

Annual Report For:

The Next Step Public Charter School
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School Year 2022-2023

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Annual Report Narrative

I. School Description

A. Vision/Mission/Strategic Plan Statement

Vision Statement

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

Mission Statement

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

Strategic Plan Purpose Statement

The Next Step's 2027-28 strategic plan will advance positive outcomes for the students we serve, setting them up for real-world success in career and community – while building a school culture that is collaborative, rigorously focused on individual and collective growth, and welcoming and inclusive to all.

B. School Program

School Philosophy

We believe that everyone that enters our doors will have a place here in TNS where they have voice and choice in their learning. They will learn with time, patience, engagement through the building of connections and relationships, and everyone is responsible for our outcomes, both academic and community, because we are accountable to each other.

School-Specific Descriptions:

The Next Step Public Charter School serves students 16 to 30 years old in four programs: Spanish GED, English GED, ESL Program, and ESL bridge to GED, which prepares students

to transition to either English or Spanish GED. These programs are offered in a full-time day or a part-time evening program with the option of virtual classes. Students can choose the program that best fits their immediate needs with the ability to make changes as needed not to interrupt learning.

Because of the many challenges our students face, academic support is extremely important. Many had not previously been enrolled in school and have large gaps in their education. Upon enrollment, 70% of our students performed below the 9th grade equivalent in Reading and 92% in Math on their placement test. More than 38% of our English Language Learners perform on or under level 1. Our academic program provides individual and small group instruction, supportive academic software for on-level learning, and tutoring. We meet students at their academic and social levels.

Most of our students face multiple challenges as they aim to balance their educational and life priorities. We pride ourselves in the robust and holistic approach to supports and services provided to our students. The Student Support & Engagement Department is made up of case managers, a social worker, career and life skills advisors, and childcare services. Our case managers help remove barriers through connections with outside services and provide information for our other departments to support students internally. The school social worker can provide therapy in house. Our childcare allows our students with young children the ability to fully participate in school without the worries of childcare because their children are right in the building. Lastly, our career and life skills advisors provide the internal and external opportunities for students to engage in college and career exploration and workforce development through tailored workshops, early college, dual enrollment, and workforce development programs.

Lastly, our whole school approach to responding to harm and relationship building is through Restorative Practices. We use Restorative Practices as a foundation for all interactions between members of the community. Through these practices students use and develop coping and self-advocacy skills, and learn how to build and maintain relationships, appropriately respond to harm while preparing to use these skills when transitioning out of TNS.

1. Summary of Curriculum Design and Instructional Approach

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

than on grade levels or age. Thus, our individualized instruction is informed by academic class profiles highlighting specific gaps in standards.

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

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

The ESL curriculum incorporates “task-based language instruction” which focuses on the use of authentic language and meaningful tasks, as defined by their use of the target language in real-life situations. Examples include conducting interviews, applying for a job, and scheduling doctor appointments. The ESL curriculum is aligned with the TABE CLAS- E standards and level descriptors which are also aligned with CEFR (Common European Framework Of Reference) and GED. This framework delineates a comprehensive way to describe the levels of proficiency in language development. The CLAS -E is a language proficiency test that covers the four domains: Reading, Writing, Listening, and Speaking. Mastering these four domains helps students successfully transition to the GED program. The CLAS-E Advanced ESL level is aligned to the advanced ESL level of the NRS (National Reporting System).

Ultimately, completion of the GED program will enable students to obtain success whether it be in a technical school, apprenticeship program, community college, traditional four-year college, or the workplace. For older youth with few or no high school credits, the GED becomes a practical and attainable option. Students who opt not to take the GED (or not immediately), instead focus on their English language development by enrolling in the ESL track with GED standards alignment and skills. The Next Step’s program for English Language Learners is based

on the District of Columbia Public School standards for English Language Learners (WIDA Access), and on the Test of Adult Basic Education Complete Language Assessment System for English (TABE CLAS-E). TABE serves as the standardized examination that The Next Step PCS uses for testing English proficiency.

As students advance to higher “steps” within the GED and ESL tracks, our career and life skills advisors are instrumental in connecting students to Dual Enrollment opportunities prior to the completion of the secondary credential. Largely, our students enroll in courses offered by the College Access and Readiness for Everyone (CARE) program at the University of the District of Columbia Community College (UDC-CC), which is funded by the Office of the State Superintendent of Education (OSSE) or with Bard College, which is funded internally by TNS.

To build on the offering of our Early College program, the partnership with Bard College was established. The Next Step Public Charter School has maintained its partnership with Bard College and self-finances this portion of our Early College program at The Next Step. This allows our ESL students among others, to engage in credit-bearing college coursework.

The expansion of dual enrollment opportunities and establishment of an official Early College program was a result of a pilot that was conducted in the summer of 2018. In collaboration with UDC-CC, The Next Step offered First Year Seminar and Public Speaking courses. The Next Step teachers served as adjunct institution professors. From this pilot, we saw retention rates above 80%. In 2020-2021, our partnership with Bard College was finalized, and in the summer of 2023, we had a new cohort of students taking a Civic Engagement class at TNS, which was taught by a Bard College professor. The cohort consisted of 10 registered students with a retention and completion rate of 80%. The professor and cohort were supported by a TNS teacher, case manager, and advisor. With a continued success rate of retention, completion, and interest, The Next Step will continue with this model of Early College and is working with Bard College to implement Bard Seminar courses at TNS campuses in the school year 2023-2024. Our partnership with CARE at UDC-CC also continues as part of our Early College program at TNS and as an option for enrolled secondary credential-seeking students to take a free college course on the UDC-CC campus and funded by OSSE. As we continue to seek more ways to expand our Early College program, we will continue to advocate with UDC-CC for classes at TNS funded by TNS or via joint grants.

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

Because students who attend The Next Step bring with them experiences such as, but not limited to, homelessness, complex trauma, food insecurity, grief and loss, untreated mental health needs, substance dependency, limited exposure to traditional/formal education, and maladaptive

behavior presentations, service delivery is not only specific to the skill set of the provider, but student individual needs.

The Special Education Department (SPED) provides a range of services to support students with Individualized Education Programs (IEPs) and 504 plans by tailoring curriculum design and instructional approaches. This may involve creating individualized learning plans, adapting curriculum materials, and providing specialized instruction to meet the unique needs of each student. Typically, this includes personalized academic accommodations, modifications, and support services, such as extra time on tests, assistive technology, individualized instruction, counseling, and therapy. The goal is to ensure that students with IEPs and 504s have equal access to education and can thrive academically and socially. Instructional approaches may include small-group instruction, differentiated teaching methods, and the use of assistive technology to facilitate learning and ensure that students can access and engage with the curriculum effectively.

2. Parental Involvement Efforts

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

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

Our Student Support and Engagement Division includes intentional supports and programming to assist parenting students with their success. We have dedicated assistance from our Director of Child Development and Training, as well as our Senior Case Manager, regarding parenting workshops, direct support, and resource disbursement, including diapers, food, and clothing. Because our students come to us with what can be interpreted as disadvantages: a lack of credits, extensive gaps in formal education experiences, various levels of English and/or native language acquisition, the competency and pace of resource connection of our service providers is key in

ensuring that every student experience success. We know that navigating an educational institution can be a daunting and intimidating process for a student that has had limited and/or negative experience in what has been a traumatic school experience in the past. Service connection and rapport building must remain immediate, authentic, and intentional.

II. School Performance and Progress

A. Performance and Progress:

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

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

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

As students continue to advance in their appropriate educational pathway, they meet 1:1 with their Career and Life Skills Advisor for individualized career/post-secondary coaching. Students also participate in a mixed set of experiences such as college and/or certificate program tours, career exploration seminars/workshops, fairs, campaigns, and an embedded Passport to Success (PTS) curriculum, which is a life skills curriculum geared towards adult learners (a program delivered in partnership with the International Youth Foundation (IYF)). Currently in our fifth year of implementation and partnership, we continue to train teachers and staff to embed PTS lessons in their classes; thus, exposing all enrolled students to the curriculum. Previously trained curriculum facilitators (Career and Life Skills department, instructional coaches, teachers, and case managers) delivered lessons to students and alumni from 2019 to 2021 and have been trained by IYF and are certified PTS coaches or trainers. In 2022, our Career and Life Skills team completed master trainer training via IYF and received certification to train PTS facilitators and coaches. Shortly after receiving their certification, they trained more TNS teachers and staff, and will continue each school year as needed. Upon IYF offering another master trainer training, we envision more staff completing this certification. As students reach

college readiness, they become eligible to participate in Early College at The Next Step, which offers credit-bearing courses that students can complete simultaneously to their classes at The Next Step. Depending on eligibility, at no cost to them, students can participate in one college course per semester through three established higher education institution partnerships with Bard College, CARE at the University of the District of Columbia Community College, and OSSE's Dual Enrollment Consortium. These partnerships were strategically fostered, as they provide an early college experience for all eligible enrolled students.

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

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

Even though the Public Charter School Board decided not to hold schools accountable for PMF measures during the 2022-2023 academic year, our staff remained committed to student success as demonstrated by the data below. Despite the adaptive and technical challenges represented by the switch back from distance learning, our students were able to demonstrate an impressive level of growth in five of our charter-related performance areas- reading as measured by the Test of Adult Basic Education, and as measured by the STAR Assessment (average growth of 1.61 grade equivalent in Math and 1.37 in Reading). Students in our English as a Second Language track also performed very well (79.49% of students increased at least one Educational Functioning Level in at least one domain).

While we saw a great deal of growth in five of our Charter Goals, we failed to reach one of our goals, our In-Seat Attendance (ISA) rate. Our Charter Goal is 69% but we landed at 63.12%. The prior year we fell short of our GED completion goal; however, this year 79.490% of our eligible GED candidates passed the exam. Our Charter Goal is 70.00%.

Although students continue to have to choose between work and school, still recovering from the pandemic hardships, we are showing academic progress.

Goal	Results	Met/Not Met
Students will show an average increase of at least a grade level equivalent of growth in reading on the TABE.	Students showed an average increase of 1.21 grade level equivalent of growth in reading on the TABE.	Met*
Students will show an average increase of at least a grade level equivalent of growth in mathematics on the TABE.	Students showed an average increase of 1.35 grade level equivalent of growth in math on the TABE.	Met*
70% of English language learners will increase at least one National Reporting System (NRS) Educational Functioning Level (EFL) by the end of the program year, as demonstrated in at least one domain on the TABE CLAS-E.	82.61% of English language learners increased at least one National Reporting System (NRS) Educational Functioning Level (EFL) by the end of the program year, as demonstrated in at least one domain on the TABE CLAS-E.	Met
70% of eligible students will pass the General Education Development exam.	79.49% of eligible students passed the General Education Development exam.	MET
On average, enrolled students will attend school 69% of the time.	On average, enrolled students attended 63.12% of the time	Not Met
Students will show an average increase of at least one grade level equivalent of growth in math on the STAR Assessment	Students showed an average increase of 1.61 grade level equivalent of growth in math on the STAR Assessment	Met
Students will show an average increase of at least one grade level equivalent of growth in reading on the STAR Assessment.	Students showed an average increase of 1.37 grade level equivalent of growth in reading on the STAR Assessment.	Met

* TABE 11/12 outcomes were calculated using temporary grade equivalency guidance.

B. Unique Accomplishments:

1. Academic Team

During the academic year 2022-23, we established the position of Department Chairs for the Spanish GED Program, English GED Program, and ESL Program. The main objective behind creating this position was to encourage leadership development among teachers and offer them support with curriculum and instruction implementation. This initiative has been successful in providing teachers with the necessary assistance to improve the quality of education provided to the students. Our Department Chairs work collaboratively with school Principals and Instructional Coaches to achieve this goal.

Great strides have been made in online learning. The number of students able to take synchronous online classes accelerated rapidly and online modules, meant to supplement learning for in-person classes, developed an increasingly rigorous approach to including generative learning strategies for students. Additionally, students are briefed on digital literacy and executive functioning skills to ensure that they can navigate the virtual experience.

2. Student Support and Engagement

During the academic year 2022 - 2023, The Next Step reestablished a partnership with the University of Maryland Baltimore, School of Social Work. The partnership connects Master of Social Work students to The Next Step School to complete their practicum hours. The social worker intern assigned to The Next Step provided individual therapy, behavioral health and wellness workshops, and connected students to resources. We will continue this partnership with the university as it has yielded successful outcomes and helped us address service gaps.

Additionally, with the support of the Career and Life Skills team and other departments within our school, we were able to pilot a Summer Workforce Program. The Summer Workforce Program was designed to foster lifelong learning and workforce development skills for our students. Twenty students participated in the Summer Workforce Program for two weeks and received stipends. Students selected from a career track list of Graphic Design, Information Technology (IT), Social Work, Enrollment, and Child Care. Students also participated in a workshop to create a cover letter and resume.

3. Five Year Strategic Plan

We successfully completed our five-year strategic plan, a monumental achievement that sets us apart in adult education. Our committed team has worked tirelessly to craft and implement a multi-dimensional approach to student development and organizational growth.

Our plan highlighted five key strategies that underlie our unique vision for the future:

Strategy #1: Create and sustain a staff culture that is inclusive, collaborative, and invested in continuous improvement.

We've created a thriving staff culture that is inclusive, collaborative, and focused on continuous improvement. This not only boosts morale but also directly contributes to better student outcomes.

Strategy #2: Increase students' pursuit of the GED by evolving our academic model to one that is more flexible, engaging, and grounded in real-world, work-oriented experiences.

In our quest to increase students' pursuit of the GED, we have evolved our academic model. It is now more flexible, engaging, and grounded in real-world, work-oriented experiences, making learning relatable and inspiring.

Strategy #3: Expand students' exposure to career and college options aligned to high-wage, high-growth career pathways providing a living wage.

We've widened the horizons for our students by exposing them to career and college options that align with high-wage, high-growth career pathways. This invaluable exposure guides them toward a future where they can earn a living wage.

Strategy #4: Enhance transition support for recent graduates and alumni to support competitiveness within the DC economy.

Our commitment doesn't end at graduation. We've ramped up our transition support for recent graduates and alumni, enhancing their competitiveness within the DC economy.

Strategy #5: Develop a sustainable school funding model that secures diverse sources of funding and strategic partnerships.

Understanding the importance of financial stability, we've worked diligently to develop a sustainable funding model. This ensures our school can secure diverse funding sources and strategic partnerships that will propel us forward.

In addition to these strategies, we've also integrated five new organizational core values! Our core values are the following:

1. Community
2. Collaboration
3. Courage
4. Trust
5. Equity and Excellence.

These values now form the backbone of our organizational culture and decision-making process.

Completing our five-year strategic plan is more than just a unique accomplishment, it's a milestone; it's a testament to our unwavering commitment to our students, staff, and community. We're not just teaching; we're transforming lives, and this plan is our blueprint for the extraordinary work ahead.

4. Attention to Whole Student

Starting with the enrollment process and through the first weeks of the school year, our entire community collaborated to ensure that our students were well equipped to engage in an in-person, virtual or hybrid learning experience. We scheduled technology distribution days and provided internet devices, email accounts, and laptops to students who needed them. We also created user guides for the students and conducted ongoing training on how to operate and use technology devices, programs, platforms, and social media applications in the learning process.

The Student Support and Engagement Division engaged students by meeting them where they are and understanding their needs and strengths. To understand the whole student, during September, our Student Support and Engagement team administered Student Profiles in the classrooms with the help of our teachers and instructional team. The Student Profiles capture student needs and academic and career goals. The data collected helped us identify barriers

students may face while studying at The Next Step. The data was used to implement programming and workshops. In collaboration with community organizations, the case managers and college and career advisors provided resources related to behavioral health and wellness, health insurance, college and career planning, legal services, parenting workshops, and food and diaper distribution. Additionally, our Student Support Services team continued to make referrals to community-based resources to complement our on-site services.

At the time of COVID-19 and the Mayor's Stay at Home Order, our community created the Emergency Relief Fund. We have been able to support our students with emergency financial assistance for housing, health, nutrition, and family-related crises resulting from the loss of wages amidst the COVID-19 pandemic. Although the funds have decreased, and are not as plentiful, we were still able to provide emergency support during this school year. During the 2022-2023 academic year, we were able to provide \$1,000 in Emergency Relief Funds to students in need. We currently have \$5,084 remaining in the Emergency Relief Fund and we will continue to provide emergency financial assistance to students using the funds until it is depleted. Our Student Support Services team continues to play an essential role in guiding students through the application process while simultaneously identifying outside resources to help meet student needs.

5. Exposing Students to Post-Secondary and Career Disposition

School year 2022 - 2023 was an exciting year for the Career and Life Skills (CLS) department at The Next Step PCS, as it started with celebration for its recognition as an Excelencia in Education finalist - a national award. CLS also brought back more in-person events to the school. Not only did the department continue its thoughtful program planning a year in advance, they also reimagined program events taking into consideration students attending online, community partners and their own transition, and new career trends rising from the pandemic. CLS aligned its program calendar to program and academic calendars of its partners, especially our Early College partners, which included the College Access & Readiness for Everyone (CARE) program with the University of the District of Columbia Community College (UDC-CC) - partnership established in 2013, OSSE's Dual Enrollment Consortium - partnership established in 2021, and Bard College - partnership established in 2021.

In preparation for post-secondary student opportunities, CLS revised its Beyond TNS workshops, and facilitated it to all students in the beginning of the school year grasping student interest early in the year. In this workshop, students start by sharing what they already know about workforce, vocational education, college/university, and scholarships - building on the knowledge of students in the room students learn about their various post-secondary options, career trends, financial aid and eligibility, and community resources. The workshop also provides engagement and learning through a starting energizer, a matching game with post-secondary jargon and definitions, and a scenario activity in which teams calculate their total tuition. After this workshop, students make appointments with their advisor to continue planning and creating their career plan, which include personalized SMART goals based on

student interest, aspirations, and eligibility. The student and advisor 1:1 check-in continue throughout the year.

Motivational events CLS implemented include “Remember Your Why” in November, which aligned with OSSE’s exploration month. At this event, students were invited to share their motivation for continuing their education and encouraged to declare their academic and career goals. Responses were displayed in the school cafeteria and served as a reminder and inspiration for the entire school community. Similarly, in the Spring semester, CLS implemented an event in May named “Echa Palante/Moving Forward”, which aligns with OSSE’s decision day. Students shared their aspirations for their future and/or the college or certificate program they decided to attend in the upcoming school year. Three students also participated in a video-making experience where they shared their post-secondary decision - videos were submitted to OSSE.

Exposure events CLS implemented included Foreign Transcript Evaluation information session in which students learned the steps, advantages, and disadvantages of evaluating their secondary and/or postsecondary credentials from another country. Another event was a Money Management workshop that was facilitated to all students, and students learned about credit, budgeting, the importance of savings, and the connection between their values and spending. Excitedly, CLS brought back the College Road Trip, which was last done in-person in 2018. Twenty students and five staff traveled by charter bus to Bethlehem, PA, for a 2-day trip where they visited 3 colleges, ate in college food halls, completed a scavenger hunt, were exposed to the city of Bethlehem, and built community with one another.

Our CLS department also continued with its partnership with International Youth Foundation (IYF), established in 2019, and the implementation of their Passport to Success (PTS) life skills curriculum and Passport to Success Explorer (PTSE) online supplemental tool, which is specifically geared towards adult learners. The school year started with a site visit from twenty of IYF’s board members and staff members. The site visit consisted of a school tour, a panel of TNS staff and students who have experienced PTS, and a presentation of our plan to further implement the curriculum school-wide and in our Summer Work Ready Program. Through cross-collaboration with our instructional department, the curriculum is embedded in all ESL classes and Social Studies classes, which enables all enrolled students to participate. To facilitate the curriculum, one needs to complete training through IYF, which is offered once or twice a year in either DC or Chicago. Since the beginning of this partnership, various staff have completed training through IYF, but to execute the implementation of the curriculum school-wide, our entire CLS department took advantage of the master trainer training offered by IYF early in the school year. By completing this training our CLS team gained certification to train TNS staff as PTS facilitators and coaches. CLS trained 12 TNS staff (teachers and case managers) and will plan and execute more training in the upcoming school year. To date, we have 39 total trained staff. Upon IYF offering, our vision is to have more TNS staff complete the master trainer training and continue to embed the curriculum as part of our instruction. Funds with this grant are used to fund class field trips, which students get to participate in the planning with their PTS teacher. Moreover, 2 students serve as IYF student ambassadors. As ambassadors, these students participate in career panels, LinkedIn

workshops and represent TNS in IYF events and receive a \$500 stipend. During the summer session, the CLS Resource and Enrichment Coordinator implemented a Work Ready Program with 20 students where they were exposed to hands-on work experience and completed PTS lessons related to resume and cover letter building and work ready skills like time management, responsibility, and teamwork. Students were able to select their hands-on exposure from 4 different tracks, which were led by TNS staff. The tracks included IT, graphic design, social work, and enrollment. Through the leadership of one of our advisors, 2 students successfully participated in SYEP and completed PTS lessons related to resume and cover letter building.

For our students to experience college rigor and culture prior to transitioning from The Next Step, we offer Early College with our dual enrollment partners: CARE at UDC-CC, OSSE’s Dual Enrollment Consortium, and Bard College. For the school year 2022-2023 a total of 4 students participated in CARE at UDC-CC. There was 100% retention and completion with a passing grade. In the 2022-2023 school year, a total of 13 students participated in a course with Bard College. There was a 85% retention rate and a 100% completion with a passing grade from all who retained. Ten out of the thirteen participated in a summer Bard College course, which was hosted at the TNS campus. Taught by a Bard College professor, students completed a Civic Engagement course that consisted of writing, reading, public speaking, and a presentation of their own business idea. Our vision for the upcoming school year is to continue to bring Bard College courses onto the TNS focusing recruitment with students enrolled in ESL level 4 - 6, English GED, and Spanish GED with an ESL level 4 - 6, and supporting the Bard College professor with a dedicated TNS teacher and students with a dedicated case manager and advisor. This will further our holistic approach of challenging students within our supportive environment.

Other highlights include interview preparation with job or scholarship mock interview sessions with students where CLS invites other TNS staff to participate as panelists, 1:1 scholarship and post-secondary application assistance, 6 students attended the LULAC conference, and 2 in-person graduations, which is always a great way to end each semester.

C. List of Donors

The following represents all donors SY 23:

Funder/Donor Name	Amount
International Youth foundation grant	\$37,500
The Morrison & Foerster foundation	\$5,000
Steven Cartwright	\$2,500
Elsa Flores and Doug Reyes	\$1,500
John Ingold	\$1,000

Vivian Robledo	\$500
DC USA Operating Company	\$200
Toby Friedburg	\$150
Omega Epsilon Graduate Chapter	\$135
Sahira Fernandez	\$25
Vita Soto	\$20
Amazon Smile	\$15.62

SY 2022-23 Data Report

Source	Data Point
GENERAL INFORMATION	
PCSB	LEA Name: The Next Step Public Charter School
PCSB	Campus Name: The Next Step Public Charter School
PCSB	Ages served: Adult
PCSB	Overall Audited Enrollment: 474
	Alternative: 202
	Adult: 272
STUDENT DATA POINTS	
School	Total number of instructional days: 189
PCSB	Suspension Rate: 0.00%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time lost to Discipline: 0.00%
PCSB	In-Seat Attendance: 63.12%
PCSB	Average Daily Attendance: N/A
PCSB	Midyear Withdrawals: N/A
PCSB	Midyear Entries: N/A
PCSB	Promotion Rate: N/A
PCSB	Graduation Rates: N/A
PCSB	College Acceptance Rate: N/A
PCSB	College Admission Test Scores: N/A

School	Teacher Attrition Rate: Teacher attrition rate for SY 22-23 was 23% 8 out of 35 teachers from last year did not return.
Teacher/Admin Data Points	
School	Number of Teachers: 22 full-time 13 part-time
School	Teacher Salary (full-time): 1. Average: \$59,598 2. Range-Minimum: \$59,545 Maximum: \$106,192
School	Executive Compensation Vivian Robledo, Executive Director (started March 2022) - \$203,500 Monique Mitchell, Chief Operating Officer- \$123,00 Sahira Fernandez, Chief of Student Support & Engagement - \$124,727 Kevin Peterman, Chief of Staff- \$129,320 Marlinda Boxley, Chief Academic Officer- \$127,000

Appendices:

1. Staff Roster, School Year 2022-2023
2. Board Roster, School Year 2022-2023
3. Unaudited Year-End 2022-2023 Financial Statement
4. Approved 2023-24 Budget

APPENDICES

1. STAFF ROSTER

EE Name	Position	Master's	Major
Allen, Latrica R.	Director of Student Support Services	Master	Counseling
Alvarado-Duran, Javiera	Full-Time ESL/GED with ESL Focus Teacher, Day Program	Bachelor	Public Relations, Major in Marketing
Alvarez Dobson, Jarolyn	Full-Time Senior Manager, Student Onboarding and Support Services	Bachelor	Sociology
Anderson, Marquise D	Full-Time Special Ed Teacher, Day	Bachelor	Criminal Justice
Aveni, Mario	FULL-TIME BILINGUAL ESL/GED with SCIENCE FOCUS TEACHER, DAY	Bachelor	English Language and Literature
Boswick, Thomas	Director, Achievement, Governance, and Organizational Performance Data	Bachelor	Political Science
Boxley, Marlinda	Chief Academic Officer	Ed.S	Higher Education
Brian, Mike	Security	none	

Brown, Joshua	Full-Time Senior Director, Engagement, Marketing and Outreach	Master	Human Science
Brown, Sherika	Recruitment & Compliance Specialist	Bachelor	Business Administration
Bryson, Jill	Full-Time ESL/GED Bilingual Teacher	Master	Teaching
Burke, Michelle	GED Math Science Teacher	Master	Applied Mathematics
Cantu, Luz Maria	PART-TIME ESL/GED BILINGUAL TEACHER with MATH AND SOCIAL STUDIES FOCUS, EVENING	Master	Educational Leadership
Castaner, Angel	FULL-TIME ESL/GED BILINGUAL TEACHER with SCIENCE AND MATH FOCUS, DAY	Master	Secondary Education
Castillo, Denis	Part-Time Bilingual Substitute	Bachelor	Human Development ECE
Castro Mendez, Maria	GED Teacher Day	Bachelor	Early Childhood Education
Castro-Ortiz, Noraixa	Full-Time Case Manager	Master	Public Affairs
Clarke, Kaitlyn	FULL-TIME ESL/GED with ESL FOCUS TEACHER, DAY	Bachelor	Spanish Language Lit & International Studies

Creager, Michael	FULL-TIME ESL/GED/EARLY COLLEGE TEACHER with HUMANITIES FOCUS, EVENING	Bachelor	Global and International Studies
Cruz, Jocelyn	PT Enrollment Specialist	Master	Forensic Psychology
Cruz- O'Neill	PT ESL/GED Teacher	Bachelor	English/Portuguese and Respective Lit.
Cuellar, Michael	Co-Principal	Master	Bilingual Education
Diaz, Claudia	Full-Time Resource and Enrichment Coordinator	Associate	Studio Arts
Dorado, Anthony	Director of Teacher Onboarding	Master	Educational Studies & Special Education
Espinoza, Marcelo	FULL-TIME ESL/GED BILINGUAL TEACHER with EARLY LITERACY FOCUS, DAY	Bachelor	Art & Visual Tech
Espinoza-Joa, Miguel Angel	Full-Time Manager, IT Services	none	
Eugenio Fernandez, Diego	Instructional Coach	Master	Education
Fernandez, Sahira	Full-Time School Social Worker	Master	Social Work
Flores, Rosa "Elsa"	Full-Time Director, Testing Administration and Supports	Bachelor	International Relations

Fonseca, Erick	Full-Time Head Custodian	none	
Gatica Riquelme, Maria Paz	Co-Principal and Curriculum and Instruction	Master	Education, TESOL
Gibbs, Nicole	Full-Time ESL Teacher/ Assessments Leadership Support , Day	Master	Educational Psychology
Gil Romana, Henry	Full- Time ESL/GED Teacher w/ Spanish Literacy Focus	Master	Strategic Thinking & Prospective
Gonzalez, Edson	Full-Time Analyst, Data Systems	Bachelor	Business Administration
Guillen Hernandez, Antony	FT Testing Administration Specialist	Bachelor	Philosophy
Hall, Daviryne	Part-time Special Ed Resource Teacher	Bachelor	Criminal Justice
Heredia-Mejia, Wirmary	Full Time CDA, Day and Evening	none	
Jackson, Terrence	30+ IT Assistant	none	
Jimenez, Katia	PART-TIME ESL/GED with ESL FOCUS TEACHER, EVENING	Master	Education
Jimma, Bethlehem	Part Time CDA, Evening	Bachelor	LLB in Law

Juarez, Carlos	Full-Time Case Manager	Associate	Business & Public Administration
Kiliany, Kenneth	FULL-TIME ESL/GED with ESL FOCUS TEACHER, DAY	Bachelor	History
Lach-Hab, Fatiimazahra	Case Manager	Bachelor	Social Work
Larkin, Whitney Bianca	Instructional Coach & Curriculum Leader	Master	Education in Diversity & Urban Studies
Lee, Yerin	Full-time ESL/GED Teacher with Math/Science Focus	Master	Educational Transformation
Marquez, Mario	Senior CLS Advisor	Master	Public Administration
Marsandi, Genesis	Case Manager	Bachelor	Social Work
Mata, Maria	Part-Time Food Services Handler, Evening	none	
Mateo, Yarimar	Case Manager	Bachelor	Health Services
Maxwell, Elizabeth	Director of Childcare & Training	Bachelor	Early Childhood Education
Melvin, Taunya	Full-Time Chief Operating Officer	Master	Non Profit Management
Mitchell, Monique	Director of Financial Administration & Compliance	Bachelor	International Affairs

Moya, Ana	Full-TIME ESL/GED BILINGUAL TEACHER WITH SCIENCE AND SOCIAL STUDIES FOCUS, EVENING	Bachelor	Education
Ortega, Ana	PART-TIME ESL/GED with ESL FOCUS TEACHER, EVENING	Bachelor	Photojournalism
Padilla, Edwin	Custodian	none	
Pelayo Huertas, Anyela	PT Night Teacher	Bachelor	Psychology
Perez Gonzalez, Diana	Case Manager- Day	Bachelor	Social Work
Perez, Yocaira	Case Manager	Master	Administration
Peterman, Kevin	Chief of Staff	Master	Education
Pineda Puerta, Alexandra	PART-TIME ESL/GED TEACHER WITH ESL FOCUS	Master	English Didactics
Portillo, Ronald	FULL-TIME INSTRUCTIONAL COACH AND ONBOARDING LEADER	Master	Teaching
Ramirez, Carlos Ruben	FULL-TIME ESL/GED with SCIENCE AND MATH FOCUS TEACHER, DAY	Bachelor	Education

Ramos Figueroa, Juan	PT Night Teacher	Doctorate	Instructional Technology & Distance Education
Randall, Jamar	Custodian	none	
Reyes, Douglas	Instructional Coach	Master	Teaching
Reyes Rodriquez, Glenda	Full-Time ESL/GED Teacher w/ ESL Focus	Bachelor	Early Childhood Education
Reyes, Jacqueline	PART-TIME ESL/GED with ESL FOCUS TEACHER, EVENING	Master	Elementary Education
Richardson, Chinita	Full-Time -Director Special Education	Doctorate	Min Pastoral Counseling
Robledo, Ed. D. Vivian	Executive Director	Doctorate	Administration & Leadership
Santos, Isabel (Rios)	Full-Time Custodian, Day	none	
Segovia-Reyes, Alan	Part-Time ESL/GED Teacher w/ ESL Focus	Bachelor	English
Shelton, Frederick	FULL-TIME ESL/GED with ESL FOCUS TEACHER, DAY	Bachelor	Visual Communication/ Art Design
Shelton, Teandra	Full-Time Security Manager, Day	none	

Soto, Vita	Full-Time Director, Career and Life Skills	Bachelor	Liberal Studies
Steadman, Kisha	Full-Time Manager, Food Services	none	
Suber-Anderson, Maria	Full-Time Director, Human Resources	Bachelor	Criminal Justice
Taylor, Frank III	Full-Time Security, Evening	none	
Taylor, Mark	Full-Time, Custodian, Evening Program	none	
Torres, Josue	FULL-TIME ESL/GED BILINGUAL TEACHER with HUMANITIES FOCUS, DAY	Master	Bilingual Education
Trejo, Lita	Full-Time Senior Case Manager, Day	none	
VanCleave, Kaleb	Recruit Enroll Coordinator	Bachelor	Human Relations
Vargas-Ramos, Martha	Full-Time ESL/GED Bilingual Math & Science Focus	Master	Biology & Chemistry
Velasco, Ivanova	Full-Time Senior Manager, Testing Administration and Supports	Bachelor	Art & Museology

Velasquez, Glenda	Full-Time, CDA	none	
Verastegui, Erick	FULL-TIME ESL/GED BILINGUAL TEACHER with HUMANITIES FOCUS, DAY	Bachelor	Sociology
Wadley, Wilhelmina	Part-Time ESL/GED Teacher w/ESL Focus	Bachelor	Business Administration
Williams, Eugenia	PART-TIME ESL/GED BILINGUAL TEACHER with HUMANITIES FOCUS, EVENING	Master	Foreign Languages. Spanish
Woody, Gabrielle	Part Time CDA, Day	none	
Zhou, Cheng	Full Time ESL/GED w/ ESL Focus, Day	Master	TESOL

2. Board of Trustees

Steve Cartwright DC Resident	Vanessa Mendoza Maryland Resident
Sarah Lehar (Vice Chair, Secretary) DC Resident	Donte Brooks DC Resident
John Ingold (Treasurer) DC Resident	Yenisey Rodriguez DC Resident
Michael Cuellar DC Resident	Vita Soto DC Resident
Fernando Luis Mejía Figueroa (Student Rep) DC Resident	Celine Fejeran DC Resident
Housnatou Vologuem (Student Rep) DC Resident	

3. Unaudited Year-End 2022 - 2023 Financial Statement

Income Statement The Next Step July 2022 through June 2023

Income Statement	
Revenue	
State and Local Revenue	10,443,299
Federal Revenue	2,294,331
Private Grants and Donations	48,546
Earned Fees	119,319
Total Revenue	12,905,494
Expenses	
Salaries	4,995,034
Benefits and Taxes	1,183,341
Contracted Staff	23,041
Staff-Related Costs	78,486
Rent	284,450
Occupancy Service	228,615
Direct Student Expense	570,129
Office & Business Expense	1,010,764
Contingency	0
Total Expenses	8,373,858
Operating Income	4,531,635
Extraordinary Expenses	
Depreciation and Amortization	429,132
Total Extraordinary Expenses	429,132
Net Income	4,102,504

Balance Sheet

The Next Step

As of June 30, 2023

Balance Sheet	
Assets	

Assets

Current Assets

Cash	13,979,875
Accounts Receivable	2,175,480
Other Current Assets	131,213
Total Current Assets	16,286,568

Noncurrent Assets

Fixed Assets, Net	7,376,263
Total Noncurrent Assets	7,376,263

Total Assets 23,662,831

Liabilities and Equity		Current
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Liabilities and Equity

Current Liabilities

Accounts Payable	183,938
Other Current Liabilities	66,388
Accrued Salaries and Benefits	363,646
Total Current Liabilities	613,972

Equity

Unrestricted Net Assets	18,646,473
Net Income	4,102,504
Temporarily Restricted Net Assets	14,947
Total Equity	22,763,924

Long-Term Liabilities

Other Long-Term Liabilities	284,935
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Total Long-Term Liabilities	284,935
Total Liabilities and Equity	23,662,831

4. Approved 23-24 Budget

The Next Step

BUDGET	SY23-24
Revenue	
State and Local Revenue	10,935,317
Federal Revenue	128,123
Private Grants and Donations	68,000
Earned Fees	21,500
Revenue Total	11,152,940
Expenses	
Salaries	6,630,847
Benefits and Taxes	1,482,534
Contracted Staff	15,000
Staff-Related Costs	117,523
Rent	292,711
Occupancy Service	236,278
Direct Student Expense	778,160
Office & Business Expense	1,085,301
Contingency	30,000
Expenses Total	10,668,355
NET ORDINARY INCOME	484,585
Extraordinary Expenses	
Depreciation and Amortization	436,624
Extraordinary Expenses Total	436,624

TOTAL EXPENSES	11,104,979
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NET INCOME	47,961
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