

Section A1. **Enrollment Ceiling Increase**

***ONLY complete this section if applying to amend Enrollment Ceiling Increase:**

A school should apply for an enrollment ceiling increase if it plans to offer more spaces in the next fiscal year and wishes to be paid for the additional students. A school does not need to apply for a change in enrollment ceiling if it is offering the same total number of spaces but not in the exact grade levels it determined through its Schedule I. If applying for an enrollment ceiling increase, please be sure the school meets the criteria listed in the [Enrollment Ceiling Increase Policy](#). Failure to meet the criteria may result in denial of your charter agreement amendment request.

Note: Schools that do not meet all criteria outlined in DC PCSB's Enrollment Ceiling Increase Policy may be asked to provide additional information, such as the following:

- *Assessment data other than PARCC (e.g. WIDA, NWEA MAP, IEP goal mastery, etc.)*
- *School's response to resolving the issue(s), including steps already taken to improve the issue*
- *Any other information that provides context regarding missed criteria*

1. Why is the school seeking this enrollment ceiling increase? How does the school know there is demand for this expansion? How does the scope, pace, and need for the enrollment ceiling increase align with current demographic and growth projections in the city (such as the projections found in this [study](#)).

As noted in the general application, the Goodwill Excel Center (GEC) is requesting an Enrollment Ceiling Increase (ECI) to meet the demand from prospective students and serve more students. An ECI will enable GEC to expand into a second facility, which will also improve the learning environment by decreasing the number of students per building. A second facility will allow GEC to reduce the number of students enrolled at GEC's existing facility so the amount of students shifts from a maximum number of 360 to what is anticipated to be no more than 275. This will improve the teaching and learning culture at the existing facility while meeting the increasing and steady demand from students through a second facility. While the teaching and learning culture of GEC is strong as evidenced by a positive Quality School Review (QSR) issued by PCSB in February, 2020, feedback from staff and students calling for more College and Career Readiness classes, larger classroom spaces, and small huddle rooms to name a few can be addressed by this expansion.

COVID-19 has disrupted education for students throughout the District, including at GEC. GEC currently is operating fully remotely with the exception of onsite pre and post testing for required math and reading assessments. In GEC's School Reopening Plan submitted to PCSB and OSSE, GEC indicated that no more than 115 students can be served at any given time in GEC's existing classrooms and adequately meet DC health guidance. This means less than 1/3 of GEC's students can be in the school's classrooms at any given time. It is unknown when restrictions will be lifted, but they will almost certainly last throughout this current school year and into next school year. GEC's current facility cannot adequately support its entire student body in its current physical environment while these restrictions remain. When restrictions are lifted, it is anticipated that there will be a hesitancy on the part of students to sit close and be close that will almost certainly last well after this Pandemic is over, further fueling the need for fewer students in GEC's current facility and expansion into another facility.

The DC Policy Center recently published an article titled, "The impact of Covid-19 on D.C.'s adult learners: Results from a Spring 2020 survey." The article begins by identifying the problem that the Goodwill Excel Center was created four years ago to address and that still exists—"Washington, D.C. is one of the highest earning, most

educated cities in the country, yet almost 20 percent of families with children under 18 live below the poverty line and 45,000 adult residents do not have a high school diploma.” In this report, the challenges adult learners face at all adult charter schools are highlighted. These challenges include employment, physical health, housing, homeschooling children, mental health, and food access. These are all challenges the staff at GEC help students to overcome when they enroll at GEC.

While the vision of expanding has been a goal of GEC since launching in 2016, COVID-19 has only magnified the need. GEC expects more students to seek options like GEC now and into the future because of COVID-19. With unemployment at its highest rates in years, more individuals can be expected to invest their time in returning to school to help their employment prospects when the economy does recover. A high school diploma is the basic requirement of nearly every high valued post-secondary credential bearing training opportunity and GEC has provided a path for many residents pursuing both post-secondary education and careers. The DC Policy Center’s conclusion is consistent with the GEC team’s belief that we will see a spike in demand for services from schools like GEC: “According to the National Reporting System data, adult charter school enrollment increased by more than 25 percent after the 2008 recession.” If past behavior is a predictor of future behavior, we are sure to see the same trends in near future. With this expansion now, GEC can be prepared to meet this need. The data generated from GEC’s experience in the last four years shows it can meet the incremental increases in its enrollment ceiling over the coming years. In every year of its existence, GEC has exceeded its enrollment projections and ceiling.

2. DC PCSB will review the school’s enrollment trends over the past 3 years. What patterns are we likely to find? Is there any context you can provide to explain your current enrollment patterns?

Following is a chart that illustrates GEC’s enrollment goals against actuals since opening in SY 16-17.

SY	Enrollment Ceiling	Audited Enrollment Actual	Term to Term Re-enrollment Goal	Term to Term Re-enrollment Actual	Cumulative Audited Enrollment Goal	Cumulative Audited Enrollment Actual
16-17	325	382	75%	78.8%	>70%	85.8%
17-18	350	356	75%	77.2%	>70%	86.1%
18-19	360	369	75%	76.8%	>70%	90.2%
19-20	360	375	75%	75%	>70%	93%
20-21	360	TBD	TBD	TBD	TBD	TBD

As the chart illustrates, the GEC team has exceeded its enrollment ceiling, term-to-term reenrollment, and cumulative audited enrollment goals every year of operation. This chart shows not only that GEC is meeting its mission and goals, but also that there is a consistent and growing demand. With more seats and given the success record to date, the team is confident it can consistently serve an increased enrollment level in future years. Goodwill of Greater Washington’s marketing team works in partnership with GEC’s enrollment team to develop and implement a comprehensive and multi-faceted marketing approach to reach those residents in the District who could most benefit from GEC. In addition to the various marketing channels utilized, the 298 graduates who have successfully completed GEC serve as ambassadors and encourage many other residents to come and apply.

While COVID-19 has disrupted enrollment for many schools across the city, the Goodwill Excel Center has not experienced a decrease in demand compared to its first four years. There are students who have expressed a need to delay enrolling in school until later terms in the year because of the need to get their own children settled to remote learning first. Even that, however, has not resulted in GEC missing its enrolling projection. For the fifth year in a row, GEC expects not only to exceed its enrollment

projection, but also its enrollment ceiling.

a. Describe the impact your school's enrollment ceiling(s), certificate of occupancy, and waitlist/vacant seats have had on your recruitment and program growth.

The Certificate of Occupancy at GEC's current campus at 1776 G Street, NW, DC will not permit any more staff or students beyond those who are being served and employed today. Serving more students annually is therefore not permissible at GEC's current facility. While the existing facility does not allow for enrollment expansion, the overall location in the city and design of the facility meets GEC's needs and the school would seek to replicate many of the features of the current facility at a second metro accessible location.

GEC enrolls new students five times throughout the year. This is a benefit for GEC's at-risk student population because life circumstances often prevent them from enrolling in the traditional fall enrollment window. Waitlists start immediately following the end of each application acceptance window, allowing students to start fresh at the time that is best for them. The enrollment team closely follows active and productive student lists alongside anticipated graduate lists to predict the number of new students that can be enrolled each term. A consistent and steady waitlist has allowed GEC to exceed its various enrollment goals each year.

b. Describe ways that your school ensures you recruit, enroll, and re-enroll students with disabilities and English language learners, along with your target population. What methods do you employ to ensure your curriculum is accessible to all students regardless of race, ethnicity and gender as shown through re-enrollment rates?

The Goodwill Excel Center intentionally recruits at-risk individuals who left high school for a variety of reasons including personal or structural barriers faced. GEC predominantly utilizes social media (Facebook and Instagram) and radio advertisements to recruit new students. On GEC's social media sites, GEC utilizes both images and videos as recruitment tools.

The Special Education department ensures GEC students with disabilities are aware and informed about the services available at GEC prior to application or enrollment. GEC's Special Education Manager is a point of contact during the enrollment process for any prospective student, family member or support team member of that student who might have questions about services offered at GEC for students with disabilities or students who are English language learners. The enrollment team includes an Office Manager, Registrar and Administrative Coordinator who respond to phone calls, emails, and texts and provide individualized support for individuals as they walk through the enrollment process. If GEC's special education team is aware that a student has a disability or is an English language learner, the special education team is connected to this student from the beginning of the enrollment process.

During GEC's mandatory iExcel Orientation, students are given an intake assessment by an Academic Success Coach and are administered a reading and math inventory to determine their current academic levels. During this intake, Academic Success Coaches communicate with the SPED Team and Leadership Team if a student self-reports that he or she has an IEP, a 504 plan, or a current disability, or is an English Language Learner so there can be an immediate introduction and discussion. Students are connected with the Registrar who talks with students individually about how to secure their transcript. The Registrar reviews and analyzes all transcripts and communicates credits previously earned to Academic Success Coaches for scheduling purposes and graduation plans. If a student does not have a transcript or cannot obtain one, the student will meet with the Registrar and/or the Academic Success Coach to determine next steps and supports needed. During the scheduling process, Academic Success Coaches review current credits and credits needed to graduate with students.

To retain students once they enroll, all students are assigned an Academic Success Coach who works with them throughout the duration of their journey at GEC. The primary role of the Coach is to retain students by helping them identify and overcome obstacles to success either within the school or outside of school. Additionally, GEC has a Manager of Student Supports who works alongside the coaching team to determine barriers that might be present and propose solutions and next steps to promote student success. Students with disabilities are also assigned a Special Education Instructor/Case Manager who serves as an additional support to ensure their individual learning needs are met. The Special Education Team is led by the Manager of Special Education who assigns students to different case managers during the enrollment cycles. All students who have an IEP or a 504 plan, or are identified as an English Language Learner have a case conference within the first 30 days of their enrollment to determine appropriate programming to meet their academic, social emotional, and/or behavioral needs. Additionally, during the first week of each term, GEC staff receive information about students with IEPs or 504 plans, or students who are English Language Learners to best support instructional differentiation and/or modification. There is immediate collaboration between the SPED Team, Instructional Team, and the Coaching Team to best support students in their classes and develop support plans and instructional plans to meet their needs. GEC has access to other related service providers, including speech and language, occupational therapist, physical therapist, ESL and ASL sign language interpreter and bilingual interpreter. During the review of all incoming students with an IEP or a 504 plan, or those who identify as English Language Learners, related services are engaged where needed.

If a student does not have an IEP or a 504 plan, or is not an English Language Learner, but presents learning challenges, GEC has a process whereby students can be referred to the Student Support Team. The Student Support Team is comprised of the Manager of SPED, Manager of Student Supports, Lead Instructors, and the Lead Academic Success Coach who collaborate to analyze student challenges and design interventions to bring about the desired change. During this process, instructors, coaches, and related service providers are also brought in for feedback and observation as needed. Given that GEC's academic terms are eight-weeks long, it is critical that student support structures are identified and implemented within the first two weeks of each term. Focus student meetings are held weekly to follow-up on students in need of continued support. Additionally, collaborative meetings are held between the SPED Team, Instructional Team, and Coaching Team to check in on the progress of all students throughout the week.

Once students arrive at the end of their academic journey and begin to prepare for life after GEC they get to work with a College and Career Readiness Specialist to help them on their Post-Secondary planning. For students who have an IEP or 504 plan, post-secondary transition plans are created in collaboration with the College and Career Readiness Team, SPED Case Manager, and the student. The student is engaged in a transition assessment to determine their college or career pathways. Rehabilitative Service Administration (RSA) is also part of the post-secondary transition plan process for students who have an IEP or 504 plan. The College and Career Readiness Team is comprised of two College and Career Readiness Specialists and one College and Career Readiness Manager who work with students in their senior term in career pathway courses and have an exit interview with the student. They also follow students for six months after graduation to support them in their next steps. Students at GEC graduate with both their high school diploma and a career certification and/or college credits depending on what pathway they choose at GEC. GEC also holds two Excel Expos each year which provide an opportunity for students to engage in conversations with colleges and universities, explore career pathways, and meet community organizations and partners. All students who graduate from GEC also engage in a mock interview process to prepare them for their next steps.

The key to student retention is ultimately the relationships that students are able to form with the staff and the longevity of their relationships. GEC is student centric and keeps students as the focus of all conversations, plans, and interventions. Every

student at GEC has a different story and it is critical that individualized attention and direction is given to each student to retain students. GEC makes an intentional effort to understand each student's journey and provide a pathway for success.

The team works to ensure GEC's curriculum is accessible to all students, regardless of race, ethnicity or gender. Upon enrollment, all students are assessed to determine their numeracy and literacy levels, which inform staff on their skills at entry and what remediation classes, if any, are needed. Nearly all students require math remediation classes and about half require reading remediation classes. It is critical that students take these classes first, so they can access curriculum in the remaining classes required for graduation. In GEC's Reading Foundation and Math Lab classes, focused attention is put on skill development and growth. As individuals continue their journey regardless of where they first begin, Academic Success Coaches work with Instructors to make sure students are productive and earn credits in each term. Academic Success Coaches also meet with students each term to review their graduation plan and update this plan based on credits earned from the prior term. The key to GEC's supportive model is the flexible scheduling. Each term, student schedules change and students have the opportunity to engage in new classes. Additionally, this provides a chance for students who might have un-engaged to re-engage with a fresh start at the new term. Fridays are set aside each week of the term for students to get extra support if needed through tutoring. Tutoring is a major focus of GEC's model as it allows for one on one time through scheduled appointments between teachers and students. All instructors hold tutoring hours and the SPED Case Managers hold office hours. Additionally, Fridays allow for students to engage in extra learning time where needed or to deal with life circumstances so they do not become barriers Monday through Thursday.

A big focus of GEC's model is that students have five, eight-week terms each year. This allows for multiple enrollment periods during a school year. At GEC, students work with their Academic Success Coach to create a schedule that meets their personal needs and responsibilities and allows them to continue their graduation plan. GEC understands that graduation plans can change due to life changes, and through a one on one and flexible scheduling approach, students are able to make key scheduling choices, which allow for balance and change each term. Furthermore, GEC knows that students can show progress, growth, and success in the eight-week terms. Thus, the entire competency-based curriculum model is built around formative and summative benchmark assessments that allow students to show mastery at various points in a term. Even more so, if a student's life causes a circumstance where academic productivity is not happening, the student can work with the Academic Success Coach and the Manager of Student Supports to plan for removing various barriers and can be reengaged quickly the next term which is always an opportunity for a fresh start. The Manager of Student Supports holds daily student support sessions where students and staff check in for needed areas of support. The Manager of Student Supports also leads the student support groups that are facilitated as an extra layer of support for students and hosted by various staff members. Again, a critical part of GEC's strategy to retain students is the graduation plan process. Each term students review their graduation plans with their Academic Success Coach during the scheduling process allowing students to understand where they stand in their graduation progression. GEC has two graduations each year, which allows students to participate in a graduation ceremony closer to when they complete their required courses. The flexible scheduling model and approach is key to GEC's success.

3. Will the proposed enrollment ceiling increase cause the school to exceed the maximum occupancy load detailed in the school's certificate of occupancy? If so, when and how will the school address this?

The proposed enrollment ceiling increase will cause GEC to exceed the maximum occupancy load detailed in GEC's certificate of occupancy for 1776 G Street, NW, DC. To address this and to serve more students, GEC will lease a second location. The team has been working with a broker for over a year and has identified three potential locations.

The team will select a project manager to coordinate the final selection of the space, selection of an architect and general contractor and design and build out of the school after the November 13 interviews of the three finalists for the project management contract. GEC will then finalize selection of the location, negotiate a lease, hire an architect, design the space, hire a general contractor and build the space. Because GEC would be doing a buildout that is likely to be similar to the buildout of its existing school, the design process and selection of a general contractor could be expedited. GEC would work with a target to open its second school facility in SY 21-22. Should this timeline not be met in time for the beginning of SY 21-22, a second facility would open in SY 22-23.

4. Please include a completed enrollment matrix* with your charter amendment application. Click [here](#) for enrollment matrix template.

**If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*

***If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*