



2018-19

# DATA BOOK

THEN, NOW & WHAT'S NEXT?

COMMUNITYCOLLEGE PREPARATORY ACADEMY PCS

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WASHINGTON, DC 20020

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FOUNDER & CEO

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*Ambiguity leads us onto paths of understanding that take time to navigate with intentionality toward our students' yielding increased outcomes of completion and achievement along the way. The times we share are replete with moments that make us shout with elation because our students are knocking down GED subject tests and certification assessments, and breaking past the barriers that have permeated their lives at length. And then there are those moments that make us all take pause and wonder "now what?" As we forge ahead, tenaciously, with our students and other stakeholders on this meaningful journey, we shall continue to encounter collective truths together and seek understanding that strengthens our power of choice to do something better than before as we learn what is best.*

# VISION

*Our school is a place that is welcoming, supportive, nurturing, non-judgmental, and, most of all, evidences the belief that it is never too late for adults to transform their lives through education.*

*Community College Prep is a place where students are actively involved in preparing for post-secondary education and workforce training. The adult student is exposed to behavior modeling that can facilitate the behavior modification necessary for under-achieving adults to transform their lives.*

# MISSION

*The mission of Community College Preparatory Academy is to provide the education skills development that will empower and prepare under-credited adults for post-secondary success, viable employment and lifelong learning.*



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# THE CCPREP CORE



## OUR CORE BUSINESS:

*“To educate adults for success in life and in the workplace.”*

## OUR CORE BELIEFS:

*“We believe that our students’ voices matter as co-facilitators of the learning process that achieves their success in life and in the workplace.”*

*“We believe that we should be relentless in our support of our adult students in meeting their goals.”*

## OUR CORE VALUE:

*“Everyone is entitled to receive high quality training and education that lead to their success in life.”*



# PILLARS

**KNOWLEDGE OF SELF**

**KNOWLEDGE OF OTHERS**



**KNOWLEDGE OF CRAFT**

**KNOWLEDGE OF LEADERSHIP**



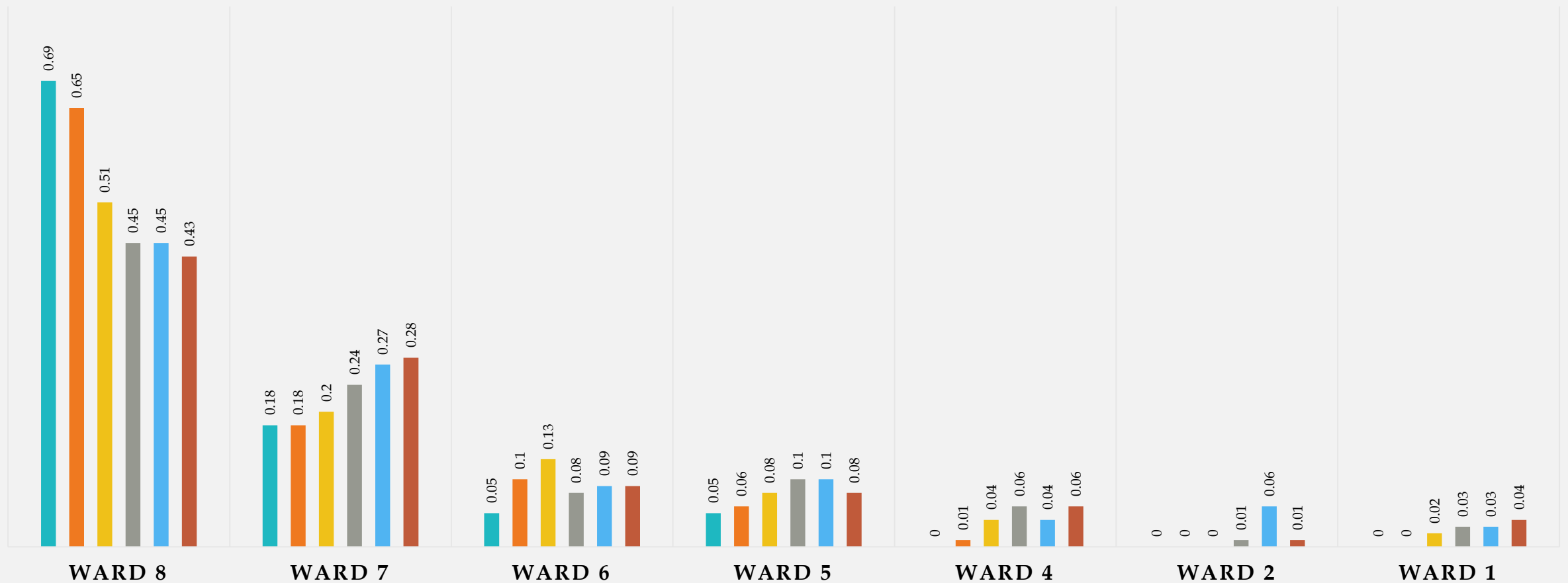
# OUR DATA STORY:

THEN, NOW & WHAT'S NEXT



# TRENDS IN CITY WARD REPRESENTATION

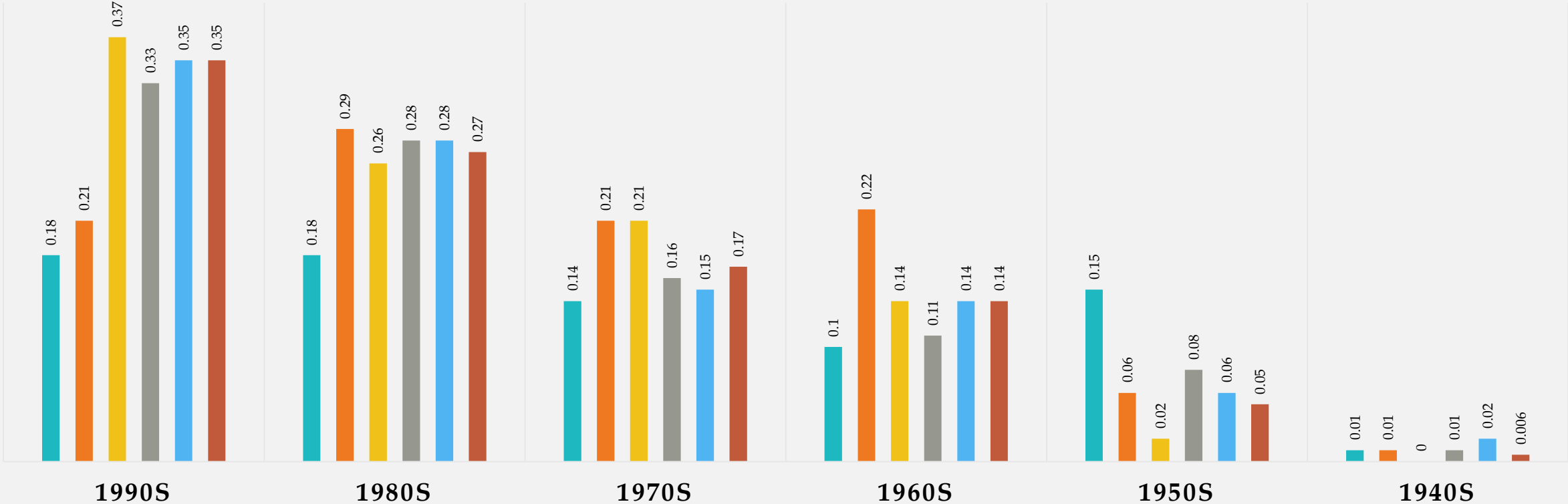
■ % YEAR 1   ■ % YEAR 2   ■ % YEAR 3   ■ % YEAR 4   ■ % YEAR 5   ■ % YEAR 6



# GENERATIONAL SHIFTS

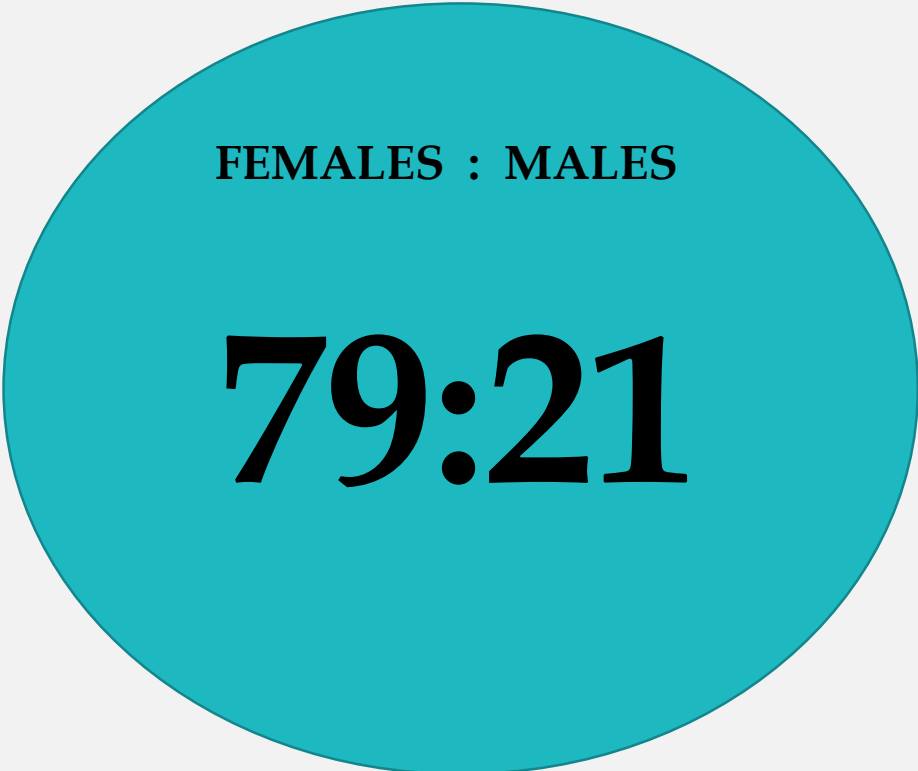
## TRENDS IN ENROLLMENT BY AGE GROUP

■ % YEAR 1 ■ % YEAR 2 ■ % YEAR 3 ■ % YEAR 4 ■ % YEAR 5 ■ % YEAR 6



# STUDENT GENDER RATIO: The 6-Year Shift

PY 2013-2014



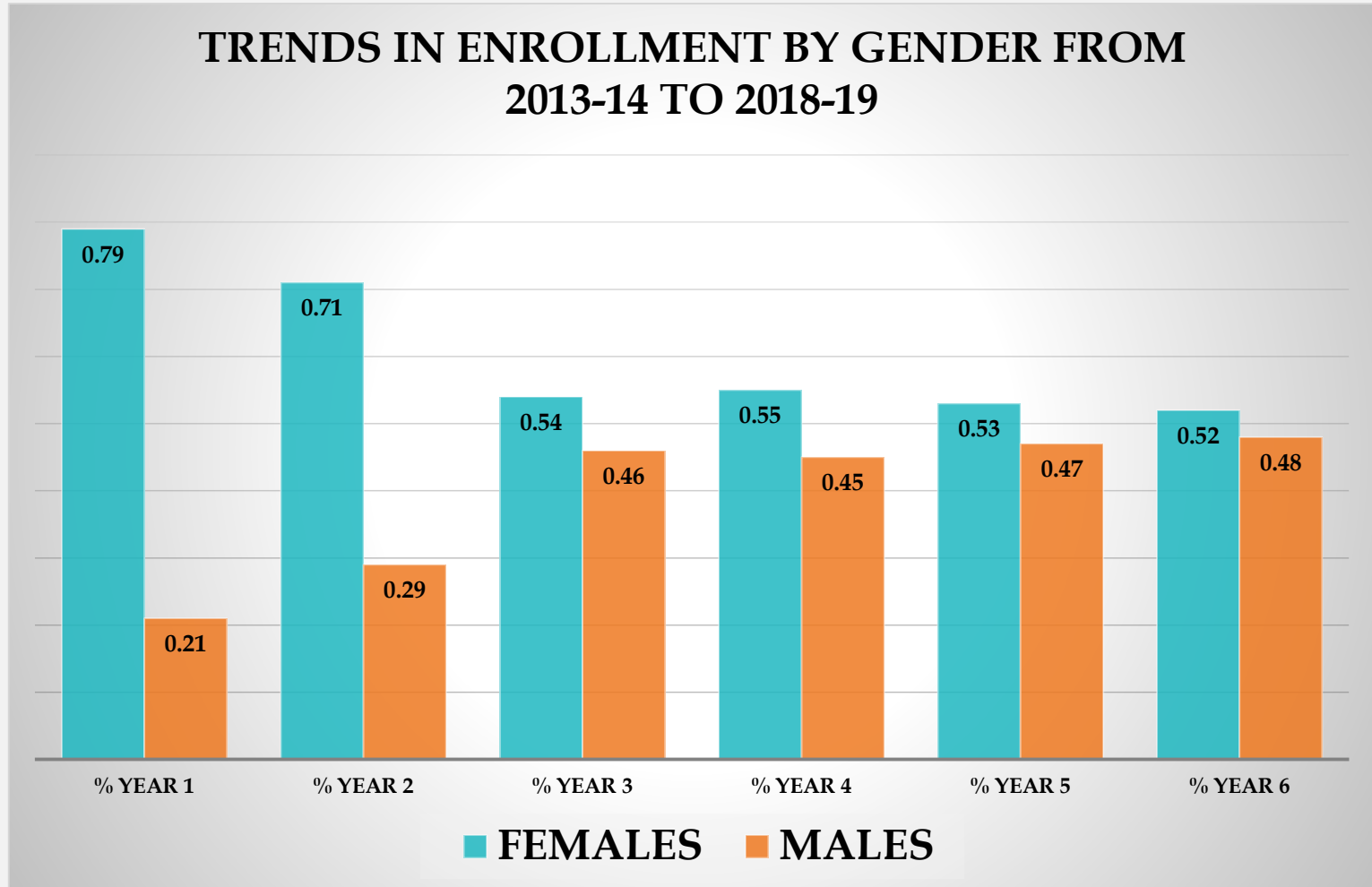
PY 2018-2019



# WHEN DATA SPEAKS...

*The trend of increased adult male enrollments by 27% in our first six years has led to our highlighting their growth through participation in Career & Technical pathways, like Microsoft Office Suite, ComptiA+ and HVAC. The growing number of Returning Citizens in the City has been a contributing factor to this trend and we are shoring up our programming to better support our collaborative relationship with the DC Department of Employment Services (DOES) for the students we receive from Project Empowerment.*

**TRENDS IN ENROLLMENT BY GENDER FROM 2013-14 TO 2018-19**



# THE MALE STUDENT TREND EXPLORED

## ATTENDANCE:

In Program Year 2018-2019, our male student population dominated the green zone attendance category, which means they maintained cumulative average daily attendance of 70-100%. Our male students make up 53% of all green zone attendees as of July 2019.

Further, in the corresponding yellow and red attendance zones, males are on the lower side of the ratio. Red zone students range between 0-39% and yellow zone students range between 40-69% average daily attendance. Our male students rank at 37% and 43% in each category, respectively.

## ACADEMIC PROGRESS:

Again, in Program Year 2018-2019, male students dominated the progress gain category, which means they achieved moving from one ABE NRS level to the next within a program year. Our male students stand out at 53% of those making gain.



PERFORMANCE  
MANAGEMENT  
FRAMEWORK (PMF):



# AE PMF Explained

The Adult Education Performance Management Framework (AE PMF) is the accountability measure by which we are evaluated. There are four categories, or indicators, that are used to measure academic performance for all AE Public Charter Schools:

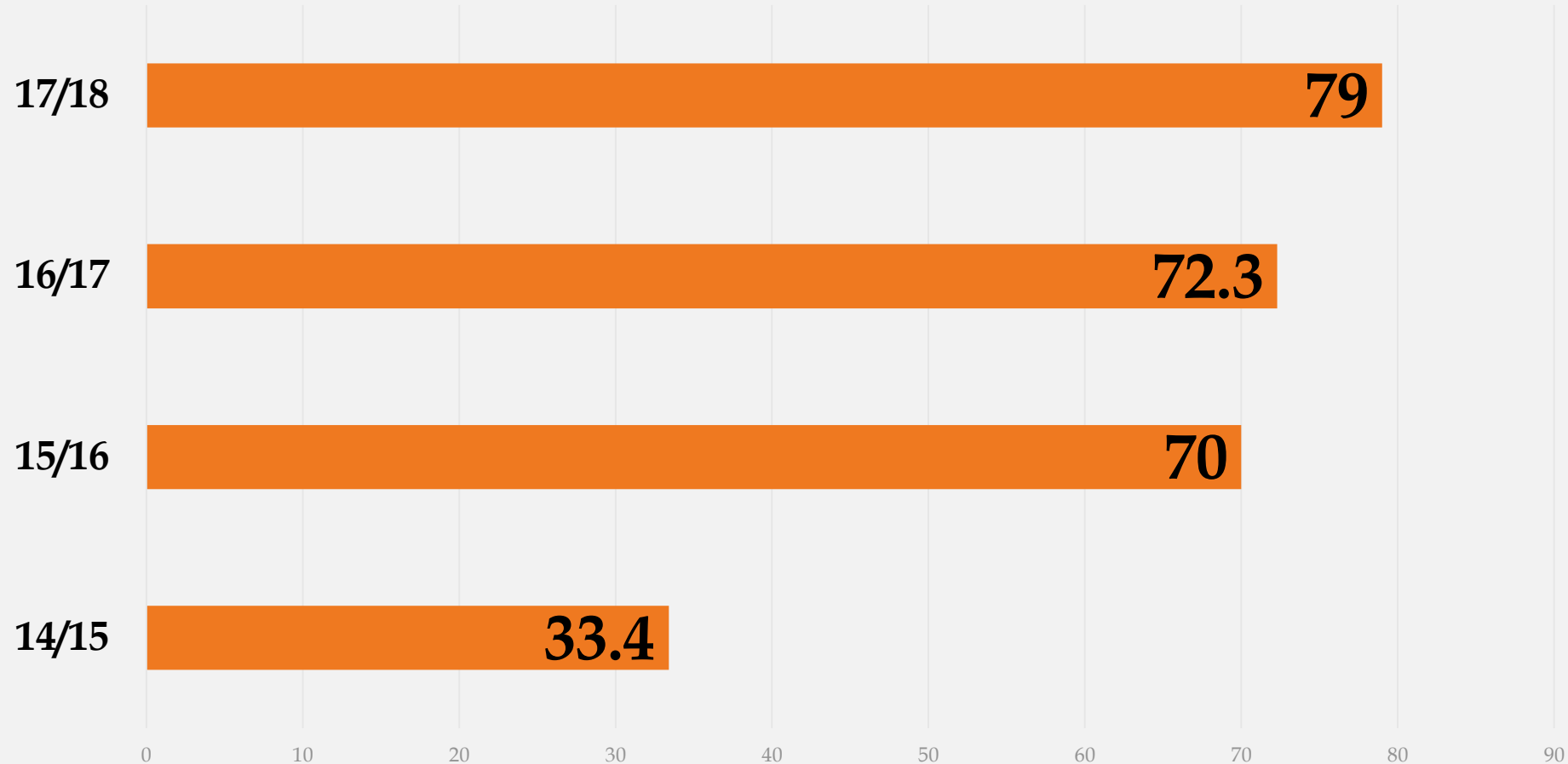
- Student Progress captures student learning gains in Adult Basic Education;
- Student Achievement captures the rate of students who pass portions of a secondary credential assessment, i.e. GED, and the rate of students who earn high-level, industry-recognized career and technical (CTE) certifications, such as Information Technology/ComptiA+;
- College & Career Readiness captures the employment and postsecondary education status of exited students; and
- Leading Indicators capture attendance rates and the rate at which students persist at the school.

What follows are visualizations that capture our performance in each of the above categories since our first year of being tiered (2014-2015):



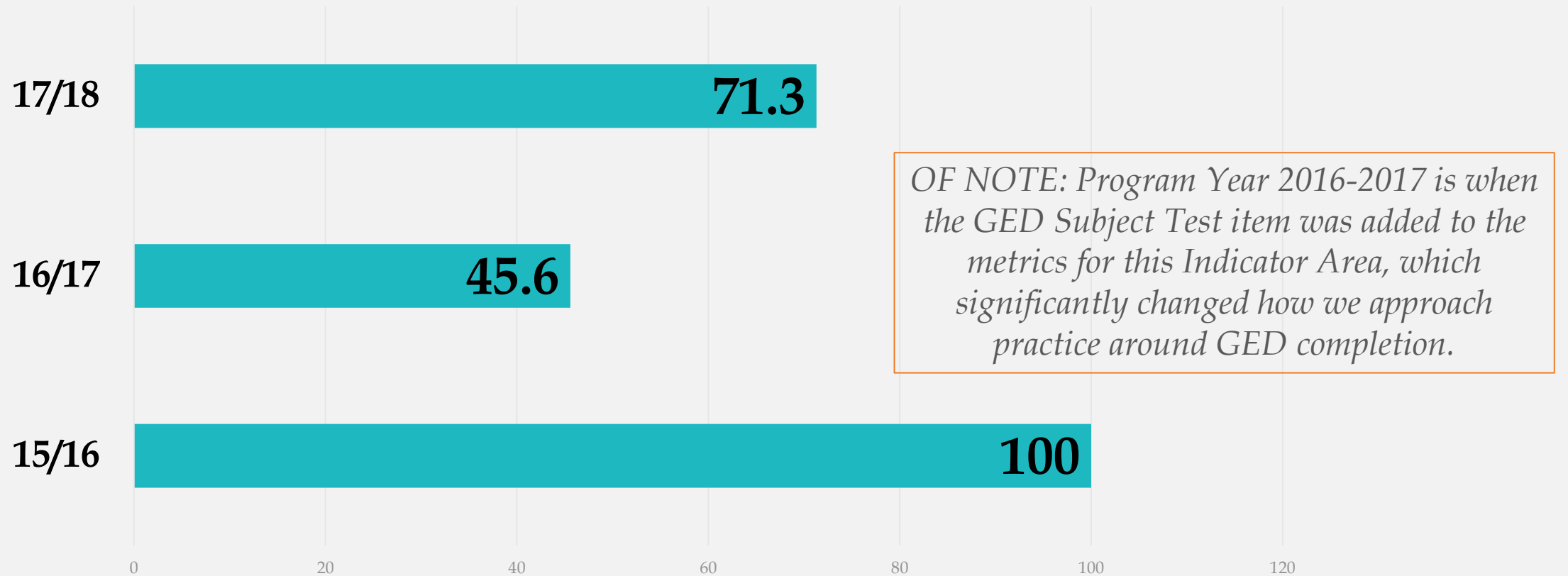
# PMF: Student Progress Growth by Program Year

PMF OVERALL PROGRESS SCORE PER PROGRAM YEAR



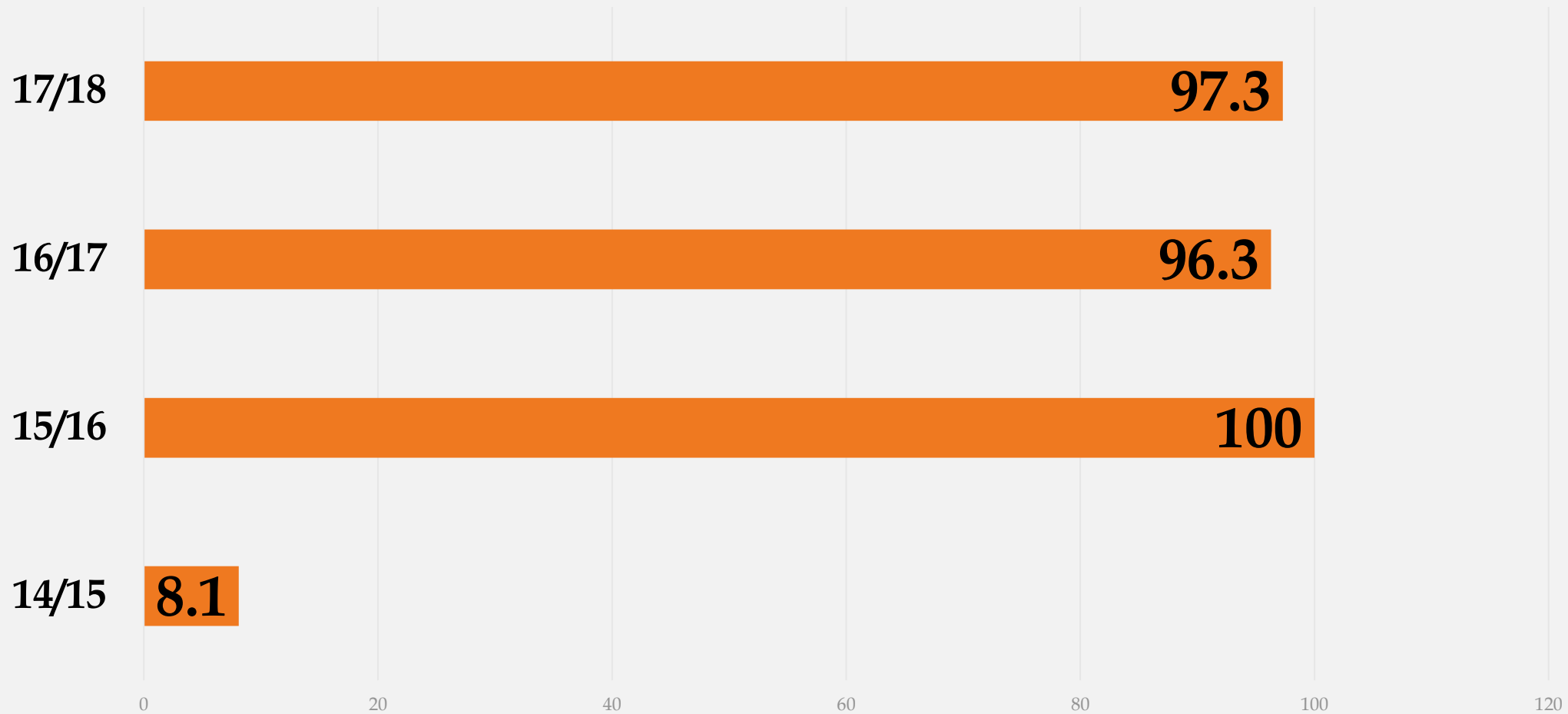
# PMF: Student Achievement Growth by Program Year

PMF OVERALL ACHIEVEMENT SCORE PER PROGRAM YEAR

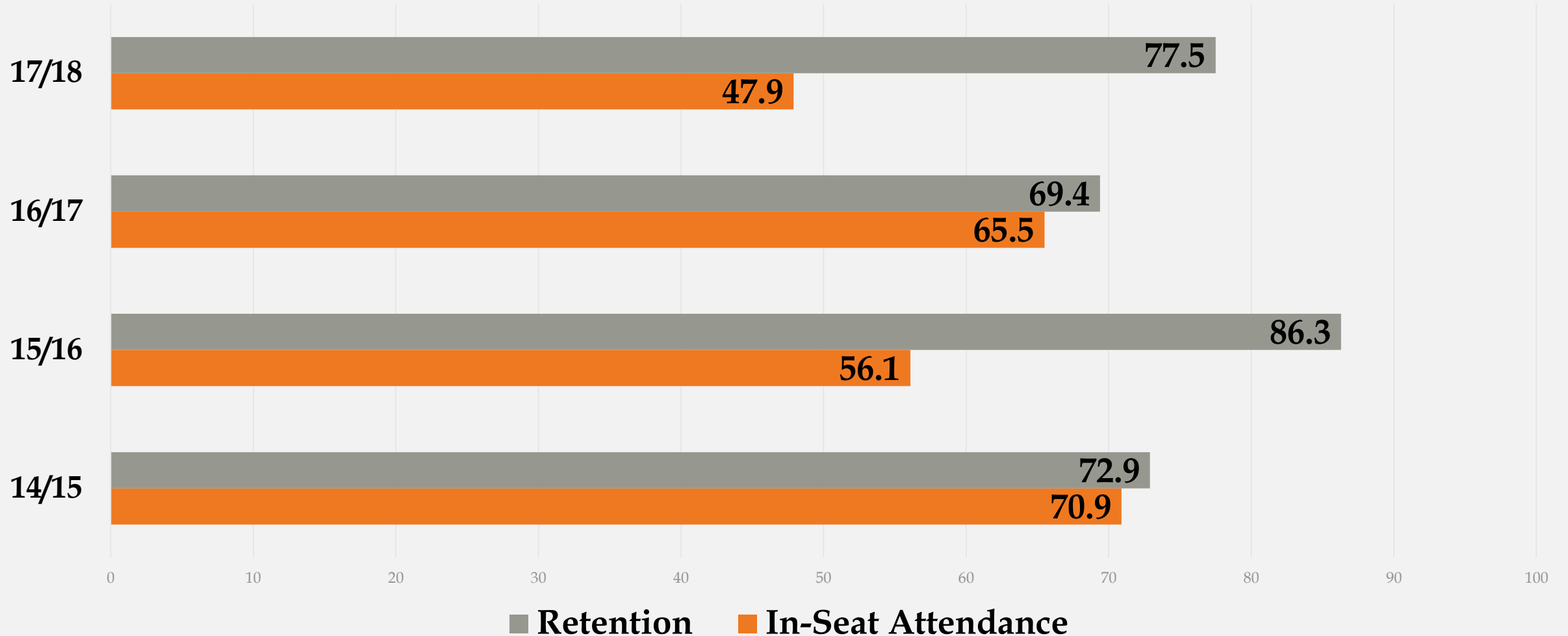


*NOTE: Adult Charters were not tiered in the ACHIEVEMENT indicator for Program Year 2014-15*

# PMF: Student College & Career Readiness Growth by Program Year



# PMF: Student Leading Indicator Scores by Attendance & Retention (Persistence) Rates Per Program Year



# AE PMF: Now What?

*As we enter year seven of operation, CCPrep is poised to level-up and solidify our standing among the Adult Education charters of excellence in Washington, DC. In Program Year 2019-20, we will implement use of a new learning management system that will serve to streamline and improve our collaborative practice in Academics & Training and in Student Support Services. It will also serve to enhance collaborative functions that have required development in prior years by refining data quality and boosting analysis of trends to better inform discussion and continuous improvement efforts in our strategic planning.*

*The Performance Management Framework (PMF) is an ever-changing tool by which we are evaluated as a school and we respect what it requires of us. That said, the work that we do and the lives that we impact on a daily basis are elevated as priority in our service delivery and our intentionality toward student success in life and in the workplace. CCPrep is on task for realizing the change that we have employed to make this happen.*

# OUR ATTENTION TO WORKFORCE DEVELOPMENT



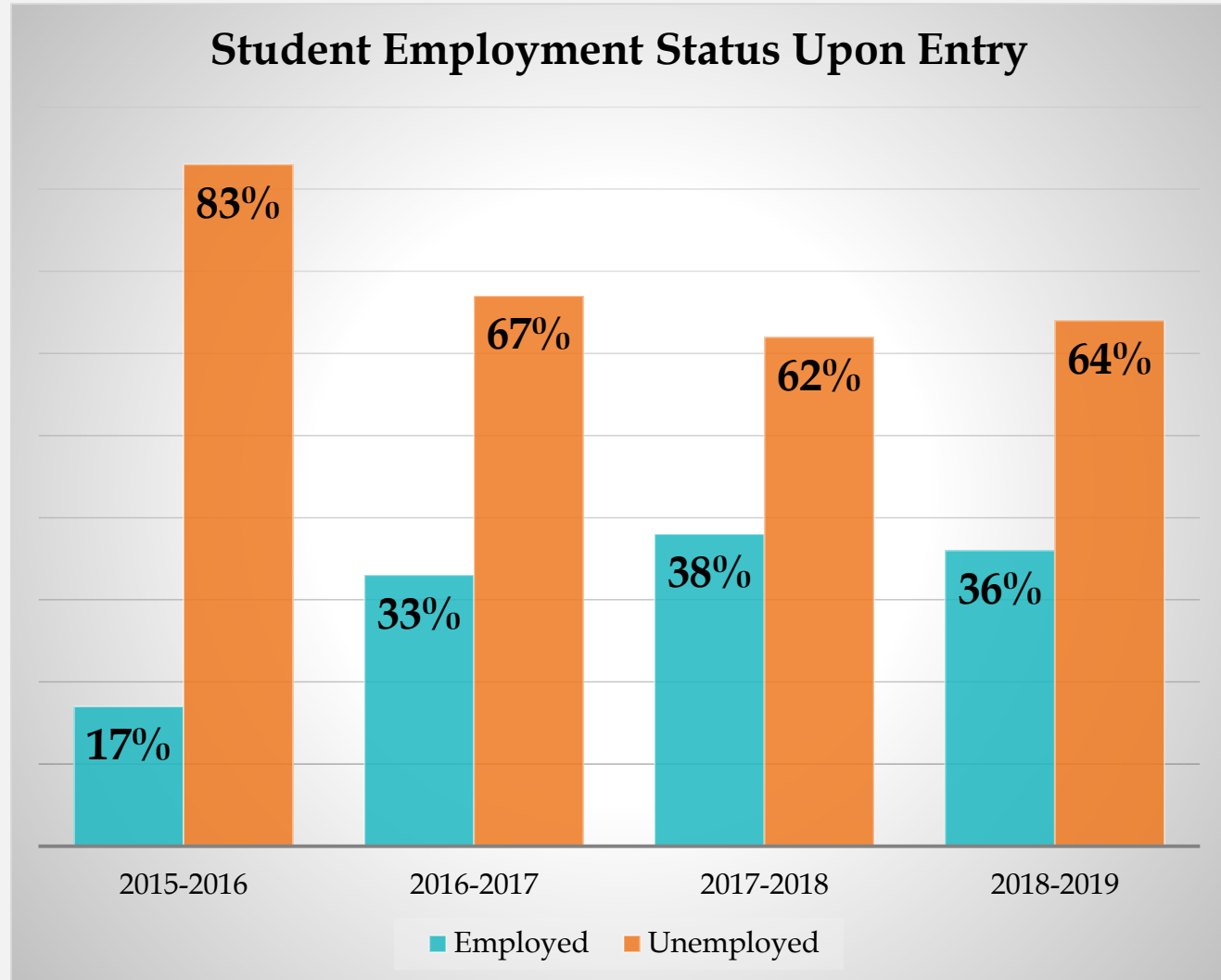
# Our Attention to Workforce Development

*The number of students who enroll and are employed has more than doubled over the past four years. We attribute this shift to the number of students with interest in ComptiA+, Microsoft Office Suite and HVAC certifications.*

*Our internal professional development includes regular review and discussion of industry-related materials that highlight changes in workforce patterns and adult education options.*

*Our reading this year has revealed adults' increased attention to skills development and the attainment of licenses and certifications to shore up their resumes and increase their annual income. This knowledge helps us to determine future program offerings that align with ever-changing employment trends.*

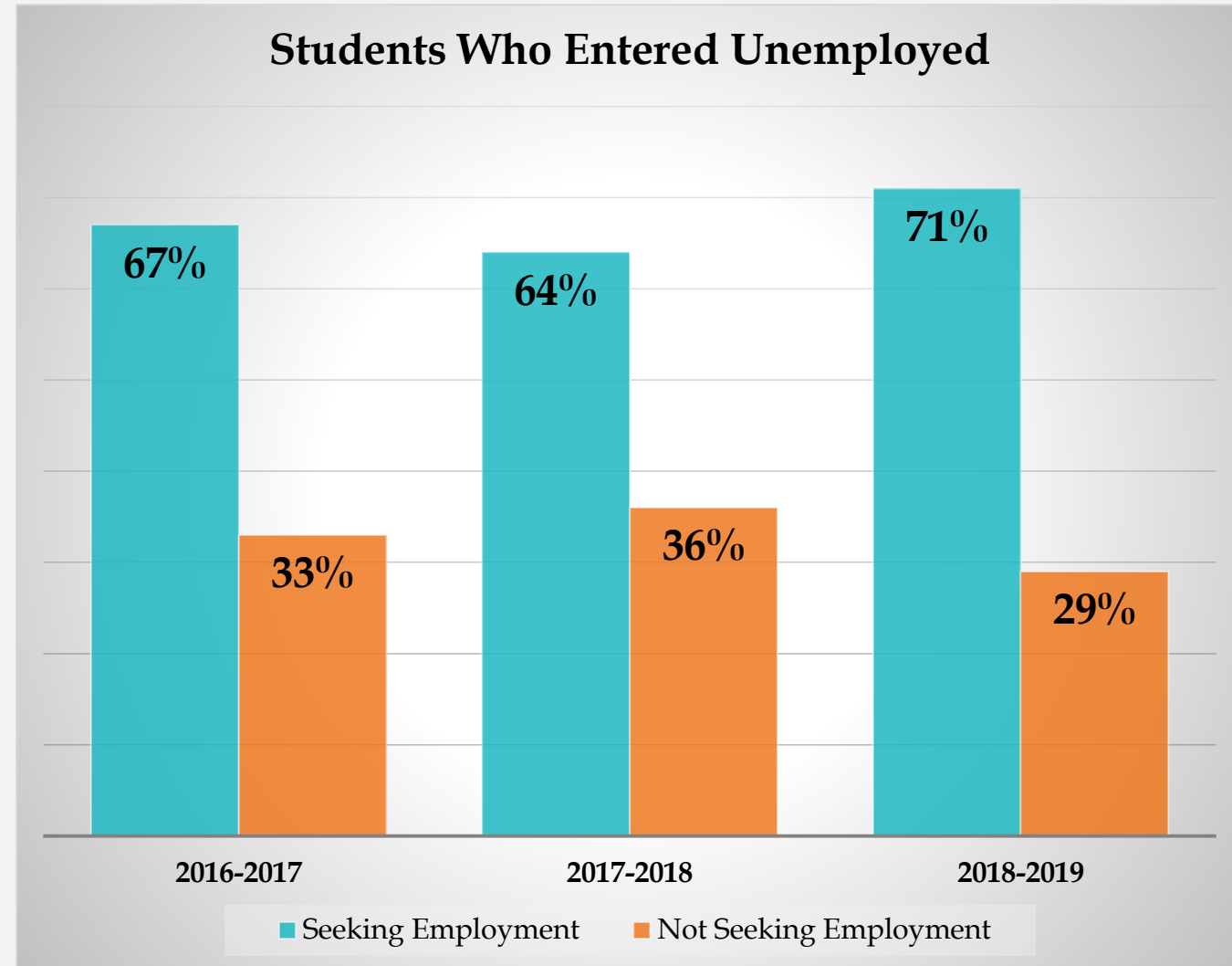
## Student Employment Status Upon Entry



# Our Attention to Workforce Development

*The data related to CCPrep students who entered unemployed present a dynamic picture that holds us to the mat toward our commitment to creatively recruit and improve our workforce development efforts. 64% of our students entered unemployed in 2018-19. Of that 64%, 20% had hour-requirements (returning citizens), 38% of them identified as homeless, either sheltered or in transitional housing. 73% of homeless-identified students stated that they live with family or friends.*

*Notably, out of the positive student exits this year, 43% of our GED completers entered unemployed. 76% of students who entered unemployed exited with certifications. 20% of this group exited for employment reasons, meaning they became employed.*





# STATEMENT OF FUTURE WORK



# STATEMENT OF FUTURE WORK

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*Our experience confirms what research has revealed regarding the future of work on a national and on a global scale. In 2018, the population of Washington, DC was 704,920. There were 811,216 jobs and the median household income (in 2017) was \$77.6k. This is not the financial profile of the CCPrep student. 64% of the adults who enroll in CCPrep enter unemployed and roughly 65% of our students are parents or guardians of family and children.*

*The information age, coupled with the exponential growth of cyber-physical systems, has changed how we all will navigate life with significant reliance on technology and systems. Our adult students live in a city where they witness what access to living-wage-earning looks like, but they are often ill-prepared to find their way in. CCPrep is committed to building our own entryway and ushering our students right in with their talent and our provision of the skills development and education required for them to be successful in life and in the 21<sup>st</sup> Century workplace.*