



**LOCAL EDUCATION AGENCY (LEA) NAME:** The Family Place PCS

**BOARD CHAIR NAME:** Michael Barnet

**SUBMISSION DATE:** 5/31/2023

**SUBJECT:** School Expansion Amendment Request

## **SCHOOL BACKGROUND AND PROPOSAL SUMMARY**

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**Campus name(s):** The Family Place PCS

**Year(s) opened:** 2018

**Grades served:** Adult

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

### **Proposal summary:**

TFPPCS requests to increase its enrollment ceiling beginning in SY24-25. The proposed rate follows the rate of increase we have seen since opening the school in SY 18-19. To date our ECI has increased at a rate of 20-23% every other year and we have met or exceeded enrollment each of those years. TFPPCS requests to increase its enrollment ceiling from 183 to 225 in SY 24-25, to 250 in SY 26-27, and 275 in SY 28-29.

**Year the school plans to implement the proposed changes:** SY24-25

### **When did the school's board approve the proposed changes?**

TFPPCS' board voted to approve the ECI at its meeting on May 30, 2023. While this increase was recently voted on, the board has discussed this increase and reflected it in its budget projections for the past few years.

## **SCHOOL EXPANSION**

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

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

TFPPCS has a track record of increasing enrollment by 20-23% every other year and has overenrolled 4 out of its 5 years of existence. The first 3 ceiling enrollment

increases were built into our original charter application and the board and staff have planned for continued increases over the next 5 years. Most recently in SY 22-23, TFPPCS was overenrolled by 19 students. See table below. The additional funding for these 19 students would have allowed us to provide more resources and support to the school community.

As of May 2023, there are 192 students on the current interest list, not including students who are currently enrolled in classes at TFPPCS. There continues to be a high demand for our classes.

School Year	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022-23
<b>Audited Enrollment</b>	130	132	146	175	202
<b>Enrollment Projections</b>	100	120	147	147	183
<b>Enrollment Ceiling</b>	120	120	147	147	183

See page 5 of TFPPCS 5-year Review Report

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

The biggest challenge to expanding our school is finding adequate space to accommodate additional students. We are actively looking for a new and/or additional facility to accommodate an enrollment ceiling increase in SY 24-25 and subsequent years. We have been saving up funds over the last five years to purchase an additional facility. We almost purchased a new building in the summer 2022 and had secured OSSE financing and ANC/community support, but in the end felt that the seller was not being honest with us and ended the agreement.

TFPPCS has a board committee that is actively looking for new space. If for some reason new space is not ready by SY 24-25 when this enrollment ceiling would take effect, we would project lower enrollment than our ceiling for that year. To justify purchasing additional space, we need to be able to count on increasing our enrollment ceiling over the next 5 years as requested in this proposal.

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

The two applicable performance measures from the ECI Policy and 2023 Temporary Guidance are explained below.

- a. For single campus LEAs with a single pre-kindergarten (PK) – 8, HS, or Adult Education PMF, earn Tier 1 in SY 2018 – 19.**

TFPPCS was not officially tiered in SY18-19 because it was our first year of operation. We did, however, reach 72.4% that year which is the equivalent of Tier 1 status.

Performance Management Framework (PMF) Outcomes			
2018 – 19	2019 – 20	2020 – 21	2021 – 22
72.4%	Not applicable (NA)		

**f. For adult, alternative, or PK – 2 only LEAs, whether externally-validated assessment data from SY 2021 – 22 demonstrates student proficiency meets or exceeds state or national rates.**

The following charts from TFPPCS’s 5-year Review Report outline our progress on our goals including assessment data.

Key for Charter Goals Charts	
Green	Equal to or greater than the target
Red	Less than the target
Blue	Data not available (NA) or data not used for goal determination
n < 10	The number of test takers (n-size) is less than 10

**1. CDA Training: Course Completion**

60.0% of students enrolled in the CDA track will complete the course.

The chart below shows the school’s performance on this goal.

CDA Course Completion						
	2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target
Rate	NA		87.5%	60.0%	82.1%	60.0%
n-size	NA		40		39	

**2. CDA Training: Credentialing Exam**

65.0% of students who complete the CDA course pass the credentialing exam.

The chart below shows the school’s performance on this goal.

CDA Credentialing Exam				
	2020 – 21		2021 – 22	
	School	Target	School	Target
Rate	71.4%	65.0%	46.9%	65.0%
<i>n-size</i>	35		32	

**3. ESL Classes**

63.0% of students enrolled in the ESL pathway who pre- and post-test will advance at least one Educational Functioning Level (EFL) on the Comprehensive Adult Student Assessment Systems (CASAS).

The chart below shows the school's performance on this goal.

ESL Classes								
	2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target
Rate	71.1%	63.0%	NA		47.6%	63.0%	64.4%	63.0%
<i>n-size</i>	76				82		118	

**4. Foundations of Literacy Class**

35.0% of students enrolled in Foundations of Literacy pathway will complete at least one module as measured by the Instituto Nacional para la Educacion de los Adultos (INEA)<sup>1</sup> [National Institute for Adult Education] Grade Level Comprehensive Tests.

The chart below shows the school's performance on this goal.

Foundations of Literacy Class								
	2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target
Rate	46.4%	35.0%	NA		n < 10	35.0%	100%	35.0%
<i>n-size</i>	28				n < 10		10	

5. College and Career Readiness: Entered Employment or Postsecondary  
 30.0% of students who are in the labor force but enter the program without a job will obtain employment or enter postsecondary as defined in the PMF Policy & Technical Guide.

The chart below shows the school's performance on this goal.

Entered Employment or Postsecondary								
	2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target
Rate	77.8%	30.0%	NA				n < 10	30.0%
<i>n-size</i>	18		NA				n < 10	

6. College and Career Readiness: Retained Employment or Entered Postsecondary  
 60.0% of students who enter with a job remain employed in the third quarter after exit or enroll in training or postsecondary programs.

The chart below shows the school's performance on this goal.

Retained Employment or Entered Postsecondary								
	2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target
Rate	90.0%	60.0%	NA				93.8%	60.0%
<i>n-size</i>	10		NA				32	

7. Leading Indicator: Attendance  
 In-seat attendance will be at least 60.0%.

The chart below shows the school's performance on this goal.

In-Seat Attendance								
	2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target
Rate	73.4%	60.0%	NA		81.2%	60.0%	83.8%	60.0%

**8. Leading Indicator: Retention**

60.0% of enrolled ESL, Foundations of Literacy, and CDA students will both pre- and post-test during the program year (INEA modules year, CASAS tests, or CDA portfolio).

The chart below shows the school's performance on this goal.

Retention								
	2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target
Rate	82.5%	60.0%	NA				80.3%	60.0%
<i>n-size</i>	171		NA				203	

**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.**

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

In 2021, The National Immigration Forum reported that immigrants comprised 14.1% of the District's population, and 30% of this population had a high school degree or less. In the same article, the National Immigration Forum also published projected job shortages in Washington DC for 2018-2028. The top three occupations with shortages were related to the hospitality sector, a Workforce Investment Council (WIC) designated high-demand sector, which requires a high school degree or less. In 2021, the District's WIC met with employers and workforce system partners to review the career pathway maps for these high-demand sectors. The meeting generated feedback on the importance of developing "core" skills such as verbal and written communication, digital literacy, critical and problem-solving skills and recognized a need for career pathways with upward mobility. The School's mission--to serve immigrants by filling in their educational gaps--helps this population gain entry level positions in these high-demand sectors. The programs offered by TFPPCS are designed to help build these "core" skills—strong verbal and written communication English and Spanish and embedded digital skills development—and provide wrap-around services to support students in reaching academic and career goals. In addition, as students gain academic, technical, and work skills in the programs offered by TFPPCS, they may have advancement opportunities in their career pathways.

In the WIC focus groups previously mentioned, employers and workforce system partners pointed out that supportive services, “especially childcare...are critical to support jobseekers and employees.” The School recognized this as an educational and training opportunity to supply a pipeline of workers to this sector by providing Child Development Associate Training and thereby indirectly support other high-demand employment sectors in the District.

Furthermore, the District continues to have high demand for adult ESL providers due to its large number of adult English language learners. According to the Migration Policy Institute, American Community Survey data from 2021 estimated that 17,000, or 40%, of Spanish speaking adults in the District self-reported that they are limited English proficient. In May 2023, the DC Policy Adult Education Report showed that 53% of adult learners in DC speak Spanish at home. These numbers reflect the continued growth in the adult immigrant population, most of whom have had interrupted formal education in their country of origin and are working in marginal jobs because of their lack of English and literacy and/or lack of high school or equivalent diploma.

TFPPCS expects that demand for adult ESL providers in the District will remain high. Between April and September 2022, approximately 10,000 migrants were bused to the DC area from Texas and Arizona. Although many move elsewhere, service providers estimate that about 15% may stay in the DC area because they have nowhere else to go. The D.C. Policy Center reported that enrollment in adult charter schools was up almost 16% in 2022-2023 from the previous school year. A recent Washington Post article (May 6, 2023) estimated that an additional 800 adult students had enrolled in these schools in Fall 2022 and predicted that this sector will continue to grow.

In addition to improving English skills for the adult immigrants in DC, there is a need for immigrant parents to gain the English skills necessary to prepare their children for educational and life success. TFPPCS’s 2-generation approach to learning addresses this need as well.

**b. For schools serving grades PK3 – 12, discuss, at minimum, the waitlist-to-seats offered ratios and enrollment trends at all campuses. For alternative and adult schools, discuss, at minimum, mobility data.**

There continues to be a high demand for our classes as reflected in our long wait list. As of May 2023, there are 192 students on the current interest list. This does not include students who are currently enrolled in classes at TFPPCS, many of whom will

re-enroll in SY 23-24. Demand is particularly high for our evening classes, and we plan to meet that need by offering additional evening classes in SY 23-24. The “Sector Planning Supplement” references the mobility data of adult schools and expresses some concern over the data. We acknowledge that our students are very mobile and enroll and unenroll at various stages of their educational journey. TFPPCS stays in contact with its students and encourages them to reenroll and continue their education once they have a more stable work and home environment. One of the ways that we project dealing with the high mobility is by providing more classes in the evening to accommodate changing work schedules.

TFPPCS’ in seat attendance rate has been well above the sector. See tables from tis 5-year Review Report below.

The ISA rate is the percentage of students who were present each day. The charts below detail The Family Place PCS's data compared to the DC public charter sector's average ISA rates.

Key for ISA Rates	
Green	Equal to or more than the sector rate
Red	Less than the sector rate
Grey	n < 10; the n-size is less than 10

SY 2020 – 21 Average ISA Rate	
The Family Place PCS	AE Charter Sector
81.2%	65.5%

SY 2021 – 22 Average ISA Rate	
The Family Place PCS	AE Charter Sector
83.8%	43.4%

**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.**

TFPPCS has discussed increasing its enrollment ceiling several times with the school’s community including the Board, staff, and students. Board meeting minutes from August 22, 2022, and a letter to the Board of Trustees and TFPPCS/TFP community dated May 25, 2022 (attached), mention the school’s search for additional space and plan to enroll more students over the next several years. The



letter projects enrollment will grow 23% in year 6 to 225 students from 183 in year 5 and expects that the school will enroll 275 students in year 10.

More recently, TFPPCS invited its internal community to provide feedback on its application for a ceiling enrollment increase. The school held two in-person focus groups for students to comment on and share their concerns about the enrollment ceiling increase. In addition, the school solicited feedback from both staff and students via Google Forms surveys. The survey sent to staff was in English and Spanish; the survey sent to students was in Spanish.

The following is a timeline of dates and communications sent to the school's internal community. All communications, surveys, and feedback are included as supporting evidence:

- 5/16/23: Focus Group Flyer sent via WhatsApp class groups and announced in classes
- 5/18/23: Two in-person focus groups for students held at the school
- 5/18/23: Google Forms survey sent via group text to enrolled students
- 5/18/23: Google Forms survey emailed to staff
- 5/22/23: Survey reminder emailed to staff

On May 18, 2023, the school held two in-person focus groups for students to weigh in on the ceiling increase. 12 students participated in the first meeting from 11:30-12:30, and 6 students participated in the second meeting from 5:30-6:30. Overall, the students supported the ceiling increase. Students prefer that the school remain in the neighborhood and if the school grows, students want it to keep the "warm" vibe that differentiates it from other schools. Students also mentioned the need for additional classes and activities; specifically, students want more technology classes and expanded workforce training programs and opportunities. They would also like to have a place to practice their skills, a space to study and socialize, and additional activities on Fridays.

As of May 30, 2023, the school had received 19 staff responses. The majority (17 of 19 respondents) overwhelmingly supported the ceiling increase with two responding "maybe." Although the survey explicitly stated the ceiling increase was contingent on acquiring additional space, the biggest concerns for staff related to adding space and additional staff. The top concerns in order were:

- More classroom space for students (17)
- More classes for students (16)
- More teachers (14)
- More office space for support staff and the location of new space (13)

Staff suggestions for growing and expanding the TFPPCS community ranged from adding more student activities to conducting more outreach and recruitment from the surrounding community and adding different types of classes and services for students.

TFPPCS is responding to these concerns in the following ways. Enrolling additional students is contingent on acquiring new space. Hiring additional teachers and/or support staff as well as other expenses related to increased enrollment are already included in future budgets. The school agrees that students need access to enrichment and extracurricular opportunities and plans to introduce some of these activities in SY 23-24 as space and schedule in the current location allow. These include conversation clubs, social circles, and additional student support service workshops on health, jobs, or other topics. When we acquire additional space, we plan to add a technology lab with additional technology training for interested students and space for students to practice and build on the skills taught in their classes.

**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.**

**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?**

TFPPCS has been in contact with its ANC representative throughout this process. In April 2022, we first talked about acquiring additional space for the school. Christine Miller, the ANC 1A Commissioner at the time, has sent various new space options and has reached out to her colleagues about leads for additional space to expand. We first met with new ANC Stephen Kenny Feb 17<sup>th</sup>; at that meeting we also discussed our need for a new building and Stephen has been helping us identify some possibilities for space. Stephen will provide us with a letter of support that will be voted on at the next ANC meeting and before the July DCPCSB board meeting. TFPPCS has not received any neighborhood complaints and has received nothing but verbal support when talking to neighbors about its expansion. See attached email communications with the commissioners.

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

We have not received any community concerns.

**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?**

We have met all of the 10 additional indicators.

**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.**

See attached budget.

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

TFPPCS scored high on all of its fiscal management and economic viability measures on its 5-year review report. With reference to the ECI budget included, the first budget is based on what we will be submitting as our official SY 24 budget. We are already planning for a new building next year, and then increased enrollment thereafter.

The 2nd budget assumes that we will still move into the new building, but that the increased enrollment doesn't happen (no expansion).

The 3rd case (contingency) happens to be the same as the 2nd case--no expansion, and expenses (which are primarily staffing) stay the same. Our EdOps team member, Raj, is happy to explain why this is the case; his feedback is that "it's a small operation, and there wasn't much to cut from".

**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](#).***

TFPPCS is actively looking for an additional facility and will complete the facility amendment application once a site has been secured. We plan to have a new facility by the time the enrollment ceiling increase goes into effect. If we do not yet have additional space, we will project lower than our ceiling amount until we have new 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.**

<b>Proposed Enrollment Schedule</b>					
	SY 2024 – 25	SY 2025 – 26	SY 2026 – 27	SY 2027 – 28	SY 2028 – 29
<b>PK-3</b>					
<b>PK-4</b>					
<b>K</b>					
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					
<b>11</b>					
<b>12</b>					
<b>Adult</b>	225	225	250	250	275
<b>LEA Total</b>					

**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.**

TFPPCS plans to increase the number of academic and non-academic staff in accordance with the increased enrollment. Each full-time teacher is expected to teach the equivalent of two classes in two of our three class schedules (morning, afternoon, evening). Currently, TFPPCS budgets for 21 FTEs; in SY 24, we are budgeting for 22.5 FTEs; when we expand in SY 25, we will add an additional 4 positions (2 teachers, and 2 non-academic support staff).

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

TFPPCS plans to implement new career pathways for instructional staff starting in SY 23-24. The new positions will include an education program manager and lead

teachers for the ESL and Foundations of Literacy programs. The Education Program Manager will assist the Chief Academic Officer with hiring, planning, reporting, and oversight functions of the academic team. Lead teachers will be responsible for coordinating instructional activities with teachers of the same class and level to ensure consistent delivery of curriculum and content.

Furthermore, TFPPCS will offer increased professional development, training, and leadership opportunities. These range from attending and/or presenting at professional conferences in the U.S., planning and leading in-house PD sessions, enrolling in continuing education courses, and planning and implementing special student workshops or projects.

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

We plan to hire academic staff to keep the student-teacher ratios at the current rate.

**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.**

At this stage, we do not plan to expand TFPPCS's management team. This may become necessary when we apply for the facilities amendment. As mentioned above, the new positions anticipated with the ECI will include an education program manager and lead teachers for the ESL and Foundations of Literacy programs.

Attachments:

BOD meeting minutes from 5/30/23 and 6/1/22

Letter to BOD regarding the reasoning for pursuing a new building

ANC emails from 4/20/22 and 3/23/23

Email to staff about ceiling increase survey

Student Enrollment Ceiling Increase Survey

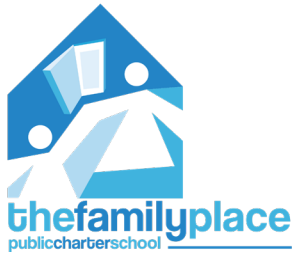
Survey Results from staff

Survey in Spanish

Survey Results from students

Flyer invitation for focus groups

Focus groups notes/feedback



# MINUTES

## The Family Place Public Charter School

*Date | time* May 30, 2023 | 6:00pm - 7:00pm | *Location* Virtual on Zoom

### In Attendance

BOARD MEMBERS		
NAME	PRESENT	ABSENT
Mavis I. Ardon	X	
Ann B. Barnet	X	
Michael D. Barnet	X	
Shawn Chakrabarti	X	
Maria Mejia	X	
Barbara Finkelstein		X
Sarah Friedman	X	
Marcia Harrington	X	
Natalia Isaza Brando		X
Oralia Puente	X	
Elaine Weiss	X	

DRAFT

**Others Present:** Haley Wiggins, Larry Garr, Alyson Cronquist, Laurel Kircher, Yinzú Nairouz, Raj Thomas, Eileen Suffian, Patricia Oholeguy, Misbah Ahdab, Kendall Dorman

### Approval of Minutes

The minutes from last meeting, February 21, 2023, were reviewed and unanimously approved by Marcia, Michael, Mavis, Maria, Elaine, Oralia, Ann, and Sarah at 6:07pm.

### Motions

Motion by Elaine and led by Michael: Enrollment ceiling increase was approved by Michael, Oralia, Ann, Marcia, Elaine, Mavis, Maria and Shawn. Natalia said yes by proxy but was not present.

Budget was also unanimously approved in a motion by Elaine with the vote led by Michael.

Everyone voted on the motion to adjourn. Meeting adjourned at 6:58pm.

### Description of Matters Discussed

1. *Board Business, Haley and Michael*
  - a. Haley will work on planning the meeting schedule for next year and will send an email about it soon.
2. *Finance update, Raj*
  - a. Overview of Financials and Budget for next two SY's

- i. Feedback from board budget review in March has been incorporated.
- ii. Budget for SY 23-24 and 24-25, with 5-year budget outlook.
- iii. Expect to end FY23 with net income of \$945k, cash balance of \$2.9M, and 500 days of cash.
- iv. FY24 budget assumes net income of \$388k (assuming purchase of new building), ending cash balance of \$2.4M, and 344 days of cash.
- v. Per-pupil increase of 5.05%, and facility allocations increase of 3.1%.
- vi. Enrollment expectations: 183, 225, then 250
  - 1. \$57k contingency in enrollment revenue
- vii. 3.5% salary increase across the board: 1.5 more FTE's.
- viii. No monies assumed from the WTU contract development.
- ix. \$15k contingency in expense budget
- x. Standard OSSE loan of \$2.0M with 1% interest and cash down payment of \$1M toward a new building in time for SY 24-25
- xi. Enrollment ceiling increase:
  - 1. Over the past several years, we have always met our targeted enrollment. We feel confident in our ability to hit 183 students next school year. Conservatively, we have planned for a contingency of 2%, or 4 students, which equates to \$57k in revenue.
  - 2. In SY 24-25 we are planning an expansion and will grow to 225 students. By SY 26-27, we are budgeting growth to 250 students.
  - 3. Enrollment drives budget.

b. Q&A

- i. Larry asked what 500 days of cash means, and Raj explained that it's as simple as how much cash we have in the bank. \$2.9M=500 days of cash.
- ii. Eileen asked if the salary increases include room for merit increases and Haley said yes.
- iii. WTU means Washington Teacher's Union: backpay and salary increases approved by the city.
- iv. Larry asked if we'd be able to pay off the 5-year loan quickly and Raj said yes, but the 1% interest rate is so good and we should have no problem paying it off in 5 years.

3. *Executive Director's Report, Haley*

- a. We are working on an application to DC PCSB to increase our Enrollment Ceiling for SY 24-25. We will submit it in the next couple of days and then Haley will present to the DC PCSB in July to approve.
  - i. Shawn verified that the teachers are okay with this since space is tight, and Haley explained that we sent out a survey to staff and students, and the responses were favorable, although space is a concern. Michael and Larry also commented.
- b. We passed our 5-year charter review and are officially candidates for Middle States Accreditation.
- c. Haley also talked about how a new space is still an ongoing search. There was a building across the street that she, Eileen, Larry, and Michael went to look at but it's not going to work out.

4. *Academic Update, Laurel*

- a. Staffing changes: new FT teacher next year to replace Allan, hired two new assistants and need to hire another evening assistant for the fall.
- b. CASAS post-testing and graduation coming up on June 21.
- c. Shared some pictures of teacher appreciation week, projects, etc.

- d. Michael asked about student retention and Laurel said that it's a challenge, but attendance incentives help, and we're always working on how to improve.

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## Next Meeting

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Date | time, Location

Motion to adjourn was made at 6:58pm by Ann and was passed unanimously.

Next meeting TBD in July or August.





# MINUTES

## The Family Place Public Charter School

*Date | time* June 1, 2022 | 6:00pm - 7:30pm | *Location* Virtual Meeting, Zoom

### In Attendance

BOARD MEMBERS		
NAME	PRESENT	ABSENT
Mavis I. Ardon	X	
Ann B. Barnet	X	
Michael D. Barnet	X	
Shawn Chakrabarti	X	
Dania Diaz Amaya		X
Barbara Finkelstein	X	
Sarah Friedman		X
Marcia Harrington	X	
Natalia Isaza Brando	X	
Oralia Puente	X	
Elaine Weiss		X

**Others Present:** Haley Wiggins, Alyson Cronquist, Yu Yang, Larry Garr, Eileen Suffian, Misbah Ahdab, Luis Chavez, Patricia Oholeguy, Laurel Kircher, Yinzou Nairouz, Kendall Dorman, members of the Compass team: Mahasti Pourdastan, David Sirignano, Nathaniel Bernstein, Lauren Schmeider, Michael Brown

### Approval of Minutes

The minutes from last meeting, April 19, 2022, were reviewed and unanimously approved by Ann, Marcia, Michael, Oralia, Mavis, Barbara, Shawn, Natalia at 6:12pm.

### Motions

Everyone voted on the motion to adjourn. Meeting adjourned at 8:45pm.

### Votes Taken

Voted on the budget: Led by Michael. Approved by Ann, Natalia, Marcia, Mavis, Michael, Oralia, Barbara, Misbah, Larry, Shawn, and Kendall.

Voted on the proposed changes to the financial policy to submit to DC Public Charter School Board (DCPCSB): Led by Michael. Approved by Ann, Natalia, Marcia, Mavis, Michael, Oralia, Barbara, Misbah, Larry, Shawn, and Kendall.

Voted on a second offer and approval to move forward with the purchase of the new building at 3419 14<sup>th</sup> street NW: Led by Michael. Approved by Ann, Michael, Oralia, Barbara, Mavis, Shawn, Natalia, as well as Misbah, Larry, Kendall.

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## Description of Matters Discussed

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### 1. Finance update, Yu

#### a. Draft Budget:

- i. Forecasting to end the year with 1.9M, or 371 days of cash.
- ii. Current budget model results in a net income of \$325k with 10.66% gross margin.
- iii. Key Assumptions and Historical Context
  1. Enrollment
    - a. Budgeted contingency of 2 students, about \$27k in revenue.
  2. Local Funding Increase
    - a. DC government will increase per pupil revenue by 5.87% and per pupil facilities by 3.1%.
  3. Salary Increase
    - a. 5% for returning staff due to inflation and budgeted \$20k for performance-based increases.
- iv. Chief Revenue and Expense Assumptions
  1. Revenue
    - a. No new ARP funds for next school year.
    - b. AFE Consolidated will remain the same as FY22.
  2. Expense
    - a. Return to pre-COVID level.
    - b. New building contract will be signed by the end of FY22.
    - c. We will only need to pay the loan interest in the first 2 years.
    - d. Building renovation will cost no more than \$750k.
  3. Inflation
    - a. Federal Open Market provided economic projections as guidance.
    - b. Expected to return to target levels of ~2% in 2 years.
- v. SY23 Budget
  1. Total Revenue: \$3,046,425
  2. Total Expenses: \$2,721,645
  3. Net cash increase for year: -\$55,067
- vi. Loan Overview
  1. \$2m OSSE loan for new building with 1% interest rate.
- vii. Days of Cash, In Context
  1. 283 days of cash at year's end.
- viii. Risks and Potential Upsides
  1. Summary
    - a. We have been able to add positions and provide salary increases.
    - b. The budget slightly decreases our cash reserves but maintains a positive net income and gross margin.
    - c. We met our expansion goal and remain in a healthy financial position.
- ix. SY24 Budget
  1. Total Revenue: \$3,043,868

2. Total Expenses: \$2,468,646
  3. Net Income: \$75,222
  4. Net cash increase for year: \$587,876
- b. Comments/Questions
- i. Larry mentioned that fiscally, the finances look great. He emphasized that we should do a capital campaign.
  - ii. Eileen explained what a balloon note means after Marcia asked.
  - iii. Oralia asked if we would be impacted by recessions, inflation, etc. and Larry explained that's partly why we are building up a surplus.
  - iv. Ann asked about how the finances will be affected by TFP expansion for a new childcare center. Haley explained that these finances are for the charter school, and the childcare center will be for TFP.
  - v. Oralia mentioned that we should not lose sight of our mission and always keep it in mind as we grow and expand.
- c. *Financial Policy Update, Yu*
- i. Yu briefly explained the proposed change and Eileen approved.
2. *Compass Presentation on Human Resources Project, Mahasti and team*
- a. Introductions
  - b. Current State Recap
  - c. Compass Strategic Alignment Micro Project
    - i. TFP would like to establish clear policies and procedures for performance evaluations, promotions, and hiring.
  - d. Project Overview
    - i. Improving the Hiring Process
      1. Sustainability, simplicity, and authenticity
    - ii. Overview of Hiring Process Resources
      1. Hiring Process Outline
      2. Deep Dive Resources
      3. Employee Evaluation Processes
      4. Disciplinary Action Policy and Procedures
        - a. Provide guidance, not necessarily punishment. Lack of training is most common problem.
      5. Succession Planning
      6. Proposed Short-term and Long-term Plans
        - a. Short-term: implement suggestions and make updates; implement evaluation procedures, review disciplinary process, document skills needed for each role.
        - b. Long-term: monitor and refine changes made to hiring process; assess employee evaluation procedures' success and adjust frequency.
      7. Areas for Review in the Future
        - a. Automation process for updating Strategic Plan.
        - b. Review and consider employee orientation materials and professional development strategy.
  - e. Q&A
    - i. Natalia thanked Compass for the project and presentation.
    - ii. Mahasti talked about how it's best to talk with employees anytime during the year when something comes up, rather than just at end-year and mid-year evaluations.

- iii. Oralia asked about next steps for orientation planning, and Haley said after reviewing materials, she will meet with all managers.
  - iv. Michael asked if these evaluations can apply to the executive director and Mahasti said that it would be different for the executive director, and Lauren said they are also supplying additional information for executive director evaluations.
  - v. Michael also asked about updating the employee manual, and Haley said it's always a working document, but will need more updating as these policies are implemented. Mahasti says the employee manual seems to be good.
3. *New Space Update, Larry, Michael, Misbah, and Haley*
- a. Larry, Misbah and Michael gave their optimistic thoughts on the convenience of the location and the cost of the building.
  - b. Ann asked about how many additional students will fit in the new building and if it's ADA accessible. Haley said we will include ADA updates in the renovation.
  - c. 183 students are projected for Year 5. If we keep growing at the same rate, by year 10 we would be at 275 (adult) students. This building will allow that.
  - d. Ann asked about the space for staff and childcare. Haley said that there will be more multipurpose space rather than separate offices. The new building is a bit smaller than our current building, but provides more flexibility and we are trying to get all the renovations done in one go rather than some now and some later.
  - e. Ann also asked if the new building has a kitchen big enough for classes. It does not, but we could make the 16<sup>th</sup> street (current building) kitchen work for classes.
  - f. Michael wondered about the implications of acquiring a building with an existing tenant (bakery). The bakery's annual lease is about to expire and they will be leaving.
  - g. Offer was made around 2 weeks ago. We received a counter offer and will be placing a counter offer back.
  - h. Misbah explained wanting to negotiate as much as possible so we can spend more money on renovations. This building will be owned by the charter school. Larry expressed his pride at the organization's ability to save up money.
  - i. Kendall asked about bringing the building up to code for safety and ADA. There aren't any plans for that drawn up yet.
  - j. Michael expressed appreciation to Misbah and everyone else who has worked on this building purchase. Barbara also expressed appreciation to the whole organization and board.
4. *Final Announcements, Laurel and Haley*
5. Laurel says that the QSR reports went well and CASAS testing is going on again. The digital story project is ongoing.
  6. Graduation on June 22<sup>nd</sup> at Sacred Heart church, in two sessions.

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## Next Meeting

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Date | time, Location

Motion to adjourn was made at 8:45pm and was passed unanimously.



Dear TFPPCS and TFP Board Members,

5/25/2022

The purpose of this email is to advise The Family Place Public Charter School 's ("TFPPCS") Board of Trustees and other interested persons of the status of our Board-authorized search for additional classroom and administrative space. Securing additional space is critical to our ability to expand our services as envisioned and recorded in our DC Charter Board approved founding document, which contemplates expansions of services in 5-year increments over 15 years. The current circumstances are that we are at full capacity and desperately need additional classrooms and administrative offices if we are to meet our published goals for the future.

The Board authorized committee, which has been actively looking for an appropriate expansion venue for a couple of years, is pleased to inform you that a property has been located at 3419 14<sup>th</sup> Street, NW, which is within easy walking distance of our current location. If purchased, TFPPCS would be rendering future services from both locations and maintain our close symbiotic relationship with TFP well into the future.

Specifically, TFPPCS in its first 4 years has had enrollment ceilings of 120 for the first 2 school years and 147 for the latter 2 years. That will be expanding to 183 students – 26 additional students starting in year 5, the school year starting August 2022. While exact numbers are not spelled out for following 5 years, we anticipate the growth rate will be similar to the past – a 23% increase every other year, and that we will need space for 275 students in our 10<sup>th</sup> year of service. (We shortly will be engaging with the DC Public School Board regarding our projected expansion of services over the next 5 years. The first meeting is scheduled for July 5, 2022.)

As a stopgap, we have been renting a room for additional space at St. Stephens Church, but it has not been working well for classroom space and is essentially a storage space for us now. We attempted to have classes there at the beginning of the school year, but staff and students felt unsafe working in that space due to crime in the area and an absence of security at the location. By comparison, it appears far more feasible for us to implement security measures at the 14<sup>th</sup> street property in order to maintain safety for our students and staff.

The 14<sup>th</sup> Street building is the only one we have found over the past 2-3 years that is close enough to our present site that staff and students could go back and forth as needed, and it is in our neighborhood where we want to stay. The plan would be for TFPPCS to purchase it as soon as possible and in the upcoming 2022 – 2023 5<sup>th</sup> school year renovate the building in order to accommodate our expanded students and staff ASAP. The expanded space likely will not be available until our 6<sup>th</sup> school year, but if we are able to start using it for classes in the 5<sup>th</sup> school year that would be great. The 2-year plan would be for The Family Place ("TFP") to renovate the street level floor and open a licensed childcare facility



run by TFP staff. That would allow us to continue our mission of providing two-generational learning and provide more sustainability for the Early Childcare Education programs. This envisions that TFP would pay rent to TFPPCS for use of the space as TFPPCS currently pays rent to TFP for its use of the 16<sup>th</sup> Street classrooms.

The Committee also would like to note that TFP and TFPPCS likely will need to launch a joint capital campaign to raise money, in addition to the Board members' "give or get" obligations, to secure the funds needed to renovate and license the childcare facility that will be operated by TFP. We will need the support of both Boards of Directors in this regard.

It is envisioned that TFPPCS would take out a low-interest loan in the amount of around \$2 million (the current rate is 1%) from OSSE - funds specifically earmarked for charter school financing. We would use saved funds, \$500,000 to \$750,000, to renovate the building and would have sufficient additional saved funds to cover any unanticipated overruns or other emergencies. At present TFPPCS has just under \$2 million invested with Schwab and in our bank account of which approximately \$500,000 is needed to fund services in the current school year.

The 14th Street property was listed for \$1,900,000, but the owners were floating numbers as high as \$2,100,000. Considering the economics of the past few months, we submitted a Letter of Intent offering \$ 1,650,000 and the building owner has countered asking \$1,825,000. It is our hope and intent, with the Board's approval, to submit a counter proposal and to purchase the building for TFPPCS. Finally, we would like to note that (1) the area of the building is in an up-and-coming neighborhood, (2) the purchase would enable TFPPCS and TFP to render expanded services for the foreseeable future and (3) there are presently no other alternatives that we have found that can meet our needs.

The Committee authorized by the Board to look into our real estate needs unanimously recommends that TFPPCS Board authorize this purchase at its next meeting, as do the Chairs of both TFPPCS and TFP.

Sincerely,

Handwritten signature of Michael D. Barnet in blue ink.

Michael D. Barnet  
TFPPCS Board Chair

Handwritten signature of Lawrence Garr in blue ink.

Lawrence Garr  
TFP Board Chair

Handwritten signature of Haley Wiggins in blue ink.

Haley Wiggins  
Executive Director

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**Re: question**

1 message

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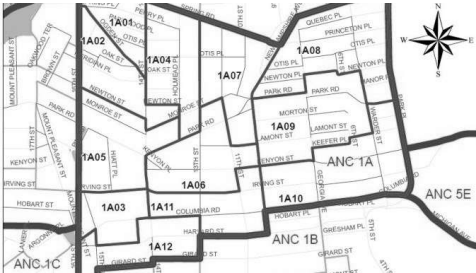
**Miller, Christine (SMD 1A05)** <1A05@anc.dc.gov>  
To: Haley Wiggins <hwiggins@thefamilyplacedc.org>

Wed, Apr 20, 2022 at 6:03 AM

Good Morning,

A board member reached out to me last month, and I've been putting my brain to it. A couple ideas that came to mind were DC USA and some of the retail spaces in Tivoli (the PCSB has an office there).

Here is a link to a map and commissioners: <http://anc1a.org/find-my-anc/>



**Find my ANC! – Advisory Neighborhood Commission 1A**

Get updates, schedules, resources, & more! You will not receive more than two emails from us a month.

[anc1a.org](http://anc1a.org)

Best,

C

ANC 1A Commissioner | Single Member District (SMD) 1A05  
Chair, Education & Youth Committee  
1a05@anc.dc.gov | Twitter: @MillerANC1A05  
<https://www.facebook.com/MillerANC1A05/>

Please visit or join the ANC 1A Education & Youth Committee Google group: <https://groups.google.com/d/forum/anc1a-education-committee>

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**From:** Haley Wiggins <hwiggins@thefamilyplacedc.org>

**Sent:** Tuesday, April 19, 2022 1:42 PM

**To:** Miller, Christine (SMD 1A05) <1A05@anc.dc.gov>

**Subject:** question

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Hi Christine,

How are you? I hope you're doing well! How big is your ANC area? Where can I see a map of the different areas? We are looking to acquire another location and I'm not sure if it's in the same ANC area or not. Thanks,

Haley

--

**Haley Wiggins**

**Executive Director**



[www.thefamilyplacedc.org](http://www.thefamilyplacedc.org)

3309 16th.St., NW

Washington, DC 20010

202-265-0149







Haley Wiggins <hwiggins@thefamilyplacedc.org>

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## Follow-up on ANC visit

1 message

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**Kenny, Stephen (SMD 1A05)** <1A05@anc.dc.gov>

Thu, Feb 23, 2023 at 5:13 PM

To: Yinzu Nairouz <ynairouz@thefamilyplacedc.org>, Haley Wiggins <hwiggins@thefamilyplacedc.org>, "gmarsandi@thefamilyplacedc.org"

<gmarsandi@thefamilyplacedc.org>

Haley, Luis, and Yinzu,

Thank you so much for showing me around your offices last week!! I really enjoyed seeing all the work you do to support the families of this community. I had a few items to follow up on.

1. Following up on the diaper drive, can you send me any materials from last year's diaper drive? I'd like to have something to show my ANC colleagues so I can get some buy-in from them on supporting it across the whole ANC.
2. Public safety: Luis - I invited you to the meeting I'll be having with the MPD districts that cover your place.
3. New facilities: During my travels over the past few days I've been looking for for-sale properties, and I found 2. The closer one is at 3145 Mt Pleasant St NW, and the other one is at 1815 Columbia Rd NW.

Best,  
Stephen

---

Stephen Kenny  
Commissioner, ANC 1A05  
Official email: 1a05@anc.dc.gov  
Cell #: 202-618-0305

# Ceiling Increase Survey

External

Inbox x

**Laurel Kircher** <lkircher@thefamilyplacepcs.org>

Mon, May 22, 11:02 AM

to Xinxin, Brian, Xamy, Gillian, Iprieto, Delmy, Luis, Carlye, Silvia, Yinzu, Tsegaye, Lawrence, Angelica, Luz, Fernando, Tony, Debora, Nelsi, Lizzi, Crhistopher, Merice, Francisca, me, Allan, Idis, Perry, Patricia, Yojairy, Alyson, Karla, Lidia, Haley, Diana

Hi -

If you haven't completed this [survey](#) yet, please do so ASAP. Do not complete it again if you already filled it out. Thanks!

[Ceiling Increase Survey - English and Spanish](#)

**Laurel Kircher**

Chief Academic Officer

The Family Place Public Charter School

[lkircher@thefamilyplacepcs.org](mailto:lkircher@thefamilyplacepcs.org)

202-265-0149 | 3309 16th St., NW, Washington, DC 20010

[www.thefamilyplacedc.org](http://www.thefamilyplacedc.org)

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lkircher@thefamilyplacepcs.org

to me

Thu, May 18, 3:33 PM

Images are not displayed. Display images below



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Please complete this survey ASAP! Por favor, completa esta encuesta lo antes posible!

### Student Enrollment Ceiling Increase Survey

The Family Place PCS is asking the DC Public School Charter Board to raise its enrollment ceiling from 183 to 225 students in SY 24-25 with additional growth planned in the future. This increase is contingent on acquiring additional space by SY 24-25.

## Student Enrollment Ceiling Increase Survey

\* Indicates required question

The Family Place PCS is asking the DC Public School Charter Board to raise its enrollment ceiling from 183 to 225 students in SY 24-25 with additional growth planned in the future. **This increase is contingent on acquiring additional space by SY 24-25.**

Please let us know what you think about this increase and what, if any, concerns you have.

\*\*\*

The Family Place PCS le está solicitando a la Junta de Escuelas Públicas de DC que aumente su límite de inscripción de 183 a 225 estudiantes para el año escolar 2024-2025 con planes de crecer más en el futuro. Este aumento depende de la posibilidad de encontrar espacio adicional para el 2024.

Déjenos saber lo que piensa acerca de este aumento y qué inquietudes tiene usted, si las tiene.



1. 1. Do you support raising the enrollment ceiling from 183 to 225 students in SY 24-25 and incrementally thereafter? \*

\*\*\*

1. ¿Apoya usted el aumento del límite máximo de inscripción de 183 a 225 estudiantes en el año escolar 2024-2025 y que siga creciendo a partir de ese año?

Mark only one oval.

Yes / Si

No

Maybe / Quizás

2. 2. Which factors should we consider in enrolling additional students? Select all that apply. \*

\*\*\*

2. ¿Qué factores debemos considerar al inscribir a estudiantes adicionales? Seleccione todas las que correspondan.

Check all that apply.

More classroom space for students/ Más espacio en el aula para los estudiantes

More office space for staff/ Más espacio de oficina para el personal

More classes/ Más clases

More teachers/ Más profesores

More support staff/ Más personal de apoyo

More childcare/ Más cuidado de niños

Quality of instruction/ Calidad de instrucción

Location of new space/building/ Ubicación del nuevo espacio/edificio

None. It's a great idea!/ Ninguno. ¡Es una gran idea!

Other/ Otro

3. 3. Please explain your answer(s) in question 2. \*

\*\*\*

3. Explique en detalle su(s) respuesta(s) en la pregunta 2.

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4. 4. What suggestions do you have for expanding The Family Place PCS Community? \*

\*\*\*

4. ¿Qué sugerencias tiene para expandir la comunidad PCS de The Family Place?

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# Student Enrollment Ceiling Increase Survey

19 responses

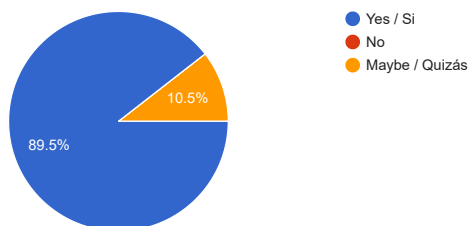
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1. Do you support raising the enrollment ceiling from 183 to 225 students in SY 24-25 and incrementally thereafter? [Copy](#)

\*\*\*

1. ¿Apoya usted el aumento del límite máximo de inscripción de 183 a 225 estudiantes en el año escolar 2024-2025 y que siga creciendo a partir de ese año?

19 responses



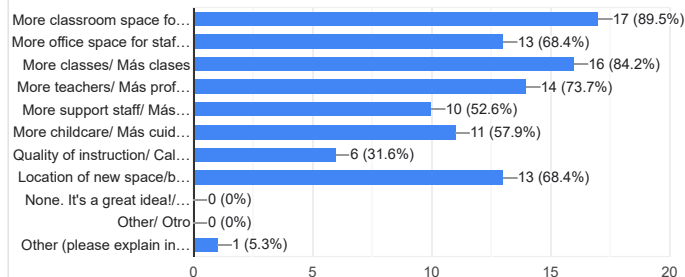
2. Which factors should we consider in enrolling additional students? [Copy](#)

Select all that apply.

\*\*\*

2. ¿Qué factores debemos considerar al inscribir a estudiantes adicionales? Seleccione todas las que correspondan.

19 responses



3. Please explain your answer(s) in question 2.

\*\*\*

3. Explique en detalle su(s) respuesta(s) en la pregunta 2.

19 responses

It's important to also consider attendance issues. Can we reach the 225 goal and then maintain that number? Also, we need to consider how we find these students (specifically finding students who will seriously attend the classes).

We need more space for staff and students if we are going to increase our intake of students. I think we should have a more diverse classes offered.

With more students we would need more space in the classrooms or more classrooms in a new location. We might also need to offer more classes and hire more teachers and probably staff that support teachers to better assist students.

We should also consider the location. The biggest latino/hispanic community in DC is in Ward 1 (Columbia Heights/Mt. Pleasant/Columbia Rd...). Therefore, we should look for a space/building in the neighborhood to be accessible to participants and cover the market demand.

With additional enrollment, the school will need to add classes, teachers, and additional space for classrooms, meeting rooms, computer lab (?), and office areas.

I think the school will also need more support staff, such as another technology teacher and maybe more tutors, as it grows.

Sin nuevo espacio, no habría dónde ubicar más estudiantes.  
Pero también hay que atender la deserción de estudiantes luego de haber iniciado el año escolar. De lo contrario se corre el riesgo de tener un gran espacio pero con muy pocos estudiantes.

A new building that looks like a school will surely make students commit more. Also, with a bigger building we can offer more classes.

-

Having a new building that's close to our current one (or one bigger one) as well as safety of location is important to me

Space: It would be great either expand the current space or get space exclusively for the school, a more comfortable space for teaching and learn, and provide other services comfortably.

If more students come, we will need more space and more staff.

No feedback at this time

I believe that with a new location, there will be more space and the other suggestions will follow. More students means more classes, consequently, more teachers. Students also need space to lounge or study too, we might need an auditorium and to be better suited to be a school that looks like a school and not a house.

si no tenemos un lugar mas grande no se puede tener mas estudiantes

It just seems that if you are going to increase enrollment you are going to have to get more space and more teachers, depending on the increase.

Pienso que seria bueno la ayuda de voluntarios o ya sea el personal de apoyo en fechas indicadas donde se distribuye comida y recursos para la familias en donaciones. El trabajo en equipo nos beneficia a todas las areas.

A building with more space and easier access to areas like the kitchen would be nice.

I do not think we can expand without more classrooms, and therefore more teachers. I think very crowded classrooms at the start of a session can be intimidating for some students. Quality of instruction is directly related to class size, of course. As for office space, I think as long as there are classrooms available between classes, and a few spaces in offices, teachers can work out of those. Support staff may need offices, of course!

And it IS a fantastic idea. Logistics matter, though.



If there are more students, we need to have more space so they can sit with more space between each other. Once we have more students also it could be good if we teach different subjects (we can consider the subjects that they are interested at). Also, it could be good if the teacher has a bigger space.

There are many people who want to enroll and it was full. The growth interest of enrolling to learn languages makes me think to request more capacity and educators and of course more students for our school.

#### 4. What suggestions do you have for expanding The Family Place PCS Community?

\*\*\*

#### 4. ¿Qué sugerencias tiene para expandir la comunidad PCS de The Family Place?

19 responses

We need to look for outreach opportunities that target younger students.

More clothing-food give aways

I suggest we do more activities that involved students (like cultural activities, fun outdoor classes, etc) that makes the students feel engaged with the school and also attracts new students.

I think growing the school is positive. The school can offer more activities for students, like books clubs or conversation clubs and provide space for students to study.

Personal dedicado y Estrategia SOSTENIDA para reclutamiento estudiantil.

Different types of outreach, specially to the Brazilian community in DC.

Reach out and offers more benefits for the community around TFP

one big building instead of two smaller ones, include more health education

More outreach events for the community. There are still people in the neighborhood without knowledge of the school. A practical suggestion would be to hold an open house one evening a month to invite the community, enroll new participants, and to expand knowledge on themes (nutrition, workforce, occupational therapy/activities, mental health, fitness)

It would be good to offer a variety of classes, not just English, FOL and CDA.

The school need to work on student retention

More activities with students outside where they are the ones in charge of leading the events not for themselves, but to the general public. Like presidents day, Easter, MLK, etc. have them make/lead activities at the park such as trivia, challenges, races, etc.

Que todos los que neseciten cuidado de ninos que paguen por el cuidado o solo los estudiantes de la escuela sea gratis y los demas que paguen

I have no idea other than trying to find additional space in a building near the present one.

Usar mas publicidad en la puerta principal ( globos, algun muneco flotante o algun letrero llamativo que llame mas la atencion al publico.

Offering more academic services throughout the day might help. This could include having a walk-in "learning center" where students can practice their conversation or receive supplemental tutoring (instead of being taken out of class).

With more space and more teachers, the school could also perhaps offer more TYPES of classes, although admittedly I don't know how that works with accreditation/licensing. Perhaps classes or multi-week seminars specializing in office/professional English (not business. I'm thinking similar to Montgomery College's English for the American Workplace), and/or "College Transition" classes/seminars for our level 6+ students who should really be seeking schooling at a Community College or university, etc.

Using social media promoting the class that TFP offer, that could be with videos, stories, post and also it could be giving flyers.

I suggest to find more classrooms and teachers.

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# Encuesta de aumento en el límite de estudiantes a inscribir

\* Indicates required question

The Family Place PCS está solicitando a la Junta de Escuelas Públicas de DC que aumente su límite de inscripción de 183 a 225 estudiantes en el año escolar 2024-2025 con planes de crecer más en el futuro. Este aumento depende de la adquisición de espacio adicional para el año escolar 2024-2025.

Por favor háganos saber lo que piensa acerca de este aumento y qué inquietudes tiene, si las tiene.



1. 1. ¿Apoya aumentar el límite máximo de inscripción de 183 a 225 estudiantes para el año escolar 2024-2025 y de manera incremental a partir de entonces? \*

Check all that apply.

- Sí
- No
- Quizás

2. 2. ¿Qué factores debemos considerar al inscribir a estudiantes adicionales? Seleccione todas las que correspondan. \*

Check all that apply.

- Más espacio de oficina para el personal
- Más espacio en el aula para los estudiantes
- Más clases
- Más profesores
- Más personal de apoyo
- Más cuidado de niños
- Calidad de instrucción
- Ubicación del nuevo espacio/edificio
- Ninguno. ¡Es una gran idea!

3. 3. Por favor explique en detalle su(s) respuesta(s) de la pregunta 2.

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4. 4. ¿Qué sugerencias tiene para expandir la comunidad de The Family Place PCS? \*

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# Encuesta de aumento en el límite de estudiantes a inscribir

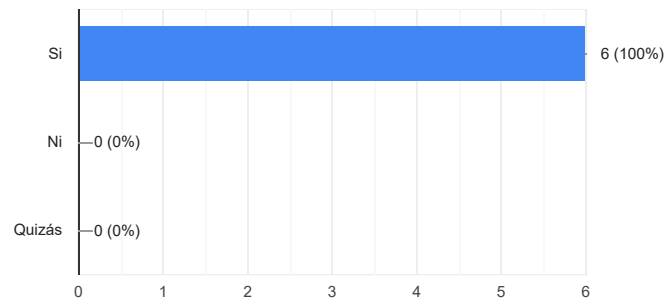
6 responses

[Publish analytics](#)

1. ¿Apoya aumentar el límite máximo de inscripción de 183 a 225 estudiantes para el año escolar 2024-2025 y de manera incremental a partir de entonces?

[Copy](#)

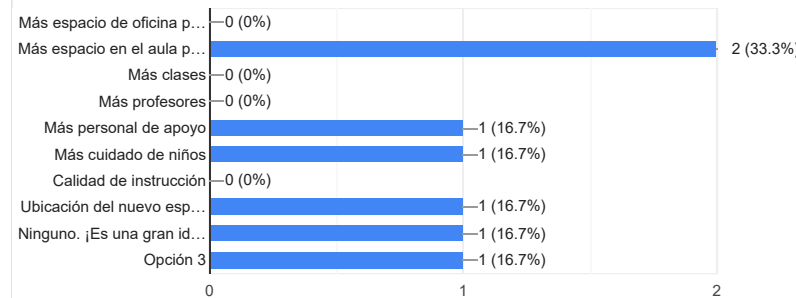
6 responses



2. ¿Qué factores debemos considerar al inscribir a estudiantes adicionales? Seleccione todas las que correspondan.

[Copy](#)

6 responses



3. Por favor explique en detalle su(s) respuesta(s) de la pregunta 2.

2 responses

Más espacio

Para q más estudiantes tenga la oportunidad de estudiar

4. ¿Qué sugerencias tiene para expandir la comunidad de The Family Place PCS?

6 responses

Unir dos salones

Ninguna

Hacer publicidad

Que desarrollen mas programas q beneficien a la comunidad como talleres de electricidad o plomeria

Es una buena ayuda P

Ninguno ellos estan trabajando muy bie.

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## Conversation with Coffee and sweets

**The Family Place invita a participar en un grupo pequeño para discutir:**

- **Cómo se siente acerca del crecimiento de la escuela en la comunidad.**
- **Programas adicionales para ofrecer durante el año.**
- **Horarios que le gustaría tener.**
- **Tomar clases en un edificio separado**

**The Family Place invites you to participate in a small group to discuss:**

- **How you feel about the school growing in the community.**
- **Additional programs to offer during the year.**
- **Schedules you would like to have.**
- **Take classes in a separate building**



Laurel Kircher &lt;lkircher@thefamilyplacepcs.org&gt;

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## Fwd: Notes from Focus groups

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**Yinzu Nairouz** <ynairouz@thefamilyplacedc.org>  
To: Laurel Kircher <lkircher@thefamilyplacepcs.org>

Wed, May 24, 2023 at 4:32 PM

Just transcripts

----- Forwarded message -----

From: **Yinzu Nairouz** <ynairouz@thefamilyplacedc.org>  
Date: Mon, May 22, 2023 at 4:08 PM  
Subject: Notes from Focus groups  
To: Haley Wiggins <hwiggins@thefamilyplacedc.org>

Hello Haley,

Fernando has the attendance sheet from the 2 focus groups.

Below you can find the notes I took from the students' intervention. Please keep in mind I just copied the main idea of everyone's intervention. Let me know if you need more context for any of the points.

### **Focal group 11:30-12:30**

- Even when they feel that they recognize most of the staff and teachers, they will like that ALL staff visit the classrooms and introduce themselves.
- They want more technology classes, at least 2 days per week for 2 hours. They would like to have a technology class that starts with the basic use of devices such as cell phones and personal computers.
- They also mentioned the need to have a space to practice their technology skills after the class ends.
- The new job opportunities have several requirements including basic use of technology. They want to be able to meet their requirements and apply online by themselves when possible.
- They want to receive updates about their worker rights. Also, they want to be able to make online payments by themselves.
- They like the support for moms and participants with childcare and flexibility with their schedules based on their kids' needs. Even students without kids emphasized the importance to strengthen our childcare support.
- For a new facility, they want that we consider an accessible space with fewer (no) stairs and more spaces for them to stay and socialize.
- They did not like the change in the second-floor classroom from a small individual desk/chair to a bigger table. Even when they got extra space on the table, they struggle with their necks and back. They would like to be considered in decisions like this one.
- For the attendees of the meeting, TFP has the perfect location because they only need to walk a few blocks or take one bus.
- They do want that TFP grows however they want that we maintain the warm vibe that makes us different from other schools.
- They mentioned that the possibility to take the classes depends on their job status and schedule.
- They like to have several schedule alternatives and they would like that the school is more strict with the attendance policy.
- They mentioned how the students talk about the teachers and pass the voice about which classes/teachers they consider better. They proposed that the teacher evaluations include somehow the students' real opinions.
- They suggest that the "good" teachers share their best practice with their colleagues.
- Some students feel frustrated that they do not advance to higher levels even when they have good attendance and have been with us for several years.
- They want us to allow students to make up their classes in another schedule if possible when they cannot attend their own classes. E.g. There are AM students who cannot attend due to a Dr. appt, they want to be able to take the classes on another schedule.
- They want classes that help them to create/build their own business and grow from there. Also, classes about time management, craft, manual jobs (oficios laborales), and physical activities.
- They like the classes because they feel good at TFP, and they socialize with others. They feel like a real family and that we give them a lot of benefits.

- They want to know about the Board of directors, the managers, the staff, and the student representatives. They asked how the representative students are elected if they have a meeting with the rest of the students, or/and how they run for that position.
- They would like to have classes on Friday, even with a different approach or technology support.
- They want us to plan more activities for their free time as part of our mental health support.
- They want we empower all students to continue improving their English "En los trabajos les interesa que nosotros estudiemos, TFP tiene que ayudarnos a pedir permisos allá"
- They encourage us to find ways to avoid enrollment for those students that are with us only for the benefits.
- Even when they like to count on our welfare, they encourage us to make sure all the students understand they are with TFP for academic enrichment and not for the benefits. One student mentioned the big change she had in her life thanks to TFP, and how now she is another person, a stronger one.
- They want the teacher to share the class announcements in the last 5-10 minutes of the class.
- They would like that Dra Claudia Campos return for in-person sessions and they asked why we do not have something similar for men.
- Even when they find that math is hard, they have found their classes useful and they will like to continue.
- They were not aware that we are two agencies, they do not know the story of the agencies, and the programs provided in each one.
- They would like to have classes of basic education for everyone: punctuation marks, correct reading style. Even they propose that we will have spaces for them to attend only to read out loud.

### Focal group 11:30-12:30

- They feel that all students should be working harder at school.
- They like their schedule, since for them is impossible to take classes during the day.
- They want sewing classes and other "oficios"
- They agreed that we should enroll more students because in the first weeks of the SY the classroom is full and later they end with a lot of empty spaces.
- For some of them, TFP made possible a dream to study. They felt that they won't be able to study or use a computer in their life, and TFP makes it possible.
- They want more technology instruction. They mentioned that they would like to be able to do more independent web browsing on their own computer or cell phones at their home, "more than only using Youtube".
- They want that we empower our students to fight for their rights at their workplace so they can attend class. The students should not change or allow the changing of their work hours, in order to respect their class time.
- They mentioned that their family and other members of the community play an important role in their education. That they are exposed to a lot of comments outside and inside of the school such as "No va a aprender, ya esta muy viejo"
- They walk or use buses to come to school. They told us that the traffic of the city won't allow them to participate in classes if we move to a location far away from where we are right now. They asked if we plan to have a 'School bus' in case we move far.
- Other students mentioned that if we move out of the area, they would not be able to enroll because they do not have time to finish their job and family responsibilities and go to class and they will lose the educational opportunity they have right now.
- They do not understand why we allow people to enter classes late. Everyone has a work schedule and that should not be a problem with the students' arrival to class.
- They would like to have a class on Friday night when they are available.
- They prefer that all the information is transmitted in person, directly during the class.
- They do not read ANY of the signs that are around the building. Maybe they will see the sign if it is on the whiteboard and teachers point out the information to them.

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**Yinzú Nairouz, Ph.D.** (she/her [Why Pronouns Matter](#))

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