


# Annual Report

School Year 2023–2024



Academy  
of Hope

Adult Public Charter School

**Excellence in Adult Education Since 1985**

**Academy of Hope Adult Public Charter School**

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

**Ward 5 Site:** 2315 18th Place, NE, Washington, DC 20018, (202) 269-6623

**Ward 8 Site:** 421 Alabama Ave. SE, Washington, DC 20032, (202) 373-0246

Board Chair: Barbara Jumper, D.C. Public Library

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# School Description

## Mission Statement:

Academy of Hope Adult Public Charter School's mission is to provide high-quality adult education and services that change lives and improve communities. Furthermore, Academy of Hope supports adult learners in changing their lives and transforming their communities by providing them with high-quality adult education and career training that creates direct pathways to **economic mobility**.

Academy of Hope (AoH) serves adults ages 18 and older from throughout the District of Columbia, providing quality education and preparation for a high school diploma through the GED exam or the National External Diploma Program (NEDP), as well as high-level certification training in Healthcare and Information Technology. Throughout all programs, AoH integrates digital literacy, career counseling, and college preparation, and provides essential wraparound student support services.

## School Program:

According to the DC Workforce Investment Council, some of the fastest-growing industries in DC—including healthcare, IT, and business services—require more specialized skills and credentials beyond a high school diploma. This data drives the District's focus on upskilling and reskilling through workforce development programs, particularly for those without secondary education credentials. Georgetown University's Center on Education and the Workforce also suggests that achieving middle-class status in the coming years will require at least some postsecondary education. In Washington, D.C., 71% of all jobs are projected to require education beyond a high school diploma. However, over 60,000 working-age adults in the District do not have a high school credential, creating a significant barrier to accessing these opportunities.

Low literacy and low educational attainment are the root causes of poverty, unemployment, homelessness, and poor health. Adults without a high school diploma are over seven times more likely to live in poverty than those with a diploma. Without the necessary skills, many remain unemployed or underemployed. District residents need opportunities to build their skills and achieve their educational goals while also addressing a holistic range of needs enabling them to move forward with their lives.

*Academy of Hope believes in a world where no adult is limited by systemic barriers of race, gender, and more — and a world where education doesn't just shepherd people through flawed systems but acts to transform and reimagine those systems.*

Academy of Hope (AoH) serves adult learners from across all eight wards of Washington, D.C., through its sites in Ward 5 and Ward 8. The vast majority—96%—of AoH learners come from low-income households, and 24% self-identify as having a disability. Most learners enter AoH with reading, math, and digital literacy skills at or below a 6th-grade level.



Since 1985, over 1000 D.C. residents have earned their high school credentials through the Academy of Hope (AoH), and more than 9,000 have improved their foundational skills in reading, writing, math, and digital literacy. In 2014, AoH transitioned from a community-based organization to an adult public charter school, initially serving over 300 adults in its first year under charter status. By SY 2023-24—its tenth year as a public charter school—AoH had grown to serve 1,200 students.

AoH, remains committed to its mission of providing high-quality adult education. AoH continues to address the critical academic and career development needs of D.C. adult residents by preparing students for career training in high-demand industries, securing living-wage jobs, pursuing post-secondary education, and achieving self-sufficiency for themselves and their families. AoH remains committed to such transformational change.

## Comprehensive Support for Adult Learners

### Empowering Academic and Career Success:

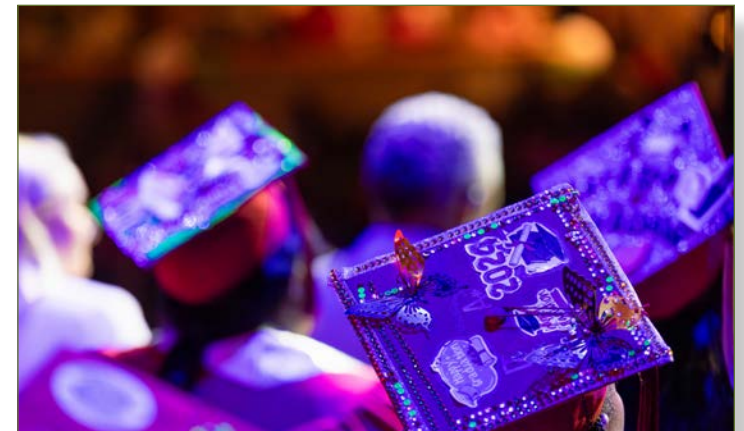
Many Academy of Hope (AoH) learners face substantial challenges, including limited access to affordable childcare, housing, transportation, and health-related issues for themselves or their families. To address these barriers, AoH's **Student Support Team (SST)** works closely with learners to find essential solutions that help them stay on track with their education and career goals. This support ensures learners can persist in their studies and continue on their educational and career pathways.

Additionally, AoH's **SST** along with the **Career Services Team** is dedicated to helping learners—particularly those with low literacy skills—overcome obstacles in finding, retaining, and advancing in employment. For Workforce Learners, AoH Employment Specialists guide those learners in exploring career options, developing career portfolios, and securing meaningful, self-sustaining jobs.

AoH offers small, dynamic classes designed to meet learners at various levels, ranging from beginning literacy to college preparation. Courses include reading, writing, math, social studies, science, technology, and career readiness. To accommodate the diverse schedules of adult learners, AoH provides day and evening classes across four terms each year, with flexible learning models available, including **in person, hybrid, and 100% online options**.

Learners at AoH can pursue one of two high school credentialing options: the **General Education Development (GED) exam** or the **National External Diploma Program (NEDP)**. These pathways offer flexibility, allowing learners to choose the model that best aligns with their strengths—whether through a timed exam or a competency-based approach—empowering them to continue their journey as lifelong learners.

AoH also provides multi-level career training programs focused on two high-demand industries: healthcare and information technology. By integrating education and workforce training, AoH helps learners acquire both academic knowledge and industry-specific skills, which are



essential for overcoming barriers to employment and achieving economic success. Through these workforce programs, learners can earn stackable, industry-recognized credentials and prepare for competitive, high-wage careers.

Additionally, AoH empowers learners with dual enrollment opportunities at local institutions like the University of the District of Columbia Community College, Catholic University, Bard College, Trinity University, Bay Atlantic University, Prince George’s Community College, and Virginia State University, enhancing their educational and career pathways. Building on this support, AoH launched *Hope Forward*, a pioneering post-graduate initiative offering career counseling, job placement assistance, mentorship, and financial literacy training through partnerships with PNC Bank and the NorthStar Institute. Starting in 2024, AoH started automatically enrolling all AoH graduates into the *Hope Forward* program, guiding them toward sustainable careers or higher education. This program reflects AoH’s commitment to advancing **economic mobility** and **dismantling systemic barriers** in Washington, D.C.

## Parental Involvement Efforts

Many Academy of Hope learners are parents or guardians of school-age children, with nearly **50%** of learners in SY 2023-24 reporting that they have children or dependents. Additionally, many adult learners serve as grandparents, aunts, uncles, or play significant roles in the lives of children. Research shows a strong connection between parents’ educational attainment and their children’s academic success, as well as a reduction in childhood poverty.

As AoH students enhance their skills and confidence, their families benefit as well. Many adult learners report becoming more engaged in their children’s homework and school activities after attending classes at AoH. This increased involvement not only supports their children’s academic growth but also contributes to a stronger family dynamic and improved outcomes for the next generation leading to transformational change. AoH’s commitment to helping adult learners extends beyond the classroom, fostering positive changes within families and communities.

## Summary of Curriculum Design and Instructional Approach

At Academy of Hope (AoH), a number of instructional methods are employed to meet the diverse needs of adult learners. These approaches include **Universal Design for Learning (UDL)**, **direct instruction**, **differentiated instruction**, **collaborative learning**, **critical pedagogy**, **one-on-one tutoring**, **technology-based learning**, and **cross-curricular teaching strategies**. AoH views teaching as a dynamic dialogue, where teachers and learners exchange roles, creating a collaborative learning environment.

UDL enables students to actively engage in real-world challenges, applying their knowledge and skills to solve practical problems. Teachers design units of study that incorporate 21st Century Worker Competencies, fostering a student-driven environment where learners collaborate with peers and develop knowledge in areas such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation. UDL makes learning accessible to all students by allowing



them to demonstrate their learning in a variety of ways. These competencies are essential for success in today's increasingly complex work and life environments.

In addition to UDL, AoH also utilizes direct instruction, where content is broken into manageable units, with teachers providing modeling and scaffolding to ensure students grasp key concepts. This method allows for more individualized support and helps learners progress at their own pace.

All AoH curricula are grounded in research and best practices, ensuring that learners receive high-quality instruction. The instructional planning process is guided by Danielson's **Framework for Teaching (FFT)**, which ensures that every lesson considers crucial elements such as planning and preparation, professional responsibilities, classroom culture/ climax, and instruction/Learning experience. ,

**English Language Arts (ELA)** instruction at AoH focuses on fostering strategic and independent reading skills. For beginning readers, AoH employs the **Really Great Reading (RGR)**, an intensive, explicit phonics-based program. For higher-level readers, instruction is aligned with the **National College and Career Readiness Standards (CCRS)**, **The Common Core State Standards (CCSS)**, **Comprehensive Adult Student Assessment System (CASAS)**, which inform both the **General Educational Development (GED)** exam and the **National External Diploma Program (NEDP)**. These classes focus on developing reading comprehension and advanced reasoning skills.

Mathematics instruction at AoH is also based on **CCRS**, **CCSS**, and **CASAS** which all covers foundational topics such as operations, algebra, geometry, measurement, data analysis, statistics, and probability. From beginner numeracy to advanced algebra, AoH's math curriculum emphasizes both conceptual understanding and computational fluency.

AoH's career training programs are developed in collaboration with employer partners and follow an **Integrated Education and Training (IET)** model. This approach provides learners with instruction in core academic content alongside industry-specific training, making the learning experience more contextualized and relevant. Additionally, AoH incorporates the **Northeast Resiliency Consortium (NRC) Resiliency Competency Model** framework into all courses. This model emphasizes five key competencies—critical thinking, adaptability, self-awareness, reflective learning, and collaboration—that are essential for college and workplace success.

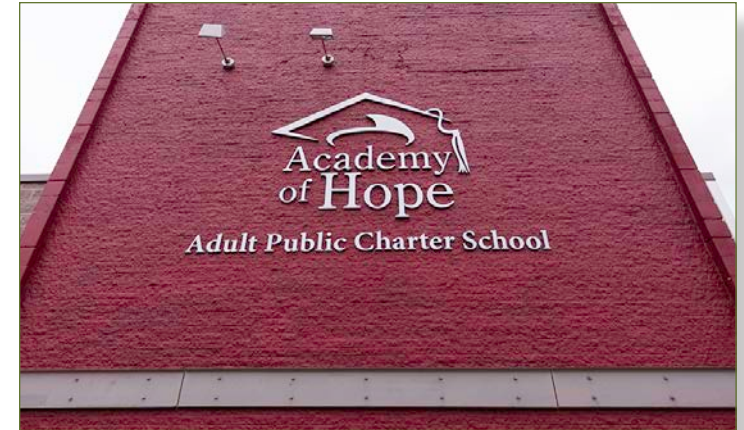
As one of the few adult charter schools that serves learners at all levels, from beginning readers to those preparing for college, AoH is dedicated to continuously developing multi-level curricula that enable adult learners to better understand real world applications along with college preparation. This commitment helps AoH fulfill its mission of transforming lives and improving communities through education.



# School Performance (SY 2023–2024)

Academy of Hope PCS Goals and Academic Achievement Expectations	Goal Met or Unmet	Evidence
<p>Academy of Hope adopted the adult PMF framework as goals. At its ten-year review, obtains an average PMF score for school years 2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24.</p>	<p>Academy of Hope’s Charter Goals were not officially evaluated due to DC PCSB Board’s approved COVID-19 Impact Policy.</p>	<p>Self-Reporting Evidence of Goal Completion:</p> <p><b>Student Progress:</b>  <b>Indicator:</b> 56% of ABE 1 learners made EFL gains; 51% of ABE 2 learners made EFL gains; 42% of ABE 4 learners made EFL gains; and 35% of ABE 5 learners made EFL gains.</p> <p><b>Student Achievement Indicator:</b> 93% of learners attempting to pass the GED or NEDP passed. In total, AoH graduated 55 learners.</p> <p><b>High-Credential Indicator:</b> 100% of Certified Nursing Assistant learners passed high-level credentialing exam.</p>

In the academic year 2023-2024, Academy of Hope Adult Public Charter School achieved its core objective of delivering top-notch adult education and services that positively impacted lives and enhanced communities. Employing a research-based, multi-level academic curriculum, impressive educational gains were observed, for both lower-level and higher level learners. Nearly 60% of ABE 1 learners and over 50% of ABE 2 learners made Educational Functional Level (EFL) gains, while 42% of ABE 4 learners and 35% of ABE 5 learners made EFL gains. These results highlight AoH’s effectiveness in supporting learners at both foundational and advanced levels.





Another notable achievement was the graduation of 33 learners who earned their high school diplomas through the GED exam and 22 through the NEDP, both innovative programs offered by AoH. Many of these graduates achieved college readiness scores and earned college credits through AoH's dual enrollment partnerships, reflecting the efficacy of the institution's educational approach.

The career training programs at AoH, founded on the proven Integrated Education and Training (IE&T) model, empowered learners to acquire stackable micro-credentials and high-level certifications. This equipped them to enter high-demand job markets, contributing to their professional growth. **All** CNA learners, **95%** of Phlebotomy learners, and **86%** of CompTIA A+ learners who took the credentialing exam achieved a passing score.

Lastly, the robust **Student Support team (SST)** at AoH collaborated with learners to address significant challenges, ensuring a seamless continuation of their long-term educational and career paths. By overcoming obstacles, learners not only improved their own lives but also made positive contributions to the well-being of their families and communities.

## Unique Accomplishments

### Honoring Our Graduates:

On June 13th, 2024 AoH proudly celebrated the graduation of over 143 learners. This included those who have completed their High School Diploma (GED and NEDP) and those who have successfully completed our Career Pathways programs. Our graduates are a testament to the diverse and inclusive community we serve. They come from various backgrounds, with many overcoming significant personal and socioeconomic challenges to achieve their academic and career goals.

### Remarkable Enrollment Growth:

Enrollment at AoH has experienced remarkable growth, reaching its highest ever during the 2023-2024 academic year. In the 2018/2019 academic year, AoH had approximately 461 learners, which has since soared to 834 learners in subsequent years. This increase reflects the pressing need for adult education, particularly among young people aged 18-25.



## Fast Facts About AoH's 2023–24 Graduates

55

graduates earned their High School Diploma

6

Dual Enrollment participants from c/o 2024

12

Post Secondary participants enrolled in college



33

33 earned their credential through GED exam

22

22 earned their credential through the NEDP

7

Graduates with College Credits Earned through AoH



86

**Career Pathways:** 86 (10 IT A+ graduates and 76 Healthcare graduates)

19

the youngest graduate was 19 while the oldest was **74**

1 WEEK – 9 YEARS

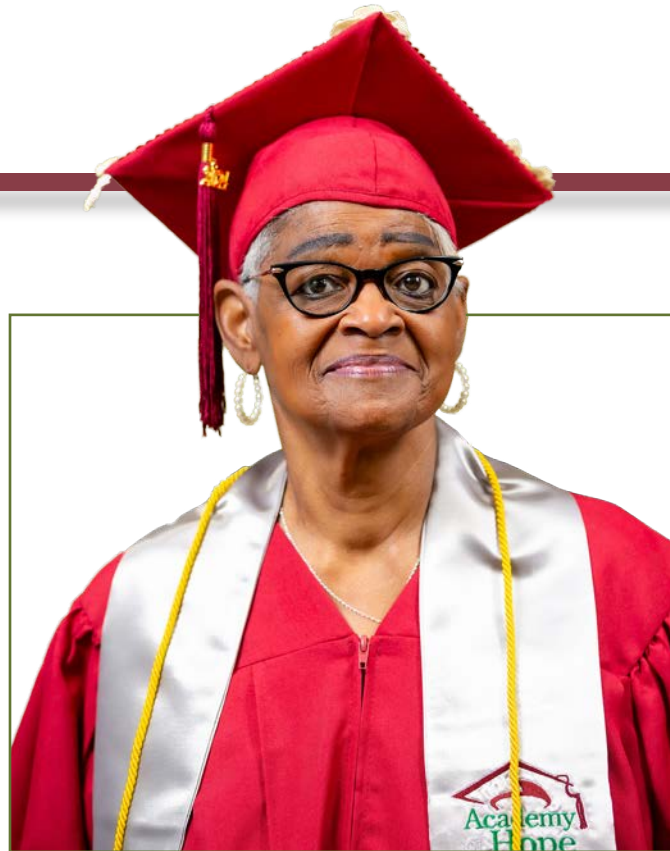
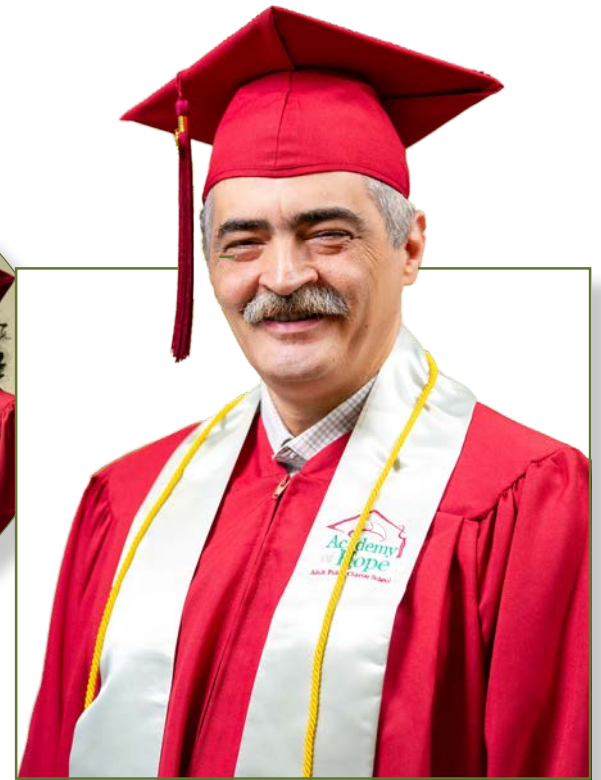
the time to complete requirements for a high school diploma ranged from just one week to over nine years.



# Learner Profiles

## Seyedvahid Bassam

Originally from Iran, Seyedvahid Bassam feels that fate led him to Washington, DC, where he found an invaluable opportunity at Academy of Hope to earn his high school diploma (GED) in the United States. Grateful for this chance, Seyedvahid is committed to continuing his education and building a career in computer technology. Alongside his diploma, he has already achieved his CompTIA IT Fundamentals certification and is now working toward the challenging CompTIA A+ certification. His advice to fellow learners is to always do your best, stay determined, and remain open to learning new things.



## Lenora D. Bracey

A Washington, DC native, Lenora Bracey finds strength and motivation through her deep faith and commitment to God. Inspired by watching her daughter earn a master's degree in social work, she decided to return to school after 30 years of service at St. Elizabeths Hospital. She earned her high school diploma through the NEDP pathway. Lenora credits her teachers for their unwavering support and encouragement throughout her journey. Her message to future graduates is, "It may seem hard sometimes, but everything is possible." After graduating from AoH with three college credits earned through dual enrollment at UDC-CC, Lenora is now pursuing an associate degree in Religious Studies at Liberty University, with plans to focus on pastoral counseling.

## Celebrating Certified Nursing Assistants at AoH

Academy of Hope (AoH) launched its Certified Nursing Assistants (CNA) program in spring 2018, creating an innovative pathway for adult learners to complete their high school credential while simultaneously preparing for a healthcare career. The program has experienced remarkable growth in recent years, and AoH's CNA graduates stand out for their exceptional exam performance. For the 2023-24 school year, we celebrated 37 graduates from our CNA program. AoH is proud to share that every student successfully passed their exams in the FY 23-24 year, achieving a **100%** pass rate.

AoH also prioritizes employment support for CNA graduates, connecting them with respected employers like Sibley Hospital, Ingleside, and Ascension Services at Carroll Manor. Interest in the CNA program remains strong, demonstrating its ongoing impact and success that empowers learners and their communities.



## Raising Awareness for Adult Education

During the 2023–24 school year, Academy of Hope emphasized the significance of adult education and highlighted its unique contributions to the field through multiple channels. The Class of 2024 was prominently featured on WUSA and Fox 5, while AoH also gained recognition in the Boston Globe and maintained a vibrant presence across social media. AoH staff further advanced adult education visibility and awareness by presenting at the ProLiteracy and COABE conferences, fostering deeper insights within the field.

## Students Taking the Lead

Empowerment is at the heart of Academy of Hope's values. AoH actively centers student voices, encouraging learners to become advocates within the school and the wider community.

In the 2023-24 school year, AoH staff hosted multiple town halls to engage directly with students and incorporate their perspectives into high-level decision-making. These open forums allowed students to share valuable feedback, resulting in meaningful changes to AoH programming and future initiatives. Two AoH students currently serve on the board of directors, ensuring that learners' voices, concerns, and needs are consistently represented in decision-making at the highest level.



## Fostering an Inclusive and Equitable Community

Academy of Hope celebrates and welcomes individuals of all races, ethnicities, gender identities, ages, sexual orientations, religions, and backgrounds. Our commitment is to create an inclusive space where race and other identities do not limit potential, and everyone is both valued and contributes unique value. In the 2023-24 school year, AoH sustained its partnership with Equity Through Action, allowing us to examine internal processes, structures, and practices that may, in any way—intentionally or unintentionally—undermine diversity, equity, and inclusion (DEI). Staff engaged in various training, and focus groups, and actively participated in a Race Equity Task Force throughout the year. AoH is dedicated to continuing this journey of reflection and dismantling barriers to ensure an inclusive and equitable community for all.



## List of Donors \$500+

Sreenivasan Family

Mary Clark

Smigel Family

Barbara Jumper

Susan Schaefer

William Reynolds

Lauren and Florence Meyer

Andrew Knox

America's Charities

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Deborah Ringel

Madi Ford

Nora and Dave Abramson

Mark Lewis

Kerry-Ann Hamilton

Galena – Yorktown Foundation

Alice and Eugene Ford Foundation

Sibley Memorial Hospital

Hearst Foundations



# Appendix 1

## School Year (SY) 2023-2024 Annual Report Data Report

Source	Data Point
DC PCSB	<b>LEA Name:</b> Academy of Hope Adult PCS
DC PCSB	<b>Campus Name:</b> Academy of Hope Adult PCS
DC PCSB	<b>Grades served:</b> Adult
DC PCSB	<b>Overall Audited Enrollment:</b> 840

### Enrollment by grade level according to OSSE’s Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
<b>Student Count</b>	0	0	0	0	0	0	0	840	0

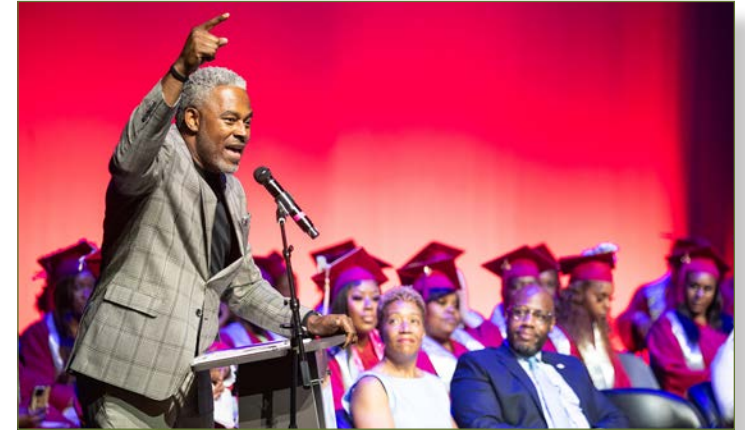
\*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.



## Student Data Points

Campus	<p><b>Total number of instructional days:</b> Number of instructional days, not including holidays or professional development days, for the majority of the school.</p> <p>If your school has certain grades with different calendars, please note it.</p>
DC PCSB	<b>Suspension Rate:</b> 0.00%
DC PCSB	<b>Expulsion Rate:</b> 0.00%
DC PCSB	<b>Instructional Time Lost to Out-of-School Suspensions:</b> 0.00%
DC PCSB	<b>In-Seat Attendance:</b> 59.00%*
DC PCSB	<p><b>Average Daily Attendance:</b> The SRA requires annual reports to include a school's average daily membership.</p> <p>To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>
DC PCSB	<b>Mid-Year Withdrawals:</b> Not Applicable
DC PCSB	<b>Mid-Year Entries:</b> Not Applicable
DC PCSB	<b>Promotion Rate (Campus):</b> Not Applicable
DC PCSB (SY 22-23)	<b>College Acceptance Rate:</b> Not Applicable
DC PCSB (SY 22-23)	<b>College Admission Test Score:</b> Not Applicable
DC PCSB (SY 22-23)	<b>Graduation Rate:</b> Not Applicable

*\*Note: The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY23-24 Charter Sector Attendance Qlik application as of August 2024. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.*



## Faculty and Staff Data Points

Campus	<b>Teacher Attrition Rate:</b> 9.50% (2 terminated teachers / 21 total teachers x 100)
Campus	<b>Number of Teachers:</b> 21 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
Campus	<b>Teacher Salary:</b> Average: \$86,083 Minimum: \$65,169 Maximum: \$97,032
Campus	<b>Executive Compensation:</b> Salaries (including bonuses) of the five most highly compensated individuals in the organization, if over \$100,000, for SY 2023-24: <ul style="list-style-type: none"> <li>• \$267,154.63</li> <li>• \$186,278.23</li> <li>• \$166,314.36</li> <li>• \$161,968.11</li> <li>• \$128,077.99</li> </ul>

- 100% of AoH employees have a High School diploma.
- 5% of AoH employees have an Associate degree.
- 85% of AoH employees have a Bachelor’s degree.\*
- 43% of AoH employees have a Master’s degree.
- 6% of AoH employees have a Doctorate.

*\*Note: Not all with Bachelor’s degrees have an Associate degree*





## Teacher Demographics

Employee Name	Position	Racial Identity	Gender	Years of Experience
Andrews Kwasi Asare	Lead Math Teacher	Black	Male	13
Florenda Bates	Language Arts Teacher	Black	Female	13
Dr. Sandra Rudenia Brown	Lead ELA Teacher	Black	Female	35
Elizabeth Jane Early	NEDP Advisor/Assessor	White	Female	9
Ingrid Alice Garcia	Language Arts Teacher	Latino	Female	4
Wayne Andre Henderson	Language Arts Teacher	Black	Male	19
Katia Lisbeth Henriquez	Math Teacher	Latino	Female	17
Dianna Hicks	Lead ELA Teacher	Black	Female	25
Tina Louise Hooper	Language Arts Teacher	Black	Female	16
Jamal Jones	NEDP Advisor/Assessor	Black	Male	10
Jennifer J. Jordan	NEDP Advisor/Assessor	Black	Female	15
Wallace S. Lane	Manager of Tech Fluency and Digital Literacy	Black	Male	12
Toni Monique Mcghie	Math Teacher	Black	Female	8
Lateefah Nadira Montague	Lead ELA Teacher	Black	Female	15
Darren Mitchell Murray	Math Teacher	Black	Male	18
Oladapo Ayokomi Olalude	Math Teacher	Black	Male	13
Dr. Sean J.Oloughlin	Lead Math Teacher	Black	Male	21
Dalilah M. Petties,	Math Teacher	Black	Female	10
Marguerite Tanya Rorie-Bryan	Math Teacher	Black	Female	12
Katherine J. Shrout	Adult Learning Support Coordinator	White	Female	17
Charles Edward Thomas	Adult Learning Support Coordinator	Black	Male	13
William R. Walker	Math Teacher	Mixed	Male	15
Dawn Janell Williams	Lead NEDP Advisor/Assessor	Black	Female	12

# Appendix 2

## Staff Roster 2023-2024

**Evan E. Adams**

Human Resource Generalist

**Lara Adewoye**

Adjunct NEDP Diagnostic Math Teacher

**Janet Agyaben**

Evening Adjunct Math Teacher

**Dodzi Isiah Akakpo**

Information Technology Manager

**Dawan Allen Alford**

Assistant Director of Enrollment Management and Retentions Operations

**Angela Cecelia Anderson**

Adjunct CNA Clinical Instructor

**Andrews Kwasi Asare**

Lead Math Teacher

**Koya Maisha Bakare**

Manager of Testing Services and Tutoring Programs

**Annette C. Banks**

NEDP Advisor/Assessor

**Florenda Bates**

Language Arts Teacher

**Joy Arela Bentley Phillips**

Chief Growth and Strategy Officer

**Demetrius Odell Blue Sr.**

Principal

**Naquesha B. Booker**

Operations Manager

**Mirvlyne S. Brice**

Director of Development

**Rene Brodie**

Adjunct CNA Clinical Instructor

**Dr. Sandra Rudenia Brown**

Lead ELA Teacher

**Lloyd A. Bryan**

Daytime Adjunct Math Teacher

**Jenaine M. Butler**

Director of GED and College Services

**Dr. Sohn A. Butts**

Evening Adjunct Math Teacher

**Mary M. Cabriele**

Director of Career and Workforce Services

**Mary Camara**

Admissions Administrative Assistant

**Dr. Larry Darnell Canady**

Assistant Principal

**Tomika Natasha Carter**

School Administrative Assistant PT

**Felicia Cave**

Evening Adjunct Math Teacher

**Dominique Rajhaan Cheeks**

Registrar and Recruitment Associate

**Jyoti Chowdhury**

Director of Communications and Digital Engagement

**Jaclyn Claiborne**

Evening Adjunct Math Teacher

**Brianna Mishay Cobbins**

Chief Human Resources Officer

**Julia Conte**

PER Data Specialist Contract

**Nibret Hassen Daba**

Salesforce Administrator

**Frank Dews**

Information Technology Specialist

**Dr. Jocelyn Gathers Drakeford**

Evening Adjunct Language Arts Teacher ELA

**Dr. Michael Durant**

Chief Academic Officer

**Elizabeth Jane Early**

NEDP Advisor/Assessor

**Coretta Laverne Edwards**

Student Support Specialist

**Flora Emeka-Opara**

Evening Adjunct Math Teacher

**Bridget S. Espana**

Finance Specialist

**Christian C. Fretty**

School Administrative Assistant

**Noelani Galbreath**

Adjunct GED Prep Math Teacher

**Ingrid Alice Garcia**

Language Arts Teacher

**Traci Branch German**

Director of Student Support Services

**Brett Jason Glenn**  
Evening Adjunct Language Arts  
Teacher ELA

**Vernon Eugene Glover**  
Director of Technology & Operations

**Tiffany Christine Godbout**  
Chief Operations Officer

**Nyadia Yvonne Griffith**  
Adjunct CNA Clinical Instructor

**Jerriel Tristan Hall**  
Adjunct Instructor

**Angel Harris**  
School Administrative Assistant

**Jerry Devoye Harris**  
Evening Adjunct Math Teacher

**Wayne Andre Henderson**  
Language Arts Teacher

**Katia Lisbeth Henriquez**  
Math Teacher

**Shatyra B. Henry**  
Student Support Specialist

**Dianna Hicks**  
Lead ELA Teacher

**Christylyn Monique Hogan**  
Facilities Attendant

**Tina Louise Hooper**  
Language Arts Teacher

**Jermia K. Huff**  
Part-time Evening Technology  
Fluency Instructor

**Ruweda Ibrahim Hussein**  
Finance & Project Implementation  
Manager

**Shappelle Lynette Ivey**  
Phlebotomy Technician Adjunct  
Instructor

**Sheila C. Izlar**  
Director of Human Resources

**Porsha Latora James**  
Student Support Specialist

**Raven Lashay Jeffers**  
Evening Adjunct Language Arts  
Teacher ELA

**Christie M. Joesbury**  
PER Data Specialist Contract

**Lecester Johnson**  
Chief Executive Officer

**Jamal Jones**  
NEDP Advisor/Assessor

**Jamier Allen Jones**  
Employment Specialist

**Shawntice A. Jones**  
IT Teaching Assistant

**Jennifer J. Jordan**  
NEDP Advisor/Assessor

**Anthony Ricardo Keith Jr.**  
Evening Adjunct Language Arts  
Teacher ELA

**Charise Pilar Kitchen**  
Adjunct CNA Clinical Instructor

**Lawanda Verda Konate**  
Enrollment and Registration Manager

**Robert William Kothe**  
Admissions Administrative Assistant

**Wallace S. Lane**  
Manager of Tech Fluency and Digital  
Literacy

**Lisa Ellen Leach**  
Executive Assistant and Business  
Manager

**Jordan Simone Leach-Herndon**  
Registrar and Recruitment Associate

**Melvey Denise Lee**  
Evening Adjunct Language Arts  
Teacher ELA

**Jerelisa Lashanna Leslie**  
Part-Time Evening Adjunct  
Technology Fluency Instructor

**Ali Bhutio Lindsay**  
Facilities Engineer

**Tiah Monique Lormejuste**  
Evening Adjunct Math Teacher

**Dr. Alexandra Vandike Lotas**  
Director of Research and Evaluation

**Jamela Love**  
GED Services and Testing Specialist

**Julius Lee Martin**  
Dean Enrollment Management and  
Student Retention Operations

**Angela Mathews**  
Phlebotomy Technician Adjunct  
Instructor

**Sheila Lorraine Mathis**  
Adjunct CNA Clinical Instructor

**Kysien Hussain McCoy**  
IT Instructor — Part Time

**Toni Monique Mcghie**  
Math Teacher

**Timothy Myron McLaurin**  
Evening Adjunct Math Teacher

**Maria Alexandra Mclean**  
Communications Manager

**Mary Plummer Mickey**  
Health Care Programs Manager

**Deneen Cecilia Miller**  
Senior Employment Specialist

**Rajon Miller**  
Student Retention and Workforce  
Specialist

**Lateefah Nadira Montague**  
Lead ELA Teacher

**Ellen Moorer**  
Adjunct GED Prep Math Teacher

**Omar Christopher Morris**  
Evening Adjunct Math Teacher

**Darren Mitchell Murray**  
Math Teacher

**Nicole M. Nelson**  
Adjunct NEDP Diagnostic Math  
Teacher

**Oladapo Ayokomi Olalude**  
Math Teacher

**Dr. Sean J. Oloughlin**  
Lead Math Teacher

**Beverly Denise Woolard Paul**  
Adjunct CNA Clinical Instructor

**Jerry E. Peterson**  
Evening Adjunct Math Teacher

**Masceline Petitlubin**  
Evening Adjunct Math Teacher

**Dalilah M. Petties**

Math Teacher

**Christine Harrington Porter**

Adjunct Instructor

**Jeffery Wayne Porter**

Adjunct Instructor

**Calvin Robert Powell**

Facilities Engineer

**Lynois Alcola Powell**

School Administrative Assistant PT

**Deborah Prence**

Daytime Adjunct Math Teacher

**Gabrielle Carolann Raymond**

Advancement Coordinator

**Brady Reed**

IT Teaching Assistant

**Audrey E. Reese**

Dean of Student Academic Services

**Kenya Imani Reese**

Student Retention and Workforce Specialist

**Willie Joe Reynolds**

IT Instructor — Part Time

**Jay F. Rhone**

Phlebotomy Technician Adjunct Instructor

**Kavonn N. Rivera**

Intern

**Mark Eric Roberts**

Daytime Adjunct Language Arts  
Teacher ELA

**Marguerite Tanya Rorie-Bryan**

Math Teacher

**Janay Monique Sanders**

Adjunct Instructor

**Katherine J. Shrout**

Adult Learning Support Coordinator

**Dwayne Linroy Smith**

Performance, Evaluation, and Research Manager

**Maria Smith**

Phlebotomy Technician Adjunct Instructor

**Kwelli Sneed**

Evening Adjunct Language Arts  
Teacher ELA

**Adepeju Sherifa Sorinmade**

Adjunct CNA Clinical Instructor

**Ayinde Dawud Spradley**

Evening Adjunct Language Arts  
Teacher ELA

**Nathaniel Antonio Swinson**

Student Support Specialist

**Lontisha Antoinett Farmer Tchakounte**

Evening Adjunct Math Teacher

**Charles Edward Thomas**

Adult Learning Support Coordinator

**Dr. Alicia Nichole Waldon**

Principal

**Ayaba S. Walker**

Assistant Director of Student Support Services

**William R. Walker**

Math Teacher

**Elzora Bellamy Watkins**

Director of Curriculum,  
Instruction & Assessment

**Thomas Lee Webb**

College Navigator

**G. Vernon White**

Evening Adjunct Language Arts  
Teacher ELA

**Donnell Williams Jr.**

Adjunct Project Management Instructor

**Dawn Janell Williams**

Lead NEDP Advisor/Assessor

**Tiffany Lynelle Wilson**

Assistant Principal

**Bria Alexandria Wimbish**

Evening Adjunct Language Arts  
Teacher ELA

**Rozalyn Termaine Alyse Wingate**

Evening Adjunct Math Teacher

**Darlene Bernetta Wright**

Evening School Administrative Assistant

# Appendix 3

## Board of Directors 2023–2024

### Officers

**Barbara L. Jumper, Chair**  
Term 2: 07/2020 – 07/2023  
Committee: Finance  
D.C. Resident

**Madelaine (Madi) Ford, Vice Chair**  
Term 2: 07/2021 – 06/2024  
Committee: Chair of Development  
Non-D.C. Resident

**Tamara Wilds Lawson, Ph.D.,  
Secretary**  
Term 2: 07/2022 – 06/2025  
Committee: Chair of Governance  
D.C. Resident

**Luann Sinclair**  
Term 1: 7/1/23 - 6/30/2026  
Committee: Finance  
Non-D.C. Resident

### Members

**Nora Abramson**  
Term 1: 07/2021 – 06/2024  
Committee: Development  
D.C. Resident

**Rosalyn Brown**  
Term 1: 07/2022 – 06/2025  
Committee: Governance  
D.C. Resident

**Patrina Clark**  
Term 1: 07/2019 – 06/2022  
Committee: Governance  
Non-D.C. Resident

**Larry Condelli**  
Term 2: 07/2021 – 06/2024  
Committee: Program  
Non-D.C. Resident

**Drew Hubbard**  
Term 1: 07/2021 – 06/2024  
Committee: Finance  
D.C. Resident

**Eric Jones, MSF**  
Term 2: 07/2021 – 06/2024  
Committee: Development  
D.C. Resident

**Mark Lewis**  
Term 1: 07/2020 - 6/2023  
Committee: Chair of Program  
D.C. Resident

**Julie Meyer**  
Term 2: 07/2021 – 06/2024  
Committee: Program  
D.C. Resident

**Deborah Ringel**  
Term 1: 7/1/23 - 6/30/2026  
Committee: Program  
D.C. Resident

**Doneika Dempsey** (student member)  
Term 1: 7/1/2023 - 6/30/2024  
Committee:  
D.C. Resident

**Nathaniel Smith** (student member)  
Term 1: 7/1/2023 - 6/30/2024  
Committee:  
D.C. Resident

### Staff

**Lecester Johnson**  
Chief Executive Officer  
Non-D.C. Resident

**Lisa Leach**  
Executive Assistant/Board Liaison  
D.C. Resident

## Appendix 4: Unaudited SY 2023–2024 Financial Statement

<b>Revenue</b>	
Per-Pupil Funding Revenue	13,085,433
Other Local Revenue	894,791
Federal Revenue	1,654,589
Private Grants and Donations	384,314
Earned Fees	79,158
<b>Total Revenue</b>	<b>16,098,286</b>
<b>Expenses</b>	
Salaries	6,545,755
Benefits and Taxes	1,514,283
Contracted Staff	1,071,087
Staff-Related Costs	83,550
Rent	474,408
Occupancy Service	712,597
Direct Student Expense	1,117,597
Office & Business Expense	1,359,936
Interest	151,770
Depreciation and Amortization	638,706
<b>Total Expenses</b>	<b>13,669,689</b>
<b>Net Income</b>	<b>2,428,597</b>

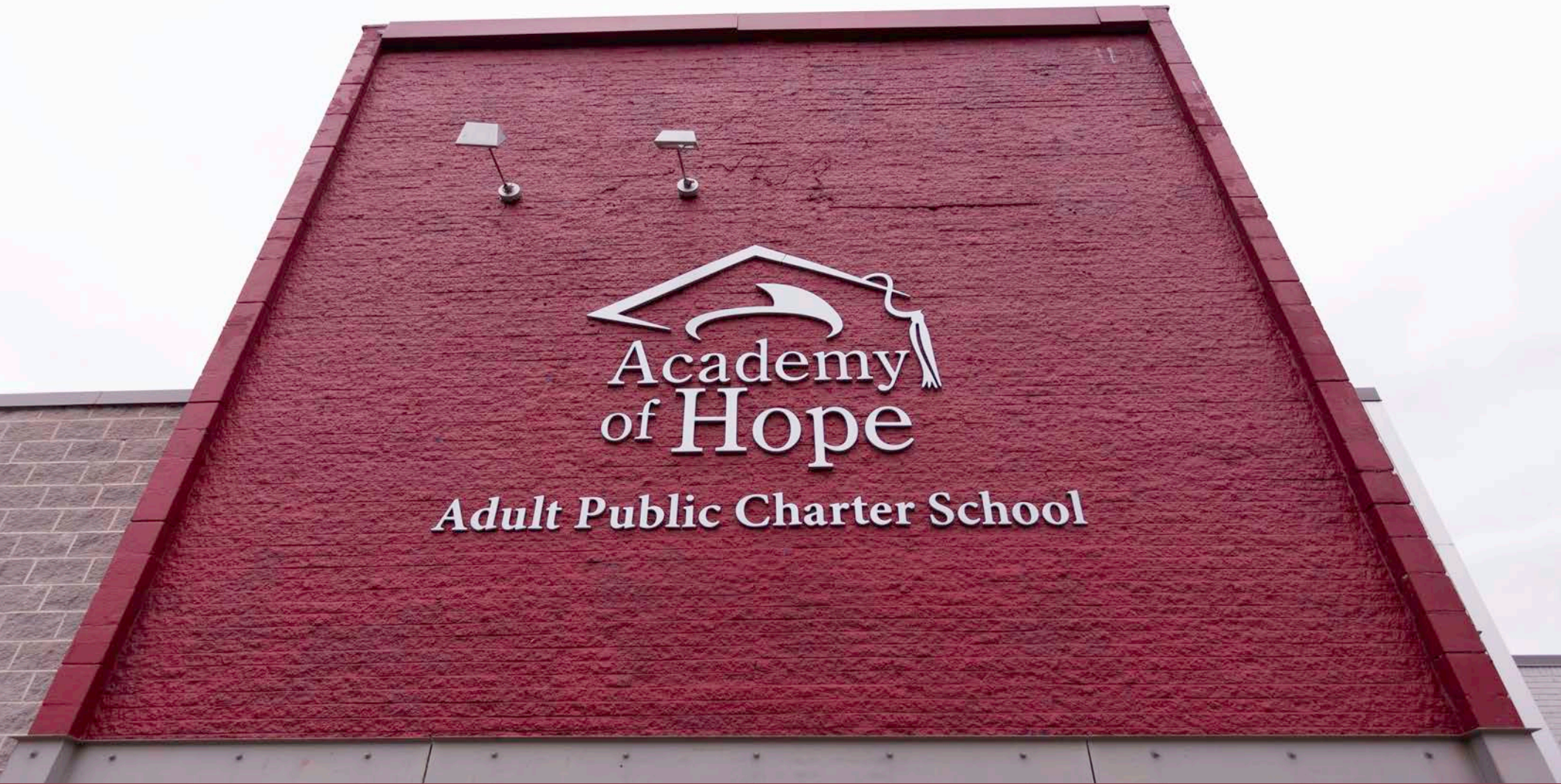
## Appendix 5: Approved SY 2025 Budget

<b>Students</b>		775
<b>Revenue</b>		
	State and Local Revenue	14,448,439
	Federal Revenue	275,000
	Private Grants and Donations	750,000
	Earned Fees	60,000
	Donated Revenue	-
<b>Total Revenue</b>		<b>15,533,439</b>
<b>Operating Expense</b>		<b>Salaries</b>
	7,705,414	
	Benefits and Taxes	1,731,507
	Contracted Staff	849,650
	Staff-Related Costs	83,550
	Rent	474,408
	Occupancy Service	722,713
	Direct Student Expense	1,327,240
	Office & Business Expense	1,254,198
	Donated Expense	-
	Contingency	-
	Depreciation and Amortization	661,161
	Interest	140,892
<b>Total Expenses</b>		<b>14,950,733</b>
<b>Net Income</b>		<b>582,706</b>
<b>Adjustments To Cash Flow</b>		
	Net Income	582,706
	Add Depreciation	661,161
	Operating Fixed Assets	(250,000)
	Buildings	(750,000)
	Other Operating Activities	3,431
	Financing Activities	-
	Per-Pupil Adjustments	-
	Suspense	-
	Facilities Project Adjustments	(283,484)
	Equity	-
	Total Cash Flow Adjustments	(618,892)
	<b>Net cash increase for year</b>	<b>(36,186)</b>

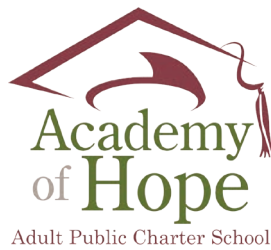
## Appendix 5: Balance Sheet

<b>Assets</b>		
Current Assets		
	Cash	5,348,764
	Accounts Receivable	432,371
	Other Current Assets	314,790
	Intercompany Transfers	0
	<u>Total Current Assets</u>	<u>6,095,925</u>
Noncurrent Assets		
	Facilities, Net	9,489,217
	Operating Fixed Assets, Net	589,197
	<u>Total Noncurrent Assets</u>	<u>10,078,414</u>
	<u>Total Assets</u>	<u>16,174,339</u>
<b>Liabilities and Equity</b>		
Current Liabilities		
	Accounts Payable	379,125
	Other Current Liabilities	221,501
	Accrued Salaries and Benefits	400,136
	<u>Total Current Liabilities</u>	<u>1,000,762</u>
Long-Term Liabilities		
	Senior Debt	3,375,039
	Subdebt	(0)
	Other Long-Term Liabilities	4,053,441
	<u>Total Long-Term Liabilities</u>	<u>7,428,480</u>
Equity		
	Unrestricted Net Assets	5,104,001
	Net Income	2,428,597
	Temporarily Restricted Net Assets	212,500
	<u>Total Equity</u>	<u>7,745,098</u>
	<u>Total Liabilities and Equity</u>	<u>16,174,339</u>





Academy  
of Hope  
Adult Public Charter School



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