



SCHOOL YEAR

2024 - 2025

**Academy of Hope
Adult Public Charter School**





Excellence in Adult Education Since 1985

School Year 2024–2025

Academy of Hope Adult Public Charter School

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: Dr Patrina Clark

www.aohdc.org

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School Description



A | 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**.

B | School Program

Academy of Hope (AoH) serves adults age 18 and older from across Washington, D.C. by providing access to foundational education and workforce training.

AoH learners earn a high school credential through **flexible General Educational Development (GED)** and **National External Diploma Program (NEDP)** pathways, while integrating digital literacy, career counseling, and college preparation into every program.

Our curriculum responds to labor-market demand in sectors such as healthcare, information technology, and business services, recognising that middle-class jobs increasingly require more than a high-school diploma.

According to the D.C. Workforce Investment Council, many of the city's fastest-growing industries—such as healthcare, information technology, and business services—now demand specialized skills and credentials that go beyond a high school diploma. More than **50,000**

working-age adults in the District lack a high school credential, and Academy of Hope (AoH) exists to meet this need by providing accessible, high-quality learning opportunities that open doors to economic mobility. All AoH programs emphasize equity and are intentionally designed to remove systemic barriers related to race, gender, income, and disability.

This mission aligns with the District's broader commitment to expanding upskilling and reskilling opportunities through workforce development programs, particularly for adults without secondary education credentials. Similarly, research from Georgetown University's Center on Education and the Workforce indicates that achieving middle-class stability in the years ahead will increasingly depend on postsecondary education—indeed, the center's **2024** Good Jobs Projections report finds that **66%** of jobs currently require some postsecondary education, a share expected to rise to **72% by 2031**.



C | Comprehensive Support for Adult Learners

Adult learners often face significant barriers—including limited childcare, housing instability, inadequate transportation, and health issues—that can make returning to school challenging.

AoH's **Student Support Team (SST)** works one-on-one with learners to address these obstacles and connect them with community resources so they can persist in their studies.

Meanwhile, the **Career Services Team** helps learners explore occupations, develop portfolios, search for jobs, and plan for advancement. Together, these teams ensure that learners have the wraparound support they need to succeed academically and professionally.



D | Empowering Academic and Career Success

AoH offers small, dynamic classes across multiple academic levels, from beginning literacy to college preparation. To accommodate busy adults, classes are delivered during the day and evening, and through in-person, hybrid, and fully online formats. Learners can choose between the **GED** and **NEDP** pathways to earn a high-school credential, selecting the model that best suits their learning style.

Beyond academics, AoH provides multi-level career training in high-demand industries such as healthcare and information technology, allowing learners to earn stackable, industry-recognised certifications. Dual-enrollment partnerships with local colleges and universities offer opportunities to earn up to **15** college credits while still enrolled at AoH.

Academy of Hope (AoH) also expands learners' opportunities through dual enrollment partnerships

with local colleges and universities—including 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**—to strengthen both academic and career pathways.

Building on this foundation, AoH launched Hope Forward, a first-of-its-kind post-graduate initiative that provides career counseling, job placement support, mentorship, and financial literacy training in partnership with **PNC Bank** and the **JP Morgan Chase Bank**.

Beginning in **2024**, all AoH graduates are automatically enrolled in Hope Forward, ensuring they receive continued guidance toward sustainable careers and higher education. This initiative embodies AoH's deep commitment to advancing economic mobility and dismantling systemic barriers across Washington, D.C.

E | Parent Involvement Efforts

Nearly half of AoH learners are parents or caregivers, and many others play important roles in the lives of children. Research shows that parents' educational attainment directly influences their children's academic success and can reduce intergenerational poverty.

As AoH learners build skills and confidence, they often become more engaged in their children's homework and school activities. This increased involvement fosters stronger family dynamics and contributes to improved outcomes for the next generation. AoH is committed to supporting parents and caregivers so that families as a whole can benefit from adult education.





F | Summary of Curriculum Design and Instructional Approach

At Academy of Hope (**AoH**), a range of instructional methods are used to meet the diverse needs of adult learners. These 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—one in which teachers and learners exchange roles to create a collaborative learning environment.

Universal Design for Learning (UDL) empowers learners to actively engage in real-world challenges, applying their knowledge and skills to solve practical problems. Teachers design units that incorporate **21st Century Worker Competencies**, fostering a student-driven environment that emphasizes collaboration, critical thinking, problem-solving, communication, creativity, and innovation. UDL makes learning accessible to all students by allowing them to demonstrate mastery in multiple ways. These competencies are vital for success in today's complex work and life environments.

In addition to UDL, AoH employs direct instruction, where content is presented in manageable units. Teachers model key skills and provide scaffolding to ensure comprehension. This method offers individualized support and allows learners to progress at their own pace.

All AoH curricula are grounded in research and best practices to ensure high-quality instruction. The instructional planning process follows Danielson's **Framework for Teaching (FFT)**, which emphasizes critical components such as planning and preparation, professional responsibilities, classroom culture, and instructional quality.

English Language Arts (ELA) instruction focuses on developing strategic and independent reading skills. For beginning readers, AoH uses Really Great Reading

(RGR)—an intensive, explicit phonics-based program. For more advanced learners, instruction aligns with the College and **Career Readiness Standards (CCRS)**, **Common Core State Standards (CCSS)**, and the **Comprehensive Adult Student Assessment System (CASAS)**, which inform both the GED and **National External Diploma Program (NEDP)**. These courses strengthen reading comprehension and higher-order reasoning skills.

Mathematics instruction also aligns with **CCRS**, **CCSS**, and **CASAS standards**, covering foundational concepts such as operations, algebra, geometry, measurement, data analysis, statistics, and probability. From basic numeracy to advanced algebra, AoH's math curriculum emphasizes both conceptual understanding and computational fluency.

AoH's career training programs are designed in collaboration with employer partners and follow an **Integrated Education and Training (IET) model**. This approach combines academic instruction with industry-specific training, ensuring that learning is contextualized and directly relevant to the workplace. Additionally, AoH integrates the **Northeast Resiliency Consortium (NRC)** Resiliency Competency Model, which focuses on five key skills—critical thinking, adaptability, self-awareness, reflective learning, and collaboration—essential for college and career success.

As one of the few adult charter schools serving learners at all levels—from beginning readers to college-ready adults—AoH is committed to continually developing multi-level curricula that connect real-world applications with academic preparation. This ongoing commitment helps AoH fulfill its mission of transforming lives and strengthening communities through education.

02 School Performance

A | Mission, Goals, and Academic Achievement

During the 2024–25 school year, Academy of Hope continued its mission of providing 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.

We align our goals with the **ASPIRE** accountability system adopted by the DC Public Charter School Board. Educational outcomes—including learner progress, credential attainment, and career placements—will be reported once validated data become available from the DC PCSB.

AoH remains committed to continuous improvement and to exceeding the rigorous standards set for adult education in the District of Columbia.



In the academic year **2024-2025**, 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 example, **58%** of **ABE 2** learners made Educational Functional Level gains and **61%** of **ABE 4** learners made Educational Functional Level gains.

Another notable achievement was the graduation of **30 learners** who earned their high school diplomas through the **GED** exam and **16** through the NEDP, both innovative programs offered by AoH.

Goal	Progress Toward Goal Attainment
Academy of Hope has adopted DC PCSB's Annual School Performance Index Report & Evaluation (ASPIRE) as its goals and academic achievement expectations.	DC PCSB will publicly report the school's performance on ASPIRE annually.

The career training programs at AoH, founded on the proven **Integrated Education and Training (IE&T)** model, empowered learners to acquire stackable microcredentials and high-level certifications. This equipped them to enter high-demand job markets, contributing to their professional growth. Out of the learners enrolled, **88% (22 out of 25)** in the **CNA program** and **87%** (7 out of 8) in the CompTIA A+ program successfully completed and earned their credentials, while the Phlebotomy program achieved a **perfect 100%** credentialing rate (35 out of 35).

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.



B | Unique Accomplishments



Notable Accomplishments and Recognitions

During SY **2024–25**, **Academy of Hope (AoH)** proudly celebrated **164** graduating learners—one of the largest classes in AoH's history—reflecting the strength, resilience, and determination that define its learning community. This remarkable milestone coincided with AoH's **10-year** charter renewal, reaffirming the school's enduring commitment to providing high-quality adult education and workforce training. Graduates included those who completed their **High School Diploma (GED and NEDP)** as well as those who successfully finished AoH's Career Pathways programs. Among them, **21 learners** were hired into full-time cybersecurity apprenticeships with **Accenture** through AoH's partnership with **PeopleShores**—an achievement that underscores AoH's success in connecting adult learners to high-demand, family-sustaining careers in the technology sector.

01



Honoring Our Graduates

On **June 17th, 2025**, AoH proudly celebrated its graduating class, recognizing **46** learners who earned their high-school diplomas and **118 graduates** who completed workforce program certifications across healthcare and information technology pathways. Our graduates embody the resilience and diversity of Academy of Hope community. They come from many walks of life, each having faced—and overcome—personal and socioeconomic challenges on their journey to achieving their academic and career dreams.

02



Enrollment Growth

Academy of Hope continues to experience rising demand for adult education. AoH saw significant enrollment growth during School Year **2024–25**, reflecting both the unmet need across Washington, D.C., and the trust learners place in AoH's programs. AoH enrolled **997** learners over the year, reaching a peak of **1,197** active learners at one point during the term. This growth demonstrates that adults are seeking high-quality, flexible pathways to complete their education and advance their careers, and that AoH is recognized as a reliable and supportive place to do so.

03

FAST FACTS **ABOUT AOH**

46 Graduates Earned their High School Diploma

33 GED Graduates

17 NEDP Graduates

118 Career Pathways Graduates

17 Dual Enrollment Learners

19 Youngest Graduate

60 Oldest graduate





Learner Profiles

Every learner has a story. Throughout the year, AoH highlighted learner profiles that illustrated resilience, dedication, and success. These stories demonstrate the transformative power of adult education.



Kevin Joachin

At 17 years old, Kevin Joachin immigrated from El Salvador, navigating a new country, culture, and language. Though the language barrier created challenges for Kevin in high school, his love for computers motivated him to return to school. After earning credentials in CompTIA A+, Kevin, alongside 24 other Academy of Hope learners, was selected for an apprenticeship at Accenture. There, he is a cybersecurity apprentice, tackling real client projects in a professional setting. He credits the career services team for the opportunity, thankful for their assistance improving his resume and interview skills.



Jasmine Burrell

When applying to colleges, Jasmine Burrell was heartbroken to learn that her education would be delayed. The GED program she had attended lost its accreditation, meaning she would have to return to school to earn her high school diploma. Jasmine would do so through the NEDP pathway, while earning Certified Nursing Assistant (CNA) certifications. Her story and perseverance inspired others, prompting her to receive an NEDP Changing Lives Scholarship towards her secondary education. Jasmine will soon pursue her bachelor's degree in either general or cardiothoracic surgery at the University of the District of Columbia.

04



Celebrating Career Credential Graduates

AoH's Workforce Program enables learners to earn industry-recognised certifications in healthcare, information technology and business; in **FY24-25**, learners earned **25** Certified Nursing Assistant credentials, **35** phlebotomy certifications, **6** medical billing and coding certificates, **34 Tech+ certifications**, **8 A+ certifications**, 6 Security+ certifications and **4 project management** certifications. Graduates maintained high pass rates on these credentialing exams and are already transitioning into high-demand jobs: **19 CNAs** and **7 phlebotomy** graduates have been hired in healthcare roles, while **22 IT learners** (from Tech+, A+ and Security+ tracks) and **3 project management** learners have secured positions in their respective fields.

05



Raising Awareness for Adult Education

AoH advocates for adult education and workforce development at the local and national levels.

During **SY 2024–25**, staff and learners participated in outreach campaigns, community events, and policy discussions to raise awareness of the importance of adult education and the critical role adult learners play in shaping a more equitable and economically thriving Washington, D.C. We also launched and implemented a tailored advocacy and testimony curriculum for Level Three learners, equipping them with the knowledge, confidence, and tools to share their stories and engage in public decision-making that impacts their lives and communities. As part of this work, AoH staff and learners at our Ward 8 campus hosted a candidate forum for the Ward **8** DC Council Special Election, creating a powerful platform for civic dialogue rooted in lived experience. Learners also participated in the Social Justice Summit and took action to advocate directly with members of the U.S. Congress for DC's right to control its own budget.

This year, AoH saw a significant increase in both staff and learner testimony during the DC Council's Budget Oversight process—an important milestone reflecting increased advocacy capacity and confidence across the organization. AoH learners, staff, and board members hosted a **DC Housing Summit** for learners at both **Ward 5** and **Ward 8 campuses**, creating space to address learner concerns while elevating the critical connection between adult education, housing stability, and economic mobility. In

addition, AoH engaged learners in outreach related to the **DC Public Charter School Board's enrollment ceiling increase process**, ensuring our community understood its importance and had opportunities to weigh in.

Nationally, AoH learners and staff represented the organization at the **Coalition on Adult Basic Education's (COABE) "Flood the Hill"** advocacy efforts on Capitol Hill, sharing the vital role adult education plays in strengthening our nation's workforce and expanding economic opportunity. Locally, AoH's advocacy continues through our upcoming **Advocacy Day** at the John A. Wilson Building, where learners, staff, and leaders will meet with the **Mayor's Office** and **DC Council** to elevate AoH's vision for adult education and highlight how investing in adult learners has the powerful ability to transform DC and ensure a more equitable future where all Washingtonians can thrive. Together, these efforts demonstrate that when adult learners are supported and empowered, they lead with vision, courage, and a deep commitment to building a more just and equitable future for themselves, their families, and the capital.



Students Taking the Lead

AoH learners stepped into leadership roles, organising peer-support groups, contributing to community service projects, and representing the school at public forums. These initiatives demonstrate the confidence and skills learners gain through their time at AoH.

One standout example is **Damian Steele**, who graduated during the **2023–24** school year and now serves as a Peer Navigator in the **Hope Forward program**. In this role, Damian facilitates the Atomic Habits workshop, guiding participants to build positive routines and break unproductive cycles through reflection and real-life application. He also provides one-on-one coaching that helps learners set goals, stay accountable, and grow in confidence. Damian's leadership exemplifies the AoH values of **servant leadership** and **service**, showing how our graduates transform their experiences into purpose-driven action that uplifts others and strengthens our community.

07



Fostering an Inclusive and Equitable Community

AoH is committed to creating a community where all adult learners feel seen, valued, and supported. During SY **2024–25**, AoH implemented diversity, equity, and inclusion initiatives that addressed systemic barriers and celebrated the unique backgrounds of our learners.

AoH is deeply committed to strengthening the ecosystem of DC nonprofits that support adult learners, which is demonstrated through several partnerships. Our collaboration with **Plenty to Eat**—founded by AoH graduate Connie Williams in **2016**—provides rent-free space at our Ward 5 campus and financial backing, enabling the pantry to serve hundreds of residents and expand to Ward 8. We're similarly partnering with the **NorthStar Institute** to embed financial education and wealth-building tools within our Hope Forward program; together AoH co-designed a model that received funding from the **Greater Washington Community Foundation's Health Equity Fund**, allowing NorthStar advisors to offer onsite services and helping learners build long-term financial stability. These collaborations reflect AoH's holistic approach to removing barriers and fostering a just, equitable community where adult learners can thrive.

08

03

LIST OF DONORS

Alex Orfinger

Annie Aime

Carolyn Woodard

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Duane Rosenberg

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Susan Basile

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William Wells

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LIST OF **DONORS**

**1988 Irrevocable
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**Office of the State
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Education (OSSE)**

PNC Foundation

**Schwab
Charitable Fund**

**The Morris and
Gwendolyn Cafritz
Foundation**

The Share Fund

**The Smigel
Foundation**

Truist Foundation

04

Appendix

Appendix 2.1: Annual Data Report

Campus	School Year	Metric Name	Source	Value	Numerator	Denominator	Not Applicable
Academy of Hope Adult PCS	2024-2025	Grades Served	PCSB	Grades: Adult			no
Academy of Hope Adult PCS	2024-2025	Overall Audited Enrollment	PCSB	997			no
Academy of Hope Adult PCS	2024-2025	Adult Enrollment	PCSB	997			no
Academy of Hope Adult PCS	2024-2025	Suspension Rate	PCSB	0.00%	0	997	no
Academy of Hope Adult PCS	2024-2025	Expulsion Rate	PCSB	0.00%	0	997	no
Academy of Hope Adult PCS	2024-2025	Instructional Time Lost to Discipline	PCSB	0.00%	0	85907	no
Academy of Hope Adult PCS	2024-2025	In-Seat Attendance Rate	PCSB	55.92%	55087	98502	no
Academy of Hope Adult PCS	2024-2025	Mid-Year Withdrawal Rate	PCSB	0.00%	0	997	no
Academy of Hope Adult PCS	2024-2025	Mid-Year Entry Rate	PCSB	0.00%	0	997	no
Academy of Hope Adult PCS	2024-2025	Graduation Rate - High School Equivalency (SY 2023-2024 Data)	PCSB	82.81%	53	64	no
Academy of Hope Adult PCS	2024-2025	Total Number of Instructional Days	LEA				no
Academy of Hope Adult PCS	2024-2025	Teacher Attrition Rate	LEA				no
Academy of Hope Adult PCS	2024-2025	Number of Teachers	LEA				no
Academy of Hope Adult PCS	2024-2025	Teacher Salary Schedules	LEA				no
Academy of Hope Adult PCS	2024-2025	Teacher Demographics	LEA				no
Academy of Hope Adult PCS	2024-2025	Compensation Over \$100,000	LEA				no

Appendix 2.1: Staff Roster

Employee Name	Position
ADAMS, EVAN E	Human Resource Generalist
ADEWOYE, LARA	W2 NEDP Adjunct
AGYABEN, JANET	Math Teacher
AKAKPO, DODZI ISIAH	Information Technology Manager
AL-HUBAISHI, RAYDAN	W2 CompTIA Adjunct
ASARE, ANDREWS KWASI	W2 Evening Math Adjunct
BAKARE, KOYA MAISHA	Manager of Testing Services and Tutoring Programs
BANKS, ANNETTE C	NEDP Advisor/Assessor
BATES, FLORENDA	Language Arts Teacher
BENTLEY PHILLIPS, JOY ARELA	Chief Growth and Strategy Officer
BLUE SR, DEMETRIUS ODELL	Principal
BOOKER, NAQUESHA B	Operations Manager
BRICE, MIRVLYNE S	Director of Development
BRITT, CARRINGTON GIRARD	Student Support Manager
BRODIE, RENE	W2 Certified Nursing Assistant Adjunct
BROWN, DR SANDRA RUDENIA	Lead ELA Teacher
BRYAN, LLOYD	W2 Daytime Math Adjunct
BRYANT, CAROLINE CORINNE	Digital Content Manager
BUTLER, JENAINA M	Director of GED and College Services
BUTLER, LATASHA SHERELL	W2 Evening Math Adjunct
CABRIELE, MARY M	Director of Career and Workforce Services

Employee Name	Position
CANADY, DR LARRY DARNELL	Assistant Principal
CARTER, TOMIKA NATASHA	Advancement Administrative Specialist
CASTRO REXACH, JENNY J	W2 Certified Nursing Assistant Adjunct
CHEEKS, DOMINIQUE RAJHAAN	Registrar and Recruitment Associate
CHOWDHURY, JYOTI	Director of Communications and Digital Engagement
COBBINS, BRIANNA MISHAY	Chief Human Resources Officer
DABA, NIBRET HASSEN	Salesforce Administrator
DAWKINS, COLIN TREVOR KEITH	W2 CompTIA Adjunct
DEWS, FRANK	Information Technology Specialist
DRAKEFORD, DR JOCELYN	W2 Evening ELA Adjunct
DURANT, DR MICHAEL	Chief Academic Officer
DUVALL, DANYELLE	Math Teacher
EARLY, ELIZABETH JANE	NEDP Advisor/Assessor
EDWARDS, CORETTA LAVERNE	Student Support Specialist
EDWARDS, JOYCE SHAWANDA	Phlebotomy Technician Adjunct Instructor
EDWARDS, LOETTA	Medical Billing and Coding Adjunct Instructor
EMEKA-OPARA, FLORA	W2 Evening Math Adjunct
ESPANA, BRIDGET S	Finance Specialist
FLETCHER, CHANTELL MARIE	Information Technology Specialist
FRESO-MOORE, HOLLY ANN	Chief of Staff
FRETTY, CHRISTIAN C	School Administrative Assistant
GALBREATH, NOELANI	W2 GED Prep Math Adjunct
GARCIA, INGRID ALICE	Language Arts Teacher

Employee Name	Position
GARDNER, DONNAY	Enrollment & Admissions Support Specialist
GBADAMOSI, JIMI	W2 Evening Math Adjunct
GERMAN, TRACI BRANCH	Director of Student Support Services
GLENN, BRETT	W2 Evening ELA Adjunct
GLOVER, VERNON EUGENE	Director of Technology & Operations
GODBOUT, TIFFANY CHRISTINE	Chief Operations Officer
HARRIS, ANGEL	School Administrative Assistant
HENDERSON, WAYNE ANDRE	Language Arts Teacher
HENRIQUEZ, KATIA LISBETH	Math Teacher
HENRY, SHATYRA B	Student Support Specialist
HICKS, DIANNA	Lead ELA Teacher
HOOPER, TINA LOUISE	Language Arts Teacher
HUFF, JERMIA K	Part-time Evening Technology Fluency Instructor
HUSSEIN, RUWEDA IBRAHIM	Director of Finance
IVEY, SHAPPELLE LYNETTE	Phlebotomy Technician Adjunct Instructor
IZLAR, SHEILA C	Director of Human Resources
JAMES, PORSHA LATORA	Student Support Specialist
JEFFERS, RAVEN	W2 Evening ELA Adjunct
JOESBURY, CHRISTIE M	PER Data Specialist Contract
JOHNSON, LECESTER	Chief Executive Officer
JONES, JAMIER ALLEN	Employment Specialist
JONES, SHAWNTICE	W2 IT Assistant
JORDAN, JENNIFER J	NEDP Advisor/Assessor

Employee Name	Position
KING, LASONIA CARLISE	Volunteer Coordinator
KINGSBERRY, CAMERON SPENCER	Salesforce Administrator
KITCHEN, CHARISE P	Healthcare Program Associate
KONATE, LAWANDA VERDA	Enrollment and Registration Manager
LANE, WALLACE S	Manager of Tech Fluency and Digital Literacy
LAWRENCE, AKEEMBRA NICOLE	Assistant Director of Development
LEACH, LISA ELLEN	Executive Assistant and Business Manager
LEACH-HERNDON, JORDAN SIMONE	Registrar and Recruitment Associate
LEE, MELVEY	W2 Evening ELA Adjunct
LESLIE, JERELISA LASHANNA	Part-Time Evening Adjunct Technology Fluency Instructor
LINDSAY, ALI BHUTIO	Facilities Engineer
LORMEJUSTE, TIAH	Hope Forward Coordinator
LOTAS, ALEXANDRA VANDIKE	Director of Research and Evaluation
LOVE, JAMELA	GED Services and Testing Specialist
LYNCH, DELORIS ANN	W2 Phlebotomy Adjunct
MARTIN, JULIUS LEE	Dean Enrollment Management and Student Retention Operations
MATHEWS, ANGELA	W2 Phlebotomy Adjunct
MCCOY, KYSIEN HUSSAIN	IT Instructor - Part Time
MCGHIE, TONI MONIQUE	GED Services and Testing Specialist
MCLEAN, MARIA ALEXANDRA	Communications Manager
MICKEY, MARY PLUMMER	Assistant Director of Healthcare Programs
MILLER, DENEEN CECILIA	Senior Employment Specialist
MILLER, RAJON	Student Retention and Workforce Specialist

Employee Name	Position
MOORER, ELLEN	W2 GED Prep Math Adjunct
MORRIS, OMAR	W2 Evening ELA Adjunct
MURRAY, DARREN MITCHELL	Math Teacher
NELSON, NICOLE	W2 NEDP Adjunct
OLALUDE, OLADAPO AYOKOMI	Math Teacher
OLOUGHLIN, SEAN J	Lead Math Teacher
OWO-GRANT, FELICIA FIYIN	W2 Evening Math Adjunct
PALMER, WARREN	W2 Evening Math Adjunct
PAUL, BEVERLY	W2 Certified Nursing Assistant Adjunct
PETERSON, JERRY	W2 Evening Math Adjunct
PETITLUBIN, MASCELINE	W2 Evening ELA Adjunct
PETTIES, DALILAH M	Math Teacher
POWELL, CALVIN ROBERT	Facilities Engineer
POWELL, LYNOIS ALCOLA	School Administrative Assistant PT
RAYMOND, GABRIELLE CAROLANN	Advancement Coordinator
REED, BRADY	W2 CompTIA Adjunct
REESE, AUDREY E	Dean of Student Academic Services
REESE, KENYA IMANI	Student Retention and Workforce Specialist
ROBERTS, MARK ERIC	Daytime Adjunct Language Arts Teacher ELA
ROBERTSON, KELLIE DAWN	GED Services and Testing Specialist
ROBINSON, ANDREA LINETTE	School Administrative Assistant PT
RORIE-BRYAN, MARGUERITE TANYA	Math Teacher
RUCKER, ALICIA LOUISE	Nurse Aide Training Program Instructor

Employee Name	Position
SAMUELS, CARLOS ANTHONY	W2 Evening Math Adjunct
SHROUT, KATHERINE J	Adult Learning Support Coordinator
SIMMS, COURTNEY NAOMI	W2 IT Teaching Assistant
SMITH, DWAYNE LINROY	Performance, Evaluation, and Research Manager
SMITH, MARIA	W2 Phlebotomy Adjunct
SMOLIANSKI, PETER	W2 CompTIA Adjunct
SPARKS-BROWN, ANDREA	Principal
SPRADLEY, AYINDE	W2 Evening ELA Adjunct
SWINSON, NATHANIEL ANTONIO	Student Support Specialist
THOMAS, CHARLES EDWARD	Adult Learning Support Coordinator
WALDON, DR ALICIA NICHOLE	Principal
WALKER, AYABA S	Performance, Evaluation, and Research (PER) Senior Data Specialist
WALKER, WILLIAM R	Math Teacher
WATKINS, ELZORA BELLAMY	Director of Curriculum, Instruction & Assessment
WEBB, THOMAS LEE	College Navigator
WILKERSON, DR CANDACE L	W2 Evening ELA Adjunct
WILLIAMS, DAWN JANELL	Lead NEDP Advisor/Assessor
WILLIAMS, DONNELL	W2 Project Mgmt Adjunct
WILSON, TIFFANY LYNELLE	Assistant Principal
WIMBISH, BRIA	GED Services and Testing Specialist

Appendix 2.2: Teacher Demographics

Employee Name	Position	Racial Identity	Gender
SHROUT, KATHERINE J	Adult Learning Support Coordinator	White	Female
THOMAS, CHARLES EDWARD	Adult Learning Support Coordinator	Black	Male
KITCHEN, CHARISE P	Healthcare Program Associate	Black	Female
BATES, FLORENDA	Language Arts Teacher	Black	Female
GARCIA, INGRID ALICE	Language Arts Teacher	Hispanic	Female
SHROUT, KATHERINE J	Language Arts Teacher	Black	Male
THOMAS, CHARLES EDWARD	Language Arts Teacher	Black	Female
KITCHEN, CHARISE P	Lead ELA Teacher	Black	Female
BATES, FLORENDA	Lead ELA Teacher	Black	Female
GARCIA, INGRID ALICE	Lead Math Teacher	Black	Male
SHROUT, KATHERINE J	Lead NEDP Advisor/Assessor	Black	Female
THOMAS, CHARLES EDWARD	Math Teacher	Black	Female
KITCHEN, CHARISE P	Math Teacher	Black	Female
BATES, FLORENDA	Math Teacher	Hispanic	Female
GARCIA, INGRID ALICE	Math Teacher	Black	Male
SHROUT, KATHERINE J	Math Teacher	Black	Male
THOMAS, CHARLES EDWARD	Math Teacher	Black	Female
KITCHEN, CHARISE P	Math Teacher	Black	Female
BATES, FLORENDA	Math Teacher	Bi-Racial	Male
GARCIA, INGRID ALICE	NEDP Advisor/Assessor	Black	Female
SHROUT, KATHERINE J	NEDP Advisor/Assessor	White	Female

Employee Name	Position	Racial Identity	Gender
THOMAS, CHARLES EDWARD	NEDP Advisor/Assessor	Black	Female
KITCHEN, CHARISE P	Nurse Aide Training Program Instructor	Black	Female
BATES, FLORENDA	Part-time Evening Technology Fluency Instructor	Black	Female

Appendix 2.3: Adjunct Demographics

Employee Name	Position	Racial Identity	Gender
ADEWOYE, LARA	W2 NEDP Adjunct	Black	Female
AL-HUBAISHI, RAYDAN	W2 CompTIA Adjunct	Persian	Male
ASARE, ANDREWS KWASI	W2 Evening Math Adjunct	Black	Male
BRODIE, RENE	W2 Certified Nursing Assistant Adjunct	Black	Female
BRYAN, LLOYD	W2 Daytime Math Adjunct	Black	Male
BUTLER, LATASHA SHERELL	W2 Evening Math Adjunct	Black	Female
CASTRO REXACH, JENNY J	W2 Certified Nursing Assistant Adjunct	Black	Female
DAWKINS, COLIN TREVOR KEITH	W2 CompTIA Adjunct	Black	Male
DRAKEFORD, DR JOCELYN	W2 Evening ELA Adjunct	Black	Female
EDWARDS, JOYCE SHAWANDA	Phlebotomy Technician Adjunct Instructor	Black	Female
EDWARDS, LOETTA	Medical Billing and Coding Adjunct Instructor	Black	Female
EMEKA-OPARA, FLORA	W2 Evening Math Adjunct	Black	Female
GALBREATH, NOELANI	W2 GED Prep Math Adjunct	Black	Female
GBADAMOSI, JIMI	W2 Evening Math Adjunct	Black	Male
GLENN, BRETT	W2 Evening ELA Adjunct	Black	Male

Employee Name	Position	Racial Identity	Gender
IVEY, SHAPPELLE LYNETTE	Phlebotomy Technician Adjunct Instructor	Black	Female
JEFFERS, RAVEN	W2 Evening ELA Adjunct	Black	Female
LEE, MELVEY	W2 Evening ELA Adjunct	Black	Female
LESLIE, JERELISA LASHANNA	Part-Time Evening Adjunct Technology Fluency Instructor	Black	Female
LYNCH, DELORIS ANN	W2 Phlebotomy Adjunct	Black	Female
MATHEWS, ANGELA	W2 Phlebotomy Adjunct	Black	Female
MCCOY, KYSIEN HUSSAIN	IT Instructor - Part Time	Black	Male
MOORER, ELLEN	W2 GED Prep Math Adjunct	Black	Female
MORRIS, OMAR	W2 Evening ELA Adjunct	Black	Male
NELSON, NICOLE	W2 NEDP Adjunct	Black	Female
OWO-GRANT, FELICIA FIYIN	W2 Evening Math Adjunct	Black	Female
PALMER, WARREN	W2 Evening Math Adjunct	Black	Male
PAUL, BEVERLY	W2 Certified Nursing Assistant Adjunct	Black	Female
PETERSON, JERRY	W2 Evening Math Adjunct	Black	Male
PETITLUBIN, MASCELINE	W2 Evening ELA Adjunct	Black	Female
REED, BRADY	W2 CompTIA Adjunct	Black	Male
ROBERTS, MARK ERIC	Daytime Adjunct Language Arts Teacher ELA	Black	Male
SAMUELS, CARLOS ANTHONY	W2 Evening Math Adjunct	Black	Male
SMITH, MARIA	W2 Phlebotomy Adjunct	Black	Female
SMOLIANSKI, PETER	W2 CompTIA Adjunct	Black	Male
SPRADLEY, AYINDE	W2 Evening ELA Adjunct	Black	Male
WILKERSON, DR CANDACE L	W2 Evening ELA Adjunct	Black	Female
WILLIAMS, DONNELL	W2 Project Mgmt Adjunct	Black	Male

Teacher and Administration Data Points

Teacher Attrition Rate:	17.74% (11 terminated teachers / 62 total teachers x 100)
Number of Teachers:	24
Teacher Salary Schedules:	
Average:	\$85,289.24
Minimum:	\$66,798
Maximum:	\$99,505
Number of Academic Adjuncts:	22
Academic Adjunct Salary Schedules:	
Average:	\$21,642
Minimum:	\$18,500
Maximum:	\$51,500
Number of Academic Adjuncts:	16
Workforce Adjunct Salary Schedules:	
Average:	\$47,608
Minimum:	\$28,098
Maximum:	\$70,830

4% of AoH employees have Associates Degrees.

31% of AoH employees have Bachelor's degrees.

8% of AoH employees have Doctorate degrees.

36% of AoH employees have Master's degrees.

7% of AoH employees have high school diplomas.

14% of AoH employees have Professional Certification.

180 Total Number of Instructional Days

Five Most Highly Compensated Individuals in the LEA

FIRST	LAST	ANNUAL COMPENSATION	POSITION TITLE
BRIANNA	COBBINS	187,839.91	Chief Human Resources Officer
DR MICHAEL	DURANT	191,596.71	Chief Academic Officer
TIFFANY	GODBOUT	191,596.71	Chief Operations Officer
JOY	BENTLEY PHILLIPS	210,053.25	Chief Growth and Strategy Officer
LECESTER	JOHNSON	254,610.00	Chief Executive Officer

Appendix 3: Board of Directors

OFFICERS

Dr. Patrina M. Clark,

Chair

Non-DC Resident

Term 1: 7/2022 – 6/2025

Chair Term 1: 7/2024 – 6/2026

Eric Jones, MSF,

**Vice Chair and Development
Committee Chair**

DC Resident

Term 1: 7/2022 – 6/2025

Vice Chair Term 1: 7/2024 – 6/2025

LuAnn Sinclair,

**Treasurer and Finance Committee
Chair**

Non-DC Resident

Term 1: 7/2022 – 6/2025

Treasurer Term 2: 7/2024 – 7/2025

Larry Condelli,

Secretary

Non-DC Resident

Term 1: 7/2022 – 6/2025

Secretary Term 2: 7/2024 – 6/2025

STUDENT TRUSTEES

Ronald Henson

DC Resident

Term: 1/2025 – 6/2025

Katisha Webb

DC Resident

Term: 7/2024 – 6/2025

AoH STAFF

Leicester Johnson,

CEO

Non-DC Resident

Lisa Leach,

Executive Assistant & Board Liaison

Non-DC Resident

TRUSTEES

Nora Abramsom

DC Resident

Term 2: 7/2024 – 6/2027

Brett W. Allen, **Program Committee Chair**

DC Resident

Term 1: 7/2024 – 6/2027

Roslyn Brown

DC Resident

Term 1: 7/2022 – 6/2025

Dr. Laura Hendricks

Non-DC Resident

Term 1: 7/2024 – 6/2027

Susan Leigh

DC Resident

Term 1: 7/2024 – 6/2027

Deborah Ringel, **Governance Committee**

Chair

DC Resident

Term 1: 7/2023 – 6/2026

Jason Ufland

DC Resident

Term 1: 12/2023 – 6/2026

Appendix 4: Latest Audited Financial Statement

ACADEMY OF HOPE ADULT PUBLIC CHARTER SCHOOL

Statements of Financial Position As of June 30, 2024 and 2023

ASSETS

Current Assets	
Cash and cash equivalents	4,149,870
Investments	1,198,894
Grants receivable	179,523
Accounts receivable	206,848
Prepaid expenses and other assets	175,605
Total Current Assets	5,910,740

Non-Current Assets	
Deposits	185,185
Property and equipment, net	1,198,894
Right of use of assets - financing, net	72,800
Right of use of assets operating, net	3,325,779
Total Non-Current Assets	10,263,599
Total Current Assets	16,174,339

LIABILITIES AND NET ASSETS

Current Liabilities	
Accounts payable and accrued expenses	374,486
Accrued compensation	440,611
Line of credit	
Lease liability - financing	26,482
Lease liability operating	346,332
Notes payable, current portion	156,149
Total Current Liabilities	1,344,060

Long-Term Liabilities	
Lease liability - financing, net of current portion	48,695
Lease liability - operating, net of current portion	3,687,354
Notes payable, net of current portion	3,349,132
	7,085,181
Total Liabilities	8,429,241

Net Assets	
Net assets without donor restrictions	7,532,598
Net assets with donor restrictions	212,500
Total Net Assets	7,745,098
Total Liabilities and Net Assets	16,174,339

Appendix 5: Approved 2026 Budget

Income	
State and Local Income	17,674,950.00
Federal Income	270,000.00
Total Private Income	990,000.00
Total Gross Profit	18,934,950.00

Expenses	
Staff-Related Expense	12,023,150.24
Occupancy Expense	1,256,962.26
Student Expense	1,611,828.00
Office & Business Expenses	1,776,088.21
Total Gross Profit	16,668,028.71

Operating Income **2,266,921.29**

Super Other Expense	
Depreciation	165,000.00
Interest payments	270,000.00
Total Super Other Expense	\$ 765,000.00
Total Net Income	1,501,921.29

Academy of Hope's latest available audited financial statements may be found at the following link on DC PCSB's Transparency Hub: <https://dcpcsb.org/school-fiscal-audits>.

Academy of Hope's additional financial information, including latest available budgets, may be found in the Financial Oversight section of DC PCSB's Transparency Hub at the following link: <https://dcpcsb.org/transparency-hub>.



Excellence in Adult Education Since 1985

School Year 2024–2025

Academy of Hope Adult Public Charter School

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: Dr Patrina Clark

www.aohdc.org