

LOCAL EDUCATION AGENCY (LEA) NAME: Academy of Hope Adult Public Charter School

BOARD CHAIR NAME: Dr. Patrina Clark

SUBMISSION DATE: 06/01/2025

SUBJECT: School Expansion Amendment Request

SCHOOL BACKGROUND AND PROPOSAL SUMMARY

Campus name(s): Academy of Hope Adult PCS (2 sites- Ward 5 and Ward 8, single LEA)

Year(s) opened: 2014

Grades served: Adult Education - Non graded

Year the school will undergo its next charter review or renewal: 2028- 2029

Proposal summary: Academy of Hope seeks to increase its enrollment ceiling by 500 learners over three years, raising our enrollment cap from 1000 learners to 1500 to better meet the growing demand for adult education in Washington, DC. This expansion will support the scaling of workforce, GED, and the National External Diploma Programs (NEDP) across our Ward 5 and Ward 8 campuses.

Year the school plans to implement the proposed changes: SY 2026-2027

When did the school's board approve the proposed changes? May 29, 2025
(Attachment H)

SCHOOL EXPANSION

All schools seeking to increase their enrollment ceiling or expand their grades must complete this section.

1. What is the rationale for requesting a school expansion?

Academy of Hope Adult Public Charter School (Academy of Hope, AoH, School) has experienced significant and sustained growth, with enrollment increasing from 482 learners in 2019 to exceeding our enrollment ceiling for SY 25. So far this year, Academy of Hope has served 1281 unique learners.

From January through May, we recorded a 33% increase in applications to our programs compared to the same time last year. This growth, coupled with persistent district-wide demand for adult education, makes expansion not only timely but essential.

Our mission is to serve the District of Columbia's most vulnerable populations, adults who are undereducated, underemployed, and striving for economic stability. A large portion of our learners lack a high school credential and face systemic barriers to employment and self-sufficiency. Through our high school diploma, GED, and workforce development programs, we provide a clear and direct pathway to opportunity.

This expansion will allow us to:

- **Serve More Learners:** Increasing our capacity will enable us to meet the growing demand for adult education and workforce training across the city.
- **Scale Workforce Programs:** We aim to expand access to high-level certifications and career pathways that lead to living-wage jobs, helping learners move from survival to stability.
- **Ensure Economic Mobility:** By aligning educational programming with the needs of DC's labor market, we will better equip learners to secure meaningful, long-term employment.
- **Support Families and Communities:** Education is a critical tool for breaking cycles of poverty. As our learners grow, so do the opportunities for their families and neighborhoods.

At the heart of this request is a commitment to our learners, their growth and potential. Our expansion is driven by a steadfast belief that education should be accessible to all and that every adult deserves the opportunity to succeed.

2. What do you anticipate will be the challenges of expanding your school? How will you address these challenges?

As we prepare to expand our school, we anticipate several key challenges. These include scaling staffing and infrastructure, sustaining student engagement and program quality, ensuring sufficient space, maintaining learner safety, and expanding our academic and enrichment offerings. We are addressing each of these proactively through a strategic and phased approach developed by the school community, Senior Leadership Team, and the AoH Board of Directors.

1. Staffing and Infrastructure Scalability

One of the foremost challenges is scaling our staffing and infrastructure to support growth. To meet this need, we hired a Chief Human Resources Officer in June 2024 to strengthen our internal HR capacity and lead a talent strategy

aligned with our expansion goals. We have launched a comprehensive hiring plan focused on early recruitment, competitive compensation, and strong onboarding systems, while also investing in leadership development to build internal pipelines for future school leaders.

On the infrastructure side, we are upgrading our operational systems to better manage multi-site coordination and services. This includes refining our Student Information System to support real-time data tracking and decision-making, developing a centralized knowledge management base to ensure consistency across campuses, and investing in IT infrastructure to enhance connectivity, cybersecurity, and digital learning capacity. These improvements are essential to scaling efficiently while maintaining the high-quality support and service our learners expect.

2. Sustaining Student Engagement

As enrollment grows, preserving our student-centered culture and maintaining strong support systems will be essential. To address this, we are expanding our Student Support and Retention Teams to provide proactive outreach, intervention, and personalized learner assistance.

We are also increasing our emergency fund to support students facing unforeseen challenges that may impact attendance or persistence. These efforts are designed to safeguard the high-touch, supportive model that defines AoH..

3. Facilities and Space Constraints

The proposed expansion will not require immediate acquisition of a new facility. However, to further enhance the learner experience and alleviate potential space constraints, we are actively pursuing a third site. We are working with realtors who are intimately familiar with DC Charter School needs. Additionally, our planning has been in process for several years, including the completion of an Educational Specification to ensure that our existing sites and any additional sites meet our instructional and community needs and that it supports flexible, 21st-century learning environments. Discussions are underway with PCSB regarding a new facility application.

4. Expanding Course Offerings

To meet the diverse academic and career interests of a growing student body, we are actively expanding our curriculum and workforce programs. We are using student interest surveys and academic performance data to guide the design of new course offerings. We consistently review labor market trends to identify high-demand fields for future workforce training programs. Finally, we

are enhancing our graduate programming to support career advancement and lifelong learning.

3. Do you meet the performance criteria described in the *ECI Policy* and the 2023 Temporary Guidance? Explain.

Yes, Academy of Hope Adult Public Charter School meets the performance criteria outlined in the 2023 Temporary Guidance and the ECI (Expanding, Consolidating, or Increasing Enrollment) Policy, as defined within the DC Public Charter School Board's ASPIRE Framework. According to the SY 2023-2024 ASPIRE [Data Validation Snapshot](#), Level 2 schools are designated as having strong performance and are eligible for replication or expansion. Academy of Hope has received an embargoed rating of Level 2, deeming it eligible for a ceiling increase. While the ECI policy has not yet been updated to reflect this change clearly, we understand that there is a general agreement that it will be updated to align with the new ASPIRE Framework once it is finalized.

Furthermore, according to DC PCSB guidance, schools may be eligible to expand if they demonstrate sustained enrollment demand, academic growth, operational strength, and alignment with the city's educational needs. Academy of Hope meets these standards in the following ways:

Sustained Enrollment Growth and Demand

We have grown from approximately 400 learners in 2019 to over 1,000 learners in 2025. This steady growth, sustained even through the COVID-19 pandemic, reflects strong and increasing demand for adult education services, particularly among individuals without a high school diploma, those who are underemployed, and economically marginalized residents of the District.

Academic Performance and Outcomes

We have demonstrated continuous academic improvement, with performance that meets or exceeds sector and state averages. In fact, in SY22–23, we outperformed the District in Educational Functioning Level (EFL) gains, and these gains continued into SY23–24. Notably:

- We serve a significantly higher proportion of learners at EFL levels 1 and 2 than the district-wide average. Learners at the ABE 1 & 2 levels typically require more intensive support.

- Although 25% of our learners disclose having a learning disability, and many more are likely to have one based on results from the Payne Learning Needs Survey used at intake, we do not receive SPED funding. Despite this, we have consistently demonstrated strong performance gains, particularly at beginning ABE levels (ABE 1 & 2).

Performance Review Validation

During our 10-year review, DC PCSB formally acknowledged our strong and consistent upward growth. As noted in the review:

“Academy of Hope PCS exceeded the sector average in all four measures.”

Meet or Exceed State/Sector Average (Pathway B)			
Measure	SY 2021 – 22 Comparative Average ⁴⁴	SY 2022 – 23 School Performance	
	Sector	n-size	Rate
Earned High-Level Certification	64.3	17	94.1
Earned Secondary Credential	69.4	50	80.0
GED Subject Test Achievement	78.8	170	85.9
Persistence	52.9	938	68.8

Performance Summary – Pathway B: Meet or Exceed State/Sector Average results reflect our effectiveness not only in instruction but also in learner retention and outcomes that lead to long-term economic mobility.

Alignment with Citywide Needs

Academy of Hope serves some of DC’s most vulnerable adult learners, many of whom have been underserved by traditional systems. Our programs directly address workforce development priorities by offering clear, scalable pathways to high-wage employment through credentialing, job skills training, and secondary education completion.

Our track record of academic success, workforce achievement, and enrollment growth, combined with strong governance and operational capacity, makes us well-positioned for expansion under the criteria set forth by the DC PCSB. Our mission remains rooted in equity, opportunity, and lifelong learning, and our continued growth is a critical step toward expanding access for adult learners across the District.

4. Demonstrate that there will be sufficient demand to sustain the proposed expansion by responding to the data in the Sector Planning Supplement. To inform your case for demand, answer these questions.

Academy of Hope's proposed enrollment ceiling increase is directly aligned with the District's changing demographics and the growing demand for adult education programs. Both the Sector Planning Supplement and broader labor market trends confirm that adult education plays a critical role in advancing equity, workforce readiness, and economic mobility, particularly for underserved communities.

According to data cited in the Sector Planning Supplement, District-wide enrollment in adult education programs has grown from approximately 3,200 learners in 2014 to over 5,400 in 2022, a more than 65% increase. The Academy of Hope has added significantly to this enrollment growth.. This surge reflects rising demand among adult learners for credentialing, literacy, and workforce development programs.

Academy of Hope's internal growth trend mirrors and supports this District-wide increase. We have expanded from serving 482 learners in 2019 to over 1,000 projected in SY26. This trajectory demonstrates not only strong operational capacity but also persistent and growing community interest in the services we offer.

a. How does the scope, pace, and need for the expansion reflect DC's current demographics and growth projections?

The scope, pace and need for Academy of Hope's expansion directly responds to the growing need for adult education in the District, particularly among adult learners impacted by economic and educational disparities.

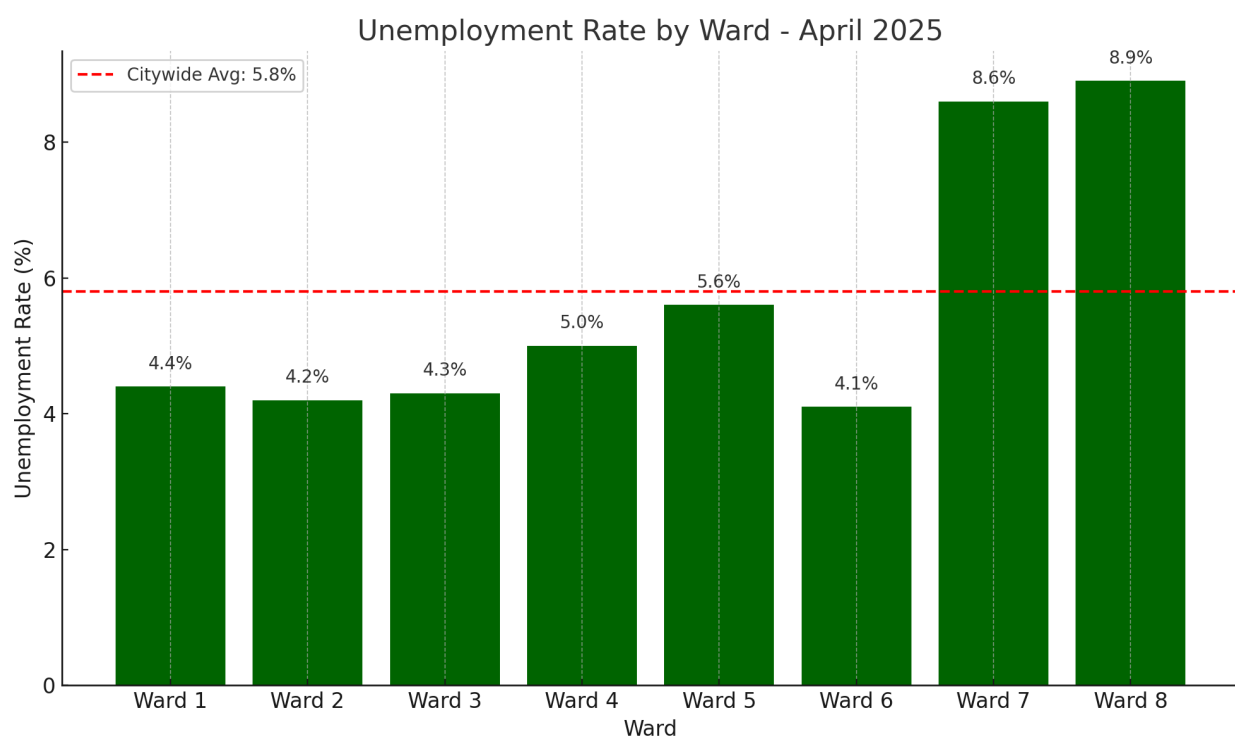
The 2024 WIOA State Plan (*Attachment A*), shows that unemployment in the District of Columbia increased from January 2023 to January 2024 unlike national and regional trends, showing decreased unemployment rates. DC was the only jurisdiction in the region where unemployment rose, signaling deeper economic challenges facing residents, particularly those with limited formal education or job-ready skills.

As the District experiences federal workforce shifts, entry-level workers with lower skills and limited education who are facing displacement are projected to impact our enrollment growth. From January to May, 2025, applications to our programs increased by 33% compared to the same period last year. This reflects possible growing concern among residents, who seek to earn diplomas, reskill, or upskill to remain competitive. We anticipate further increases in demand as economic

pressures intensify. Without services, this trend could worsen outcomes for adult learners, many of whom are already underemployed or out of the labor market entirely.

The school's proposed expansion is not only a response to rising demand for adult education, but it is a targeted effort to address deep inequities that disproportionately affect residents in Wards 5, 7, and 8. These wards have some of the highest levels of unemployment and lowest levels of educational attainment in the District, as highlighted in the WIOA State Plan and recent labor market data.

Wards 5, 7, and 8 are the most significantly impacted by income inequality and economic disadvantage. These communities face limited access to quality education and workforce development opportunities compared to other parts of DC. The persistence of the disparity is evident in the April 2025 unemployment data below



Source: DC Department of Employment Services (DOES), April 2025

The Academy of Hope serves large numbers of learners from the affected communities every year. As an adult public charter school, our mission is aligned with addressing the inequities identified in these wards. Many of our learners are seeking the very supports, high school credentialing, high-level occupational certification programs, digital literacy training, and job placement assistance that our school provides.

Academy of Hope is uniquely positioned to serve residents in the communities identified by DC itself as being most in need of opportunity. Expansion will enable us to scale our services, equipping more residents with the tools they need to break the cycle of poverty and move toward economic stability.

Mid-year mobility is a key indicator of demand in the adult education sector. The Sector Planning Supplement notes that high mobility is typical for adult learners due to their life circumstances. Importantly, adult and alternative schools with the capacity to backfill these seats throughout the year demonstrate consistent demand.

Academy of Hope (AoH) has consistently demonstrated a strong ability to fill seats mid-year, as evidenced by our PMF and ASPIRE denominators and our enrollment cycles in summer, fall, and winter. Beyond simply enrolling new learners, AoH excels in replacing those who exit the program—a critical measure of demand resilience. From 2021 to 2024, AoH replaced nearly twice as many learners as it lost each year. For example, in 2023, while 254 learners exited the program, over 543 new learners enrolled—resulting in a replaced-to-lost ratio of 2.14. This trend held across all four years, consistently exceeding a 1.9 ratio, underscoring the school’s robust intake pipeline and dynamic engagement efforts.

In addition, AoH often re-engages learners who have temporarily disconnected due to the challenges that many adult learners face, reinforcing our adaptive and inclusive approach. This ability to backfill and re-engage learners throughout the year highlights the school’s continued relevance and appeal—even to a highly mobile population—and its capacity to sustain and grow enrollment over time.

Given the consistent growth in adult enrollment citywide, AoH’s proven ability to attract and retain learners, and its exceptional performance amidst high mobility, the proposed enrollment ceiling increase is both timely and justified. AoH is well-positioned to meet the ongoing demand for high-quality, flexible adult education in Washington, DC.

5. Describe how the school has engaged its internal community in its decision to expand. Submit documentation of the school’s communications with its staff and families or adult students regarding the proposed expansion. Identify the internal community’s concerns and how the school is responding to their needs.

Academy of Hope (AoH) has cultivated a deeply engaged and supportive internal community whose insights and lived experiences have been central to shaping our proposed expansion, from 1,000 to 1,500 learners. Through a deliberate and inclusive

process, we have ensured that our staff, learners, and volunteers are not only informed but actively involved in decision-making.

At the core of AoH's readiness for expansion is our Adaptive Plan (*Attachment B*), an actionable strategic framework developed through our participation in the Bridgespan Leadership Accelerator's "Creating an Adaptive Plan" program. This nationally recognized initiative is designed to help nonprofit leadership teams respond to uncertainty with focus, flexibility, and community-aligned decision-making.

The Adaptive Plan process was more than strategic planning, it was a team-based, reflective, and equity-centered exercise in organizational visioning. Over several months, our senior leadership—alongside staff, Board members, student representatives, and the Extended Leadership Team—collaboratively defined a two-year impact vision, prioritized key actions, tackled critical hurdles, and developed a practical roadmap for embedding these priorities into our daily operations.

From this inclusive, iterative process, our internal stakeholders identified increasing seat availability and enrollment opportunities for DC residents emerged as our **#1 impact goal**. This goal was not imposed from the top, it emerged directly from listening to the voices of our internal community, who made clear that expanding access to high-quality adult education in the District was both urgent and mission-critical.

Throughout the planning process, AoH collected feedback through structured forums and working sessions, regularly reported progress at staff meetings, and refined plans based on input. Stakeholders voiced concerns about maintaining quality, ensuring readiness for digital instruction, and preserving AoH's personalized, supportive environment. We've responded through:

- Phased, infrastructure-backed growth planning for scaled enrollment without compromising quality.
- A deliberate focus on online readiness and learner placement.
- A transparent curricular roadmap that enhances learner clarity and experience.

Guided by the Adaptive Plan and the feedback we received, AoH implemented several foundational initiatives over the past two years to ensure quality growth:

- Revamped Intake Process: Ensuring all learners complete learning needs assessments, goal setting, and tracking systems, allowing for personalized and timely support. Creation of a revamped Orientation process ensuring consistent, high quality experiences for new and returning learners.

- Enhanced Online Learning Readiness: Overhauled technology bootcamp instruction, created screening tools to assess online learning fit, and trained instructors in tech-integrated pedagogy.
- Curriculum Mapping & Learner Pathways: Developed a comprehensive, curriculum and learner journey map, equipping both learners and staff with clear pathways.
- Data & Impact Infrastructure: Investments in our student information systems and staff training are yielding richer data to guide instructional, operational, and equity-focused decisions. These tools also allow us to better track, measure, and communicate learner impact.

Crucially, AoH has continued to embed community engagement into every phase of our planning, even during periods of significant growth. While our formal expansion planning intensified in the last two years, our commitment to community voice is a longstanding cultural norm. We have maintained multiple feedback loops to ensure learners and staff are heard and supported. Key actions include:

- Learner Town Halls: These regular forums created a space for learners to express aspirations and share candid feedback including how school growth would affect their experience.
- All-Staff Meetings & In-Service Days: In addition to the Adaptive Planning process, our expansion strategy was discussed during the All-Staff In-Service (July 2023 and 2024) and monthly meetings. (*Attachment C*)
- MSA-Linked Community Surveys: As part of our 2024 Middle States Association (MSA) reaccreditation self-assessment (*Attachments D and E*), AoH administered a comprehensive survey to learners, staff, and volunteers. With a 49% response rate from staff and volunteers and 37% response rate from learners, results showed high levels of satisfaction: 94% of learners rated the school environment positively, 93% felt safe, and 91% felt respected. Among staff and volunteers, 95% affirmed AoH provides a fair and supportive atmosphere, and 89% confirmed that resources align with learner needs.

These results, combined with AoH's Fall 2024 School Instructional Index Score of 8.2 (*Attachment F*) on the Insight Survey (85th percentile nationally), highlight a strong instructional culture and underscore our proven ability to scale while maintaining the quality our learners, staff and community have come to expect. Notably, we sustained these high satisfaction levels even as enrollment more than doubled, from

482 learners in 2019–20 to over 1,000 in 2024..

Academy of Hope's proposed expansion is not aspirational -it is the result of two years of focused work, community engagement, and strategic investment. We have built the systems, earned the trust of our community, and laid the foundation to grow with quality. This expansion reflects the priorities of our internal stakeholders and our unwavering commitment to quality, equity, and access for adult learners across the District.

6. Describe how the school has engaged the surrounding external community. Submit documentation of communications with neighbors, Advisory Neighborhood Commission (ANC) Commissioners, Councilmembers, and other community groups, notifying them of the school's plans.

Academy of Hope Adult PCS (AoH) is rooted in the communities we serve and consistently engaged in local and government affairs. As we look to increase our enrollment ceiling, we are committed to proactive communication with our surrounding neighborhoods and community stakeholders.

A major component of our outreach has been ongoing coordination with key local partners, including Advisory Neighborhood Commission (ANC) 8C, community-based organizations, and relevant District agencies. We formally announced our expansion plans at our recent Candidate Forum, held at our Ward 8 campus and attended by a broad cross-section of community members and stakeholders.

During the event, ANC 8C Chair Mr. Salim Adofo publicly endorsed AoH's expansion, affirming his support in front of representatives from multiple government offices, including:

- The Office of the Student Advocate
- The Office of the Tenant Advocate
- The DC Board of Elections
- The Office of Returning Citizens Affairs
- The Department of Employment Services (DOES)

This forum served as a public platform to communicate AoH's proposed expansion and provided a meaningful opportunity for dialogue and community feedback.

BIn addition to these expansion-specific efforts, AoH maintains an ongoing presence in local civic life. We regularly testify at DC Council hearings and engage with government officials to advocate for adult learners. Our commitment to the

community also includes local service, such as block adoption and neighborhood cleanups near each of our campuses, which promote pride and environmental stewardship.

Furthermore, AoH actively collaborates with local employers—particularly in Healthcare, IT, and Education—to ensure our workforce training programs align with current labor market needs. Our 2021 Labor Market Analysis and ongoing partnership with the broader DC adult charter school sector, including contributions to research from the DC Policy Center, further inform our program design and community responsiveness.

Together, these efforts reflect our commitment to being not just a school in the community, but a vital, collaborative partner in its continued growth and well-being.

a. When did the school inform the ANC of its proposed expansion? Has the school already presented its expansion plans during an ANC meeting? If not, when will it do so?

Academy of Hope presented its plan for an enrollment increase to Mr. Salim Adofo, Chair of ANC 8C on May 28. Mr. Adofo has provided both guidance and support throughout the engagement process. As part of our continued collaboration, Chairperson Adofo invited AoH to further expand our outreach by participating in the upcoming ANC 8C board meeting scheduled for June 11, 2025. During this meeting, we hope to engage residents directly about our plans, hear feedback, and answer questions from the community.

We have not yet presented plans to Ward 5 ANCs. We will be conducting additional outreach in the coming weeks with additional presentations anticipated at ANC 5C07, 8C03, and 8E04 meetings ahead of the amendment opening for public comment in July.

b. Summarize the external community's concerns, if any, and describe the school's response with specificity.

Based on feedback from the May 28 community event, we do not anticipate significant concerns regarding our phased enrollment growth. When our enrollment growth plans were shared with Mr. Adofo and other community members, the response was overwhelmingly positive, with broad support and enthusiasm for expanding access to high school credentialing for adults and workforce training.

As part of our continued community engagement, we will present enrollment growth plans at upcoming ANC meetings. Following those meetings, we will create a

structured *Community Concerns and Response Log* to document and share it with the Public Charter School Board (PCSB).

In each case, Academy of Hope (AoH) is committed to providing timely, and thoughtful responses to community concerns. We will continue to engage with stakeholders to ensure that the growth of our programs aligns with the needs and interests of the surrounding community.

7. Which, if any, of the 10 additional indicators did the school not meet? For each indicator missed, explain why. What evidence suggests that you are improving in these areas?

As an adult charter school, only nine of the ten indicators apply to Academy of Hope's application for a ceiling increase. Indicator number 8 only applies to PK-12 schools. According to the ECI policy, adult schools must meet eight of nine applicable indicators to be eligible for a ceiling increase and by this standard Academy of Hope is eligible. We meet all indicators except for the 75% persistence rate detailed in indicator #3. However it is important to note that we missed the metric by only 2 percentage points. We have added an additional retention specialist to assist us in meeting this goal this year. Also, we have improved from 68.8% to 73% from SY23 to SY24. Note that prior to COVID-19 disruptions, AoH exceeded the benchmark, achieving a 77% persistence rate in SY 2018-2019. Since then, we have demonstrated steady year-over-year improvement, even while expanding access and enrolling more adult learners across our programs.

8. Complete and submit DC PCSB's [Five-Year Operating Budget](#) template in accordance with its instructions. Explain the financial objectives supported in the attached Five-Year Budget.

The Five-Year Budget (*Attachment G*) submitted by Academy of Hope Adult Public Charter School is designed to strategically support the school's proposed enrollment expansion from 1,000 to 1,500 adult learners by SY 2028–2029. The financial plan reflects a balanced, conservative approach that aligns with the school's mission to increase access to adult education and workforce readiness in Washington, DC.

Key financial objectives include:

Sustained Operational Growth with Fiscal Prudence

- The budget supports a phased enrollment increase, matching anticipated learner growth with proportional staffing, instructional resources, and

infrastructure investments.

- Revenues from per-pupil funding are carefully projected with built-in contingencies to account for possible fluctuations in funding rates or enrollment.
- A cash reserve strategy is embedded to ensure liquidity and operational stability in the face of economic volatility.

Strategic Investment in Workforce and Academic Capacity

- Approximately 17-20 new staff members will be hired across instructional, support, and managerial/ operational specific roles to uphold student-teacher ratios and support high-quality delivery of new and existing programs.
- Funds are allocated for the expansion of workforce certification offerings and learner support services such as case management, retention initiatives, and digital literacy programs.

Facilities Expansion Readiness

- While a new facility is anticipated and will be addressed in a future facilities amendment, the interim budget includes planning and due diligence costs.
- Existing space optimization and modest infrastructure upgrades are budgeted to accommodate the first phase of expansion through 2028.

Scalability and Program Quality Assurance

- The budget includes dedicated line items for professional development, curriculum enhancement, and learner engagement tools, ensuring quality is maintained as scale increases.
- Investments in data systems and operational infrastructure support multi-site coordination and performance monitoring.

Enhanced Financial Monitoring and Grant Management

- The plan supports expansion of the finance and compliance teams to manage increased financial complexity associated with growth, including oversight of grant funds, cost controls, and audit readiness.

a. Describe contingencies if per-pupil funding is lower or outlays are higher, any planned fundraising efforts, and cash flow management.

The proposed budget incorporates conservative assumptions to mitigate financial risk, including a projected 3% **decrease** in per-pupil funding in SY2027, based on current funding forecasts. Facilities funding is held flat across all scenarios, and per-pupil funding increases are capped at a modest 2% annually beginning in SY2028.

To manage potential volatility—whether from lower revenues or increased expenditures—Academy of Hope has implemented several key financial contingencies:

- **Emergency Reserve Fund:** The budget includes a strengthened emergency fund designed to stabilize operations during periods of revenue shortfall or unexpected cost increases.
- **Flexible Expense Management:** We have identified non-essential and deferrable expenditures that can be reduced or delayed without compromising core instructional services or student support.
- **Fundraising Strategy:** The newly established AoH Foundation is tasked with driving philanthropic support. The Foundation will focus on diversifying revenue through grants, major gifts, and strategic partnerships, with a priority on sustaining wraparound services and program innovation.
- **Strong Cash Position:** The school maintains a healthy cash reserve to ensure liquidity and continuity of operations, providing a buffer to weather funding delays or mid-year adjustments.

These financial strategies collectively ensure that Academy of Hope can sustain its expansion while preserving program quality and fiscal responsibility, even in uncertain funding environments.

b. What impact will the proposed expansion have on facilities? *If the school proposes operating a new facility, skip this question and instead complete the [Facility Amendment Application](#).*

The proposed expansion will not require immediate acquisition of a new facility. Academy of Hope operates both day and evening programs, along with in-person and hybrid learning options, allowing us to maximize use of our current facilities.

With these flexible delivery models, our existing sites can effectively accommodate up to 1,500 learners through SY 2028–2029.

However, to further enhance the learner experience and alleviate potential space constraints, we are actively pursuing a third site. We are currently in lease negotiations for a potential new facility in Ward 8, strategically located to serve communities with high unmet demand for adult education. Should this lease be secured, we anticipate submitting a formal Facility Amendment Application. Until then, the expansion can proceed without the need for additional physical space.

ENROLLMENT CEILING INCREASE

Schools seeking an ECI must also complete this section.

9. Describe the school's current and proposed enrollment matrices. Complete the proposed enrollment matrix below.

Proposed Enrollment Schedule					
	SY 2024 – 25	SY 2025 – 26	SY 2026 – 27	SY 2027 – 28	SY 2028 – 29
PK-3					
PK-4					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Adult	1000	1000	1200	1400	1500

10. Describe the staffing plan for the proposed expansion. Include the anticipated number of academic staff, non-academic, special education and EL staff, and mission-specific staff required for the ECI.

The staffing plan for the proposed expansion will follow a responsive and scalable staffing model that aligns with the number of instructional offerings, learner needs, and programmatic goals. The learner-to-teacher ratio will be carefully determined based on final course offerings, section enrollment, and instructional delivery methods (e.g., in-person, hybrid, online). Our priority is to ensure that staffing levels support both high-quality instruction and individualized learner support.

Academic staffing will expand in direct relation to the number of course sections and program pathways offered. These roles will include core academic instructors (Math, ELA, Science, and Social Studies), as well as instructors for career pathway and dual enrollment courses. We anticipate adding 8–10 academic instructors, with flexibility to scale up as program enrollment grows.

To ensure the infrastructure and daily operations to run smoothly, the non-academic team will expand in the following key areas:

- Operations and Facility Management: To support scheduling, facilities improvements, and classroom space logistics.
- Technology and Infrastructure Support: Ensuring reliable access to digital learning tools and platforms for students and staff.
- Personnel and Human Resources: To manage recruitment, onboarding, and compliance for a growing team.
- Finance and Grants Management: Oversight of program funding, budget alignment, and reporting.

We anticipate hiring 3-5 non-academic staff across these categories to maintain operational excellence as the initiative scales.

Special Education and English Learner (EL) Staff

In alignment with our commitment to equity and access, we will expand specialized support staff to meet the needs of learners requiring individualized services:

- 2- 4 Special Education and/ or English Learner (EL) instructors/ case managers to provide academic support and compliance with personalized learning

plans and/ or adult English language acquisition and culturally responsive pedagogy.

To support this vision, we will hire 2–4 mission-specific roles, that may include:

- Workforce Development Coordinator to align academic instruction with high-demand industry certifications and career planning.
- Career and College Navigator to assist learners in navigating dual enrollment, college admissions, and career exploration.
- Student Support and Retention Specialist to provide holistic academic and social-emotional support.

Estimated Total: 15–23 staff members

a. How will you attract and retain high-quality staff for the proposed ECI?

Mission-Driven Recruitment: We will target educators and professionals passionate about adult learning and social mobility, leveraging partnerships, university pipelines, and values-aligned job platforms.

Competitive Compensation: Staff will receive market-aligned salaries, comprehensive benefits, and opportunities for supplemental income through coaching and extended learning roles.

Professional Development: We will invest in training focused on adult education, postsecondary advising, and trauma-informed practices. Clear career pathways and credentialing support will be available.

Supportive Work Environment: AoH will foster a collaborative culture with manageable caseloads, dedicated planning time, and access to coaching and mentorship.

Voice and Recognition: Staff will have input in program development and be recognized through performance incentives and leadership opportunities.

b. How will the proposed ECI affect student-teacher ratios?

It will not impact our ratios. As outlined, we will increase staffing as needed for the additional learners.

- c. What impact will the grade expansion have on the school's leadership team and reporting structure? If the ECI requires the school to hire a new leader, please provide an updated organizational chart and describe the expertise necessary for the role.

****Not Applicable for Adult Schools - not expanding grades served****

GRADES SERVED

Schools seeking to expand their grades served must also complete this section.

11. How does the proposed grade expansion align with the school's mission and goals? If the school proposes a revised mission statement and/or goals, skip this question and complete the [Mission Amendment Application](#) and/or the [Charter Goals Amendment Application](#).

****Not Applicable for Adult Schools - not expanding grades served****

12. Describe how the school will recruit and retain students in the proposed new grades served. ****Not Applicable for Adult Schools - not expanding grades served****

- a. What evidence suggests that prospective, eligible students or families are interested in the school's expanded program? Submit documentation that shows perspective, eligible DC students or families have expressed a level of commitment to attend the expanded program.

****Not Applicable for Adult Schools - not expanding grades served****

- b. What specific recruitment and retention strategies will you use to be inclusive of students with disabilities (SWD), English learners (EL), at-risk students, and students who are academically struggling or advanced?

****Not Applicable for Adult Schools - not expanding grades served****

13. What curriculum—including standards, resources, methods of instruction, resources, and formative assessments—will the school use in each subject for every new grade level served? ****Not Applicable for Adult Schools - not expanding grades served****

- a. Explain how and why you selected these curricula.

****Not Applicable for Adult Schools - not expanding grades served****

- b. If a school proposes serving high school grades for the first time, complete the [Graduation Requirements Amendment Application](#).

****Not Applicable for Adult Schools - not expanding grades served****

14. How will you ensure that SWD, ELs, at-risk students, and students who are academically struggling or advanced have access to the curriculum?

****Not Applicable for Adult Schools - not expanding grades served****

- a. What are the methods of instruction for SWD along the full continuum of services, including students who require a partial or full-time separation outside of general education setting?

****Not Applicable for Adult Schools - not expanding grades served****

- b. Which language acquisition model¹³ will you use it to meet the varying needs of students across English proficiency levels? Explain.

****Not Applicable for Adult Schools - not expanding grades served****

- c. How will the school identify students who may be struggling and would benefit from academic and/or behavioral interventions?

****Not Applicable for Adult Schools - not expanding grades served****

15. Describe the staffing plan for the proposed expansion. Include the anticipated number of academic staff, non-academic, special education and EL staff, and mission-specific staff required for each new grade served.

****Not Applicable for Adult Schools - not expanding grades served****

- a. How will you attract and retain high-quality staff for the proposed grade expansion?

****Not Applicable for Adult Schools - not expanding grades served****

- b. What professional development will staff receive to implement the curriculum and meet the needs of all students, including SWD, ELs, at-risk students, and students who may be academically struggling or advanced?

****Not Applicable for Adult Schools - not expanding grades served****

¹³ OSSE's *Delivering Education Services to English Learners* can be found at <https://bit.ly/3l7kG53>. This guide details five program models commonly used in DC: two-day/dual-language bilingual, inclusion/collaborative teaching, content-based EL, newcomer oral language and literacy, and sheltered content.

- c. What impact will the grade expansion have on the school's leadership team and reporting structure? If these new grades require the school to hire a new leader, please provide an updated organizational chart and describe the expertise necessary for the role.

****Not Applicable for Adult Schools - not expanding grades served****

Attachments

Attachment A: [DC WIOA Unified State Plan PY2024-2027](#)

Attachment B: [AoH Adaptive Plan Slides- External](#)

Attachment C: [In- Service State of the School Presentation-Summer 2024 \(Slide 5\)](#)

Attachment D: [MSA Survey Charts Staff](#)

Attachment E: [MSA Survey Charts Students](#)

Attachment F: [Fall 2024 Insight School Instructional Index](#)

Attachment G: [5 Year Budget](#)

Attachment H: Board Minutes