Salaries and Benefits		338,637
Total Current Liabilities		562,722
Equity		
Unrestricted Net Assets		16,882,359
Net Income		1,764,785
Temporarily Restricted Net Assets		15,814
Total Equity		18,662,957
Total Liabilities and Equity		19,225,680

4. Approved 22-23 Budget

The Next Step

Budget	SY22-23
Revenue	
State and Local Revenue	9,333,047
Federal Revenue	316,600
Private Grants and Donations	53,000
Earned Fees	21,000
Revenue Total	9,723,647
Expenses	
Salaries	5,979,054
Benefits and Taxes	1,331,784
Contracted Staff	35,000
Staff-Related Costs	113,654
Rent	284,185
Occupancy Service	224,853
Direct Student Expense	533,717
Office & Business Expense	707,453
Contingency	30,000
Expenses Total	9,239,699
NET ORDINARY INCOME	483,948
Extraordinary Expenses	
Depreciation and Amortization	396,305
Extraordinary Expenses Total	396,305
TOTAL EXPENSES	9,636,004
NET INCOME	87,643