



Annual Report 2021-2022

YouthBuild DC Public Charter School

3220 16th Street, NW
Washington, DC 20010
202.319.0141
www.youthbuildpcs.org
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.



While the District of Columbia has historically enjoyed a relatively low unemployment rate 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. Though 4-year graduation rates improved somewhat, climbing to 70% for SY20-21, challenges compounded during the COVID-19 crisis.

With approximately one of three young people in DC failing to graduate on time, 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 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 provided 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.

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.



YouthBuild PCS students' learning plans, tracked through **STEP (the Student Transition & Education Portal)**, are designed with clear goals and benchmarks. Teachers and counselors/success coaches 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.

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.

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, attending YouthBuild is 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 speaks 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 Support 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 composed of four core program areas: **Academic Instruction, Career and Technical Training, College and Career Preparation, and School Culture and Student Success.** 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.

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 College and Careers 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 our staff and volunteers 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.

School Culture and Student Success 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 success counselors, participate in a needs assessment and are linked to the appropriate service providers. We help students obtain whatever support and services (childcare, substance abuse counseling, housing, medical insurance, etc.) they may need to be successful in school and present for learning.

This year, counselors worked as part of our School Culture and Student Success team 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 support 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.



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 four 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 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 2021-2022 progress toward YouthBuild PCS' goals and academic achievement expectations.

Charter Goals and Achievement Expectations—SY21-22 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.	Met Goal	51.9% of students' scores increased by one or more NRS levels by the end of the year.
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	86.1% 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%.	Still Validating	
The percent of exiting students who retain employment or enter post-secondary education, third quarter after exit will be at least 59.3%.	Still Validating	
The in-seat attendance (ISA) rate for YouthBuild PCS will be at least 62.8%.	Did Not Meet Goal	ISA rate was 32.7%
The YouthBuild PCS persistence rate will meet or exceed 60%.	Met Goal	The persistence rate was 63.6%

Unique Accomplishments

Welcoming School Community to Improved Facility

In SY21-22, YouthBuild PCS invested in major facility improvements before welcoming students and staff back to in-person learning. The school freshly painted walls and installed new flooring throughout the building. Likewise, more lighting was added in all classrooms and student spaces. During the year, touchless fixtures were also installed in all bathrooms as another protection against the spread of illness. Finally, the school hired a daytime porter to clean and sanitize surfaces throughout the day, in addition to the evening custodial team.

Rebuilding Construction Partnerships

The return to in-person instruction and relaxing of COVID restrictions throughout the city also enabled the school to rebuild partnerships and complete construction projects with local organizations. For example, the school began collaborating again with [Yachad](#), a Jewish housing organization that “brings together local communities to make affordable housing safe and healthy, creating equity and wealth for families while preserving and revitalizing neighborhoods” in DC. Through this partnership, students support a multi-generational, low-income family to stay in their home by replacing the back porch and stairs and making substantial exterior repairs. Likewise, through an extensive partnership with [UDC’s network of urban farms](#), students built sheds, outdoor classroom space, wheelchair-accessible garden beds, seed libraries and more.



Beginning Academic Recovery

During the height of the pandemic in SY19-20 and SY20-21, students faced substantial barriers to earning the GED - not only adjusting to virtual instruction, but being unable to obtain a government-issued ID due to COVID-driven operational restrictions at the DMV. As students returned to in-person instruction and the DMV resumed regular operations, more students were able to successfully prepare for and pass the GED, matching the graduate outcomes from the last pre-pandemic year (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, 2021-June 30, 2022

Donations equal to or exceeding \$500

In alphabetical order

Gauri Gadgil and Suraj Patel

Mark Jordan

Office of State Superintendent of Education (OSSE)

Alexandra Pardo

The Stone Family



YouthBuild PCS 2021-22 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: 110

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	110	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: 2.7%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.02%
PCSB	In-Seat Attendance: 32.7%*
PCSB	Midyear Withdrawals: Not Applicable
PCSB	Midyear Entries: Not Applicable
PCSB	Promotion Rate: Not Applicable
PCSB	College Acceptance Rates: Not Applicable
PCSB	College Admission Test Scores: Not Applicable
PCSB	Graduation Rates: Not Applicable

*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: \$76,423.46 2. Range -- Minimum: \$57,000.00 Maximum: \$88,894.28
School	Executive Salaries Claire Libert, Head of School - \$125,000.00

Appendix 1

Staff Roster & Qualifications

Administrative Team
Claire Libert, Head of School — BS, Foreign Service; MA, Education Policy and Management
Keisha Morris, Director of Operations - BS, Marketing and Finance
Amanda Goff, Data & IT Manager - BA, Linguistics; MPP, Program Evaluation
Iris Mata, Registrar/Office Manager – GED diploma
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 – MA, Pedagogy & Science of Education
Construction Team
Kerry Harrington, Director of Construction — 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
Kern McKenzie, Construction Instructor - NCCER Certified; Millwright Certified
School Culture
Gerron Cooper, Director of School Culture and Student Success – BS, Psychology; MS, ABA
Wellington Crutchfield, Dean of School Culture – BS, Sociology
Student Success Services
Eva Camacho, Student Success Counselor – BA, Psychology; MA, Counseling; PLC
Gina Fognani, Student Success Coach – BS, Social Work; MA, Social Work
Kristina Newland, Student Success Coach – BS, Social Science; MDiv Theology
College and Career Readiness
Kate Salasky, Director of College and Career Readiness — BA, History
Autumn Thomas, College and Career Specialist — BS, Psychology; MS Community Based Education

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 2021-22

Income Statement, as of June 30, 2022

Youthbuild PCS		Actual
Revenue		
	State and Local Revenue	3,030,714
	Federal Revenue	963,749
	Private Grants and Donations	8,066
	Earned Fees	3,894
	Total Revenue	4,006,423
Expenses		
	Salaries	1,624,204
	Benefits and Taxes	357,551
	Contracted Staff	57,791
	Staff-Related Costs	16,590
	Rent	320,130
	Occupancy Service	164,667
	Direct Student Expense	357,970
	Office & Business Expense	585,322
	Contingency	-
	Total Expenses	3,484,226
	Operating Income	522,197
Extraordinary Expenses		
	Depreciation and Amortization	99,160
	Total Extraordinary Expenses	99,160
	Net Income	423,036

Appendix 4

2022-23 Approved Operations Budget

YouthBuild PCS 2022-23	Budget
Operating Expense	
Salaries	1,906,763
Benefits and Taxes	466,320
Contracted Staff	69,006
Staff-Related Costs	17,834
Rent	348,847
Occupancy Service	89,640
Direct Student Expense	386,653
Office & Business Expense	527,228
Donated Expense	-
Contingency	60,000
Total Operating Expense	3,872,291
Net Operating Income	15,668
Interest, Depreciation	
Depreciation and Amortization	50,326
Interest	-
Total Expenses	3,922,617
Net Income	(34,658)