

**MAYA ANGELOU PUBLIC CHARTER SCHOOL
QUARTERLY BOARD MEETING MINUTES – Q3**

March 25, 2026

The Quarterly Board Meeting of the Maya Angelou Public Charter School (MAPCS) was held virtually on March 25, 2026, with proper public notice given.

The meeting was called to order at 1:03 p.m. by Dr. Cheryl Holcomb McCoy, with a quorum present. She welcomed board members, MAPCS staff, and members of the public. A roll call confirmed the presence of the following board members.

Present:

Dr. Cheryl Chun, Thomas White, David Domenici, James Forman, Dr. Cheryl Holcomb McCoy, Ernestine Brock, Michelle Brown, Dr. Julie Johnson, Chelsea Coffin, Joi Hayes, Crystal Carpenter, and Michael Stratton.

Absent:

Darren Cambridge, Makeba Clay, Reginald Belle, and Cheryl Mills

Introduction:

Dr. Clarisse Mendoza Davis, Chief Executive Officer, introduced the MAPCS staff present, including Aaron Cannon, Azalia Speight, Dr. Felecia Hayward, Dr. Kamal Wright Cunningham, Leah Lamb, Nora Shetty, Reginald Galloway, L'Tanya Holley, Dr. Cyril Pickering, Dr. Ashley Mickey, Serena Monet Lewis, Janol Vinson, Russell Waller, and Kiril Johnson (EdOps)

1. Opening & Mission

- Emphasis on Maya Angelou’s philosophy: dignity, value, and human potential.
- Mission: Create pathways for student futures with equity, opportunity, and workforce readiness.
- CTE is identified as a core strategy for economic mobility, workforce readiness, and post-school success.

2. Key Highlights

Workforce & CTE Alignment

- CTE prepares students; workforce programs provide transition, placement, and ongoing support.
- Guest Speaker: Michael Taylor, the District of Columbia Department of Employment Services (DC DOES), highlighted youth apprenticeships, CREST enrichment, AJCs, and OSY programs.
- Effective programs require:
 - Dual outcomes: certification + employment
 - Real-world alignment with employer needs
 - Wraparound supports and flexible pathways
 - Data tracking of outcomes

System Challenges

- Students re-enrolling (19–20) may lose OSY funding eligibility.
- Proposed dual-enrollment: simultaneous academic instruction + workforce training.

Strategic Insights

- Shift focus: from education alone → integrated career outcomes.
- Integrated, co-designed CTE models offer high impact but require coordination.
- Early career exposure (grades 6–8) increases long-term student engagement and earnings.
- Apprenticeships undervalued historically but can yield ~\$240,000 more lifetime earnings than some college-first paths.

3. Financial Overview – Reginald Galloway, Director of Finance, and Kiril Johnson, EdOps

- Cash on hand: 127 days; DSCR: 2.73; operating cash flow: +\$1.23M.
- Revenue: +\$1.8M; Expenses: +\$2M due to strategic investments.
- Net income: –\$137K (intentional investment in staff and equity).
- Two campuses achieved full Middle States accreditation.

4. Student Success & Graduation – Nora Shetty, Deputy Chief, PMAT

- Highest graduation rate among DC alternative schools (two consecutive years).
- Strategies include individualized academic support, accelerated credit recovery, senior mentorship, and family engagement.
- Project-based learning and student self-advocacy emphasized.

5. Partnerships & Career Pathways – Leah Lamb, Chief of Institutional Advancement

- Existing: WilmerHale, Kaiser Permanente, local hospitals, universities.
- Future focus: healthcare, IT, hospitality, micro-CTE programs.
- Strategy: deep, high-value partnerships (1–2 per year), co-designed with employers for real-world alignment.

6. AI Integration – Azalia Speight, Chief of Schools

- Staff trained; 90% adaptation in teaching.
- Student AI literacy pilot programs underway; goal: required elective across campuses.

7. Board Engagement & Governance - Clarisse Mendoza Davis, CEO

- Vice Chair elections planned for Q4; succession planning emphasized.
- Quarterly meetings and committee coordination pre-scheduled.
- Board actively engaged in student and program discussions.

8. Strategic Takeaways

1. Start early: career exposure before high school.
2. Integrate learning and work, academics plus workforce experience.
3. Co-design with employers: align with labor market needs.

4. Balance depth vs. breadth in partnerships.
 5. Dual-enrollment models enable simultaneous learning, income plus workforce preparation.
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9. Next Steps / Action Items

- Pilot integrated apprenticeship/dual-enrollment model.
- Develop a sample daily schedule for school plus work integration.
- Policy brief on OSY eligibility and cross-agency coordination.
- Identify board members with strategic connections for partnership development.
- Vet and align potential partners with CTE strategy; establish measurable goals and processes.

At 3:28 pm, the board voted and then moved into a closed session. The Executive Session began at 3:30 pm.

The purpose of the closed session was to plan, discuss, or hear reports concerning ongoing or planned investigations of alleged criminal or civil misconduct or violations of law or regulations pursuant to D.C. Official Code § 2-575(b)(14).

The meeting adjourned at 4:03 pm.