The Excel Center – Indianapolis South
3919 Madison Ave.
Indianapolis, IN 46227

Replication Application
Presented to:
Mayor Greg Ballard
Indianapolis, Indiana
March 20, 2015

A charter proposal by:
Goodwill Education Initiatives, Inc.

Sponsored by:
Goodwill Industries of Central Indiana, Inc.
1635 W. Michigan St.
Indianapolis, IN 46222

Charter Applicant Information Sheet

Name of Proposed Charter School: The Excel Center – Indianapolis South

Proposed School Address (if known): 3919 Madison Ave.
Indianapolis, IN 46227

School District in which Proposed School would be located: Indianapolis Public Schools

Legal Name of Group Applying for the Charter: Goodwill Education Initiatives, Inc.

Applicant's Designated Representative: Scott Bess, President, GEI

Address: 1635 W. Michigan St.
City: Indianapolis
State: Indiana
Zip code: 46222
Daytime telephone: 317-327-4501
E-mail address: sbess@goodwilleducation.org

The proposed school will open in the fall of school year: 2015

Proposed Grade Levels & Total Student Enrollment

	School Year	Grade Levels	Maximum Student Enrollment
First Year	2015-16	9-12	300
Second Year	2016-17	9-12	325
Third Year	2017-18	9-12	350
Fourth Year	2018-19	9-12	350
Fifth Year	2019-20	9-12	350
Sixth Year	2020-21	9-12	350
Seventh Year	2021-22	9-12	350
Maximum	2022-23	9-12	350

Is this a single-gender or co-educational school?
No

If single-gender, please indicate who will be served by school:
n/a

Are you planning to work with a management organization?
No

If so, please indicate the name of management organization:
n/a

Have you submitted this application to other authorizer(s)?
No

If so, please list the authorizer(s) and the date(s) of submission:

n/a

Do you plan to submit this application to another authorizer before the Mayor's Office makes a final determination on your application?
No

If so, please indicate the name of the authorizer:
n/a

Have you submitted any other applications to an authorizer in the previous five (5) years?
Yes

If so, please indicate the name of the authorizer, the date, and the name of the school on the application.
The Excel Center: Mayor of Indianapolis, Fall 2010
The Excel Center – Anderson: Indiana Charter School Board, Fall 2011
The Excel Center – West: Mayor of Indianapolis, Fall 2012
The Excel Center – Lafayette; The Excel Center – Kokomo; and The Excel Center – Richmond: Indiana Charter School Board, Fall 2012
The Excel Center – Noblesville: Indiana Charter School Board, Spring 2015

Executive Summary

The Excel Center® model provides adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities. The Excel Center will "meet students where they are" in their education by providing a flexible structure and supportive relationships to help them manage work, life, and family concerns as they achieve their educational goals.

An individual who drops out of high school faces a number of challenges that affect his or her current well-being and future success. High school dropouts have worse health, lower incomes, and fewer job opportunities than the general population.[i] In addition, high school dropouts are more likely to have lower earnings, be recipients of government welfare, and are eight times more likely to be incarcerated than high school graduates.[ii] The Excel Center will seek to enroll students over 18 who have not completed high school, and have either dropped out or are severely under-credited compared to their cohort. While The Excel Center will accept any student who applies to attend, it will also recommend other educational options for students who may benefit from a traditional-age high school.

The Excel Center provides a structured environment that meets the particular needs of adult students as they work towards a high school diploma. Adult learners often face additional non-academic barriers to their educational success, many of which were prominent reasons that students dropped out of school in the first place. Several of these other reasons remain significant barriers to their educational progress; effective educational opportunities for adults must provide supports and flexibility to promote student achievement while maintaining a supportive learning environment that helps students overcome the various challenges to their continued education. Students will enter The Excel Center at a variety of skill and credit levels, so the school environment will be flexible enough to give each student a realistic path for their educational success and a possible career.

More than 6,000 students in the Indianapolis area drop out of school each year and face a number of challenges that affect their health, continued education, and career potential. Employers are increasingly seeking higher-skilled workers, resulting in a growing need to find effective ways to connect high school dropouts to post-secondary education, a prerequisite for access to sectors of the economy that are experiencing better-than-average growth. Since the first Excel Center was authorized by the Indianapolis Mayor's Office and opened in Indianapolis in 2010, thousands of individuals have expressed interest in attending an Excel Center. Currently, five Excel Centers operate in Indianapolis, providing adults the chance to return to school and earn a high school diploma, and an additional four locations are in operation throughout Central Indiana, with a rapidly going interest in The Excel Centers growing across the country. A new Excel Center on the south side of Indianapolis will provide even more adults with improved access to this opportunity. A new Excel Center will serve a community with demonstrated need and, for many current Excel Center students, a school that is easier to reach for individuals on the south side of the city who work, have to care for families, or cannot travel long distances to attend school.

Unfortunately, there are few options for high school dropouts to continue their education: adult education programs struggle to meet community demand, and adults without a high school diploma often lack the support and encouragement necessary to establish, create, and achieve their goals. Many adults must balance life, family, and other concerns with academics, and current programs and opportunities do not provide the flexibility and support they need to become successful. Through an approach that emphasizes "relationships, relevance and rigor," students in The Excel Center will establish their own post-secondary educational goals. Through a blend of traditional high school course requirements and skills training, students will earn credentials that facilitate access to employment with higher wages and career prospects.

The Excel Center Model has three main pillars: (1) a secondary-level academic platform that fits needs of non-traditional students, (2) a College and Career Readiness focus on viable careers, and (3) a "coaching" program that works with students to identify barriers to their education and proactively plan ways to remain engaged in their education. The Excel Center provides a rigorous, Indiana College & Career Readiness Standards-aligned curriculum with an accelerated schedule that allows students to work quickly to earn course credit and progress at a faster pace than a traditional high school. The Excel Center's instructional program is aligned to Indiana College & Career Readiness Standards and includes team-taught courses, fixed length teaching, and credit recovery in non-essential courses. College and Career Readiness is ingrained in the regular functions of the school. Students who demonstrate the skills necessary to work at postsecondary level are encouraged to take postsecondary-level coursework as a way of encouraging students to continue learning at the college level. As a result, dual credit and postsecondary credits are a strong feature of The Excel Center model. In addition, The Excel Center identifies particular industries with above-average growth potential and introduces students to that industry, helping students explore careers in that field and find a career pathway that leads to productive work. Coaching in The Excel model addresses the life barriers and issues that prevent students from being successful. The Excel Center coaches are responsible for keeping students engaged and motivated in the school. The relationship that coaches create with each student is a critical factor in student success, as that relationship will provide security, confidence, and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage. Coaches will work with students to identify potential barriers to students' continued education, whether through short-term barriers (such as housing and childcare) or long-term challenges (including student self-efficacy and self-confidence).

The Excel Center will serve 300 – 350 adult students. The school operates year-round and, as students graduate or leave the school, spaces are filled by students on the waiting list throughout the year. As a result, the school does not operate with discrete grade levels and the school will maintain a size of approximately 350 students in future years. Growing a location far beyond this size negatively impacts the ability for the school to maintain a small, intimate environment and for staff to establish meaningful relationships with students.

The Excel Center will be managed by Goodwill Education Initiatives, Inc. GEI was established in 2004 with the support of Goodwill Industries of Central Indiana, Inc. to operate charter schools. GEI currently operates two school models: the Indianapolis Metropolitan High School, which serves traditional-age high school students in a non-traditional academic environment; and The Excel Center, which currently operates in five locations in Marion County, Indiana and four additional locations in other parts of Central Indiana. In total, GEI's schools have nearly 3,000 students, serving primarily disadvantaged and low-income student populations. GEI shares support functions between its schools, including leadership, student outreach, data and reporting, and special education. This arrangement allows GEI's schools to deal efficiently with a variety of needs and barriers to student success, and to build upon the experience GEI has gained through the maturation of the Indianapolis Met and the development of the first Excel Center. Goodwill Industries supports GEI by providing a number of back-office support functions for its schools, including facilities management, IT and HR support, and marketing.

GEI leadership has decades of experience operating successful businesses, not-for-profits, and has involvement in public policy. Many leaders on GEI's Board have also served on the Board of Goodwill Industries. There has been strong consistency and longevity among GEI leadership. The current board roster has over 40 years' collective experience governing Goodwill Education Initiatives and the schools it runs. In addition, GEI leadership has well-seasoned staff with skills in academic and curricular design, student outreach and enrollment, special education, adult education, and college and career readiness.

Table of Contents

Charter Applicant Information Sheet ii
Executive Summary iv
Narrative 1
I. Reflection on Past Performance 1
A. MSCS Historical Performance Framework Ratings 1
B. Vital Statistics 4
II. Capacity to Replicate 10
A. Replication 10
B. Charter History 16
C. Need 16
D. Governance and Management 18
E. Financial Management 28
F. Budget 28
G. Risk Management 29
III. Support for Learning 29
A. Special Student Populations 32
B. Enrollment / Demand 41
C. Facility 44
IV. Conditions for Success 45
A. Mission 45
B. Education Model 45
C. Academic Standards 50
D. Curriculum 52
E. Assessment 58
F. Human Capital 61
V. Additional Considerations 62
A. Goals 62
B. Community Partnerships 63
C. Transportation 65
D. Timeline 65
Budget 66
Five Year Budget 66

Budget Narrative 70
Cash Flow (2015-2016) 72
Assurances 75
Attachments 77
Attachment A: Board Minutes 78
Attachment B: School Director Job Description 91
Attachment C: Proof of Insurance Coverage 94
Attachment D: School Discipline Policy 96
Attachment E: Floor Plan 100
Attachment F: School Calendar 102
Attachment G: Academic & Exit Standards 104
Attachment H: Course Progressions 119
Attachment I: Sample Lesson Plan – World Studies A 130
Attachment J: Sample Lesson Plan – Algebra I 138
Attachment K: Goals 148
Attachment L: Startup Plan 152
Leadership Information 155
References 183

Narrative

I. Reflection on Past Performance

A. MSCS Historical Performance Framework Ratings

The Excel Center – Marion County

The following chart reflects the performance of all The Excel Centers that fall under the original Excel Center charter against the Mayor's performance framework. These locations include: The Excel Center – Michigan St., The Excel Center – Meadows, The Excel Center – Decatur, and The Excel Center – Franklin Rd.

The Excel Center - Marion County					
Original Performance Framework				Revised Performance Framework	
Core Question 1 (Academics)	2010-2011	2011-2012	2012-2013	Revised Core Question 1 (Academics)	2013-2014
1.1 - AYP (Adequate Yearly Progress)	NA	NA	NA	1.1 - State Accountability	NA
1.2 - Academic Growth	NA	NA	NA	1.2 - Academic Growth	NA
1.3 - Comparison to assigned schools	NA	NA	NA	1.6 - Comparison to assigned schools	ES
1.4 - School Specific Goals	NA	NA	NA	1.7 - School Specific Goals	ES
				1.3 - Performance by Years Enrolled	MS
				1.4 - Achievement Gap	MS
Core Question 2 (Governance)	2010-2011	2011-2012	2012-2013	Revised Core Question 2 (Finances)	2013-2014
2.1 - Fiscal Health	MS	MS	ES	2.1 - Short Term Financial Health	ES
				2.2 - Long Term Financial Health	ES
				2.3 - Financial Management	MS
2.2 - Enrollment, Attendance, Retention	AS	AS	AS	1.5 - Attendance	NA
2.3 - Board Governance	ES	ES	MS	3.3 - Board Governance	MS
				3.4 - Board, CMO, School Evals and Comm.	MS
2.4 - Parent Satisfaction	NA	NA	NA	Not included in new PF	X
2.5 - School Leadership	MS	MS	MS	3.1 - School Leadership	MS
2.6 - School Specific Goals	NA	NA	NA	3.6 - School Specific Goals	NA

Core Question 3 (Operations)	2010-2011	2011-2012	2012-2013	Revised Core Question 3 (Governance)	2013-2014
3.1 - Compliance Obligations	MS	MS	MS	3.2 - Compliance Obligations	MS
3.2 - Facility	MS	MS	MS	3.5 - Facility	MS
3.3 - Enrollment Process	MS	MS	MS	Not included in new PF	X
3.4 - Special Edcuation	NA	NA	NA	Not included in new PF	X
3.5 - English Language Learners	NA	NA	NA	Not included in new PF	X

The Excel Center – West

The following chart reflects data from The Excel Center – West. Please note that The Excel Center – West opened in the fall of 2013.

The Excel Center - West	*Insert Findings from Annual Performance Framework in cells below*				
Original Performance Framework				Revised Performance Framework	
Core Question 1 (Academics)	2010-2011	2011-2012	2012-2013	Revised Core Question 1 (Academics)	2013-2014
1.1 - AYP (Adequate Yearly Progress)	NA	NA	NA	1.1 - State Accountability	NA
1.2 - Academic Growth	NA	NA	NA	1.2 - Academic Growth	NA
1.3 - Comparison to assigned schools	NA	NA	NA	1.6 - Comparison to assigned schools	ES
1.4 - School Specific Goals	NA	NA	NA	1.7 - School Specific Goals	ES
				1.3 - Performance by Years Enrolled	AS
				1.4 - Achievement Gap	NA
Core Question 2 (Governance)	2010-2011	2011-2012	2012-2013	Revised Core Question 2 (Finances)	2013-2014
2.1 - Fiscal Health	NA	NA	NA	2.1 - Short Term Financial Health	ES
				2.2 - Long Term Financial Health	ES
				2.3 - Financial Management	MS
2.2 - Enrollment, Attendance, Retention	NA	NA	NA	1.5 - Attendance	NA
2.3 - Board Governance	NA	NA	NA	3.3 - Board Governance	MS
				3.4 - Board, CMO, School Evals and Comm.	MS

2.4 - Parent Satisfaction	NA	NA	NA	Not included in new PF	X
2.5 - School Leadership	NA	NA	NA	3.1 - School Leadership	MS
2.6 - School Specific Goals	NA	NA	NA	3.6 - School Specific Goals	NA
Core Question 3 (Operations)	**2010-2011**	**2011-2012**	**2012-2013**	**Revised Core Question 3 (Governance)**	**2013-2014**
3.1 - Compliance Obligations	NA	NA	NA	3.2 - Compliance Obligations	MS
3.2 - Facility	NA	NA	NA	3.5 - Facility	MS
3.3 - Enrollment Process	NA	NA	NA	Not included in new PF	X
3.4 - Special Edcuation	NA	NA	NA	Not included in new PF	X
3.5 - English Language Learners	NA	NA	NA	Not included in new PF	X

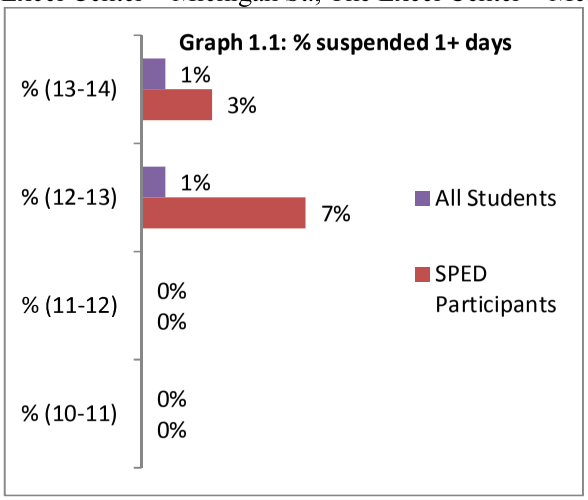
Narrative Reflection

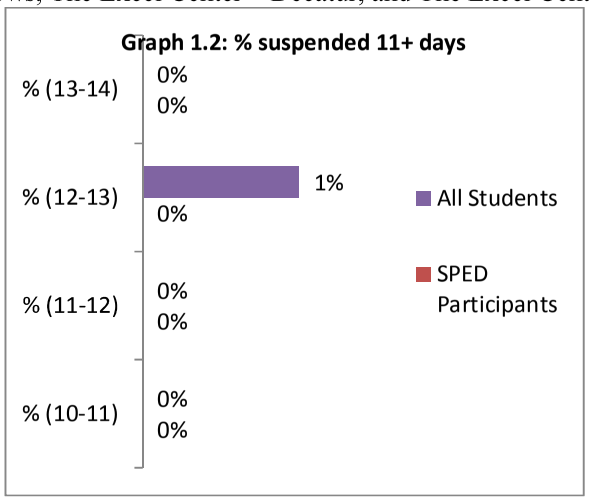
The Excel Center has a strong track record of success against the Mayor's Office Performance Framework. The Excel Center remains in good standing with the Mayor's Office across all accountability measures. It should be noted that the nature of The Excel Center perpetuates very different student enrollment and retention trends compared to traditional high schools. The Excel Center enrolls students at-risk of dropping out of high school because all of its students have previously dropped out of high school. Retaining students is difficult, but The Excel Center has an exceptionally high retention rate compared to other education programs for adult learners. The Excel Center's enrollment varies greatly throughout the school year due to having five 8-week terms. There are five possible entry and exit dates for students, which causes a fluctuation in enrollment.

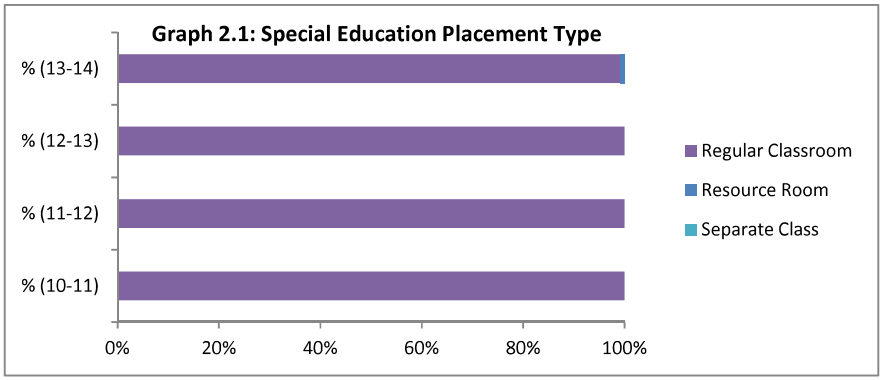
B. Vital Statistics

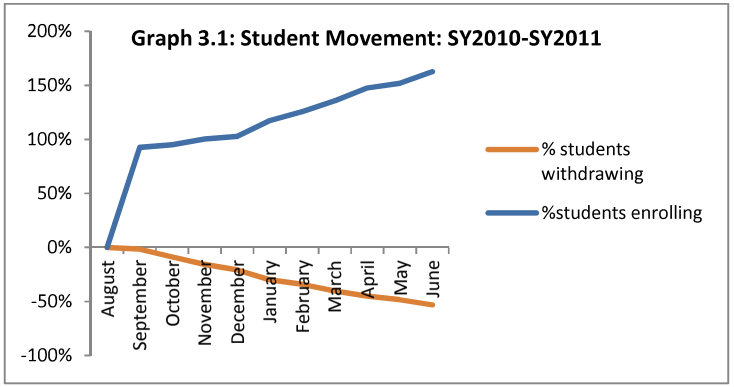
The Excel Center – Marion County

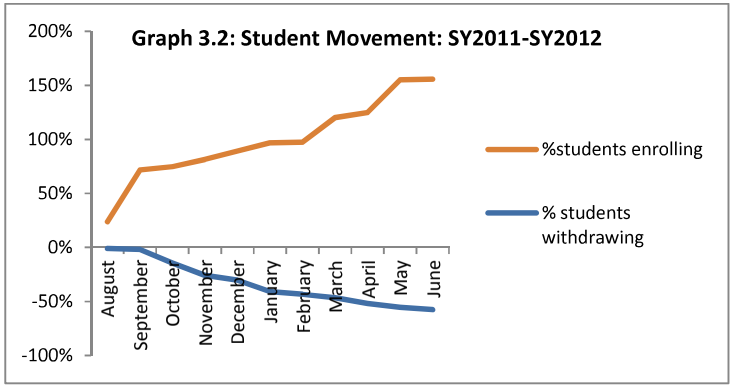
The following graphs reflect data from all of The Excel Centers that fall under the original Excel Center charter. These locations include: The Excel Center – Michigan St., The Excel Center – Meadows, The Excel Center – Decatur, and The Excel Center – Franklin Rd.

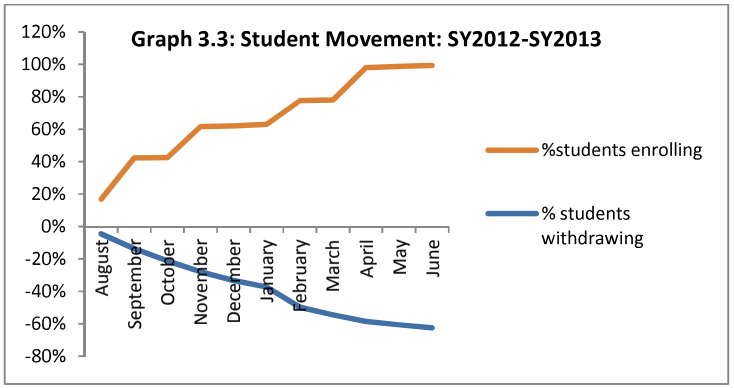


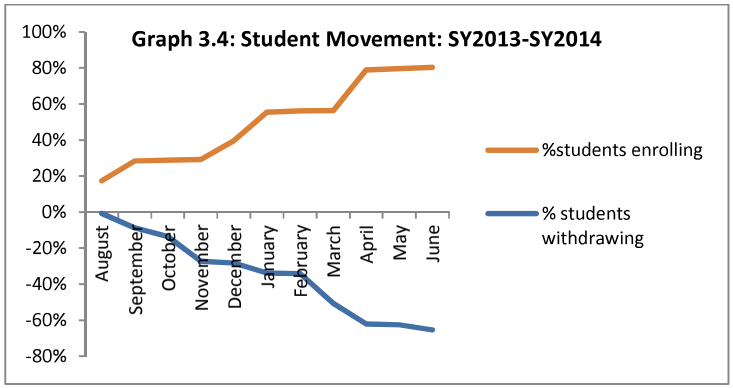


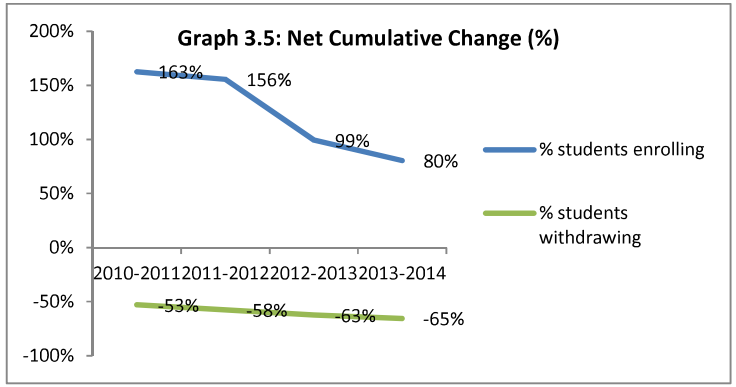



Graph 3.1: Student Movement: SY2010-SY2011
200%
150%
100%
50%
0%
-50%
-100%
August
September
October
November
December
January
February
March
April
May
June
% students withdrawing
%students enrolling


Graph 3.2: Student Movement: SY2011-SY2012
200%
150%
100%
50%
0%
-50%
-100%
August
September
October
November
December
January
February
March
April
May
June
%students enrolling
% students withdrawing


Graph 3.3: Student Movement: SY2012-SY2013
120%
100%
80%
60%
40%
20%
0%
-20%
-40%
-60%
-80%
August
September
October
November
December
January
February
March
April
May
June
%students enrolling
% students withdrawing

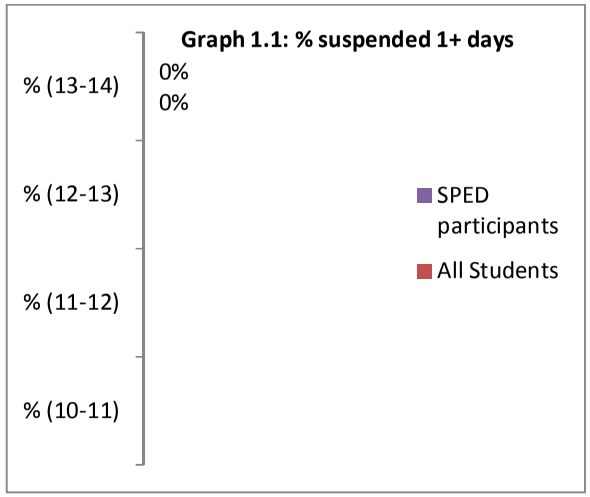

Graph 3.4: Student Movement: SY2013-SY2014
100%
80%
60%
40%
20%
0%
-20%
-40%
-60%
-80%
August
September
October
November
December
January
February
March
April
May
June
%students enrolling
% students withdrawing

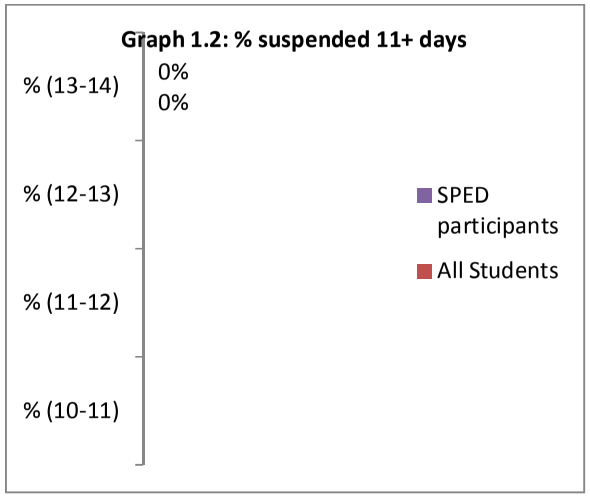


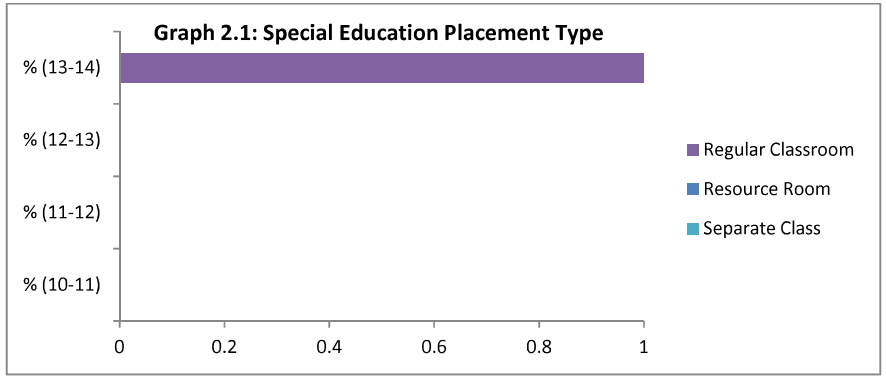
Teacher Movement								
	Table 4.1: Teacher Movement							
Data Point	2010-2011	%	2011-2012	%	2012-2013	%	2013-2014	%
# of returning teachers	NA	NA	9	33%	31	53%	36	60%
# of new teachers	11	100%	18	67%	27	47%	24	40%
Total # of teachers	11	100%	27	100%	58	100%	60	100%

The Excel Center – West

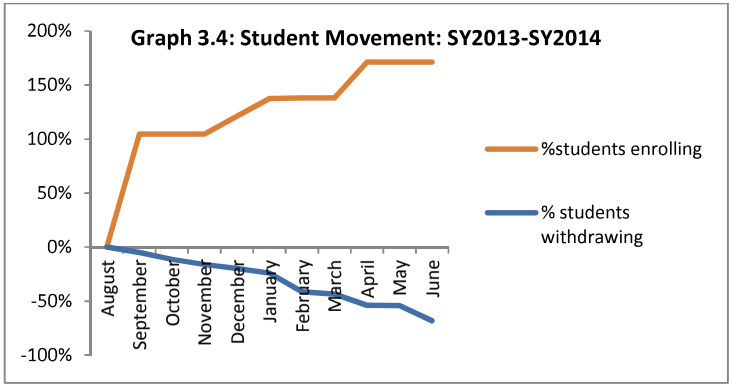
The following graphs reflect data from The Excel Center – West. Please note that The Excel Center – West opened in the fall of 2013.

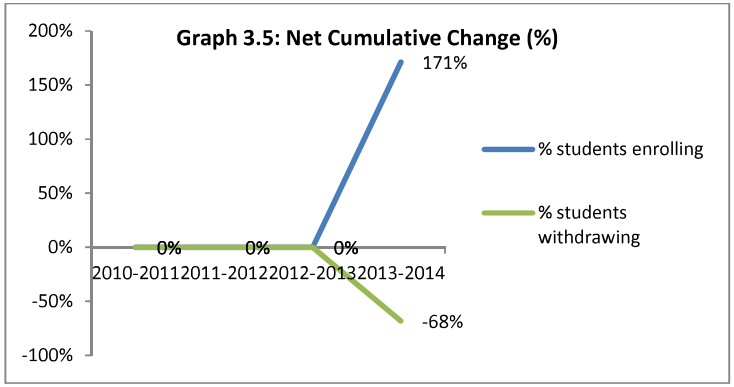






Graph 3.1: Student Movement: SY2010-SY2011 – N/A
Graph 3.2: Student Movement: SY2011-SY2012 – N/A
Graph 3.3: Student Movement: SY2012-SY2013 – N/A





Teacher Movement								
	Table 4.1: Teacher Movement							
Data Point	2010-2011	%	2011-2012	%	2012-2013	%	2013-2014	%
# of returning teachers	NA	NA	NA	NA	NA	NA	NA	NA
# of new teachers	NA	NA	NA	NA	NA	NA	9	100%
Total # of teachers	NA	NA	NA	NA	NA	NA	9	100%

Narrative Reflection

Suspensions

Data from The Excel Center suggests that rates of suspension are significantly lower than at traditional high schools. Although there is a slightly higher rate of special education students being suspended for less than 11 days compared to the general education population, the overall variance is slight. To date, very few students have been suspended (a total of 47 incidents out of 4,060 students) and no special education students have been suspended for greater than 11 days.

Special Education Placement
Because students all have flexible calendars based upon their unique situation, it is common to adjust plans to accommodate students with identified eligible disabilities. Staff work with students to establish what academic schedules are appropriate for their unique needs and make that work. Students receiving special education services are placed in the general education classroom, participating in fixed-length classes alongside the general student population.

Student Movement
The Excel Center's enrollment varies greatly throughout the school year due to having five 8-week terms. There are five possible entry and exit dates for students, which causes a enrollment fluctuation.

Teacher Movement
The data in the provided charts reflect the number of licensed teacher in The Excel Center. The Excel Center has a high rate of job satisfaction among school staff. Teacher turnover remains relatively low. The majority of teacher movement comes from teachers moving from one Excel Center site to another.

II. Capacity to Replicate

A. Replication

Since its founding in 1930, Goodwill Industries of Central Indiana, Inc. (Goodwill) has attempted to address the most pressing social needs in the Central Indiana community. Throughout its history, Goodwill has provided opportunities for individuals with few vocational options to gain viable employment, whether through direct Goodwill employment or receiving skills training to find jobs elsewhere. Goodwill has recognized that it can add considerable value to the communities it serves by helping young people and adults who have struggled or failed in other educational settings complete high school and attain a post-secondary degree or other industry-recognized credential.

In 2004, Goodwill Industries leadership created Goodwill Education Initiatives, Inc. (GEI), a not-for-profit entity formed to operate charter schools. That year, the Mayor of Indianapolis authorized a charter for the Indianapolis Metropolitan High School.

In 2010, Goodwill Education Initiatives opened The Excel Center®, a high school designed to work with adults who have dropped out of school. Designed to meet the unique needs of older students, The Excel Center includes an array of supports that address life needs outside the classroom, including childcare, transportation assistance, and balancing school with work. The Excel Center has reached a unique need in an adult education landscape with few alternative options. Since its opening, thousands of adults have applied to the school. The Excel Center's extended hours, skilled support staff, and the menu of educational resources at their disposal have provided significant benefits to a population in an area where many adult education providers are experiencing cutbacks.

First chartered by the Mayor of Indianapolis to open locations in Marion County, The Excel Center serves nearly 3,000 students in five locations across Marion County and four additional locations throughout Central Indiana.

The Excel Center has provided adults an unique opportunity to continue their education. In addition, the school meets a need of the larger community: increasing the skill level of the local workforce. By serving an underserved and challenging population, T he Excel Center's work promotes education attainment and skill development, further strengthening a community's ability to attract future investment. The report *Indiana's Forgotten Middle Skill Jobs: Meeting the Demands of a 21st-Century Economy* shows the need for a new education opportunity for more Hoosiers:

> "Indiana needs a bold and broad vision to address the educational and economic challenges facing the state during these tough economic times and beyond. Those challenges demand a truly transformative vision that allows every worker to be a part of the economic recovery: guaranteed access to two years of postsecondary education or training. Every Hoosier must have the opportunity to earn the equivalent of at least two years of education or training past high school that leads to a vocational credential, industry certification, associate's degree, or one's first two years of college. It must be available at whatever point and pace makes sense for individual workers and industries. Indiana must further ensure that every resident has access to the basic skills needed to pursue such education.
>
> […]
>
> Like the nation as a whole, Indiana faces substantial challenges when it comes to basic skills. In 2003, 8 percent of Indiana residents lacked basic prose literacy skills. Over one-half million working age Indiana residents do not have a high school diploma…What is more, only about 8 percent of Indiana adults with less than a high school diploma are enrolled in adult basic

education, and less than 12 percent of residents with limited English proficiency are enrolled in English as a Second Language (ESL) classes.

This evidence suggests that Indiana faces challenges in meeting the basic skill attainment levels needed to grow its middle-skill workforce. By better aligning adult basic education with industry-focused training, many more Indiana residents could prepare to enter and succeed in middle-skill jobs and businesses would have a pipeline of workers to help meet immediat e demand."[iii]

Short-Term Plans for Replication

The Excel Center has grown rapidly since its opening in 2010. After its Michigan Street location opened with 300 students, in only a few short months, there was a list of over 2,000 students waiting to enroll in the school. In order to meet this incredible demand, two more Indianapolis locations were added in 2011. These locations serve the Meadows community on the northeast side of Indianapolis, and a Decatur Township location serving Indianapolis' southwest side. In 2012, a location was added on the far east side on Franklin Road, and an Excel Center in Anderson, Indiana opened as a charter of the Indiana Charter School Board. Each of these new locations has reached its enrollment goals, and there remains considerable demand for more space at an Excel Center location. Maintaining high demand for a high quality educational option for adults in Central Indiana, The Excel Center opened an additional location on the west side of Indianapolis in the Lafayette Square area of the city in 2013 and three additional locations opened outside of Marion County in Kokomo, Lafayette, and Richmond, Indiana.

All five of the Indianapolis locations have opened as Mayor-sponsored charter schools. Since that time, GEI leadership has realized that the demand for the school continues to outpace supply with classrooms full and a large number of students on waiting lists at each Indianapolis location. GEI recognizes a need to serve the more than 80,000 adults in Indianapolis who lack a high school diploma and the more than 6,000 Indianapolis area students who drop out of school each year. GEI is also seeking to improve its reach in Indianapolis and open locations that are easily accessible for individuals who wish to earn their high school diploma and also have to work, care for families, and not travel long distances to attend school. As such, GEI requests to open a new Excel Center location on the south side of Indianapolis, The Excel Center – Indianapolis South, to further meet demand.

After The Excel Center's first year of operation, GEI was able to open additional locations of the school in Indianapolis under The Excel Center's first charter. Opening these additional locations required considerable financial support from Goodwill and effective budgeting of the school's financial resources. As interest increases outside of Indianapolis, GEI plans to open more Excel Centers, which will benefit from robust start-up support from GEI and Goodwill. Applying for a new charter allows The Excel Center – Indianapolis South location to access resources available for new charter schools, including start-up grants for schools.

Long-Term Plans for Replication

The Excel Center's first year reached incredible demand from adults who did not have a high school diploma. As the school matured, individuals from across Indiana – and even the country – approached GEI to discuss opening Excel Centers in their respective cities. The Excel Center has gathered significant interest from individuals beyond the Indianapolis area, and many indicate that they would travel long distances for a chance to return to school and earn a high school diploma. There is clear demand from prospective students for more Excel Center locations, and more Excel Centers could benefit larger numbers of Hoosiers by increasing their skill levels and preparing them for industries with growth potential – with the overall goal of leading individuals to economic self-sufficiency.

GEI has created growth plans that aim to enroll potential students in communities across central Indiana. However, there remain some locations where other providers may be better equipped to implement The

Excel Center model in a particular geographic area. In these locations, a local partner may be more effective in creating an Excel Center location by licensing the school model and name from GEI. This is particularly true when a proposed school is located in another state and is a long distance away from Goodwill and GEI's Indianapolis headquarters.

Due to these reasons, GEI has developed a licensing option in order to extend The Excel Center model by partnering with capable and appropriate partner organizations. GEI's goal is to create a network of schools that leverages the collective expertise of school leaders, teachers, and staff from all over the country. Resources have been bundled in a package that delivers the basics of the instructional model so that partner organizations can use GEI's curricular resources and build on its lessons learned. The ultimate vision of The Excel Center network is to create a community of practice among its affiliated partner schools in order to share training, educational and model resources, and best practices among school leaders, board members, teachers, and support staff to improve the educational attainment and economic self-sufficiency of adults. This structure will leverage the collective expertise of school leaders, teachers and staff from all over the country. This vision will be strengthened in those areas where local conditions – political realities, industry needs, and community demographics and best practices within specific subpopulations – require the model to be refined and improved. By participating in The Excel Center network's online systems, professional development, peer-to-peer sharing among teachers, school leaders and staff, ideas will spread best practices from one community to others. The Excel Center network will be supported by dedicated GEI staff, who will serve as the primary liaisons with network members.

Through this licensing option, GEI has assisted with the opening of an Excel Center in Austin, Texas and this school has been approved for expansion in the fall of 2015. Two additional Excel Centers have been authorized and approved to open in the Memphis, Tennessee and South Bend, Indiana both in the fall of 2015. GEI has also entered into a licensing agreement with the Goodwill based in Washington D.C. to open The Excel Center in our nation's capital. As The Excel Center continues to gain more and more national attention and success, many other organizations have reached out to GEI to explore this licensing option and to continue expanding The Excel Center across the country.

Resources to Support Replication and Future Expansion

Goodwill and GEI have significant resources that can be used to replicate The Excel Center. GEI has rapidly grown The Excel Center in an effort to meet the demand of adults who desire to continue their education. The Excel Center has grown from one location with 300 students in 2010 to nine locations with nearly 3,000 students in 2014. During that time, The Excel Center's staff has grown from 20 to 190. This growth is in large part due to GEI and Goodwill's collection of skills, experience, and talents. As a result, The Excel Center's growth plans are supported by capable leaders, managers, and individuals who are committed to The Excel Center as a part of both GEI's and Goodwill's core mission.

To help support this rapid expansion, GEI's central office staff has grown to 36 individuals and GEI has developed its own support organization for independent schools. This core GEI growth plan accommodates services to GEI's schools as well as non-GEI-controlled schools who wish to leverage the talent and administrative efficiency achieved through GEI's scale and reputation. This ability to serve schools independent of GEI has been encouraged by charter school thought leadership throughout Indiana and this capacity and encouragement is what led to the formation of the Independent Network of Independent Schools (INIschools), which has been supported generously by the Walton Foundation.

INIschools provides high quality administrative services that enable school administrators to improve cost efficiency and focus on student achievement. These services include: performance analytics, financial management, state reporting and compliance, special education and ala carte or specialized service coordination.

INIschools currently provides these services to The Indianapolis Metropolita n High School, GEI's nine (9) Excel Centers and three (3) non-GEI operated Excel Centers, with that number expected to rise. INIschools has also provided ala carte services such as IT services, human resource services (audit process and procedures development), special education management, and accounting/finance services to six (6) non-GEI schools in Indiana and is providing performance analysis services to an additional fifteen (15) schools during the 2014-15 school year.

The support of Goodwill has been a critical component of T he Excel Center's rapid growth. Goodwill's support infrastructure provides quality support that allows educational leadership to devote their time and energy to the formation of new schools and to shaping its culture. Goodwill has developed strong capabilities in taking initiatives to scale across its geographic area, and Goodwill's organizational culture emphasizes its staff's ability to mobilize quickly to take advantage of opportunities. The best evidence of this capacity is in the growth of Goodwill's retail stores. Since 2004, Goodwill has added or relocated more than forty Goodwill stores, including nine new stores in 2014. The experience Goodwill has gained opening dozens of new stores – recruiting new staff, promoting the store in the local community, securing a building and making renovations – has enabled its marketing, finance, and facilities teams to develop competencies which have proven transferrable to opening and starting up new schools . Goodwill's leadership team remains instrumental in the planning, execution, and design of opening new GEI-operated schools. Additionally, as GEI's support infrastructure increases, GEI continues to learn from Goodwill's retail operations about how to achieve results while managing operations across a wide geographic network.

These experiences have already informed how GEI has grown The Excel Center since its first year. Each time GEI opens a new school, it mobilizes Goodwill's HR, finance, marketing and facilities management staff to prepare for school openings. More importantly, Goodwill and GEI use one of their key principles – continuous improvement – as a guide for how each location should open. GEI leaders are constantly looking for ways to improve processes and gain efficiencies in opening schools. With each new Excel Center location GEI has opened, the challenge and difficulty is reduced. Processes have been refined based on lessons learned in prior implementations, and a significant amount of support was provided to each new Excel Center. Adding new locations may pose particular challenges. In some locations, negotiating a lease for a facility has taken longer than anticipated, delaying the start dates for renovations to take place. During its first school year, a significant portion of The Excel Center's classroom technology was on backorder, requiring the school to open without all of the technology it required to operate its online programming. When these setbacks take place, GEI has benefited from Goodwill's support: Goodwill's facilities maintenance team can push to keep the projects on time, and its IT staff dedicated substantial time and resources to find other ways to source its products and equip the school with necessary technology. The Excel Center relies on Goodwill staff's ability to troubleshoot these shortcomings, creating interim plans to overcome these challenges, and to push to meet deadlines on time.

Perhaps the most important factor that makes expansion easier, however, is the pipeline of talent being developed as a part of GEI's staff. The Excel Center strongly believes in investing it its staff in an attempt to provide high-level leadership for existing schools, and to prepare for the future. To that end, GEI has developed a Technical Leadership Series to help develop a pipeline of teachers, staff, and school leaders. The Technical Leadership Series is comprised of eight training and development sessions, each of which teaches a specific set of imperatives that potential leaders can apply immediately to enhance their current role and prepare them for a next level leadership position. Participation in the series includes an evaluation of staff within the school that performs at a high level and who have a high potential to perform well within a leadership role. The selection process includes performance in a staff member's current role, performance with accelerated assignments, the desire to grow within the organization, and the ability to balance ambition with results.

The Technical Leadership Series explores The Excel Center model, its culture, an academic overview, financial framework, legal implications, and business continuity plans. Expert presenters facilitate an interactive and engaging series of training sessions that culminate in several forms, including: case studies where technical elements are applied; dilemmas that will challenge participants to develop a philosophy around an idea and make a decision; and personal evaluation, discussion, and reflection. Participants should be able to quickly identify a problem, collaborate with current Excel Center leaders across the entire Excel Center network to create a solution, and make changes happen – all with the support of leadership.

The Technical Leadership Series is designed to strengthen and increase technical skills such as innovation, problem solving, and strategic planning under the direction of The Excel Center network's expertise. Participants will gain specialized knowledge in areas that specifically address charter school challenges and learn the skills needed to effectively take on a leadership role within The Excel Center. Participants that successfully complete the series will continue their leadership development with personalized mentoring and advanced assignments to accelerate obtained knowledge to application.

Lastly, The Excel Center's culture has developed a certain resiliency that allows its staff and students to adjust to new conditions and find creative ways to solve problems. Goodwill's Talent Acquisition Team spends considerable resources in its talent acquisition and selection of teachers and staff to determine whether prospective teachers are a good cultural fit with each school. All Excel Center staff must be willing to adjust to new conditions at a moment's notice, and to do so with the students' needs as the primary consideration. Additionally, this element is constantly reinforced by GEI leadership as a key element of The Excel Center's culture. Every eight weeks, new students enter the school, presenting a new set of challenges for life coaches to troubleshoot, new transcripts that must be reconciled, and new courses that must be taught in order to lead students to meeting their education and life goals. Fortunately, The Excel Center's teachers and staff are able to quickly adjust to change and understand that an "all-hands-on-deck" attitude may be required to address a particular challenge. These two key components – hiring the right staff and emphasizing flexibility as a core component of The Excel Center's culture – has made The Excel Center remarkably resilient to shocks and setbacks in new school development.

Processes to Replicate Success

Opening each new Excel Center requires significant planning and execution to ensure that the startup plans for the school are effectively run within required timelines. Proper planning will require the ability to design plans and meet deadlines to create a school. Key steps include securing a suitable facility in each location, making renovations to the facility, and managing performance to ensure that the construction plans are done on time. Additionally, Goodwill's Talent Acquisition team will need to hire new groups of staff for the school, often reaching out to communities outside of Indianapolis.

Leadership selection and development will continue to be a critical component of The Excel Center's growth plans. The Excel Center's success in new locations will be driven by the ability to attract or promote high quality school leaders. Each new Excel Center site must have an effective local director who can manage the staff and team of the school in that location.

In addition to adding more staff to support the growing number of schools it operates, GEI is also investing in its infrastructure to align staff effectively. As the number of schools GEI manages grows, efficient and effective management will depend upon the systems and processes in place to review and assess program performance.

Central Office Support
A strong central office is a critical component of the success of the existing Excel Centers and is equally critical to the success of any new Excel Center. Since GEI opened its first school in 2004, it has grown to include expertise in the following areas: accounting and bookkeeping; payroll; curriculum and curriculum development; data analytics; data collection and state reporting; development; and registrar. In addition to providing administrative services, GEI's central office staff is actively involved in state and local policy-making decisions, ensuring that the needs of The Excel Center are being heard by state and local officials. GEI's central office staff provides high-level support in all school support functions, allowing school staff the time and flexibility to focus on their key objective: student success.

IT Systems
As the number of schools increase, the performance and operation of GEI's schools will depend upon effective IT systems that organize and communicate key information and present GEI and school-level management with performance data of each school. GEI has invested in a learning management system and a data warehouse to assist network leaders and site directors to understand the school's academic and financial positions quickly and to share curriculum, operational, student resources across each school.

A critical component of managing performance at scale is having access to relevant data in order to help leaders make informed decisions about how to improve processes and outcomes. GEI has heavily invested in its ability to gain value from its schools' data in order to equip GEI administration to monitor performance across all of its locations and to empower its leaders and staff to use data to make decisions to improve school operations, instructional quality and – ultimately – student outcomes.

Making Data Readily Available
The Excel Center can be classified as a dropout recovery school, and The Excel Center anticipates that it will be evaluated based upon (1) the number of students it graduates within a given year divided by the average ADM count for that year; (2) the school's non-waiver graduation rate; and (3) the percentage of its graduates that are "college and career ready" when they graduate (earning an industry certification or dual credit). GEI has developed a data warehouse that enables leaders to understand the accountability score as an interim measure – in other words, the warehouse will display at a moment-in-time what its projected accountability grade will be. It also provides real-time data regarding school performance on key metrics that school staff and leadership have identified as proxy measures of school success. By giving leaders this information, the data warehouse will also enable leaders to understand what activities may serve as levers to improve overall school performance. The data warehouse uses a user frontend that allows end users to understand their data and use it to make decisions. GEI 's warehouse implements Tableau Software to create a system to navigate the data generated in each system. By applying filters, creating dashboards, and other drill-down information, the data warehouse has helped to ask questions, make analysis, and share school and student results with peers and partners.

Learning Management System
GEI has also purchased a Learning Management System to facilitate communications and information sharing between teachers, staff, and students in The Excel Center. This system creates a coordinated platform through which teachers can organize courses and gather curriculum resources. The Learning Management System, BlackBoard, is currently in use across all of The Excel Center locations, serving as the online portal through which important documents, curriculum resources, and processes are shared. Class dates, course syllabi, assignments, and assessments are all organized within the system. Additionally, some classes' core content can be delivered almost exclusively through self-paced material provided through online course modules.

All course materials for The Excel Center's classes are available online for teachers to use, browse, and refine. Teachers download the core material and then make adjustments or revisions as they conduct their

lesson planning. Additionally, final exams aligned to Indiana College and Career Readiness Standards are included on the website to measure Student Learning Objectives for each course. All final exams are approved by the Chief Academic Officer before they are used in class. Tests and quizzes can also be taken and recorded online.

Replicating Success in New Schools
The above resources have been essential in replicating The Excel Center model in each of its nine Indiana locations and location in Austin, Texas. Key components to these start-up processes have involved selecting and developing talent and equipping leaders with appropriate and effective resources to meet students' needs. In order to achieve lasting success in subsequent Excel Centers, GEI has implemented effective management processes to ensure that schools are functioning well, and in cases where performance needs improvement, staff are able to make recommendations and changes to ensure that a school addresses any performance deficiencies.

Each Excel Center site conducts data reviews on a weekly basis, and GEI conducts reviews of school performance at least every eight weeks. These formal data review meetings include GEI's administrative team and the site directors from each location. The primary focus is to equip school leaders to understand and interpret their performance data, and provide deeper context for their results from the past eight weeks. At the end of each eight week term, site directors discuss their performance on a number of critical indicators, including:

- Student enrollment
- Student attendance and retention
- Credit attainment
    - Number of credits attempted (by subject area)
    - Number of credits earned
    - Percent of credits attempted that are earned
- Number of graduates
- Number of students participating in or completing dual credit or certification training

Site directors explain their performance for the past eight weeks in each of these indicator areas. They explain the factors that led to their current level of performance. Additionally, site directors explain the steps they will take to address lagging indicators in order to i mprove the school's performance. These meetings are held with leaders from all of the locations in order to (1) hold site directors accountable for their results and (2) to encourage the sharing of best practices from GEI leadership and from site directors' peers in other locations. GEI's leadership team (including its President, Executive Director, Chief Academic Officer, and Director of Data Services) assess whether locations require additional resources, training, or intensive assistance to improve their performance. At the end of the subsequent eight week term, school directors review the prior term's performance and discuss whether the changes made have led to measurable improvement.

B. Charter History
None of the schools in GEI's portfolio have been revoked by an authorizer or rejected for renewal. GEI has never had any issues related to legal compliance or for accessibility for special student populations or open enrollment processes.

C. Need
Current Schools' Needs
Since 2010, GEI has opened five Excel Centers in Indianapolis in order to reach the demand of prospective students who wish to enroll in the school. This demand continues to increase as more people learn about The Excel Center and know others who have earned a high school diploma, graduated, and found gainful employment or enrolled in postsecondary education. To date, despite having five Excel

Centers across Indianapolis, over 3,700 individuals are on waiting lists to enroll in one of The Excel Centers in Indianapolis. Across the entire city, there are over 80,000 people over age 18 in Indianapolis who lack a high school diploma. A location on the south side of Indianapolis would serve two important needs for The Excel Center: (1) it would provide easier access for many of The Excel Center's current students who travel farther distances to attend the school and (2) a new location would allow more individuals who live in the southern part of Marion County to return to school to earn their high school diploma.

For many students, transportation challenges are a major barrier to their continued education. Students must travel long distances, often transferring buses to reach school. As a result, there remains little time for students to study, work, or take care of family, and students are less likely to remain engaged in the school. Adding new locations that are easier to reach promotes student engagement, and it also makes the school a more viable option for other residents that live on the south side of the city. The time saved by having a closer Excel Center location may encourage individuals who have less time to travel – for example, people who are working or have substantial family responsibilities – to enroll in the school.

Overall Community Need

An individual who drops out of high school faces a number of challenges that affect his or her current well-being and future success. High school dropouts have worse health, lower incomes, and fewer job opportunities than the general population. [iv] In addition, high school dropouts are more likely to be recipients of government welfare and are eight times more likely to be incarcerated than high school graduates.[v]

In Indianapolis, large numbers of high school dropouts limit our community's overall health and productivity. Over fifteen percent of the Indianapolis population over 18 lacks a high school diploma or GED, which means that they do not have the basic educational level needed to be a productive member of society.[vi] Unfortunately, the need for additional services for adults outside of high school continues to grow: 6,736 students in the Indianapolis area dropped out from the Class of 2008, limiting the city's human capital and costing our community more than $40 million in lost wages over that same year. [vii] In subsequent years, the reported dropout rate across Indianapolis has declined, however, there remain an equally large number of students who leave school and never return.

Jobs for the Future analyzed the National Educational Longitudinal Survey and discovered that dropouts are persistent in trying to further their education: over the course of their lives, more than 60 percent of dropouts eventually do earn a high school credential – most often a General Education Development (GED) certificate.[viii] However, many students struggle to complete their education, as skill deficits and life challenges often impede progress. Nationally, only about two percent of all high school dropouts will take a GED test in a given year,[ix] and only ten percent of the estimated 3.8 million young people ages 18-24 without a diploma receive their GED.[x]

Although many dropouts would like to continue their education, they face limited options to achieve their goals. GED tests are the most common avenue for adult education, and studies have challenged the long-term benefits of earning a GED. Economists have argued that the wage benefits earned by GED recipients are largely explained by GED earners' higher initial skills.[xi] However, other reports have shown strong psychological and social benefits of earning a GED, especially when a GED is used to prepare students for post-secondary education. Unfortunately, most people who earn a GED struggle at the post-secondary level: although 65% of GED test takers plan on attending college, between 30 and 35 percent are able to attend. Ultimately, only five to ten percent of GED recipients are able to finish their first year of college. [xii]

Many of these struggles indicate that traditional approaches to re-engaging adults in their education are often insufficient to address the array of challenges the population of dropouts face. The 2006 Gates

Foundation report, "The Silent Epidemic," surveyed dropouts about the reasons they left school. The research indicated that failing in school was cited by only 35 percent as a reason for dropping out, and a substantial portion of students left school for other, non-academic reasons. In particular, life circumstances such as needing to work, pregnancy and parenting, or caring for other family members were most prominent.[xiii] These challenges also affect the structure of how students continue their education.

Complete College America's 2011 report, "Time is the Enemy," highlights how, for many adults in college, an extended period of time to progress through school is a major detriment to their lasting success. Although the report's findings focused on postsecondary education, its lessons about adult learners have been incorporated into the design of The Excel Center. For students who are balancing commute times, family obligations, work, and school, lengthy educational programs with few rewards are a major barrier to ongoing success. More information on how The Excel Center helps address these barriers to students' academic success is provided in the "Education Model" section of this application.

D. Governance and Management

The Excel Center – Indianapolis South will be operated by GEI. GEI is a 501(c)(3) entity established in 2004 by Goodwill Industries of Central Indiana, Inc. GEI, which holds the charter for and operates nine existing Excel Centers as well as the Indianapolis Metropolitan High School, will also hold the charter for The Excel Center – South Indianapolis and be its sole governing authority. GEI has a Board of Directors composed of no more than ten persons, a majority of whom are appointed by the board of Goodwill Industries of Central Indiana, Inc. The president and CEO of Goodwill is a non-voting ex-officio member of GEI's Board. GEI's Articles of Incorporation, bylaws and proof of not-for-profit status are included in the Leadership Information section of this application.

GEI Qualifications

GEI has considerable leadership experience to support operations and new school planning. Key individuals who will support The Excel Center – Indianapolis South are listed below.

- Jim McClelland has served as Goodwill's President and CEO since 1974. During his leadership, Goodwill has strengthened a now-thriving retail business, established innovative workforce development programs, and, in recent years, tackled the central Indiana community's challenges on educating young people. McClelland presides over an organization that now has over 2,500 employees employed in Central Indiana in donated goods retail stores, light manufacturing, janitorial and contracts work, workforce development services, and education initiatives.

- Scott Bess is the President of GEI and has served as its Chief Operating Officer for GEI since 2005. He has led the growth of the Indianapolis Met high school, and the establishment and replication of The Excel Center. Scott has been a teacher and has worked in the information technology field for a Fortune 500 company and as an independent business owner.

  A member of the Danville school board for over 15 years, Scott took over operations of the Indianapolis Metropolitan High School in 2005. Although the Indianapolis Met did well with most of the students it has enrolled, Bess observed that many students – typically those older and under-credited – had little success in their school. Seeing this opportunity, Bess designed The Excel Center as an alternative high school for older students who could benefit from a more mature academic environment. Bess currently oversees all of GEI, including the Indianapolis Metropolitan High School, The Excel Centers, and INIschools.

- Janet Rummel is the Chief Academic Officer for GEI. In this role, Janet supports the curriculum development of 13 Excel Centers and the Indianapolis Metropolitan High School. Janet has a Master's

of Science in Education and is a doctoral candidate (PhD Curriculum and Instruction, Purdue University). Her professional experience includes years of service as a master teacher as well as administrative leadership roles, both in schools and in the Indiana State Department of Education and the Center for College and Career Readiness. Janet is a national expert in curriculum and provides consulting services to clients across the country.

- Joe White has been Executive Director of The Excel Center since 2013. As the Executive Director, Joe oversees the nine Excel Centers that are owned and operated by GEI. Since assuming the role of Executive Director, he has made several key adjustments to the structure of The Excel Center, academic instruction, life coaching, and post-secondary attainment to increase the relevance of education for adult learners and improve educational success. Joe has also solidified and created structure around many of The Excel Center's operating procedures. Previously, Joe served as the founding director of The Excel Center – Anderson in Anderson, Indiana and led the school to becoming the highest performing school in GEI's portfolio. Joe also has experience as a teacher at The Excel Center, working at the school in its first year of operation and has also taught and acted as a Dean of Students in a traditional charter school.

- Lori Thompson is GEI's controller and was responsible for successfully bringing all of GEI's accounting duties in-house and now oversees all accounting and financial responsibilities for GEI's 10 schools. Prior to coming to GEI, Lori provided accounting services to multiple charter schools across the state of Indiana in her position at Booking Keeping Plus, Inc. Lori is responsible for developing and school budgets and assisting each site's school director with managing the finances of each school.

- Dan Scott is the Director of Data Services for GEI and INIschools, where he directs all performance for GEI's schools. Dan and his team use data analysis to identify areas for school improvement and strategies for attaining such improvement. Dan came to GEI in May of 2013, following three years at the Indiana Department of Education where he worked in the office of accountability. Dan has been actively involved in drafting the state's A-F accountability model and drafting many materials to implement and support several Indiana education initiatives. Through his role on the accountability team, Dan supported all major DOE programs and initiatives. Dan is also a subject matter expert on the majority of state programs, assessments and reporting.

- Tonya Taylor is the Director of Special Education for GEI. In this role, Tonya supports the implementation of special education services for GEI's nine Excel Centers, the Indianapolis Metropolitan High School and INIschools clients. This role also includes monitoring compliance under IDEA and Article 7 to ensure all students are receiving a high quality education. Tonya has a Masters Degree in Special Education, and School Administrator's License, and a Director of Special Education License. She has over twelve years of experience working in various roles of special education, including classroom teacher, teacher of record, department chair, and school leadership positions.

Board Qualifications

The GEI Board of Directors includes the following individuals:

- C. Perry Griffith, Chair
- Gina DelSanto, Vice Chair
- Michael O'Connor, Secretary
- Scott Bess, President
- Claudia Cummings
- Jeffrey A. Harrison
- Richard Horn
- Don Palmer

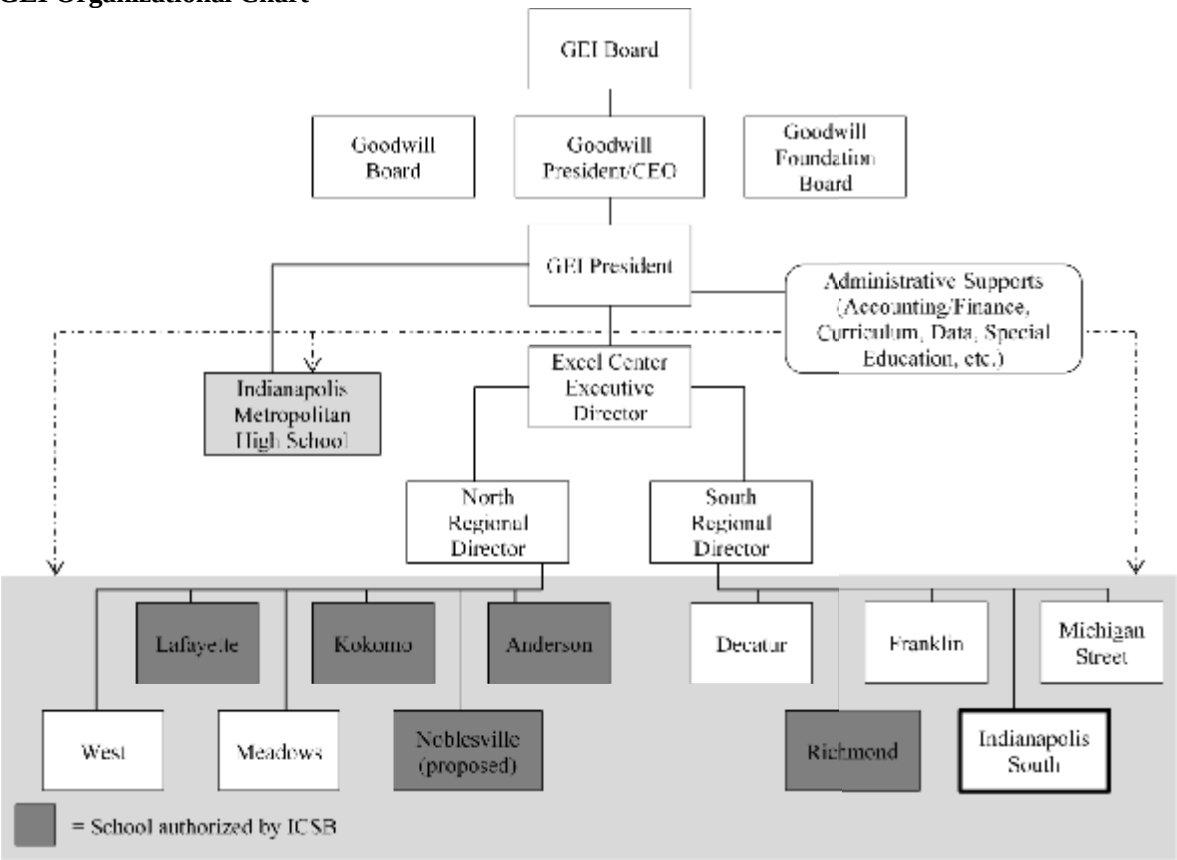
- Doris Pryor
- James M. McClelland, Ex-Officio Director

The GEI Board has operated for over ten years. The group brings together an array of business experience in industries, public policy, education, finance, and workforce development. Board members choose to serve on the GEI Board for a number of reasons, including: a desire to improve the educational systems available to children and adults, a belief in the performance and mission of GEI, helping individuals reach their maximum potential, and hoping to see more individuals earn the basic credential most needed for a successful, productive life – a high school diploma. Collectively, this group has over 45 years experience working as a school board for GEI. This leadership team has governed GEI since the Indianapolis Metropolitan High School was founded in 2004 and has considerable knowledge of the local community and local educational landscape. The leadership team has extensive organizational leadership experience managing for-profit and not-for-profit businesses, working in public policy, serving on the boards of local community organizations, and managing schools in the local community.

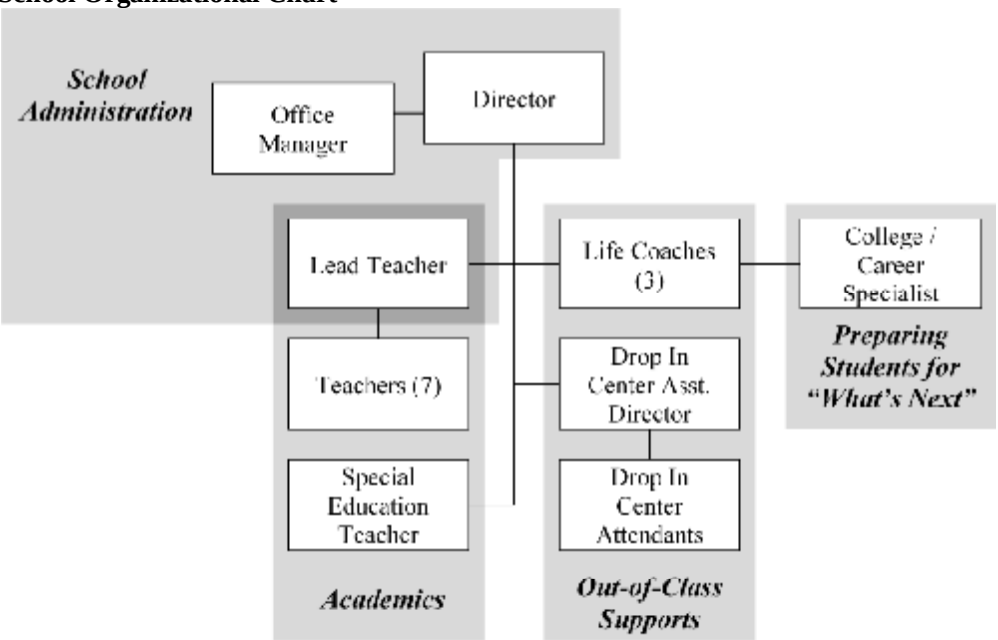
Organizational Structure

The President of GEI reports directly to Goodwill's CEO. Due to the growing number of Excel Centers, The Excel Center is divided into two regions with two Regional Directors overseeing each region. The Regional Directors report to The Excel Center's Executive Director, who reports to GEI's president. All school staff are employees of GEI, with the staff reporting to their respective School Director. Several non-academic functions of the school (human resources, information technology, building maintenance, marketing/public relations, fundraising, accounting and food services) will be provided by Goodwill under contract with GEI. The organizational chart (on the following page) further depicts GEI and The Excel Center's organizational structure.

GEI Organizational Chart



School Organizational Chart



Roles and Responsibilities

Board of Directors

The GEI Board will be the ultimate governing body for The Excel Center. The Board concerns itself more with long-term rather than short-term matters, matters of policy rather than operational concerns, and matters of paramount rather than ordinary importance. The Board's specific responsibilities include:

- Monitoring the school's key performance indicators;
- Establishing policy;
- Approving long-range plans;
- Approving annual plans and budgets;
- Approving any actions that would create or have the potential to create significant obligations for the schools;
- Ensuring financial solvency;
- Interpreting the schools to the community;
- Assessing its own performance; and
- Taking other actions as necessary and ensuring that structures and mechanisms are in place to ensure that GEI is in compliance with all applicable laws, regulations, and contracts, including requirements of the school's charter

In addition, the GEI Board is responsible for periodically (no less than annually) reviewing and evaluating the relationship between GEI and Goodwill to ensure that services provided the schools by Goodwill are meeting quality expectations, providing good value for the school, and are enhancing GEI's objective of being a good steward of its resources.

President/CEO

The president provides overall executive leadership for Goodwill and GEI. Specific responsibilities include the following:

- Providing staff support for the Board of Directors;
- Articulating a vision for GEI;
- Leading strategic planning activities, including planning for physical plant and capital equipment for the schools;
- Monitoring the external environment to detect changes that might pose a threat or create an opportunity;
- Hiring, developing, and assessing the performance of GEI's president;
- Setting high standards; measuring and monitoring key performance indicators;
- Exemplifying the values of the school and ensuring that they are being upheld throughout Goodwill, GEI, and schools operated by GEI;
- Developing and maintaining relationships that are essential or that could be helpful to the school and/or its students;
- Assisting in interpreting the school to the community; and
- Assisting in raising financial support for the schools.

GEI President

The President of GEI provides executive leadership for GEI. Specific responsibilities include the following:

- Providing overall leadership for the operation of the schools;
- Arranging for the non-academic supports needed for effective operation of the schools;
- Coordinating wraparound services needed by students and their families;

- Serving as GEI's primary relationship manager with education-focused stakeholders, including the Mayor's Office of Charter Schools, Indiana Department of Education, Indiana General Assembly, and others; and
- Reporting to Goodwill's President/CEO any concerns regarding performance of Goodwill that might adversely affect the school's effectiveness.

Executive Director
The Executive Director of Excel Center provides executive leadership to all of The Excel Center's owned and operated by GEI. The Executive Director provides a hands on approach to leadership in the directing, planning, managing, and coordinating the educational goals and vision of the schools.

- Ensures that instructors, coaches, directors and resource staff are providing the highest quality academic services for students;
- Works with regional directors to ensure schools have the resources needed to meet the desired outcomes regarding enrollment, attendance, retention, and graduation rates as well as postsecondary goals;
- Works with GEI's leadership team to ensure seamless services schools and students;
- Works with GEI's leadership team to ensure core values are effectively communicated and upheld in schools;
- Works with leadership of GEI in establishing school goals and objectives and ensuring they are met; and
- Represents the school, as appropriate, in community planning and policy-making activities.

Regional Director
The Regional Director provides oversight of The Excel Centers in his/her region. The Regional Director provides a hands on approach to school staff in the planning, managing, coordinating, and executing the educational goals and vision of the schools. The Regional Director ensures quality controls are in place at each Excel Center and that schools are workin g with fidelity to The Excel Center's school model and in compliance with all federal and state laws and statutes.

- Ensures that school staff are providing the highest quality academic services for students;
- Works with school directors and staff to ensure schools are meeting the desired outcomes regarding enrollment, attendance, retention, and graduation rates as well as postsecondary goals;
- Provides support and leadership to instructors and administrators;
- Works with the Executive Director to ensure core values are effectively communicated and upheld in schools; and
- Works with GEI's support resources in ensuring school goals and objectives are being met.

School Director
The School Director for The Excel Center – Indianapolis South will report to the South Regional Director. The School Director will act as the instructional leader of the school, providing hands-on leadership in the directing, planning, managing, and coordinating the educational goals and vision of the school. Ensures that instructors and school curriculum are applied according to the principles of The Excel Center and that school is meeting the desired outcomes.

- Develops strategies, goals and objectives for the school and manages the implementation of these objectives;
- Participates in the development of overall educational strategies;
- Assists instructors in setting priorities, facilitating meetings and developing their leadership skills; and

- Provides leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning students, test results and/or Indiana College and Career Readiness Standards; and
- Represents the school, as appropriate, in community.

Lead Teachers
One Lead Teacher is responsible for coordinating the student engagement and support functions within the school. He/She will provide hands-on leadership and academic guidance to coaches, teachers and administrative support staff at The Excel Center. He/she will work effectively across the school to make certain that students are supported in a way that ensures success with both academic and personal goals. Essential functions include:

- Supervises and manages teaching staff;
- Identifies internal and external academically supportive resources; and
- Provides academic and curricular leadership to the school.

Lead Teachers are the masters of curricular content in each school. Lead teachers are responsible for coordinating the support functions of the school. These lead teachers establish the educational foundation in each school and direct the efforts of teachers in other events. Lead Teachers are also a means by which promising staff members can develop school leadership and administrative experience.

Life Coaches
Life Coaches will promote continued student engagement in The Excel Center. They facilitate the team relationship and meet individually with students to assist in overcoming barriers to each student's educational progress. Through these problem solving sessions, Life Coaches suggest ways in which each student can overcome barriers and continue educational progress. Additional responsibilities include: administering the intake process, assessing life experiences, determining education tracks with instructional staff, connecting students with supportive services to ensure success.

- Leads the intake process to introduce the student to the school and begin outlining his/her educational goals;
- Assesses students' life experiences for possible translation into school credits;
- Assists instructors in developing students ' individual learning plans based on intake assessment;
- Manages and monitors students' learning experience to ensure student engagement and accomplishment of learning goals through individual and/or group meetings;
- Identifies and connects students to community resources to remove barriers and support academic and/or personal goals; and
- Initiates and maintain contact with key community partners (community agencies, educational institutions and employers) to enhance the menu of support services provided to students.

Leadership Information
Please see the "Leadership Information" section for the resumes and signed Board memoranda are provided for those Board members who are new to the Board . GEI's Articles of Incorporation, Bylaws, and evidence of not-for-profit status are also included in this section.

Board of Directors
School Oversight
Collectively, GEI's Board of Directors has over 45 years experience working as a school board for GEI. The amount of time each Board member has served on the Board is provided, below. This leadership team has governed GEI since the Indianapolis Metropolitan High School was founded in 2004 and has considerable knowledge of the local community and local educational landscape. The leadership team has extensive organizational leadership experience managing for-profit and not-for-profit businesses, working in public policy, serving on the boards of local community organizations, and managing schools in the

local community. The Excel Centers have consistently received high governance ratings from its authorizers due to the quality and caliber of its Board.

- C. Perry Griffith, Jr., Chair – 11 years
- Gina DelSanto, Vice Chair – 10 years
- Michael O'Connor, Secretary – 8 years
- Scott Bess, President – 11 years
- Claudia Cummings – 1 year
- Jeffrey A. Harrison – 7 years
- Richard Horn – 1 year
- Don Palmer – 2 years
- Doris Pryor – 3 years
- James McClelland, Ex-Officio Director – 11 years

During its 11 years of existence, GEI has had very little turnover. The chart, below, describes the Board turnover that GEI has experienced.

Board Member	**Year of Turnover**	**Reason for Turnover**
Fred C.Tucker, III	2014	Retired, moved to Florida
Juan Gonzalez	2014	Change of job responsibilities with extensive travel
Holly Hill Brooks	2013	Term expired, did not seek re-election due to increased travel
Derrick Burks	2012	Change of job responsibilities required Derrick to cut down on Board commitments
Gwen Fountain	2010	Retired, moved to Montana
Bruce Jacobson	2011	Retired, moved to South Carolina
George Pillow	2008	Retired
Jenny Sosna	2008	Term expired, did not seek re-election

Policy- and Decision-Making Authority
GEI's Board of Directors is the sole governing authority of The Excel Centers and has the power and authority to establish policies for and make decisions on behalf of the school. The Board may establish new or change existing policies by taking action with a majority vote during an official Board meeting.

Pursuing Replication
Please see Attachment A for a copy of the Board's minutes from its February 9, 2015 meeting, indicating the Board's resolution to pursue replicating The Excel Center on the south side of Indianapolis.

Recruitment, Selection, Development, and Succession
Members of GEI's Board of Directors are selected through a process that involves the Governance Committee of the Board. This Committee is comprised of three GEI Board members and the President of GEI and the CEO of Goodwill Industries of Central Indiana. As the need for new members arises, the Governance Committee solicits members of the Board for suggestions for prospective members. Care is taken to always have Board members with expertise in finance, education, legal, and business along with strong community ties. Prospective members are vetted against those categories, with candidates selected to meet with the Committee to explore their willingness to serve along with more fully understanding their approach to governance. Candidates are then presented to the full Board for approval.

In terms of development, the Board Chair is an active participant in all board education opportunities offered through the Mayor's Office of Education Innovation. The Chair then presents those learnings to the Board as a whole. Every Board meeting also includes full briefings on school operations, education policy issues, and financial issues.

GEI has been fortunate to have a low level of turnover on its Board. As members indicate their desire to leave the Board, the Governance Committee begins conversations about how to replace that member, particularly with an eye towards the specific knowledge or skills that the retiring member possesses.

Roles and Responsibilities
Please see page 22 for the roles and responsibilities of GEI's Board of Directors.

School Leader and Personnel
Recruitment
To hire a high quality School Director, The Excel Center's primary strategy will be to recruit an individual from within The Excel Center network with a track record of success and who has successfully completed The Excel Center's Technical Leadership Series. GEI developed the Technical Leadership Series to help develop a pipeline of teachers, staff and school leaders. The Technical leadership series comprises of eight training and development sessions, each of which teaches a specific set of imperatives that potential leaders can apply immediately to enhance their current role and prepare them for a next level leadership position. Participation in the series includes an evaluation of staff within the school that performs at a high level who have a high potential to perform well within a leadership role. The process selection includes performance in a staff member's current role, performance with accelerated assignments, the desire to grow within the organization, and the ability to balance ambition.

The Technical Leadership Series explores The Excel Center model, its culture, an academic overview, financial framework, legal implications, and business continuity plans. Expert presenters present an interactive and engaging series of training sessions that culminate in several forms including: case studies where technical elements are applied; dilemmas that will challenge participants to develop a philosophy around an idea and make a decision; and personal evaluation, discussion, and reflection. Participants should be able to quickly identify a problem, collaborate with current Excel Center leaders across the entire Excel Center network to create a solution, and make changes happen – all with the support of leadership.

The Technical Leadership Series is designed to strengthen and increase technical skills such as innovation, problem solving, and strategic planning under the direction of GEI leadership and personnel that are experts in their chosen field. Participants will gain specialized knowledge in areas that specifically address charter school challenges and learn the skills needed to effectively take on a leadership role within The Excel Center. Participants that successfully complete the series will continue their leadership development with personalized mentoring and advanced assignments to accelerate obtained knowledge to application.

As a secondary strategy to hiring a high quality School Director, The Excel Center will use more traditional recruitment strategies, outlined in the "Human Capital" portion of the Conditions for Success section of this application.

Staff Transitions
GEI, in partnership with Goodwill, has already posted positions for The Excel Center – Indianapolis South. Any offers of employment will be contingent upon charter approval as well as legislative funding for the new Excel Center. The interview process will begin in April for the School Director and Office Manager positions. These positions will begin work in early May, immediately after receiving charter approval. Any vacant positions at existing Excel Centers that are a result of individuals moving to The

Excel Center – Indianapolis South will be filled immediately. Leadership positions, such as the Director or Lead Teacher will be filled by individuals who have successfully completed the Technical Leadership Series and have demonstrated that they are ready to move into a leadership role. Other staff positions will be hired through traditional recruitment strategies and all staff will receive offer letters by late May. Any staff new to The Excel Center will undergo staff orientation and training related to The Excel Center school model and curriculum during the summer, prior to the start of the 2015-2016 school year.

GEI anticipates that it will have no issues with hiring staff to fill any vacant positions. The Excel Center has been able to attract a large number of applicants. In 2013, GEI opened four new Excel Centers and received over 1,000 applications to fill approximately 67 staff positions. In 2014, GEI The Excel Centers received approximately 500 application to fill positions due to minimal staff turnover.

Selection Criteria
At a minimum, any selected School Director must have:

- A demonstrated track record of success;
- Experience in a school-related leadership role;
- Prior experiencing managing groups of professionals;
- Bachelor's degree in a relevant field (Master's degree preferred);
- Ability to analyze data for informed decision-making;
- Strong communication skills; and
- Solid planning and organizational skills.

The School Director will be selected after an array of interviews with Goodwill staff, GEI administration, and peers. Candidates attend several panel interviews, and a team of GEI and Goodwill staff assess whether that candidate has the required grasp on instruction, fits the organizational culture, and has the emotional intelligence to build relationships with The Excel Center's student population. GEI's administration team members are responsible for making the final decision on hiring. Please see Attachment B, for a copy of the School Director job description.

Holding the School Leader Accountable
As The Executive Director is responsible for ensuring that all Excel Centers are running effectively, efficiently, and producing high student performance results, GEI's Board of Directors ultimately holds the Executive Director accountable for the performance of each Excel Center. The Executive Director bears the responsibility of holding each School Director accountable for the performance of their Excel Center site. In holding the School Director accountable, the Executive Director will use three criteria and will be scored and weighted using the following weights:

1. Performance on RISE evaluation rubric – 40%
2. School performance goals – 40%
3. Performance Development Review (performance evaluation on GEI and Goodwill's core competencies) – 20%

In evaluating school goals, the Board of Directors and GEI staff have identified the following school performance goals for each Excel Center:

- Percent of graduates
- Percent of productive students (students earning credits) retained
    - At least 80% core credits
    - No more than 20% elective credits
- Overall student retention
- College and career readiness (percent of students earning an industry certification OR at least 3 college credits)

Succession Plan
In the event that the School Director leaves The Excel Center – Indianapolis South, GEI will look to the leadership pipeline that it is building through the Technical Leadership Series to fill the vacant position. Should there be any period of time without a school leader, the Regional Director will act as the interim School Director until which time the full-time School Director has been selected and is able to step into the role. The Regional Director will ensure a smooth transition of school leadership.

Education Service Provider
The Excel Center will not contract with an outside organization as an Educational Service Provider.

E. Financial Management
Goodwill Education Initiatives follows Generally Accepted Accounting Practices and State Board of Account requirements in all of its bookkeeping for its schools. Day-to-day financial management is provided by the controller of GEI, who also acts as the assistant treasurer for GEI's Board of Directors. GEI's controller will be assisted and supported by the Chief Financial Officer of Goodwill, who is also the Board treasurer of GEI. Payroll is managed by GEI staff for all of its employees. The President of GEI also helps oversee the financial matters of the school. The State Board of Accounts has previously conducted bi-annual audits as part of normal state oversight, and GEI financial operations are included with Goodwill's annual audit process. GEI does not contract for any additional business services other than what is provided by Goodwill Industries of Central Indiana, Inc. GEI contracts with Greenwalt CPAs as its independent auditor to conduct annual audits of all of its schools.

The annual budget will be developed each year by GEI's Controller and the School Director with assistance from The Excel Center's Executive Director, GEI's President, and Goodwill's Chief Financial Officer. The budget will be presented to the GEI Board for review, modified as it deems necessary, and adopted. In addition, the Goodwill Foundation may solicit other private grants and donations to support the operation and development of the school. All of GEI's schools are in a strong financial position and are in good fiscal health. Goodwill continues to monitor the fiscal health of each of its schools on an ongoing basis.

F. Budget
Please see page 66 for The Excel Center – Indianapolis South's budget. A Budget Narrative is provided on page 70.
Please see page 72 for The Excel Center – Indianapolis South's cash flow analysis for the first fiscal year of operation

GEI will pursue grant dollars from the Walton Family Foundation and Charter School Planning (CSP) grant dollars to assist with the start-up expenses for The Excel Center – Indianapolis South.

Contingency Plans
In the event of a budget shortfall, various strategies will be implemented to maintain the success of the school.

- If the budget shortfall is tied to low student enrollment, the school would invest additional resources into increasing community involvement; partnering with additional organizations that can provide referrals and increased penetration into hard-to-serve populations (including Goodwill's own employee population).
- GEI would seek out additional funding sources to support the school's operations. Grants, private donations, and additional funding streams for adult education would be considered.

- The school's hours of operation would be re-adjusted to meet student need more efficiently. Staff would analyze student attendance patterns and decide where to cut back operating hours while providing access when most students still require services.
- Reductions in staff size may be considered as a last resort.

Open and Accessible
The Excel Center – Indianapolis South's budget shows the school operating at a minimal profit. The school anticipates having sufficient funds available to cover any special education costs and transportation costs necessary to ensure the school will be both open and accessible. In the event of any budget shortfalls, The Excel Center – Indianapolis South will not consider any cuts to special education or transportation. Please see the school's contingency plans, above.

G. Risk Management

Goodwill Industries of Central Indiana, Inc. (Goodwill) performs ongoing risk assessment throughout its operations, including the work of Goodwill Education Initiatives, Inc. Much of this assessment is informal and dependent on circumstances in each location where we operate. However, our overall risk assessment process can be summarized as follows.

Goodwill has adequate coverage through AM Best A-rated insurance carriers to minimize the risk of loss or damage to owned or leased property and equipment. Good will's chief financial officer and safety director work actively with the insurance agents and carriers for risk assessments, audits, training, policy reviews, additions and deletions to listed coverage, and for business development practices. Only the chief financial officer or the chief executive officer can make changes to insurance coverage, identify a third party as an additional insured, or provide proof of insurance to a third party.

Goodwill has developed a comprehensive disaster recovery and business continuity plan, including a fully redundant data hot site at our Airport Place retail outlet facility. Goodwill conducts regular drills and audits to assess its preparedness in the unlikely event of a total or partial loss of the Michigan Street headquarters facility.

Goodwill has developed its Safety, Loss Prevention and Security department to manage security and safety in its facilities. Each Goodwill and GEI location is regularly audited for compliance with applicable safety, including inventory management, labor reporting/payroll, and back-office processing policies and procedures. Security audit scores lower than 90% result in immediate follow-up and remediation until the known exposures are corrected. GEI also has a high resolution digital security camera system in operation in all of its locations. The camera system is both a deterrent to theft / misappropriation / misbehavior, and a tremendous tool for training, investigation, and prosecution of those who would steal from or otherwise harm GEI and/or those it serves.

Proof of Insurance Coverage is included as Attachment C.

If chartered by the Mayor, The Excel Center – Indianapolis South will agree to the standard language found in the Contract for Charter. It will indemnify the City of Indianapoli s, the Mayor's Charter Schools Advisory Board, related entities and their respective officers, employees, and agents.

III. Support for Learning

School Culture
The environment within The Excel Center is designed to meet young adults' learning needs by encouraging them to see the relevance and importance of their education while providing a mature environment for learning and discussion. The school's format reflects the characteristics of educational environments that benefit adult learners, including open discussion, self-directed learning and personal accountability.

Many traditional adult education programs lack the flexibility that adult learners require to become successful. In Indiana, adult education programs follow a process-oriented model that requires adults to learn at the pace established by the program. These programs do not meet the needs of adults who must balance work, life, and family concerns with their learning goals. Classes for adults are offered on a few nights each week, limiting access to resources and prohibiting highly-motivated students from progressing faster than the adult education process allows.

The Excel Center's academic environment is designed to prepare students for post-secondary education, which requires self-direction, initiative, and personal discipline. The school will provide a variety of academic opportunities for growth that fit students' needs and learning styles. In order to allow students the freedom to explore these goals, students will determine the pace and content of their academic program. This distinction is critical to understanding The Excel Center's culture: each student has, at some point in his/her life, recognized the challenges of life without a high school diploma and has made the choice to return to school. The model is designed around students who have recognized the need for an education and have demonstrated a certain level of motivation to continue their education, and will provide supports to students to continue in this approach by helping overcome life barriers and setting realistic goals to mark and continue their progress.

Specifically, students will develop confidence in their own abilities, receive encouragement and support from coaches, and receive advance confirmation that he or she can be successful in post-secondary environments by enrolling in dual credit courses. These supports are intended to develop each student's sense of self-efficacy in achieving his or her educational and career goals.

Excel Center staff work with a challenging student population, so staff development often focuses on the ways in which staff can interact with students in productive ways. A critical component of The Excel Center's success is the hiring process, wherein teachers are selected in part based upon their emotional intelligence and ability to build relationships with students. This need is even more important with adults, who respond better in a respectful learning environment that honors the perspectives, experiences, and views students bring to the classroom.

As a part of new staff development, staff learn more about the population they will be serving in The Excel Center. In a group setting, staff watch videos of students' communication styles, and examine case studies of student barriers. Staff debrief these experiences, brainstorm ways of working with this student population, and set expectations for their future work. Administrators from GEI and the other Excel Center sites also assist new staff in learning how to serve this population by sharing ideas and best practices for promoting student engagement and success. This process is repeated at the beginning of each academic year, allowing staff to recalibrate and refine practices.

<u>iExcel New Student Orientation</u>

Many adults who have the desire to return to school to earn their high school diploma may not realize the level of commitment that is required. For many students – especially students who still have dozens of credits they need to attain – setting realistic timelines for earning a high school diploma is a critical first step. To illustrate this path, and to introduce students to the ways that The Excel Center is structured, new students go through the iExcel program to learn about the school and their educational path. Students are given the opportunity to ask and answer questions about The Excel Center experience, and staff meet to discuss the new student experience and begin to answer questions students may have about the school.

The iExcel orientation introduces students to the culture of the school and its expectations. At the beginning of the student term, this two-day session introduces students to their coaches, performs initial TABE and SRI assessments, and establishes motivation and goal-setting for their time in The Excel Center. The orientation also exposes students to what post-secondary opportunities exist after earning a high school diploma.

The iExcel orientation also presents to students the role and benefits of their coach. The Excel Center coaches are responsible for keeping students engaged and motivated in the school. The relationship that a coach will create with each student is a critical factor in student success, as that relationship will provide security, confidence, and encouragement for students to continue when the work becomes challenging and life barriers become difficult to manage. Coaches will work with students to identify potential solutions to students' continued challenges, whether through short-term crises (such as housing and childcare) or long-term coping skills (including student self-efficacy and self-confidence). Coaches will meet with each of their students at least biweekly to check in and identify whether there are additional supports or questions needed to keep each student engaged.

The coach will need excellent communication skills and an ability to make connections with individuals from various backgrounds. The coach will require a strong level of emotional intelligence to cope with the barriers that students face and to provide motivation and encouragement to struggling students. Additional responsibilities include: administering the intake process, assessing life experiences, determining education tracks with instructional staff, and connecting students with supportive services to ensure success.

The Excel Center's curricular approach supports students with unique needs and those at risk of academic failure. For most students, their presence at The Excel Center indicates that they require an additional level of support. Students are able to engage with material that meets their needs at their level of ability, allowing students below grade level to have a variety of opportunities to catch up. The integrated curricular model permits students to build on their own work and life experiences while simultaneously learning new content. This individualized and mastery-based approach ensures that students develop mastery of concepts and techniques to connect students to future plans.

The Excel Center anticipates that some students will have a native language other than English. School staff will connect English Language Learners (ELLs) with the resources they need to learn and remain engaged in schoolwork. Where possible, some online content will be available for Spanish speakers, and there will be bilingual staff available to assist ELLs to access the resources of the school. On an as needed basis, The Excel Center will contract with outside providers in order to meet the educational needs of any second-language students who do not speak Spanish. Students with limited English proficiency will benefit from the school's focus on tangible, skills-based coursework. In particular, skills-based training in industry-specific certificate programs will assist ELL students with vocabulary and terminology needed to work in particular industries. Online resources are available in Spanish and other languages as well.

The Excel Center teachers and resource staff are trained on ways to identify students with learning disabilities and other challenges. In addition, since many adults struggle with the stigma of a learning disability and will try to hide that information, the identification process involves each student's coach to provide emotional support. Like other Excel Center students, students in special education will create individualized learning plans to accomplish their learning goals. However, these plans will include more robust analysis of resources to support their learning. Dedicated special education supports are offered until students age out of the special education program at 22. At that time, students may be able to receive additional support through Vocational Rehabilitation Services. Students with disabilities will be able to access the instructional methods that best suit their abilities, whether online, one-on-one, or within a classroom setting. Accessibility options with online curriculum allow students to access the same material as other students and work at their own pace. More information is provided in the Special Student Populations section.

The Excel Center and its staff will take every reasonable precaution in order to maintain a safe and orderly environment and to protect the health and safety of its students and faculty. In order to maintain a safe and secure environment, all faculty will be made aware of the school's policies, procedures and

discipline policies during staff orientation, and all students will be made aware of the same policies and procedures during an intense, two-day student orientation (please see the previous section). Staff will also participate in Crisis Prevention Institute (CPI) Training to learn strategies for dealing with and de-escalating a crisis so that it does not lead into violence. Furthermore, the school will employ a full-time security guard to maintain a presence at the school in the event that any disruption to a safe and orderly school environment occurs.

Student Behavior
Students have made a conscious choice and effort to enroll in and attend The Excel Center and to reengage in their education. The Excel Center's philosophy regarding student behavior and discipline is that all students – regardless of race, gender, age, background, ability, or any other factor – have the basic right to an education and the opportunity to earn a high school diploma as well as maintain their basic health, safety, and security. The Excel Center expects that all members of the school community conduct themselves in a manner to uphold and maintain these rights. Students or faculty who engage in behaviors that negatively impact students receiving an education or any individual's health or safety will be dismissed from The Excel Center immediately. Please see Attachment D for The Excel Center's school discipline policy.

Family-School Partnerships
It is unlikely that many parents of students will be involved in the school. Students in The Excel Center will have a higher degree of independence than traditional high school students because many students will no longer live with parents or guardians, and many students may be taking care of their own children. The school has been designed with the expectation that most students live on their own and are more likely to be responsible for their own lives.

In cases where students are still below age 18, Excel Center staff and coaches make every effort to work with parents in the same focus as traditional high schools. Coaches are often the line of communication between the school and families. Coaches communicate school expectations with parents, provide opportunities for parents to be involved with the life of the school, and work with families to address any challenges or barriers that may keep younger students from continuing their education. Coaches will be the primarily liaison between school and the families of The Excel Center students. Coaches will meet with students and their families to understand the family dynamics affecting student success. Where necessary, Goodwill's resources will be used to help address any issues or barriers to family well-being that affect a student's ability to be successful in school. Most often, these barriers will relate to providing care for young children of students.

Parent Satisfaction
Parental satisfaction with the school will be assessed through surveys of parental satisfaction in appropriate cases. However, due to the age and life circumstances of the target student population (18 and above), it is anticipated that the student will most likely be the one to use the satisfaction survey. Surveys will be conducted as students begin their final term prior to graduation. Students will be asked about their satisfaction with The Excel Center, their readiness to continue their education, and how effectively the school solved problems for students and their families. The survey will ask them to rate school performance in addressing barriers, and to identify ways that The Excel Center could improve supports for student success.

Because The Excel Center serves adult learners, it does not issue parent satisfaction surveys.

A. Special Student Populations

The Excel Center's unique curricular format provides ample support for special student populations. Students arrive at The Excel Center at a variety of levels, and The Excel Center's structure is designed to provide the appropriate instructional method to meet their unique needs. This structure allows students

with special needs to receive appropriate support – whether they have Individualized Education Programs (IEPs), Section 504 plans, are English Language Learners or students at-risk of leaving school, gifted students (most of which were distracted from educational success for other reasons) – and the relevance of an education that leads to a valuable career and dual-credit options for postsecondary education. Students without a diploma face challenges on a number of fronts, and an array of supports are necessary to meet students where they are.

Academically low-achieving students, students with disabilities, and other at-risk students will have higher rates of dropping out of school than the general population. [xiv] Because it will serve students who have previously dropped out, The Excel Center's course program is designed to meet the needs of students who are academically behind by providing intensive academic and non-academic supports. The Excel Center maintains high expectations for all of its students, because lowering expectations will not adequately prepare them for successful careers after graduation.

The Excel Center's unique curricular format provides ample support for special student populations, including students with identified disabilities under the Individuals with Disabilities Education Act (IDEA), students with Section 504 plans under the Americans with Disabilities Act (ADA), ELL students, intellectually gifted students, and at-risk students performing well below grade level. The experience of existing Excel Centers suggests that special student populations will make up a significant portion – if not a majority – of the student body. This is not surprising, as students with special circumstances (e.g., a disability or ELL status) are more likely to drop out of school. [xv] This experience suggests that large numbers of individuals will have some form of disability, whether previously identified or not. Although The Excel Centers have an official special education percentage near 10 percent, this only includes students who have not aged out of IDEA at age 22. Unofficial estimates place that number closer to 30 percent, and students with documented disabilities continue to have Section 504 plans under ADA to make any necessary accommodations. In addition, some locations have begun to enroll increasing numbers of non-native English speakers as immigrant communities discover the value and advantages of The Excel Center.

Students receiving services spend a majority of their instructional day participating in fixed-length classes alongside the general student population. During the remainder of the day, they may utilize supplementary services as indicated in their IEP or Section 504 plan. Based on student need, individualized or one-on-one instruction may also be provided. The instructor-to-student ratio allows for every student (regardless of special education status) to enjoy an increased level of attention from his or her instructor and coach. This allows for placement of every special education student into the least restrictive environment. All classes are inclusionary, and none are comprised solely of special education students; however, the school has the ability to provide more intense individualized services, if necessary.

Because students all have flexible calendars based upon their unique situation, it is common to adjust plans to accommodate students with identified eligible disabilities. Staff work with students to establish what academic schedules are appropriate for their unique needs and make that work. Some students are able to attend one classroom session and then spend the rest of the day in General Skills Lab where they work with other students and facilitators. Other students are eligible to participate in online directed course content, where they can work at their own pace, again with the support of facilitators as needed.

The Excel Center holds regular classes Mondays through Thursdays. This schedule allows Fridays to be used for regular staff meetings to discuss the school's special education framework and to conduct specific case conferences on students' IEPs. Instructors are responsible for attending case conferences and to work with special education team members to implement necessary accommodations and to develop instruction to meet the needs of diverse learners. In addition, teachers are to communicate attendance and behavior issues to special education staff to assist in revising the educational format of each student's

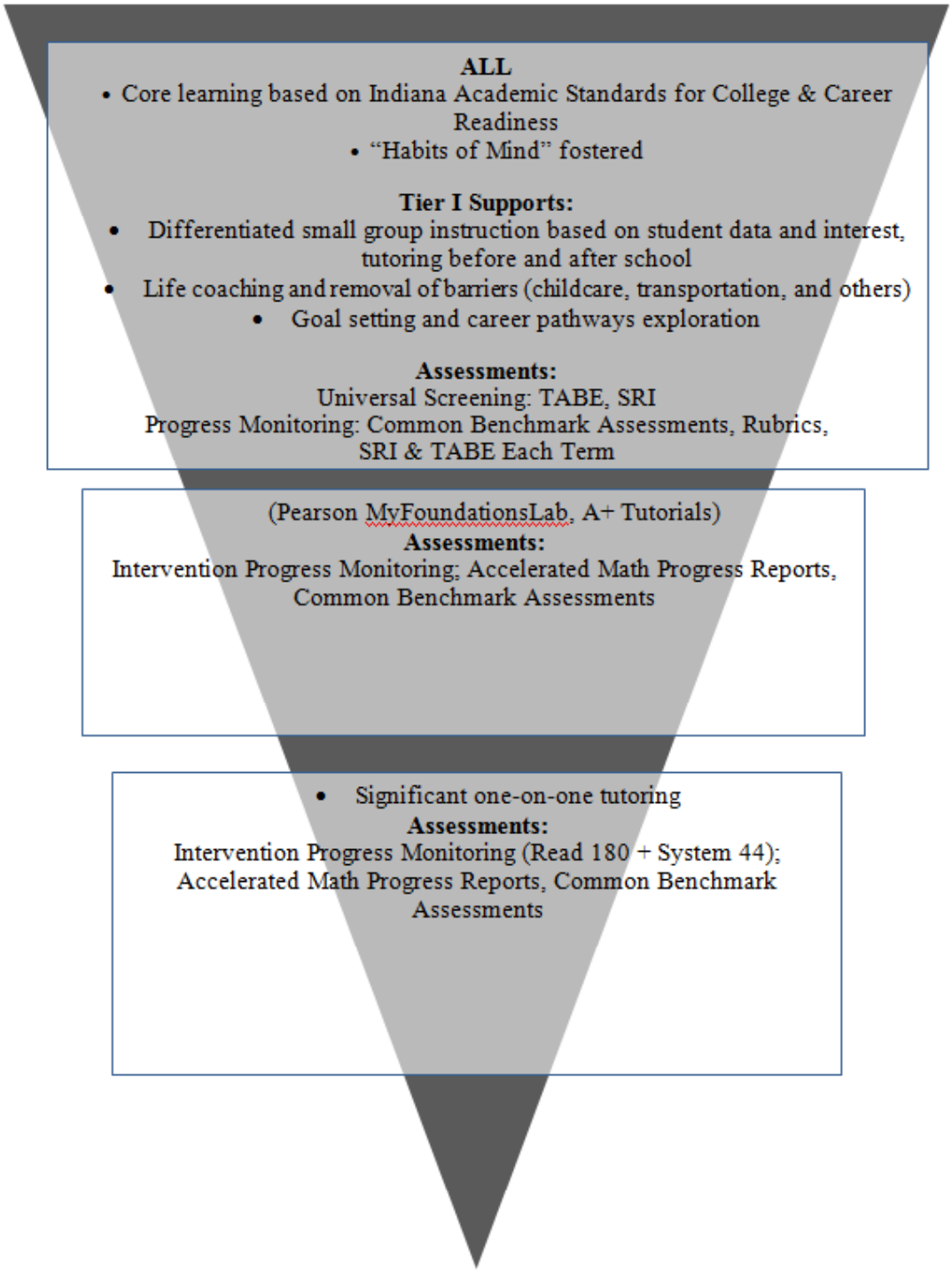
IEP. Coaches will attend case conferences and write 504 plans in collaboration with special education staff. They are also required to communicate any attendance or behavior issues with special education staff. Special education staff will develop instructional interventions for students, assisting in the development of individualized communications and progress monitoring.

All Excel Center staff will be trained on strategies to manage students with behavior problems while promoting an environment of pro-social behavior and reinforcement. A General Education Intervention and Response to Intervention (RTI) team will serve as the backbone for identifying students with learning disabilities, creating a rigorous, relevant curriculum and supporting teachers in differentiating instruction for every learner. This team will consist of the Special Education Coordinator, a Lead Teacher, Instructor, and all Coaches. Staff will assess whether students need special education services through an array of supports, including increased one-on-one instruction, tutoring, and the contracting of services for services when identified on a student's IEP, including physical therapy, occupational therapy, psychological services and speech-language therapy. Initial placement testing at intake (during iExcel) will identify students' current levels of performance in reading and mathematics, and in addition, the school will request records for incoming students via Child Find to identify any students in need of special education services.

The Excel Center utilizes RTI, a framework for prevention and early intervention which involves determining whether all students are learning and progressing optimally in areas of academics, social interactions, emotional growth, and behavior, when provided with high quality instruction and intervention. The three tiers of interventions move from less supports to more intensive individual supports and accommodations. Tier I interventions provide evidence-based, differentiated instruction to meet the needs of all students. Teachers utilize flexible grouping and administer universal screening assessments to identify students who need additional support. Teachers ensure that 80-90% of all students are instructionally or behaviorally successful with universal interventions. The Excel Center staff, with the assistance of INIschools, evaluate the core curriculum and instructional practices if fewer than 80% of students are successfully mastering the course content or students who are not meeting academic and/or behavioral success despite Tier I interventions receive Tier II intervention. Teachers provide small group supplemental instruction for students requiring targeted interventions (5-10% of students), but who continue to receive core instruction. Teachers provide increasingly intensive instructions or extensions and progress monitor to assess student growth. Tier III interventions are reserved for 1-5% of students who require intense interventions. Teachers provide individual or very small group instruction to the students who also continue to receive core instruction. Teachers provide individualized instruction focused on specific skill deficits and continue to monitor progress of student growth.

<u>Indicators to Determine Placement in Excel Center's Response to Intervention (RTI) System</u>
Prior to intake, central office registrars will review a student's transcript to determine if a student has earned any high school credit in another school and whether a student has a documented disability on file from that school. If a student has not been previously identified as having an eligible disability but has limited skills, then the RTI process will be implemented with general accommodations and progress monitoring. To determine current skill levels, students will take the Test of Adult Basic Education (TABE) and the Scholastic Reading Inventory (SRI). TABE testing indicates a student's ability to be successful in high school content, generating a grade level equivalency for mathematics and English/Language Arts. TABE is used to determine each student's placement into mathematics and humanities courses; a student who has a TABE English score below grade 9 will be recommended for Competency English, and students' Math TABE scores below grade 7 will be referred to a remedial level course prior to attempting Algebra I.

The Excel Center's RTI Framework



Student progress in basic skills instruction (defined as Competency English A and B, Foundations Math I and II, and Writing Lab) will be closely monitored to determine whether students are making appropriate academic progress and represents Tier II intervention in The Excel Center. Basic Skills classes are

generally small (less than ten students) and led by highly qualified instructors. During each eight-week session, students will re-take TABE to determine if their skill levels have increased. Additionally, students in basic skills instruction in English/Language Arts will be monitored using the SRI. SRI is a computer-adaptive reading assessment for Grades K-12 that provides immediate, actionable data on students' reading levels and growth over time. SRI assesses a student's level of reading comprehension, generating a Lexile score for each student. Students with Lexile scores below 1000 will not be eligible to enroll in World Studies A (where students earn English I credit) until they have completed remediation and raised their Lexile score, indicating they are academically ready for the course.

Student success in basic skills instruction will be monitored closely to determine if students are making progress towards readiness for high school-level content. Students take TABE and SRI courses each eight weeks to determine if grade level and Lexile gains indicate sufficient progress. However, some students are likely to require additional supports if their Rate of Improvement (ROI) is less than one TABE grade level during each 8-week term. Students who do not make one grade level gain per term will be recommended for Tier III intervention during the RTI meeting taking place on the Friday after the completed term. In Tier III intervention, students will receive additional one-on-one tutoring by resource staff. One-on-one tutoring is available via resource staff every weekday, and teachers are also available on Fridays to conduct one-on-one tutoring sessions with students. One-on-one tutoring sessions will take place for at least 30 minutes each day that fixed-length courses are in session (Monday-Thursday).

Students who make consistent ROI gains are allowed to continue making academic progress towards their goals: students in Tier II and III interventions may continue within that tier as long as grade level gains (as measured on TABE and SRI) are positive. If students do not make consistent progress – as measured by stagnant TABE/SRI scores and an inability to demonstrate mastery of standards for at least two terms – a student may then be referred to Special Education testing. The Excel Center will contract with psychological services provider to conduct these tests.

Students with mild, moderate and severe disabilities

The Excel Center will comply with IDEA Child Find activities for all students who enroll, including identifying and providing appropriate special education services in accordance with applicable Indiana law and IDEA. The Excel Center will focus on identifying and serving those who qualify as students with disabilities under federal and state criteria. When a student submits an enrollment application to The Excel Center (including name, contact information, date of birth, previous school(s) attended, etc.), they will be asked to identify any previous special education services they have received. If a student indicates he/she is a previous recipient of special education services, The Excel Center's registrar and special education staff will contact the student's previous school(s) to obtain copies of the student's IEP. In addition to efforts during enrollment, students will again be asked to identify special education services received and/or needed during the iExcel orientation sessions. During orientation, students will meet with their Teacher of Record (TOR) and/or other special education staff to discuss any services that may have been received. Excel Center staff will initiate the Child Find process for all students who self-identify as needing special education services or who staff believe may have received or are in need of services.

The Excel Center's goal is to provide individualized special services that address each person's strengths and abilities, empowering them to reach their full potential. These individualized services will be identified based on the needs of each student to allow each student to better access the general education curriculum and allow them to make progress toward goals outlined in his/her IEP or Section 504 plan. These individualized services may include small group instruction, extended time for instruction or tests and a reduced school day schedule, among other options. The TOR is responsible for the implementation of each individualized service the student receives. They will communicate all accommodations and/or medications to general education staff.

The Excel Center will be focused on meeting the needs of all Excel Center students, including those with special needs, through the use of high-quality IEPs. Staff will make every effort to obtain students' previous school records within a reasonable time and review each student's records, transcripts, IEPs and Section 504 plans to identify those students requiring special education services, and their specific service needs. When students request it or when students notice a need due to academic performance, emotional issues or other extenuating factors (on a case-by-case basis), school staff will refer students for evaluation when they have not previously been identified as needing special education services. The Excel Center will also use its RTI process to better identify students with special needs.

Life Coaches will create individualized learning plans for all students, including those with special education needs. Each student's Life Coach will help students manage their learning plans and check in with students to monitor their progress. Students with special education needs will also be supported by an IEP or 504 plan and specialized learning environments structured to meet their unique needs. The TOR is responsible for ensuring that students' IEPs and Section 504 plans are being properly implemented. Each student receives individualized academic and behavioral planning and services in the least restrictive environment. To accommodate the range of student skill levels, aptitudes and backgrounds, The Excel Center offers flexible coursework (i.e., 8-week terms, small group instruction, remediation, certification courses, etc.) and individualized attention. Our goal is to give each student a realistic and attainable path to educational success and sustainable employment.

Students with special needs will have a variety of other services available to them, including:

- **Speech & language therapy**
- **Occupational therapy**
- **Physical therapy**
- **A dedicated Teacher of Record**: The Excel Center's special education teachers will be licensed as special education providers, and will demonstrate understanding of the unique needs of students with disabilities and special needs. Meeting each student where he or she is, The Teacher of Record (TOR) will meet regularly with students to facilitate their learning and monitor progress against IEP goals and objectives. The TOR will use a student-centered approach to tailor learning/service strategies, and will be expected to employ creativity and innovation in their educational approaches. To that end, TORs will receive ongoing professional development related to best instructional practices to use when working with students with disabilities. Strategies may include one-on-one instruction, remediation techniques, self-paced lessons and computer-based tutorials. Behavior modification supports and techniques will also support building social skills and work-related skills to help remove barriers to school performance and job success. Behavioral modifications may include coping strategies, social skills, anger management, etc. All accommodations for students with disabilities are put in place to allow students better access to the general education classroom and curriculum.
- **Coaching**: Trained and compassionate professionals will be hired as Excel Center life coaches. These coaches will work with each student to address life barriers and issues that may have caused their decision to drop out of school, and to maximize their potential of being successful in their Excel Center educational program. The life coaches' goal is to keep students engaged and motivated, and constantly moving toward completion of their credits to earn their high school diploma. They work with students to identify potential short-term barriers – such as housing, child care, transportation, etc. – as well as long-standing issues, such as a lack of self-confidence. Coaches and TORs work closely as a team to facilitate learning plans, activities and services for all students, including those with an IEP or Section 504 Plan.
- **Transition Services**: As they earn their high school diploma, Excel Center students are provided the chance to learn social skills and job skills needed for the 21st century workplace. Clearly identified transitional services and activities play a vital role in the students' IEP plan. The

comprehensive transition plan will include educational programming and work-related training that specifically addresses each student's needs as they prepare to become productive members of society. This intentional planning incorporates transition assessments to identify student interests and aptitudes, and to provide supports that address their post-secondary educational or employment goals. The TOR will also work closely with students to access needed supports and assistance after graduating high school, including such services as offered by the Department of Vocational Rehabilitation Services. Vocational rehabilitation provides students with any services the student needs in order to overcome employment barriers they may face. Vocational Rehabilitation services may include internships, work skill training, college assistance, job placement or soft skills training. This department specifically assists individuals with disabilities as they seek employment. Transition services may also include college tours, internship programs, and work skill development, focusing on the individual needs of those with disabilities.

The RTI team will serve as the Section 504 Committee within The Excel Center. Students with disabilities will be discussed during the RTI team meetings that take place each Friday. As previously noted, Fridays are set aside for Excel Center staff to discuss student progress and issues, including those students with special concerns (lack of academic progress, exhibiting new/different behaviors or attitudes and/or lack of success in using the formalized RTI process). The committee will develop written Section 504 plans for each student with a disability, stating the nature of concerns, the specific modifications and the related support services that will be provided to the eligible student. These 504 plans will be monitored by coaches and will be distributed by the coach to each instructor who teaches that student. Plans are required to be reviewed annually; however, a plan can be reviewed and amended at any time if the school, TOR, student or family deems it necessary.

Licensed special education staff will write IEPs for students with special education needs and will be responsible for notifying instructors and coaches of their specialized plan. Students with disabilities will be placed in the least restrictive environment (LRE) possible and will be able to access the accommodations that best suit their abilities, whether online, one-on-one, or within a classroom setting. Consideration is always given to the LRE placements for each student. Due to the structure of The Excel Center, students with disabilities will be afforded small class sizes, preferential seating and access to digital text. Accessibility options with online curriculum allow students to access the same learning material as other students and work at their own pace. Special education staff will work with instructors to ensure that students receive appropriate services that will enable them to stay on track to graduate. Students can also access a variety of accommodations based on the needs outlined in their IEPs. In the rare cases when The Excel Center cannot serve as a student's LRE, the case conference committee will determine a plan to ensure the student's success in an alternative environment. Any determination to change a student's placement is a decision that is reached by the case conference committee. The decision is made in instances where a student has a repeated history of being unsuccessful in the current placement and is not making progress toward the goals outlined in the student's IEP. Such alternatives might include a shorter day or using online curriculum with support of a TOR. Each IEP is created with the individual student in mind, and each student plays an active role in the implementation of his/her IEP. Should the IEP prove ineffective for the student, the case conference committee will reconvene and develop an alternate plan to better provide access to the learning curriculum.

English Language Learners

ELL students are first identified during enrollment at The Excel Center. Students fill out a Home Language Survey during which they self-disclose what languages are spoken at home other than English. These students who indicate any languages other than English take the WIDA assessment to indicate the degree to which they need assistance in foreign languages. WIDA tests are taken annually in the fall, with re-tests at regular intervals throughout the school year to determine the level of support students require. English Language Learners' collective data on student growth on TABE scores, credit attainment and

intermediate grades will be used to determine whether the school is providing sufficient supports for English language learners. Teachers whose students include English language learners additionally employ the Sheltered Instruction Observational Protocol (SIOP). The SIOP Model* is a research-based and validated model of sheltered instruction. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. SIOP is often used in secondary school contexts where ELL and native English speakers are in the same class. SIOP instruction is characterized by two sets of complementing objectives: content and language objectives. Language objectives address what language is needed for students to know in order to engage with the academic content.

Comparison of Content and Language Objectives[xvi]

	Content Objectives	**Language Objectives**
Overall focus	Based upon Indiana College and Career Readiness Standards for the content areas in the given subject.	Address what language skills a student needs to engage the content objectives, perform tasks, and achieve objectives.
Hint verbs and resources	Recognized by verbs related to knowledge of the content area: ***identify, analyze, rank, construct, graph, divide, solve, visualize, design***	Language resources include key vocabulary, language functions or ways students use language in the lesson, grammar or language structures, and language learning strategies: ***read, write, listen, list, tell, discuss, journal, record, persuade, debate, draft***

Teachers will plan explicitly for content adaptations for students who are learning English, building background knowledge, creating comprehensible explanations and scaffolded learning experiences, and providing opportunities for review prior to mastery assessments.

ELL students with Lexile scores below 1000 will be enrolled in Competency English courses and progress through basic English skills instruction as they gain mastery in English education. These students will access System 44, a proven foundational reading program developed by Scholastic. System 44 was selected because it is research based and aligned with the Read 180 program that is used for remedial reading with general education students to help them develop the reading skills necessary to enter into high school-level courses.

The Excel Center holds high expectations for ELL student achievement and continuously monitors ELL student progress (e.g., student work, formal and informal assessments, test results), and systematically adjusts instructional planning based on a wide variety of evidence and data. Teachers support and learn from each other in a way that recognizes the interdependency of language proficiency and content instruction, and The Excel Center provides professional learning opportunities to increase teachers' capacity to enrich language development and academic concepts and skills.

Students Performing Below Grade Level

A student who enrolls in The Excel Center having dropped out of another school most likely continues to face many of the risk factors that led to his/her leaving school. Grade level groupings have little bearing on how a student progress through The Excel Center. By definition, almost all of the students may be "below grade level," because dropping out of school may have left a student far behind his/her cohort and some students may be several years late in graduating with their cohort. No matter their age, students are expected to demonstrate mastery over the academic standards for each course in which they are enrolled. Using TABE, SRI and student transcripts, Excel Center staff will ensure that students are scheduled for courses in which they can be successful, receiving supports that align with their Tier of intervention in The Excel Center's RTI framework.

Most students will be able to make progress towards mastery within each course in which they will enroll. For them, Tier I instruction will allow students to make progress towards earning a high school diploma. However, other students will require assistance to make those goals. Students who are demonstrating proficiency of standards below 80% will be prioritized for Tier II instruction, where they will receive tutoring assistance and additional online supports

Many students will arrive at The Excel Center in need of significant remediation at levels far below high school-level work. TABE scores taken at intake in the existing Excel Centers reveal that 70% of students test below a sixth grade skill level in math, and 45% score below a sixth grade level in reading. Tier III (or basic skills) coursework in reading relies heavily on computer-integrated resources, including System 44 and Read 180. Students in Competency English courses will progress through modules in System 44 and Read 180. ***System 44*** provides students with extremely low SRI scores with foundational reading and phonics intervention. Its online platform helps students master the foundational reading skills required for success with the Common Core through explicit instruction in comprehension and writing. System 44 instruction provides personalized learning progression driven by technology. Read 180 is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers. Both System 44 and ***READ 180*** leverage adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.

Academically Advanced Students
Students who enter The Excel Center with high levels of academic achievement (as measured by TABE scores at intake at over grade 11) will be considered intellectually gifted. These students will be encouraged to explore educational options at the post-secondary level through dual credit/dual enrollment. To begin this process, students will take the ACT or COMPASS Placement Exam to determine if they are ready for postsecondary work. The Excel Center's postsecondary placement testing will align with Ivy Tech Community College's admission requirements

Students will have the chance to attend Ivy Tech – at no cost to the student – and take credit-bearing college courses. The Excel Center will build on Indiana 's dual enrollment course offerings for high school students. In the dual enrollment arrangement, an Excel Center student is dual-enrolled as both an Excel Center and an Ivy Tech student, and completion of an Ivy Tech course grants both high school and post-secondary credit. The Excel Center will pay the tuition costs for Excel Center students to take Ivy Tech courses. Dual credit has been shown to have significant outcomes in improving postsecondary success and high school credit attainment.

Research indicates that many gifted students dropped out of school due to life issues that impeded their economic progress. Reports have shown that for gifted males, reasons for dropping out are related to economic issues and the need to find work, whereas for gifted female students, personal issues are more likely. In both cases, The Excel Center's coach is a critical support to identify what out-of-school challenges may interfere with that student's educational success.

Professional Development
Essential topics of The Excel Center's professional development plan include: differentiated instruction, the gradual release of responsibility instructional model, secondary disciplinary literacy, data analysis, and sheltered instruction observation protocol (SIOP) for English Language Learners. Students enter The Excel Center with diverse needs, including their educational background, language minority status, cognitive ability, age, confidence, and motivation. Student success in the educational program requires teachers to plan daily for differentiation in the classroom, meeting student needs while delivering high-quality, standards-based instruction. Scientifically based research supports the teacher modeling and metacognitive conversations that are central to both the gradual release of responsibility model and Reading Apprenticeship secondary literacy program, and The Excel Center develops all coursework upon

these frameworks.[xvii] Meeting the needs of English Language Learners requires additional training beyond classroom differentiated instruction, and teachers receive training in the sheltered instruction observation protocol, increasing student confidence and language acquisition while learning essential content. All Excel Center teachers participate in weekly data analysis meetings and learn data analysis techniques during these weekly meetings; curriculum analysis and horizontal and vertical articulation of curriculum and assessments occurs throughout the school year as part of data analysis work.

Integrated into each professional development day are modules that assist staff in teaching students with disabilities and English Language Learners. Additional staff development days will also be dedicated to ensuring that all appropriate staff understand all federal laws and regulations related to students with disabilities and English Language Learners. Staff will also participate in breakout sessions related to their content areas and understand how to make accommodations and modifications to lesson plans and instructional methods to best meet the diverse needs of all learners. A Director of Special Education and teachers of record will push into classrooms in order to assist teachers in honing their skills, modifying practices and addressing IEP goals whenever needed.

Additional details related to The Excel Center's professional development plans are provided in the Human Capital section.

B. Enrollment / Demand

Projected Enrollment

Grade level groupings have very little bearing on a student's academic progress through The Excel Center. Almost all of the students who enroll are likely to be far behind their graduation cohort because the school will enroll dropouts of any age. Once the y are placed in courses, students' progress toward goals will be evaluated by each student's mastery of Indiana College and Career Readiness Standards in each course a student takes. The Excel Center anticipates enrolling 350 students each year.

Demand

In order to maintain the positive relationships that benefit adult learners, The Excel Center is intentionally designed to be a small school. Adult students will learn better in an intimate setting that gives each student the flexibility and freedom to learn at his or her own pace. The school is designed to promote meaningful relationships of support between staff and students, and a school size that is too large will inhibit these relationships from forming. Staff will need frequent and open communication in order to operate in the school's flexible approach; schedulers, coaches, teachers and administrative staff must be able to touch base on various topics throughout the day. The school's small size will encourage this consistent communication that would be difficult to achieve with a larger school.

Since 2010, GEI has opened five Excel Centers in Indianapolis in order to reach the current demand of prospective students. This demand continues to increase as more people learn about The Excel Center and know others who have earned a high school diploma, graduated, and found gainful employment or enrolled in postsecondary education. To date, despite having five Excel Centers across Indianapolis, over 3,700 individuals are on waiting lists to enroll in one of The Excel Centers in Indianapolis. The number of students waiting to enroll in The Excel Center provides evidence that there is sufficient community demand to support The Excel Center's projected enrollment figures.

Enrollment, Attendance and Retention Rates

The following chart provides the enrollment, attendance, and retention rates for The Excel Centers authorized by the Indianapolis Mayor's Office.

School	Enrollment (SY14-15)		Attendance (SY13-14)	Retention (SY14-15)
	Target	*Actual*		
The Excel Center – Marion County	1310	1348	88.8%	60%
The Excel Center - West	340	390	86.9%	60%

Student Recruitment
The Excel Center will be assisted by the marketing staff of Goodwill in the development and execution of the school's marketing plan and The Excel Center staff will be responsible for student recruitment for the school.

Goodwill has been serving the Central Indiana area since 1930 and will spend considerable time and efforts recruiting student by providing information about The Goodwill Excel Center through a number of existing community channels:

- Outreach to current and prospective partner organizations Several meetings have been held to fully explain the aim of The Excel Center, its target student population and to seek alignment agreement with partners in education and workforce development, and the public and social services sectors. Meetings will continue as the planning and implementation phases progress. Once approved, information on The Excel Center will be shared with a broader number of organizations on the south side of Indianapolis that work with populations that are unschooled and/or unemployed or underemployed. These partners are often key student referral channels.

- News media releases Information announcing The Excel Center – Indianapolis South as a new Excel Center site will be released via local media and on The Excel Center's website.

- Public information meetings To supplement other tactics, a number of neighborhood-based informational meetings will be announced and held. This will allow direct interaction with prospective students and allow them to meet staff, ask questions and pick up enrollment application materials. Target locations for public information meetings will include public libraries and community centers.

- Charter school recruitment events The Excel Center will participate in all charter school recruitment and informational events that take place city-wide, including setting up booths at local events and conventions such as the Indiana State Fair and Black Expo.

- New website development Goodwill will provide information on The Excel Center's website. The website will include academic program descriptions, enrollment information, application forms and frequently asked questions.

- Social media Facebook, Twitter, and email blasts will be utilized to disseminate information about The Excel Center and upcoming events.

- Word of mouth Since its inception in 2010, strong word of mouth has been the most successful recruitment tool for recruiting student applicants at The Excel Centers. Once individuals began to hear about The Excel Center, interest grew rapidly.

Enrollment Process
As a public charter school in Indiana, The Excel Center accepts every individual who applies to attend the school. However, The Excel Center is structured to fit the academic and life needs of adults earning a high school diploma, and the school encourages individuals who meet that criteria to apply for the school. Traditional-age students who are interested in attending The Excel Center are encouraged to investigate other schools.

The Excel Center recommends that students in the following characteristics apply:

- Older than age 18
- Have dropped out of school or are significantly behind their cohort in school

There are students who do not meet his criteria who are currently enrolled in the school. However, they are in the minority.

To apply to enter the school, a student must follow the following procedures:

- Apply for the school by making an initial request of information
- Receive and fill out the enrollment packet, which includes:
    - Student name and contact information
    - Demographic information
    - Home language survey
    - Student's plan on using drop-in center for child care
    - Parking information
    - Additional resources application and IEP questionnaires
    - A transcript from the last school a student attended

In cases where a student is having difficulty obtaining his/her transcripts, Excel Center staff will provide assistance to request that information. All information must be on file before a student is officially enrolled in the school.

<u>Procedures for The Excel Center Enrollment</u>

1. On an ongoing basis, Goodwill and GEI provides information to community groups, potential new students, and other individuals inquiring about enrollment at The Excel Center. Central office staff, as well as the school's office manager and other school staff answer any questions the inquiring individual has about the school.

2. Potential students are directed to complete a packet of information, where they submit information regarding enrollment in the school. The packet contains explanatory information about the school, its location, and students enter the following initial information:
    - Name
    - Street address
    - City
    - Zip code
    - E-mail address
    - Phone number / alternate phone number
    - Date of birth
    - Gender
    - Last grade completed
    - Amount of credits earned
    - How they heard about the school
    - The last school they attended

3. These inquiries are stored in an internal server hosted by Goodwill.

4. During an enrollment period, The Excel Center distributes enrollment packets to potential students. The packets and transcripts are distributed one month and must be received one week prior to the dates of iExcel (The Excel Center's new student orientation).

5. Excel staff follow up to ensure student receipt and completion of enrollment materials.

6. Excel staff provides reminder notification (e.g., email, text, phone call) about iExcel dates, transcripts & enrollment packet.

7. Students submit a completed enrollment packet and provision of transcript. These two items are prerequisite for attendance at iExcel.

8. Students who do not attend and complete iExcel must request to be placed back on the wait list, or on the next list for iExcel enrollment. Students must express interest in order to be returned to the "wait list" and contact The Excel Center prior to the following term.

Waiting List Procedures

During the academic year of The Excel Center, some students will leave the school (either by graduating or by withdrawing from the school). When this happens, the student's vacated space in the school is back-filled by students on the waiting list. The waiting list is maintained year-round with students who are wishing to enroll in the school during the next phase of enrollment. Students are queued until the next iExcel orientation takes place.

To accelerate their integration into the school, students on the waiting list are encouraged to fill out the enrollment packet and locate their transcript prior to being notified of an open space. Students will be selected off of the waiting list on a first-come, first-served basis.

Lottery

In the first year of operation, it is possible that more students apply for the school than The Excel Center site will have space. In this case, the school will hold a lottery to determine which students will receive a space in The Excel Center.

The lottery will only include students who have completed all of their enrollment packet (including the provision of their academic transcript). Of those students, each student will be assigned a random number and will be organized to see who gets the space.

Students whose number is selected will be offered the opportunity to begin school. Students whose number is not selected will be added to the waiting list in the order that their unique number allows.

C. Facility

Location

The Excel Center – Indianapolis South will be located in an existing building within the Indianapolis Public Schools district. The exact address of the facility is:
3919 Madison Avenue
Indianapolis, Indiana 46227

Please see Attachment E for a floor plan of the selected facility.

Construction / Renovation / ADA Compliance
The facility was recently renovated in 2013 and does not require any substantial construction or renovation. The facility is ADA compliant and will meet the needs of students who are physically challenged.

Lease Agreement
Goodwill currently managers over 60 locations in central Indiana, including all of the existing GEI-operated Excel Centers. Goodwill, on behalf of GEI, has entered into lease negotiations to lease The Excel Center's selected school facility. Goodwill Facilities Management staff are able to ensure that the chosen facility complies with state and local health and safety requirements, in addition to any other requirements determined by the State Fire Marshall and local agencies. Goodwill has managed lease negotiations at each of The Excel Center locations GEI has opened. Additionally, Goodwill's Facilities Management team is able to manage local laws, regulations, and other ordinances at each Excel Center location and guarantees that there will be no conflict of interest in its lease negotiations.

To date, Goodwill and GEI are proposing a five-year lease under a pass-through triple net sublease agreement. The space would be leased at $11.33 per square foot in years 1 and 2 and then increase by 3.0% annually thereafter.

IV. Conditions for Success

A. Mission
The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities. The school will "meet all students where they are" in their education by providing a flexible structure and supportive relationships to help them manage work, life and family concerns as they achieve their educational goals.

B. Education Model
The Excel Center – Indianapolis South's educational model will not differ from the current Excel Centers sponsored by the Mayor's office.

The Excel Center's education plan has three main pillars: (1) an academic philosophy that meets the goals and needs of adult students, (2) a concentrated focus on College and Career Readiness, and (3) a coaching platform designed to address what barriers impede with a student's continued educational success. Please see the graphic on the following page.

Academic Instruction for students who have dropped out requires flexibility in the design of the educational program. Students will enroll in The Excel Center at various skill levels, have different numbers of credits to achieve, and many will balance their educations with life obstacles, including work and family obligations. Therefore, The Excel Center will use a "one student at a time" method where each student will establish his or her educational goals and move at his or her own pace to achieve learning goals. Every student at The Excel Center will have a unique education plan, and school staff will work with each student to craft an educational program that fits his or her specific needs.

The environment within The Excel Center is designed to meet adults' learning needs by encouraging them to see the relevance and importance of their education while providing a mature environment for learning and discussion. The school is designed to reflect the characteristics of educational environments that benefit adult learners, including open discussion, self-directed learning and personal accountability.

The Excel Center has established a learning environment that meets adults where they are academically. Students participate in fixed-time classes where they cover key academic subjects in language arts,

mathematics, social studies and science. These courses are designed to build skills, learn material, and engage with students. However, many students come to The Excel Center requiring significant remediation and special supports. For these students, reading, math, and basic skills labs allow them to learn critical information when they need it. Classes will include between 10 and 15 students in each course. Courses often integrate material from multiple disciplines, allowing students to demonstrate learning standards in an integrated plan that brings together a number of different skills and precedents.

The Excel Center Model

Key Pillars:

Secondary-Level Education

- Accelerated pace of learning and credit attainment
- Instruction by both licensed instructors and tutoring by unlicensed resource staff
- Classroom instruction paired with online credit recovery
- Resource Area provides intensive support to students in need of additional assistance
- Credits can be earned for valid and relevant work experience
- Student testing used to measure student progress & postsecondary readiness

Postsecondary Education and Career Pathways

- Strong relationship with local community college provider
- *Test-approved* students able to enroll while still taking high school classes
- Dual credit course offerings available for students
- Students can work towards certificates and associates degrees
- Extensive preparation & follow along for students in college
- Partnering with industries to present career options for students for relevant postsecondary education plans

Coaching

- Goal to promote continued retention of students by addressing life barriers
- Students placed into cohorts and meet one-on-one with a coach
- Coaching addresses life skills, locating community resources, and creating future plans
- Proactive barrier removal for critical life / work issues
- Effective selection of coaches as a key barometer of success

Structures and practices for student success

- Flexible scheduling available to meet needs of working and busy adults
- Available transportation and easy access for non-driving students
- Child care provided for students with children
- Facility has sufficient space for a resource area, classrooms, cohort and one-on-one meeting spaces

Additional resources support the unique needs for adults outside of the fixed-length core courses. A portion of credits are attainable via online credit recovery format. In addition, students who have demonstrated high skill levels (as shown on by high scores on the ACCUPLACER exam) will be eligible to enroll in dual credit courses, thereby beginning their pathway and success in working towards postsecondary education goals.

Technology features prominently in the design and delivery of academic content in The Excel Center. Coursework is presented in multimedia formats, reaching different personalities and groups. In addition, students are able to participate in computer-based instruction for online credit recovery, TABE testing and for tutoring-based work.

Postsecondary Education and College and Career Readiness prepare students to learn the general skills necessary to become successful in 21st-century workplaces. The Partnership for 21st Century Skills developed a framework that identified many of the critical competencies and skills essential to students preparing to enter the workforce in the 21st century. These skills are grouped into four general categories: a strong mastery of core subjects and knowledge of 21st century issues; life and career skills; learning and innovation skills; and information, media and technology skills. [xviii] Building upon Indiana College and Career Readiness Standards' focus on 21st Century Skills, The Excel Center emphasizes these skills so that students are better prepared in the modern workforce. Students will build on themes and case studies applied in workplace contexts, encouraging them to develop and demonstrate skills that will be valuable in workplace environments. Opportunities for students to demonstrate these skills are woven into core content. The school's emphasis on these skills will enable each student to understand how mastery of the core curriculum can be used as a means to develop skills that will be important in his or her career.

Many individuals who have dropped out of school will re-enter the educational system when they find that there are few employment opportunities available for individuals who lack a high school diploma. To respond to this demand, The Excel Center's coursework and learning environment enables students to access greater career opportunities. Students' educational plans will build towards post-secondary certificates and/or advanced degrees that lead to high growth, high demand careers with better-than-average growth potential in the local economy.

The Excel Center promotes students' awareness and access to valuable careers by introducing students to the benefits, details, and possibilities of a number of careers, and helping to outline the path a student may take to enter a career in a given field. The Excel Center will prioritize high growth, high demand industries in the Indianapolis area, including health care, information technology, and advanced manufacturing. For most of The Excel Center's students, earning a high school diploma was the primary reason for them to go to school, but few students have thought about what career to enter after graduating. Therefore, The Excel Center spends significant amounts of time introducing students to industries and fields where there are good prospects of finding stable employment and finding a career in an industry with growth potential.

Coaching in The Excel Center model is an attempt to address the life barriers and issues that prevent students from being academically successful. The Excel Center coaches are responsible for keeping students engaged and motivated in the school. The relationship that coaches create with each student is a critical factor in student success, as that relationship will provide security, confidence and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage. Coaches will work with students to identify potential barriers to students' continued education, whether through short-term barriers (such as housing and childcare) or long-term challenges (including student self-efficacy and self-confidence).

The Excel Center will prepare students for and introduce them to post-secondary education through opportunities that are relevant to their educational and career goals. Students will cover the basic

requirements to receive a high school diploma and enroll in some form of postsecondary education, whether a certificate or credential program or a track moving towards an ass ociate's or bachelor's degree.

Evidence-based support: The curricular foundation of The Excel Center is based upon significant evidence that its model meets the educational needs of adults. The foundation of The Excel Center's curricular approach is found in: Brookfield, S. (1987). *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*,[xix] *Mentoring Adult Learners: A guide for Educators and Trainers*,[xx] and *Mentor: Guiding the Journey of Adult Learners.*[xxi]

A significant number of both youth and adults who have dropped out of school nevertheless show a strong desire to continue their education. Jobs for the Future analyzed the National Educational Longitudinal Survey and discovered that dropouts are persistent in trying to further their education: over the course of their lives, more than 60 percent of dropouts eventually do earn a high school credential – most often a GED certificate.[xxii] However, many students struggle to complete their education, as skill deficits and life challenges often impede progress. Nationally, only about two percent of all high school dropouts will take a GED test in a given year,[xxiii] and only ten percent of the estimated 3.8 million young people ages 18-24 without a diploma receive their GED.[xxiv]

Many of these struggles indicate that traditional approaches to re-engaging this population are often insufficient to address the array of challenges the population of dropouts face. The 2006 Gates Foundation report, "The Silent Epidemic," surveyed dropouts about the reasons they left school. The research indicated that failing in school was cited by only 35 percent as a reason for dropping out, and a substantial portion of students left school for non-academic reasons. In particular, life circumstances such as needing to work, pregnancy and parenting, or caring for other family members were most prominent.[xxv] These challenges also affect the structure of how students continue their education.

Complete College America's 2011 report, "Time is the Enemy," highlights how, for many adults in college, an extended period of time to progress through school is a major detriment to their lasting success. Although the report's findings focused on postsecondary education, its lessons about adult learners have been incorporated into the design of The Excel Center. For students who are balancing commute times, family obligations, work, and school, lengthy educational programs with few rewards are a major barrier to ongoing success. The following elements of Complete Co llege America's recommendations have been incorporated into the academic design of The Excel Center:

- *Use block schedules with fixed and predictable classroom meeting times.* The Excel Center's classes operate for at least 90 minutes each day, with student schedules fixed for each 8-week term.
- *Allow students to proceed at a faster pace, with shorter academic terms, less time off between terms, and year-round scheduling.* The Excel Center's year-round calendar takes minimal breaks and operates on five 8-week terms. Please see Attachment F for the school's proposed school calendar.
- *Simplify the registration process.* Students enroll in one coherent program during iExcel (student orientation) and receive substantial help from life coaches, teachers, and other staff to understand their path to earn a high school diploma and a certification and/or college credits.
- *Form peer support and learning networks.* Students build relationships with other students and teachers in The Excel Center's small school environment. In addition, life coaches work to ensure that students remain engaged in the school's academic program and feel like they belong in the school's culture.
- *Embed remediation into the regular educational design, so that students don't waste time before they start earning credits.* Foundations Math and Competency English allows students to earn elective credit, helping students connect their remedial work to the goal of earning credits towards their highs school diploma.[xxvi]

The Excel Centers have demonstrated that this model is effective in engaging adults who have dropped out of school and leading them to earn high school diplomas and beyond. There are now nine Excel Centers throughout Central Indiana, serving approximately 3,000 students in five cities in Indiana. There have been 1,004 Excel Center graduates since the school opened in 2010. Of those graduates, nearly 82% have earned an industry certification and 26% have earned at least three college credits at the time of graduation. The Excel Center – Indianapolis South anticipates seeing equally great success, as it anticipates serving the same student population as the current, existing Excel Centers.

School Calendar

For many adult learners, lengthy timeframes needed to progress through an academic program is a major detriment to their lasting success.[xxvii] The Excel Center's schedule is designed to reinforce educational success by accelerating the pace in which students can earn credits and operating the school year-round with minimal breaks. The school's class schedule operates on 8-week cycles, using extended teaching times of 90 minutes each, with some courses merging periods together for 3 ¼ hour blocks. This structure gives students the ability to earn credits on a faster pace than in a traditional 15-week semester. Throughout the academic year students will complete their coursework or withdraw from the school, and The Excel Center fills that student's place during the next iExcel at the beginning of the next term. After an 8-week cycle is completed, students are then assigned into a new schedule with new coursework. Students are required to attend a minimum of 4 hours each day of classes. The Excel Center 's 2015-2016 calendar (see Attachment F) includes 203 days of instruction. This schedule includes five, eight-week sessions, with new sessions beginning after the prior term ends.

Because the school serves adults, it will not devote time and resources to facilitating an array of traditional extracurricular programs like sports teams and clubs. However, The Excel Center will provide supports for students who are struggling to meet their basic needs and addressing out-of-class challenges that may impede a student's academic progress.

GEC operates five periods each day, each consisting of 90 minutes of instruction. Each day of fixed-time instruction provides 450 minutes (7.5 hours) of instructional time available for students. Each week includes 30 hours of fixed-length instruction. On Fridays, students participate in self-directed learning. They are able to continue on online credit recovery courses, work with a tutor, and/or meet with their instructors in one-on-one meetings.

A Day in the Life of a Student

Students at The Excel Center attend when their schedules allow. As a result, there is no one set experience of a typical day for a student, as each student's instructional program, community supports and resources will create a unique educational experience. Nonetheless, a typical day for a student with a young child would look as follows:

- A 21-year-old student arrives to The Excel Center at 8:00am. Before unpacking her items, she drops off her 2-year old at The Excel Center drop-in center, recognizing that she must pick up her child at noon.
- For the next half hour, the student works independently on an online credit recovery course in Biology. At infrequent intervals, she calls over resource staff and work-study tutors to help answer her particular questions.
- At 8:45am, she enters a classroom and attends an American Studies A class with 11 other students to discuss the Federalist Papers. Students break up into small groups to discuss the word choice James Madison used and how they supported his argument.
- Except a short break, the class continues until 12:00pm. When class ends, she returns to the drop-in center to pick up her child. A relative arrives at 12:15 to take care of her child for the afternoon, and the student has lunch.

- At 12:45, the student attends a Writing Composition course, which ends at 2:15pm.
- During her break from 2:15pm to 2:30pm, the student continues work on her Biology work in online credit recovery.
- At 2:30pm, the student attends a Basic Skills Development: Math course (designed for students in need of significant math remediation). When that Lab is over at 4:00pm, the student leaves for the day.

A Day in the Life of a Teacher

- At 7:45am, a Math teacher arrives at the resource area to monitor student progress and to answer any questions students may have. In the early morning, students have few questions, so she uses her free time to review her upcoming schedule and plan out writing and project prompts for upcoming portfolio assignments.
- The teacher uses the 15-minute preparation time from 8:30 until 8:45 to prepare for an Algebra I block course. She teaches that course with a partner instructor until 12:00pm.
- The teacher takes lunch from 12:00pm until 12:45pm. He uses the final 15 minutes of his lunch break to prepare for the next course.
- At 12:45pm he begins teaching the second group of students in an Algebra I block course. This course also lasts at 4:00pm.
- On this particular day, the teacher is scheduled to monitor the Resource Area and answer student questions that evening. He works until 9:30, grading student work during the moments in which students do not require any additional assistance. The teacher's schedule is adjusted to a half-day on Friday as an acknowledgement of this additional time on duty for that evening.

C. Academic Standards

The Excel Center's academic content is aligned with the Indiana College and Career Readiness Standards and uses theses standards throughout its coursework and lesson plans. All standards were deconstructed and opportunities for integrating courses were utilized to make the content explicit and meaningful.

Exit Standards

The Excel Center's Academic & Exit Standards are included as Attachment G.

To graduate, an Excel Center student must fulfill the graduation requirements for the State of Indiana as established by the Department of Education. Students will work for a Core 40 diploma, earning credits with the following requirements:

- English / Language Arts: 8 Credits
- Mathematics: 6 Credits
- Science: 6 Credits
- Social Studies: 6 Credits
- Directed Elective: 5 Credits
- Physical Education: 2 Credits
- Health and Wellness: 1 Credit
- General Electives: 6 Credit

Students will earn credit hours by successfully demonstrating mastery over the standards established in each course. Teachers assess mastery by monitoring student work and evaluating their growth. By integrating coursework across domains, scheduled classes may allow students to earn multiple credits through the work of one class. Each class is mapped to indicate which credits towards a Core 40 diploma. Students earn credit by demonstrating satisfactory completion of a course and earn a passing grade higher than a D in that course.

Students will earn credit hours by successfully demonstrating mastery over the standards established in each course. Teachers assess mastery by monitoring student work and evaluating their growth. By integrating coursework across domains, scheduled classes may allow students to earn multiple credits through the work of one class. Each class is mapped to indicate which credits towards a Core 40 diploma. Students earn credit by demonstrating satisfactory completion of a course and earn a passing grade higher than a D in that course.

Student transcripts from other schools will also be reviewed to determine if any coursework completed prior to enrolling at The Excel Center may also apply to the Core 40 diploma requirements. In addition, students who can demonstrate proficiency through ECA testing can also earn credits for courses in which they have already demonstrated knowledge. Students may also earn credit by enrolling in dual-credit programs at a local community college. In these instances, these credits are listed as transfer credits and not as credits explicitly granted by The Excel Center. Some courses that are required for the Core 40 will be available for students to take via online credit recovery courses. Additionally, other courses can be earned through dual credit programs as established by Ivy Tech Community College.

GPA Calculation	
Letter Grade	**Points Per Course**
A	4.0
A-	3.667
B+	3.333
B	3.0
B-	2.667
C+	2.333
C	2.0
C-	1.667
D+	1.333
D	1.0
D-	0.667
F	0 points

Student grade point averages are calculated based upon the grades that students earn in each course. Grade Point Averages (GPAs) are calculated on the following scale (at right) and are averaged upon the points earned for each credit. In courses that are awarded multiple credits, the student's letter grade applies the same point for each of those credits earned. For blended courses, a student earns a GPA based upon their performance for that particular domain within the course and earns credit for that portion of the classroom setting.

Student transcripts include the student's contact and demographic, the school's contact information. In addition, the transcript details the time period (in terms) during which the student was enrolled at the school, and his/her record of courses taken and credits earned. Each course includes the grade earned Grade Point equivalent for that class. Transcripts also include the student's performance on standardized testing, including GQE (for older students) and ECA, ACT and TABE scores.

The Excel Center offers elective courses that meet the educational needs of students. Most of these electives prepare the student to explore the viability of a career in an industry of a given program. Electives offered include:

<u>Career Technical Education (CTE)</u>

- Business Math
- Career Planning and Success Skills
- Child Development and Parenting
- Computer Applications
- Interdisciplinary Cooperative Education
- Medical Terminology
- Personal Financial Responsibility
- Preparing for College and Careers
- Professional Career Internship
- Advanced CTE, College Credit

CTE Certifications awarded in The Excel Center include:

- Logistics Readiness

- Patient Access
- EMT
- CNA
- IT Networking

Fine Arts

- Piano and Electronic Keyboarding
- Electronic Music
- College Credit

Students in The Excel Center work towards a Core 40 diploma. They earn credits and meet all the requirements to earn that diploma. However, in some cases, students are better suited to seek a General Education diploma due to their unique situation (student limitations, special education status, etc.). In these cases, The Excel Center desires that these students are still prepared to have some viable means of contributing productively in their communities. Therefore, The Excel Center requires that students who seek a General Education diploma must also earn some form of certification that will improve their lifelong employability. This certification must be work-related.

In order to graduate successfully, students must also pass End of Course Assessments (ECAs). For many students, the limited testing windows of ECA means that students may have completed all of their credits only to wait for a significant period of time until ECA testing is again possible. For these students, The Excel Center encourages them to begin enrolling in postsecondary courses and, to meet their short-term goal of graduating, the school also structures significant time to ECA preparation work.

Promotion Policies and Standards

The number of credits a student has completed (at previous schools or through The Excel Center) will determine the student's grade level. Students will be categorized by grade level to meet Indiana Department of Education reporting requirements. Students with less than ten credits will have freshman status; sophomores will have less than 20; juniors will have up to 30, and seniors will have more than 30.

Students will not be told their grade level, and this label will have little significance in assessing or accelerating student progress. Although it can be useful in conventional academic situations with more traditional student populations, a grade level categorization would have little benefit to a typical Excel Center student. The “freshman” label on an adult learner might create the a mistaken belief that it will take several years to complete the work in The Excel Center, even though the student’s self-directed pace may mean that he or she could complete his or her requirements before that time. Instead of discrete grade levels, students will only be measured on the amount of credits he/she needs in order to graduate from the school.

Students routinely meet with their life coach to assess where he/she is academically and where the student needs to be in order to meet all of his/her academic and career goals as well as where the student needs to be in order to graduate.

D. Curriculum

The Excel Center network has seen proven success in educating students who have previously dropped out of high school, and a curricular model that accelerates the time it takes to earn a high school diploma is critical to that success. The Excel Center model includes 8-week terms during which students complete coursework that may take a semester or full year in a traditional high school setting. The Excel Center utilizes a competency-based approach to measuring student mastery of standards-aligned curricula in lieu of seat time requirements, and all courses offered require students to demonstrate mastery of material via standards-aligned formative and summative assessments. The Excel Center course progression is

carefully designed to build upon previously learned concepts and skills, and thus students must take the courses into which they are placed; there is no "test out" option (for more information on The Excel Center's course progressions, please see Attachment H). Students demonstrate competency based on classroom performance and formative and summative assessments in order to earn course credit. The Excel Center utilizes grades to indicate the level of competency and mastery of the course material.

The Excel Center's course curriculum has been adapted to fit 8-week terms, and classes run either 90- or 180-minutes, depending on the complexity of the course. All curriculum has been vetted by GEI's curriculum experts and undergoes regular revision to ensure rigor and alignment to the Indiana College and Career Readiness Standards. Curricular and instructional resources are housed in the Blackboard Learn learning management system, which is maintained by GEI. Teachers access their instructional materials via Blackboard Learn, and students are provided a level of access that will allow them to download course notes and take part in content discussions outside of the classroom.

Students may come to The Excel Center with credits earned at other high schools; however placement into mathematics and English Language Arts courses is based upon results of placement tests administered upon enrolling in The Excel Center. At times, students may be required to complete courses in which they have already earned credit in order to ensure their skill levels in mathematics and English Language Arts are at a level required for success in subsequent courses. Students at The Excel Center are required to earn 40 credits as outlined in the previous section.

All of The Excel Center's course offerings are taught via direct instruction utilizing the instructional approaches outlined below. Students who come to The Excel Center with partial credits in courses may complete certain courses via the standards-based online learning program, A+nyWhere Learning System (ALS). Students who take an ALS course do so in an Excel Center classroom with a teacher facilitator who can answer student questions, set goals with students, and track student progress. ALS was selected because it is research research-based and has been proven successful in The Excel Centers throughout Indiana.

The Excel Center network has facilitated the development of standards-aligned curriculum and instructional materials that have proven success with adult students. Typical textbooks are not used as much of the school's curriculum is developed in-house. Credit recovery is used on a limited basis for students who may only need one or a partial credit in a subject. Scholastic System 44 and READ 180 are used for the remedial reading program. SAS Curriculum Pathways are utilized as an additional instructional resource for English Language Arts, Mathematics, Science, Social Studies, and Spanish, and English Language Learners additionally use noredink.com for supplemental grammar instruction.

Humanities: English Language Arts and Social Studies

The Excel Center's Humanities program utilizes a holistic, interdisciplinary approach that integrates Indiana College and Career Readiness Standards for Social Studies with English Language Arts standards. The standards are predicated on integrating the English Language Arts with subject-matter knowledge and explain that "By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas."[xxviii] World Studies and American Studies connect The Excel Center students with the abstract world of disciplinary knowledge and the real world of experience; situating fiction, nonfiction, and primary source material in its historical context.

The English Language Arts standards require students to utilize higher-order thinking skills and address the needs of the US economy, which requires high school graduates to be college and career ready. Indiana College and Career Readiness Standards are internationally benchmarked and were designed through backward mapping from 21st century college and career readiness benchmarks, creating a seamless vertical articulation of content and skill requirements. The Social Studies Standards for Grades

9-12 are well-articulated, increasing in rigor and expectations without repetition of content. The selection of these standards fits with the goal of The Excel Center to prepare students for postsecondary education and career pathways.

Please see Attachment I for a sample lesson plan for World Studies A.

Mathematics
The Excel Center's mathematics program aligns to Indiana College and Career Readiness Standards for Mathematics and the Standards for Mathematical Practice, standards grounded in evidence and designed to ensure that all students have the academic knowledge and skills they need to succeed after high school. The Excel Center mathematics program follows the two major evidence-based design principles of the standards for Mathematics: focus and coherence. This results in a deep and rigorous curriculum, and one in which students acquire conceptual understand, procedural skill and fluency, and the ability to apply mathematics to solve problems

Mathematics course offerings utilize the scientifically research-based Agile Mind Mathematics program created and published by The Charles A. Dana Center of The University of Texas at Austin. As students entering The Excel Center typically struggle with success in mathematics, the Algebra I curriculum utilizes the Agile Mind Intensified Algebra I, a proven program designed to bring students who may be 2-3 years behind in mathematics up to mastery of Algebra I standards. Intensified Algebra I therefore aligns to all of Indiana's College and Career Readiness Standards for Algebra I but also reaches down to align to foundational middle school knowledge and skills. In addition to coaching students to master standards-based mathematics goals and objectives, the Agile Mind Mathematics program incorporates goals and objectives "for shaping attitudes toward learning." During this intensive program, The Excel Center's students enrolled in Algebra I spend 180 minutes per day in class for 2 consecutive 8-week terms.

Geometry introduces the tools central to the study of space and spatial relationships, including transformations, proof, and constructions. These tools are used throughout the course as students focus on modeling, problem solving, and proof. Algebra II extends the knowledge students have of algebraic and statistical concepts. They have investigated linear, exponential, and quadratic functions in previous years, and Algebra II further develops important mathematical ideas introduced in Algebra I by extending techniques to solve equations and students' knowledge of functions by studying inverses and new function families. Students take a 4th year math course, the selection of which will align with their college and career pathway.

Please see Attachment J for a sample lesson plan for Algebra I.

Electives
Elective courses include coursework that is part of students' selected career and technical education (CTE) pathway. The electives represent a common benchmark for what students should know and be able to do after completing a program of study in one Career Cluster pathways, ensuring that students have the knowledge, skills, and dispositions that are critical to becoming career ready. All Excel Center students take Senior Seminar, a course aligned to the Career Ready Practices Standards. This course incorporates career exploration as well as a foundation of skills important to workplace success, and students earn .5 credits in Career Exploration and .5 credits in Employability Skills in the Senior Seminar course.

The Excel Center curricular offerings focus on CTE, responding to the needs of adult learners who seek to build the skills necessary to enter or advance in the workforce. Upon enrolling in The Excel Center, students take a career interest and exploration assessment and work with a life coach and college and career counselor to identify a career goal. Utilizing the career goal as situated within a federally recognized career cluster, the coach, counselor, and student identify a Program of Study (POS) as outlined by the National Career Clusters Framework. As each student enters The Excel Center with different

course credits earned and needed, the entrance point to the POS is unique for each individual student. The majority of The Excel Center's students earn at least one industry recognized certification in addition to their high school diploma. The POS course sequences offer numerous opportunities for students to earn dual credits, and The Excel Center will partner with Ivy Tech Community College to ensure that students earn transcripted, transferrable credits through applicable coursework.

Initial CTE career pathways offered through The Excel Center include Health Sciences, Information Technology, Manufacturing and Transportation, Distribution and Logistics. The Excel Center plans to add CTE career pathways as enrollment expands and may alter the certifications based on continuous analyses of local job markets. All CTE pathways offer students multiple career choices; for example, a student of Healthcare may earn one or more certifications, earn dual credit, and have the choice of an immediate career and/or to pursue a health sciences career requiring additional post secondary education.

CTE Cluster	**Health Sciences**	**Information Technology**	**Manufacturing**	**Transportation, Distribution, and Logistics**
Industry-Recognized Certifications Offered	• Emergency Medical Technician (EMT) • Pharmacy Technician (CPhT) • Phlebotomy Technician (CPT) • Certified Nursing Assistant (CNA) • Certified Medical Assistant (CMA) • Medical Coding Specialist	• Cisco Certified Entry Networking Technician (CCENT) • Computer Maintenance – A+ Certification • Microsoft Office Specialist (MOS)	• American Welding Society SENSE Certification	• MSSC: Certified Logistics Associate • MSSC: Safety • MSSC: Quality Practices & Measurement • MSSC: Manufacturing Processes and Production • MSSC: Maintenance Awareness • OSHA Forklift Certification • Commercial Driver's License (CDL)

Special Student Populations

English Language Learners

Additional resources utilized by English language learners include the Cambridge University Press Ventures program, bilingual dictionaries, Scholastic READ 180 Lbooks, and the Read & Write Gold program, which provides reading and writing supports. The Cambridge University Press Ventures program is a six-level standards-based ESL series for adult education. Ventures features an integrated-skills approach that teaches practical communication in an educational, workplace, family, or community setting. Students who are reading far below grade level utilize Scholastic System 44 and READ 180, and students whose math skills are below 7th grade utilize locally developed resources for Math Lab A and Math Lab B, including additional support from Kahn Academy and IXL Math.

The WIDA English Language Development (ELD) Standards will be incorporated into all of The Excel Center's curricula to ensure that students who are not fluent in English will be able to learn English as well as the academic content. The WIDA ELD Standards are explicitly connected to Indiana College and Career Readiness Standards and situate the language features within disciplinary bodies of knowledge. Students scoring at a level 1 or 2 English language proficiency on the WIDA-ACCESS Placement Test will receive an additional period of instruction and resources to accelerate their acquisition of the English

language. This course will focus on interpersonal communication skills, acquisition of academic language, and the development of reading and writing skills. Students scoring at a level 3 or 4 on the WIDA screener will build mastery of the academic language, vocabulary, and grammar needed to succeed in high school level humanities coursework through the evidence-based Scholastic READ 180 LBook program. Teachers whose students include English Language Learners additionally employ the Sheltered Instruction Observational Protocol (SIOP), in which teachers plan explicitly for content adaptations, building background knowledge, creating comprehensible explanations and scaffolded learning experiences, and providing opportunities for review prior to mastery assessments.

Students with Special Needs
The structure of The Excel Center's academic plan is to provide the appropriate instructional methods to meet each student's unique needs, and teachers differentiate instruction for all students in all classrooms. This structure allows students with special educational needs to receive appropriate support, whether they have Individualized Education Plans (IEPs) or Section 504 plans. In addition to the remedial English Language Arts courses described below, students with disabilities spend the majority of their instructional day participating in fixed-length classes alongside the general student population. Students may utilize supplementary services and/or accommodations as indicated in their IEP or Section 504 plan; examples of these services in humanities courses may include additional small group or individual tutoring, the use of speech to text conversion devices such as Read and Write Gold, the use of vertical text sets and/or additional time on assessments. The Excel Center special education model utilizes full inclusion for students with IEPs. In some instances a paraprofessional will push into the class to assist students, and all students have access to tutoring sessions on Fridays and before and after school.

Students Below Grade Level
New students to The Excel Center take a battery of assessments upon enrolling; the results of which combined with a review of previous high school transcripts determine course placements.

Placement assessments in humanities include the Scholastic Reading Inventory (SRI), which generates a Lexile score for reading and the Scholastic Phonics Inventory (SPI) for students whose Lexile measure is below 600. Students whose Lexile score is below 600 and SPI score indicates that the root cause of reading difficulty is an inability to decode will be placed into Developmental Reading I, The Excel Center's foundational reading course that utilizes the Scholastic System 44 program. While working to increase students' ability to read increasingly complex text, System 44 is aligned to critical components of Indiana College and Career Readiness Standards, including incorporating classic and contemporary literature, informational and primary source texts, and rigorous text-based questioning. Students taking Developmental Reading I earn one elective credit for the course per 8-week term.

Students whose Lexile score is between 400 and 1000 or SPI score indicates that the root cause of reading difficulty is not an inability to decode will be placed into Developmental Reading II, a reading course designed for students reading two or more years below grade level. Developmental Reading 2 utilizes Scholastic READ 180, a program proven by scientifically-based research to raise reading achievement for struggling readers. The goal of Developmental Reading II is to accelerate the acquisition of literacy skills so that students can access grade-level standards, and READ 180 incorporates the goals of the standards: that students are able to read, question, comprehend, and respond to increasingly complex texts. Students taking Developmental Reading II earn one elective credit for the course per 8-week term.

A locally developed standards-aligned mathematics placement assessment determines students' placement into The Excel Center mathematics course progression. The placement test is standards-aligned and consists of two parts: part one assesses students on grades 2-4 mathematics standards, and part two assesses students on grades 5-7 mathematics standards. The placement assessment is built into the Blackboard Learn learning management system, and because each item is aligned to particular standards, the Blackboard Learn program provides disaggregated data regarding student mastery of standards and

their individual strengths and areas of need. Students who do not demonstrate mastery of the content and skills necessary for success in Algebra I place into Math Lab A (Grades 2-4 equivalency) or Math Lab B (Grades 5-7 equivalency). These courses focus on deep understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics and are built around a focused and coherent curriculum that enables students to progress swiftly and successful toward the high school level curriculum.

These instructional resources have been used with adult Excel Center students since 2010, with proven success. Students often enter The Excel Center with zero credits and reading and mathematics skills that are equivalent to an elementary school level. These students are able to progress through The Excel Center course offerings utilizing the instructional materials and resources listed above, completing courses, passing standardized assessments, earning job certifications and dual credits.

Instructional Methods

Adult students returning to school to earn their high school diploma bring with them a wealth of diverse backgrounds and experiences, and designing a successful high school educational plan for these students requires embracing and responding to the diverse needs of the learners. A student-centered, teacher-facilitated classroom provides the quality instructional support and differentiation these students need. Most classrooms utilize a student to teacher ratio of 18:1 to maximize teacher to student contact and to provide the optimum conditions for students to learn content and skills. Lower-level remedial courses in literacy and mathematics demand increased teacher support and thus will maintain a lower student to teacher ratio of 10-12 students per teacher. Students earn most course credits through the student-centered, teacher-facilitated classroom, although students who are close to graduation and need one course or one semester of one course may earn the credit through a research-based, teacher-facilitated individualized online learning environment. Courses are structured into extended blocks, allowing for compacted content and intensive work. Course blocks are 90 minutes or 180 minutes in length and meet daily for the duration of each 8-week term. The methods of instruction are the same across all grade levels and subject areas.

All of The Excel Center's course offerings are taught via direct instruction utilizing the instructional approaches outlined below. Students who come to The Excel Center with partial credits in courses may complete certain courses via the standards-based online learning program, A+nywhere Learning System (ALS). Students who take n ALS course do so in an Excel Center classroom with a teacher facilitator who can answer student questions, set goals with students, and track student progress.

Teachers structure the classrooms using the gradual release of responsibility instructional approach in which teachers deliver and students interact with new content in a sequence of whole group, teacher-facilitated small group, student-driven small group, and finally independent student practice. [xxix] The goal of every course is independent student mastery of the content, skills and standards to which the course is aligned. Teachers at The Excel Center know that all students, but particularly adult high school students, require teacher and peer supports as they practice toward independent mastery. The gradual release of responsibility instructional approach begins with the teacher modeling the new task, "I do;" next comes "We do it together," in which the teacher facilitates as groups of students work through the task, often taking turns coming to the whiteboard to model their thought processes. The teacher role is reduced more during the student-driven pair or small group phase of the learning, "You do it together," when students facilitate one another's learning with the teacher present as a consultant, posing inquiry questions to students rather than giving answers. Finally, student independent practice leading to independent mastery occurs doing the "You do it alone" phase of the lesson. All of The Excel Center's lesson plans explicitly incorporate the gradual release of responsibility instructional strategy and its four phases.

Curriculum and instructional design center around a metacognitive framework that focuses on 4 dimensions: knowledge-building, cognitive, personal, and social, ensuring that students acquire the

schema necessary to build the critical thinking skills needed to comprehend and interact with new content.[xxx] In all courses teachers utilize modeling and speaking metacognitively about the academic tasks. Adult students who have not experienced success in high school require instruction in how to approach math problems, how to make sense of a complex text, and how to more deeply engage with the learning process. All course scope and sequence documents outline the "Goals and Objectives for Shaping Attitudes Toward Learning," in addition to the subject matter content and skills.

Based on data obtained from the existing Excel Centers in Central Indiana, poor literacy skills hinder the academic success of adult learners, an effect compounded for English language learners. Data collected from existing Excel Center sites as well as scientifically based research performed by the U.S. Department of Education[xxxi] indicate that explicit instruction in disciplinary literacy strategies positively affect reading comprehension and student self confidence. [xxxii] The Excel Center's teachers embed disciplinary literacy strategies into all areas of curriculum and instruction, making it clear to students how an expert reader of a particular discipline reads and makes meaning of text. Incorporating disciplinary literacy strategies with the gradual release of responsibility model requires extensive teacher modeling, leading to independent student mastery.

Teachers plan for differentiation and include differentiation strategies in all lesson and unit plans. For information regarding subject-specific accommodations for English language learners, students with disabilities, and students who are far below or far above grade level, see the "Student Learning Standards" section. Based upon student need, differentiation strategies employed in The Excel Center's classrooms may include using vertical text sets, student choice, heterogeneous and homogeneous grouping, parallel tasks, and incorporating opportunities for multiple learning modalities. Vertical text sets provide students with opportunities for students to read standards-aligned content at reading levels that match or slightly stretch their reading level. In addition to vertical text sets, students continue to interact with complex disciplinary texts, practicing vocabulary acquisition and improving reading comprehension skills. The gradual release of responsibility instructional strategy described above includes a great deal of cooperative group work, and teachers must select strategic grouping techniques to maximize instructional time and to provide for differentiation. For example during a teacher-facilitated small group rotation, teachers select homogeneous grouping to allow for time to work with students of similar abilities, while during student-centered small group work time, heterogeneous grouping allows students to leverage peer expertise. Ensuring that differentiated curriculum and instruction remain aligned to standards, teachers author parallel tasks, tasks that are aligned to the content of the standard but that utilize a slightly simplified process. Students with identified disabilities receive all of the accommodations that are outlined in their IEP. All students are able to take advantage of tutoring sessions before school, after school, and all day on Fridays. The Excel Center courses are full inclusion, with a paraprofessional pushing into a class to provide assistance on an as needed basis.

Teachers whose students include English Language Learners additionally employ the Sheltered Instruction Observational Protocol (SIOP), in which teachers plan explicitly for content adaptations, building background knowledge, creating comprehensible explanations and scaffolded learning experiences, and providing opportunities for review prior to mastery assessments. Students who are below a level five English proficiency have an Individual Learning Plan (ILP), and students receive all of the accommodations outline in their ILP.

E. Assessment

The Excel Center – Indianapolis South will administer all state mandated assessments required of Indiana public schools, including End-of-Course Assessments (ECAs) and English Language Proficiency Assessments and alternative assessments (as necessary).

The Excel Center will also administer regular testing to monitor academic growth. Each student's Individual Learning Plan will detail any basic skills development that should take place in order for students to perform at or above his or her grade levels. Based on its target demographics, students at The Excel Center may not have high initial standardized test scores, but these scores will help determine which content and coursework will be important for students to build on and engage. While test scores do provide a point-in time assessment of student attainment, The Excel Center will focus on promoting student growth. Other standardized tests will provide additional evidence of student progress. The following are the primary interim assessments The Excel Center will use to identify student learning needs and progress:

- As a supplement to basic skills in English, students will also take the Scholastic Reading Inventory (SRI). SRI is a computer-adaptive reading assessment for Grades K-12 that provides immediate, actionable data on students' reading levels and growth over time. SRI assesses a student's level of reading comprehension, generating a Lexile score for each student. SRI is aligned to Indiana College and Career Readiness Standards and provides an assessment of a student's reading level from grades K-12, allowing this test to be used for students with both very high and very low skill levels. Data will be collected at
- A locally developed standards-aligned mathematics placement assessment determines students' placement into The Excel Center mathematics course progression. The placement test is standards-aligned and consists of two parts: part one assesses students on grades 2-4 mathematics standards, and part two assesses students on grades 5-7 mathematics standards. The placement assessment is built into the Blackboard Learn learning management system, and because each item is aligned to particular standards, the Blackboard Learn program provides disaggregated data regarding student mastery of standards and their individual strengths and areas of need. Students who do not demonstrate mastery of the content and skills necessary for success in Algebra I place into Math Lab A (Grades 2-4 equivalency) or Math Lab B (Grades 5-7 equivalency).
- In addition, to become eligible for enrollment at post-secondary institutions, Excel Center students must pass the English and/or Mathematics portions of ACCUPLACER or Compass® College Placement assessment test. To become eligible for enrollment at Ivy Tech and other post-secondary institutions, Excel Center students must pass the English and/or Mathematics portions of the COMPASS® College Placement assessment test. The Excel Center will be an approved COMPASS testing site. Students will be able to take the test as many times as required until they pass the test, and they will elect the time when they are able to take the entrance test. This is a substantial benchmark as I indicates whether a student is prepared to enroll in postsecondary education. This benchmark signifies that students have the necessary skills and background knowledge to be ready to succeed in post-secondary learning environments. Therefore, academic progress at The Excel Center not only aims to fulfill graduation requirements but also develops a deeper knowledge of these skills that can make a student succeed in college-level coursework.

Measuring and Improving Progress in the School

GEI staff will be available to answer questions related to school performance across the entire Excel Center network, comparing performance across locations, and doing deep analysis into why certain schools perform better than others or suggesting ways to improve performance among special student populations. The summary results of these reports will be shared with every school in The Excel Center network, giving school leaders insights on where high-performing best practices may be found.

The Excel Center will receive data services to provide advanced analytics on school performance. The data warehouse used by all Excel Centers equips the school with an increased capacity to analyze data and drive instruction to fulfill the school's mission. The Excel Center's data warehouse draws upon the data collected within The Excel Center's student information system database, presenting that data via dashboards and ad-hoc reports that provide additional insights to patterns, indicators, making it easier for

teachers and the school leader to make data-informed adjustments to the school's academic program. The dashboards provide an easy-to-follow presentation of current performance,

Data from the Student Information System will be linked to the data warehouse, allowing Excel Center staff to use the reporting interface and analytical tools that are provided to all schools that participate in the of the Excel Center network across the United States. INIschools maintains this warehouse in a custom Structured Query Language (SQL) database that selects relevant data from The Excel Center's Harmony database. The warehouse then uses Tableau Software® to present the data in dashboards, canned and user-defined reports, a process guided by GEI's Director of Data Services. Tableau Software is a vendor that provides web-based analytics, data visualization via online dashboards, and decision-making tools for businesses, schools, and other organizations. The data warehouse will provide "canned" reports to view key operational indicators and it will also allow The Excel Center staff to create their own reports, giving staff summary-level reports with the ability to drill down to student-level data.

The data warehouse dashboards were designed by Excel Center teachers and school personnel to meet the specific needs of The Excel Center model. These business intelligence tools have been used to save school staff time and resources by eliminating the need for manual calculations and data walls and improve analysis of key factors that drive academic performance through cross-tab analysis across a multiple of variables (test scores, student demographics, attendance, discipline, etc.). Data analysis within The Excel Centers have been used to identify which students were in danger of not passing classes, assisting teachers and support staff to reallocate resources to ensure that students passed classes.

GEI will support the training and implementation of the data warehouse in The Excel Center, instructing all teachers in how the data warehouse and Tableau software can be navigated to make data-informed decisions on academic progress, identify student groups who may require alternate instruction, and evaluate the effectiveness of the current curriculum and instructional practices.

Poor results on interim assessments will help instructors re-evaluate the student's lesson plans and suggest alternative learning methods address subjects or areas of concern. The curriculum used in The Excel Center has proven effective with adult populations; students can make consistent progress to earning a high school diploma in each of the courses the school offers. Consequently, poor performance in one school will largely come from a poor implementation of the curriculum the school uses. It is a key priority of The Excel Center's professional development plan to equip school staff to use and analyze data to improve instruction.

It is a key priority of The Excel Center's professional development plan to equip school staff to use and analyze data to improve instruction. Through implementing the RISE Evaluation and Development System, school instructors will use the framework related to data management as a part of the school's plan to improve educational practice. GEI staff will establish trainings during which teachers will be encouraged to use assessment data to plan their curriculum (RISE competency 1.1) and for teachers to track student data and analyze progress (1.5). Their use of data factors into their annual evaluation and their development plans to improve their instruction.

Each Excel Center site conducts data reviews on a weekly basis, and GEI conducts reviews of school performance at least every eight weeks. These formal data review meetings include GEI's administrative team and the site directors from each location. The primary focus is to equip school leaders to understand and interpret their performance data, and provide deeper context for their results from the past eight weeks. At the end of each eight week term, site directors discuss their performance on a number of critical indicators, including:

- Student enrollment
- Student attendance and retention

- Credit attainment
    - Number of credits attempted (by subject area)
    - Number of credits earned
    - Percent of credits attempted that are earned
- Number of graduates
- Number of students participating in or completing dual credit or certification training

Site directors explain their performance for the past eight weeks in each of these indicator areas. They explain the factors that led to their current level of performance. Additionally, site directors explain the steps they will take to address lagging indicators in order to improve the school's performance. These meetings are held with leaders from all of the locations in order to (1) hold site directors accountable for their results and (2) to encourage the sharing of best practices from GEI leadership and from site directors' peers in other locations. GEI's leadership team (including its President, Executive Director, Chief Academic Officer, and Director of Data Services) assess whether locations require additional resources, training or intensive assistance to improve their performance. At the end of the subsequent eight week term, school directors review the prior term's performance and discuss whether the changes made have led to measurable improvement.

F. Human Capital

Staffing Plan

The Excel Center – Indianapolis South will employ the following individuals:

Position	Number	Description
School Director	1	Leader of the School
Office Manager	1	School administration
Lead Teacher	1	Blends teaching responsibilities with administration
Instructors	7	Licensed in Math, Science, Humanities, English
Special Education Instructor	1	Teacher of Record, certified in special education
Coaches	3	Assist in helping students with academic or non-academic barriers
College/Career Counselor	1	Guides students through college enrollment, course selection, and college planning; helps students plan career paths and assists in job skills certification planning
Career Readiness Specialist	1	Helps students plan career paths and assists in job skills certification planning
Child Drop-in Center Director	1	Manages The Excel Center's drop-in center
Drop-in Center Attendants	2	Provides childcare in the drop-in center during operating hours

Ideal Teachers

Effective teachers in The Excel Center model will facilitate learning for students attending The Excel Center by meeting students "where they are." Ideal teachers employ a student-centered approach effectively tailoring the service delivery strategies to the individ ual students' needs, approaching education with creativity and innovation. Strategies and skills required by teachers include one-on-one instruction, using case stories, seminars, self-paced lessons, and computer-based tutorials. Ideal teachers will utilize appropriate training methods, motivational techniques, and related work adjustment tools. All teachers will be licensed teachers and certified in their content area.

Recruitment and Selection Procedures

Hiring the right individuals is a critical success factor for The Excel Center. Staff recruitment will be managed by Goodwill's Employee and Organizational Development (EOD) division. EOD staff members currently recruit all teachers and staff members for the Indianapolis Metropolitan High School and the existing nine Excel Centers. Goodwill and GEI also provide consulting services regarding recruiting and selecting high quality staff to other Indiana charter schools and licensed Excel Centers outside of Goodwill of Central Indiana's territory. Additionally, Goodwill's Talent Acquisition team also hires leadership in Goodwill retail stores across central Indiana, reaching into communiti es across Goodwill's territory. EOD's Talent Acquisition Team uses Targeted Selection®, a competency-based behavioral interviewing system used across the Goodwill organization. EOD's talent acquisition strategies approach assesses applicants' behaviors, motivations, and technical knowledge necessary to accomplish the tasks of the target position.

Goodwill EOD staff is responsible for sourcing and screening candidates for available positions. Goodwill staff also verifies the licensing of all of the teaching staff presented as candidates. New staff members are selected after an array of interviews with Goodwill staff, GEI administration, and peer interviews. Candidates attend several panel interviews, and the team of staff assess whether that candidate has the required grasp on instruction, fits the organizational culture, and has the emotional intelligence to build relationships with the Excel Center's student population. For management-level positions, GEI administration team members are responsible for making the final decision on hiring. For school-level positions, this decision is the responsibility for the site director.

GEI recruitment uses a number of resources to source candidates, including:

- CareerBuilder/Star Diversity Fair sponsor
- Teacher Candidate Recruitment Day
- University of Southern Indiana Job Fair
- Xavier University Recruitment Fair
- National Association of School Principals
- National Association of Black School Educators
- Indiana School Personnel Job Bank (Department of Education)
- LinkedIn
- CareerBuilder database

Job announcements are also posted at the following universities: Anderson University, Ball State University, Butler University, Indiana University (Bloomington), Indiana University – Purdue University Indianapolis (IUPUI), Martin University, Marian College, NISH, Purdue University and University of Indianapolis.

V. Additional Considerations

A. Goals

The anticipated student population of The Excel Center faces significant academic and non-academic challenges. Students will likely be behind schedule in their academic progress, and The Excel Center's school-specific goals mirror the particular challenges of working with this target population. In addition to the school performance metrics included in the Mayor's Performance Framework, these goals reflect the school's primary mission: to help students complete a high school diploma and become ready for post-secondary education. The Excel Center model is unlike most high schools, and as a result, establishing effective goals must reflect the school's unique method and population.

To support student progress, GEI will create a supportive environment that promotes flexible and individualized learning while adult learners manage the various demands and challenges of work and life. This approach requires robust infrastructure to assist students in meeting their specific needs, and GEI

will maintain the financial, administrative, and support infrastructure in order to operate this non-traditional model.

- ***Academic Performance Goal 1:*** The Excel Center produces a number of graduates that is proportionate to a traditional high school.
- ***Academic Performance Goal 2:*** The majority of students who graduate from The Excel Center, earn an industry certification or earn college credits prior to graduating.
- ***Operational Performance Goal 1:*** The school maintains a high student retention rate relative to other forms of adult education.
- ***Operational Performance Goal 2:*** The Excel Center maintains a high level of staff retention.

Further discussion of these goals is found in Attachment K.

B. Community Partnerships

The Excel Center has working relationships with a number of partner organizations that are critical to the success of the school.

GEI's most significant partner is its parent organization, Goodwill Industries of Central Indiana, Inc. Goodwill supports GEI by providing substantial back office support for school operations and long-term planning, allowing GEI staff to focus most of their efforts on providing quality educational opportunities for its students. Goodwill supports GEI with a variety of in-kind support services, including:

- Use and maintenance of Goodwill facilities;
- Administrative support through accounting, IT services, recruitment, and HR practices;
- Development and fundraising support, as well as capital support through the Goodwill Industries Foundation of Central Indiana;
- Students who become pregnant with their first child may enroll in the Nurse-Family Partnership, a home visiting program operated by Goodwill in Marion County that builds parenting and life skills among first-time mothers and their children;
- Some Excel Center students have been employees of Goodwill, or family members of students have been able to find employment through Goodwill; and
- Connecting students and their families to resources in the community. Goodwill maintains solid working relationships with a number of community-based organizations, not-for-profits, and public organizations.

As the largest community college in the Indianapolis area, Ivy Tech Community College is the school's primary educational partner. The Excel Center will build on Ivy Tech's dual credit course offerings for high school students. In the dual credit arrangement, an Excel Center student is dual-enrolled as both an Excel Center and an Ivy Tech student, and completion of an Ivy Tech course grants both high school and post-secondary credit. The Excel Center will pay the tuition costs for Excel Center students to take Ivy Tech courses.

Several other community partners have established working relationships with GEI to support and supplement services made available to students. These relationships increase GEI's ability to respond to the needs of its students by accessing the resources and experience of community partners. Because GEI has already established partnerships with the following organizations, students at The Excel Center will have the opportunity to access these organizations' resources:

Name of Organization[1]	Nature of the partnership with the school
Goodwill Industries of Central Indiana, Inc.	Administrative support; use and maintenance of facilities
TalentSource	Job placement for students
Nurse Family Partnership	Referral source for students; support service for students who are first time mothers
Ivy Tech Community College	Dual Credit and industry certification courses
IUPUI	Dual Credit and industry certification courses; provides The Excel Center with Work Study tutors
Wishard Advantage	Refers Excel Center students for free medical care based on income
IU Health (Garden on the Go)	Provide students with access to fresh produce at an affordable price
Peace Learning Center	Provides camping and team building activities for Excel Center students
Health Net	Provides Excel Center students for discounted medical care and insurance based on income
Neighborhood Christian Legal Clinic	Provides Excel Center students with legal advice
Marion County Health Department	Provides classes such as AIDS awareness and STD awareness
Health and Hospital Corp	Provides students with job shadowing opportunities and internships
IU School of Optometry	Provides students with job shadowing opportunities and internships
Dress for Success	Provides clothes for students who have landed job interviews
St. Vincent De Paul Food Pantry	Provides students with food and furniture
Old National Bank & INHP	Provides students with free financial management classes
St. Vincent S MICI-AHEC	Provides students with tutoring in math and science
Mary Rigg Neighborhood Center	Refers students to The Excel Center
Fletcher Place Community Center	Refers students to The Excel Center
BACI Burmese American Community Institute	Refers students to The Excel Center
Goodwin Center	Refers students to The Excel Center

[1] Goodwill Education Initiatives has already developed working relationships with each of the listed organizations. Each of these organizations has supported GEI and Excel Center students. However, since these partnerships have been established between GEI and these partners, individual letters of support would simply reiterate the relationship that already exists between GEI and these partner groups. Additional information about these partnerships is available upon request.

Southport Library	Refers students to The Excel Center
Concord Neighborhood Center	Refers students to The Excel Center
Community Hospital South	Refers students to The Excel Center
Muslim Community Center	Refers students to The Excel Center
Shepherd Community Center	Refers students to The Excel Center
St. Francis Alliance	Refers students to The Excel Center
Barrington Health Center	Refers students to The Excel Center

C. Transportation

The Excel Center's extended hours of operation make it difficult to coordinate large-scale transportation programs for each student, and unlike more traditional schools, each st udent's physical attendance at The Excel Center will be based upon his or her work and family schedules, with students arriving and leaving The Excel Center at various times.

The school will use several options for student transportation.

1) The school – and its additional satellite locations – will be located in areas with significant need, so that The Excel Center is within walking distance of many students' homes or work locations.
2) The school will be located on or very near a bus line, and students may use the IndyGo system to get to school. For those students who may use the IndyGo system and not be able to afford bus passes, funds will be sought to provide bus passes.
3) Many students will have their own cars and will be able to transport themselves to and from school.

D. Timeline

GEI has been able to open nine Excel Centers by following a fairly standardized timeline that includes locating a suitable facility, arranging (or monitoring) renovations to the facility, and hiring and equipping a team of over 20 individuals to locate in a new facility. As each new Excel Center location has opened, GEI has added more staff and streamlined processes to make the new school opening process more efficient.

A detailed startup plan for the school is included in Attachment L.

Budget

Five Year Budget

	Pre-Opening	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	
	From approval to opening	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**NOTES**
Projected Enrollment		300	315	325	335	350	
ADM:							
I. Revenues							
Carry-over from previous period		$26,330	$32,740	$154,157	$203,358	$204,293	
Per Pupil Payments		1,980,000	2,079,000	2,145,000	2,211,000	2,310,000	
State Grants							
State SPED, Voc Ed, Honors, etc							
Textbook Reimbursement							
Federal Grants							
PCSP Funds	87,945	250,000	150,000				
Title I							
Title II							
Federal Lunch Reimbursement							
Federal SPED		35,000	38,000	40,000	40,000	40,000	
Private Funds							
Donations							
Other Revenue							
Program Fees							
In-Kind Services (JDC)							
Student Lunch Fees							
Line of Credit	80,000	80,000					
Total Revenues	$167,945	$2,371,330	$2,299,740	$2,339,157	$2,454,358	$2,554,293	

II. Expenditures							
Human Resources							
Principal Salary	10,000	70,000	72,100	74,263	76,491	78,786	
Office Manager	5,538	36,000	37,080	38,192	39,338	40,518	
Dean of Students							
Life Coaches		105,000	108,150	111,395	152,982	157,571	
College/Career Specialist		40,000	41,200	42,436	43,709	45,020	
Teachers (FT) Salaries	6,923	397,000	408,910	467,858	481,893	496,349	
Drop In Center		69,000	71,070	73,202	75,399	77,660	
Paraprofessional							
Bonuses/Stipends							
Payroll Taxes	1,797	57,360	59,081	64,588	69,585	71,672	
Benefits	5,391	172,080	177,242	193,763	208,755	215,017	
Professional Development		15,000	15,000	15,000	15,000	15,000	
Substitute Teachers							
Board Recruitment							
Board Development							
Other Human Resources Expenses							
Total Human Resources	$29,649	$961,440	$989,833	$1,080,697	$1,163,152	$1,197,593	
Facility							
Rent	46,666	280,000	288,400	297,052	305,964	315,142	
Mortgage							
Renovation/Construction							
Debt Service							
Utilities		48,000	48,000	48,000	48,000	48,000	
Maintenance		40,000	40,000	40,000	40,000	40,000	
Other Facility Expenses	5,400	54,000	32,400	32,400	32,400	32,400	Janitorial

Total Facility	52,066	$422,000	$408,800	$417,452	$426,364	435,542	
Materials/Supplies/Equipment							
Textbooks and Other Instructional Supplies		6,500	4,500	4,500	4,500	4,500	
SPED Curriculum and Resources		10,000	10,000	10,000	10,000	10,000	
Assessments		10,000	10,000	11,500	12,000	13,000	
Instructional Equipment		15,000	15,000				
Classroom Technology		75,000	60,000	20,000	17,500	17,500	
Office Technology	6,000	24,000	2,500	2,500	2,500	2,500	
Instructional Software		75,000	50,000	25,000	25,000	25,000	
Office Software	2,500	20,000	2,500	2,500	2,500	2,500	
Library							
Office Furniture		20,000	2,500	2,500	2,500	2,500	
Classroom Furniture		70,000	50,000	7,500	7,500	7,500	
Other Equipment							
Copying and Reproduction		5,000	5,000	5,000	5,000	5,000	
Postage and Shipping	500	2,400	2,400	2,400	2,400	2,400	
Telephone/Fax Lines	500	8,750	7,200	8,000	9,000	10,000	
Long Distance Telephone Expenses							
Internet Access		12,000	6,000	8,000	10,000	12,000	
Postsecondary Education Courses		7,500	50,000	55,000	60,000	60,000	Certification courses
Other Materials/Supplies/Equipment	2,500	25,000	32,000	25,000	25,000	25,000	
Total Materials/Supplies/Equipment	$12,000	$386,150	$309,600	$189,400	$195,400	$199,400	
Additional Costs							
Contracted Services		40,000	42,000	43,000	45,000	45,000	Security
Business Services - INISchools	30,000	297,000	311,850	321,750	331,650	346,500	
Insurance	2,000	12,000	12,000	12,000	12,000	12,000	
Marketing/Development	15,000	15,000	15,000	15,000	15,000	15,000	

Legal Expenses		2,500	2,500	2,500	2,500	2,500	
Accounting/Audit							Provided by INIS
Payroll Fees							Provided by INIS
Transportation		35,000	50,000	50,000	55,000	55,000	
Field Trips							
Food Service							
Travel	500	4,000	4,000	4,000	4,000	4,000	
Interest	400	3,500					
Loan Payments		160,000					
Meals/Events							
Total Additional Costs	$47,900	$569,000	$437,350	$448,250	$465,150	$480,000	
Total Revenues	$167,945.00	$2,371,330.12	$2,299,740.12	$2,339,157.12	$2,454,358.12	$2,554,292.56	
Total Expenditures	$141,614.88	$2,338,590.00	$2,145,583.00	$2,135,799.00	$2,250,065.56	$2,312,535.47	
Balance	$26,330.12	$32,740.12	$154,157.12	$203,358.12	$204,292.56	$241,757.09	

Budget Narrative

2014-2015 - Start Up

REVENUE:

- Assumes $6,600 per student
- Assumes the school will receive a federal SPED dollars for a small percentage of SPED students under age 22
- Assumes that CSP Planning Grant funds are available
- Will pursue funding from Walton Family Foundation (not included in budget)
- Assumes we will need to access $80K from our existing line of credit to cover cash flow

EXPENSES:

- School Director hired May 2015 @ $70K
- Office Manager hired May 2015 @ $36K
- Lead Teacher hired May 2015 @ $45K
- INISchool fees of $30,00 to cover startup
- All other expenses are estimates
- "Other Facilities Expenses" include janitorial

2015-2016 - Year 1

REVENUE:

- Adult Learners: 300 students x $6,600 per student
- Assumes CSP Implementation funds are available
- Federal SPED is an estimate based on what we are receiving for existing schools
- Assumes additional $80K from the line of credit

EXPENSES:

PERSONNEL

- addition of 8 teachers @ $44K each (includes SPED)
- addition of 3 Life Coaches $35K each
- addition of College/Career Specialist @ $4K
- addition of Drop In Center staff for total of $69K

FACILITIES

- assumes $11.66 sf for 24K sf; 3% increase per year based on current negotiations
- "Other Facilities Expenses" include janitorial

CONTRACTED SERVICES

- INI fees of 15% of state revenue per year; consistent with what our other schools are paying
- Security services of $40K per year

- Pay back $160K borrowed on line of credit

2016-2017 - Year 2

REVENUE:

- Adult Learners: 315 students x $6,600 per student

- Includes Year 2 of CSP Implementation funds

EXPENSES:
- 3% wage increase for all staff
- Staffing: same as prior year
- "Other Facility Expenses" include janitorial

2017-2018 - Year 3

REVENUE:
- Adult Learners: 325 x $6,600 per student
- Startup grant funds have expired

EXPENSES:
- 3% wage increase for all staff
- add teacher position
- "Other Facility Expenses" include janitorial

2018-2019 - Year 4

REVENUE:
- Adult Learners: 335 students x $6,600 per student

EXPENSES:
- 3% wage increase for all staff
- add 1 Life Coach position
- "Other Facility Expenses" include janitorial

2019-2020 - Year 5

REVENUE:
- Adult Learners: 350 x $6,600 per student

EXPENSES:
- 3% wage increase for all staff
- Staffing: same as prior year
- "Other Facility Expenses" include janitorial

Cash Flow (2015-2016)

	July '15	Aug '15	Sept '15	Oct '15	Nov '15	Dec '15	Jan '16	Feb '16	Mar '16	Apr '16	May '16	June '16
I. Revenues												
Beginning Cash	26,330	71,777	13,422	61,769	79,116	74,938	73,445	29,773	29,043	31,878	34,768	35,223
Per Pupil Payments	165,000	165,000	165,000	165,000	165,000	165,000	165,000	165,000	165,000	165,000	165,000	165,000
State Grants												
State SPED, Voc Ed, Honors, etc							5,833	5,833	5,833	5,833	5,833	5,833
Textbook Reimbursement												
Federal Grants												
PCSP Funds		200,000	50,000									
Title I												
Title II												
Federal Lunch Reimb												
Federal SPED												
Private Funds												
Committed Private Donations												
Other Revenue												
Student Lunch Fees												
Line of Credit	80,000											
Total Revenues	**271,330**	**436,777**	**228,422**	**226,769**	**244,116**	**239,938**	**244,278**	**200,606**	**199,876**	**202,711**	**205,601**	**206,056**
II. Expenditures												
Human Resources												
Salaries & Benefits	87,804	109,206	72,804	72,804	72,804	72,804	109,206	72,804	72,804	72,804	72,804	72,804
Total Human Resources	**87,804**	**109,206**	**72,804**	**72,804**	**72,804**	**72,804**	**109,206**	**72,804**	**72,804**	**72,804**	**72,804**	**72,804**
Facility												
Rent	23,333	23,333	23,333	23,333	23,333	23,333	23,333	23,333	23,333	23,333	23,333	23,333

Utilities	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
Maintenance	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Other Facility Expenses	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500
Total Facility	**35,166**	**35,166**	**35,166**	**35,166**	**35,166**	**35,166**	**35,166**	**35,166**	**35,166**	**35,166**	**35,166**	**35,166**
Materials/Supplies/Equipment												
Textbooks and Other Instructional Supplies		5,000	-	-	-	-	1,500	-	-	-	-	-
SPED Curriculum and Resources			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Assessments		2,500			2,500			2,500			2,500	
Instructional Equipment		15,000										
Classroom Technology		70,000					5,000					
Office Technology		24,000										
Software	20,000	75,000										
Other Equipment												
Furniture	20,000	50,000	20,000									
Copying and Reproduction	400	400	400	400	425	425	425	425	425	425	425	425
Postage and Shipping	200	200	200	200	200	200	200	200	200	200	200	200
Telephone/Fax Lines	500	750	750	750	750	750	750	750	750	750	750	750
Internet Access	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Postsecondary Education Courses								1,500	1,500	1,500	1,500	1,500
Other Materials/Supplies/Equipment	3,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Total Materials/Supplies/Equipment	**45,100**	**245,850**	**25,350**	**5,350**	**7,875**	**5,375**	**11,875**	**9,375**	**6,875**	**6,875**	**9,375**	**6,875**
Additional Costs												

Contracted Services		3,650	3,650	3,650	3,650	3,500	3,650	3,650	3,650	3,650	3,650	3,650
Business Services	24,750	24,750	24,750	24,750	24,750	24,750	24,750	24,750	24,750	24,750	24,750	24,750
Insurance	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Marketing/Development	5,000						5,000					5,000
Legal Expenses				1,000				1,000				500
Payroll Services												
Transportation		3,000	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200
Travel	333	333	333	333	333	333	333	333	333	333	333	333
Food Services												
Meals/Events												
Interest	400	400	400	400	400	365	325	285	220	165	100	40
Loan Payments					20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
Total Additional Costs	**31,483**	**33,133**	**33,333**	**34,333**	**53,333**	**53,148**	**58,258**	**54,218**	**53,153**	**53,098**	**53,033**	**58,473**
Total Revenues	271,330	436,777	228,422	226,769	244,116	239,938	244,278	200,606	199,876	202,711	205,601	206,056
Total Expenditures	199,553	423,355	166,653	147,653	169,178	166,493	214,505	171,563	167,998	167,943	170,378	173,318
Balance	71,777	13,422	61,769	79,116	74,938	73,445	29,773	29,043	31,878	34,768	35,223	32,738

Assurances

Assurances

This form must be signed by a duly authorized representative of the applicant and submitted with the Full Application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for **The Excel Center – Indianapolis South** to be located **at 3919 Madison Ave., Indianapolis, IN 46227** is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. Will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office. IC 20-20-8-3 and relevant sections of IC 20-24

2. Will participate in the Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.

3. Will at all times maintain all necessary and appropriate insurance coverage

4. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

5. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.

6. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.

7. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school including Indiana Charter Schools Law as described in all relevant sections of IC 20-24

8. Will ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.

9. Will understand that the Office of Education Innovation (OEI) may revoke the charter if OEI deems that the recipient is not fulfilling the academic, fiscal, and/or governance responsibilities outlined in the charter.

Authorized Representative's Signature

3/13/15

Date

OEI

Attachments

Attachment A: Board Minutes

THE EXCEL CENTER, LLC
BOARD OF DIRECTORS MEETING
February 9, 2015

MINUTES

The Board of Directors of The Excel Center, LLC met at 8:30 a.m. February 9, 2015 at Goodwill's headquarters. Present were:

Board:	Staff/Other:
Perry Griffith, Jr.	Scott Bess, President, GEI
Dr. Gina DelSanto	Jim McClelland, Goodwill CEO
Doris Pryor	Cindy Graham, VP, Marketing, Goodwill
Claudia Cummings	Dan Riley, CFO, Goodwill
Jeff Harrison	Marquisha Bridgeman, Goodwill
Don Palmer	Lori Thompson, Controller
Rich Horn	Joe White, Excel Center Exec Director
	Janet Rummel, CAO, GEI
	Kim Reier, INISchools
	Joe White, Executive Director, Excel Center
Guests:	Brent Freeman, Regional Director
Charity Frierson, Mayor's Office	Shatoya Jordan, Regional Director
Eric Cooper, Memphis Goodwill	Jonathan Gates, Director, Excel Center

The minutes of the December 8, 2014, meeting of The Excel Center, LLC Board of Directors were presented. On a motion by Doris Pryor and seconded by Jeff Harrison, the minutes were approved unanimously.

Dan Riley gave the Treasurer's Report for the period ending December 31, 2014. He reported that cash on hand for the Marion County Excel Centers through December was $2.2 million. Total revenues through December were $4,530,198, ahead of budget by $103,199. Total expenses for the period were $4,273,028, which was under the budgeted amount by $117,778. Net income through December was $257,170. On a motion by Perry Griffith and seconded by Rich Horn, the financial statements for the Marion County Excel Centers were approved unanimously.

For the Anderson Excel Center, Dan Riley reported that cash on hand through December 31, 2014, was $490,635. Total revenues through December were $1,145,230, behind budget by $88,268. Total expenses through December were $1,111,495, ahead of the budgeted amount by $112,718. Net income through December was $33,735, ahead of the budgeted amount by $24,450. On a motion by Perry Griffith and seconded by Rich Horn, the financial statement for the Anderson Excel Center was approved unanimously.

For the Kokomo Excel Center, Dan Riley reported that cash on hand through December 31, 2014, was $123,551. Total revenues through December were $1,194,145, and total

expenses for the period were $1,155,659. Net income for the year was $38,875, ahead of budget by $4,256. On a motion by Perry Griffith and seconded by Rich Horn, the financial statement for the Kokomo Excel Center was approved unanimously.

For the Lafayette Excel Center, Dan Riley reported that cash on hand through December 31, 2014, was $130,377. Total revenues for the year were $1,057,045, and total expenses for the period were $1,042,442. Net income for the year was $14,703, behind budget by $13,174. On a motion by Perry Griffith and seconded by Rich Horn, the financial statement for the Lafayette Excel Center was approved unanimously.

For the Richmond Excel Center, Dan Riley reported that cash on hand through December 31, 2014, was $104,996. Total revenues for the year were $1,079,980 and total expenses for the period were $1,035,699. Net income for the year was $40,281, ahead of budget by $28,742. On a motion by Perry Griffith and seconded by Rich Horn, the financial statement for the Richmond Excel Center was approved unanimously.

For the West Excel Center, Dan Riley reported that cash on hand through December 31, 2014, was $509,612. Total revenues for the year were $1,314,835, and total expenses for the period were $1,082,752. Net income for the year was $232,083, ahead of budget by $186,614. On a motion by Perry Griffith and seconded by Rich Horn, the financial statement for the West Excel Center was approved unanimously.

The lists of invoices for the Marion County Excel Centers for November and December were presented. On a motion by Perry Griffith and seconded by Rich Horn, these were approved unanimously.

The lists of invoices for the Anderson Excel Center for November and December were presented. On a motion by Perry Griffith and seconded by Rich Horn, these were approved unanimously.

The lists of invoices for the Kokomo Excel Center for November and December were presented. On a motion by Perry Griffith and seconded by Rich Horn, these were approved unanimously.

The lists of invoices for the Lafayette Excel Center for November and December were presented. On a motion by Perry Griffith and seconded by Rich Horn, these were approved unanimously.

The lists of invoices for the Richmond Excel Center for November and December were presented. On a motion by Perry Griffith and seconded by Rich Horn, these were approved unanimously.

The lists of invoices for the West Excel Center for November and December were presented. On a motion by Perry Griffith and seconded by Rich Horn, these were approved unanimously.

Joe White went over staffing changes, reporting that Brent Freeman would replace Laura Cope as a Regional Director as Laura moves into the INIS Special Education Assistant Director role. Shatoya Jordan is taking on the Interim Regional Director role, replacing

Pat Fassnacht while he is on temporary assignment in Austin, TX. Keanna Warren and Corey Emory will replace Brent and Shatoya as school leaders, with Corey's role being an interim role. Shelley Ashley will move to replace Clete Ladd as Director at Decatur because of Clete's pending retirement in June.
Joe discussed the Term 3 graduate results that are pending, and went over school goals for each location. There was discussion around areas of concern where schools are behind on graduation goals. Joe also went over the Mayor's office evaluation framework pertaining to management and governance. The Excel Centers Met Standard on all categories. The Board agreed to develop a self-evaluation process to address the Approaching Standard result from one of the sub-categories. The full school report is attached.

Scott Bess updated the Board on Excel expansion plans for 2015 and the legislative efforts required to support that expansion. New sites are planned for South Bend, operated by Goodwill Industries of Michiana, and Noblesville (co-located with Ivy Tech) and University Heights on the south side of Indianapolis near UIndy.

Discussion from the board was extensive. For the new locations, it was requested to have an agenda item in April to see projections on the number of students at each site and a staffing plan for each school. Perry Griffith requested a discussion in April on the actual to budget enrollment numbers over time, depicted graphically, to get a sense of how close we have been to hitting student number targets.

With a motion by Perry Griffith and seconded by Rich Horn, the board unanimously approved submitting a charter application to the Indianapolis Mayor's office for the Indianapolis south side location.

With a motion by Perry Griffith and seconded by Rich Horn, the board unanimously approved activating one of our remaining Indiana State Charter School Board charters for the Noblesville location.

In both cases, the Board would need to formally approve the new charters at the April 13, 2015 meeting, and moving forward would be contingent on funding from the General Assembly.

There was no public comment, and the meeting adjourned at 9:45 am. The next meeting will be held on Monday, April 13, 2015, at 8:30 a.m.

- Transitions
  - Pat's transition
  - Regional Transition
  - New Directors
- Mayor's Office Update
  - Performance framework review.
- School Goals
  - Individual update on current performance trends provided.
  - Network overview
- Graduate Update
  - Term 3 Projections: 108
  - 2014-2015 Graduates (with Term 3 Projections): 312
    - Current Waiver Rate: 3.4%
    - Algebra ECA: 82% (209/254)
    - English ECA: 53% (133/252)
    - CCR: 91%
      - 41% of graduates earned College Credit
- Noblesville Expansion Update
  - Preferred Space: collocate with Ivy Tech
  - Building projects moving along. Identified space will accommodate an initial enrollment of 250 students with room for growth.
  - Timeline for building projects will accommodate August start.
- South Side Expansion Update
  - Preferred Space: University Heights near the University of Indy.
  - Will be located within Marion County boundaries.
  - Both spaces will accommodate an initial enrollment of 300 students with room for growth.

Anderson

September Count:338

	End of Year	Year To Date
Retention	***70%*** ▪ Should not exceed over 500 students "touched" ▪ End-of-year inactive students ≤ 150	***68%***
Productivity	***4+ credits per student*** ▪ School should finish year with 4,500 credits awarded ▪ Overall distribution of credits: ❖ 80% Core (direct electives/certifications included) ❖ 20% Electives	***4.7 Credits Per Term*** ▪ 73% of credits being earned are core credits.
Graduates	***Graduate 25% of ADM*** ▪ College students successfully completing ▪ Average wage > $10.00 per hour ▪ <10% Waivers	***18 Official Graduates*** ▪ Grads: 15 grads off pace to meet year end goal. ▪ Grad Goal: 84
Accountability	***Grade: A*** ▪ ECA (Alg): > 90% ▪ ECA (Eng): > 90% ▪ CCR: 80 % ▪ Grad/ADM Rate: 25%	***Waiver Rate: 5%*** ▪ ECA (Alg): 81% (All Testers) ▪ ECA (Eng): 50% (All Testers) ▪ CCR: 95%
Staff	90% Retention	100% Job Satisfaction

Decatur

September Count: 222

	End of Year	Year To Date
Retention	***70%*** ▪ Should not exceed over 500 students "touched" ▪ End-of-year inactive students ≤ 150	***68%*** ▪ Conducted a significant cleanup after leadership change.
Productivity	***4+ credits per student*** ▪ School should finish year with 4,500 credits awarded ▪ Overall distribution of credits: ❖ 80% Core (direct electives/certifications included) ❖ 20% Electives	***3.7 Credits Per Term*** ▪ 81% of credits being earned are core credits.
Graduates	***Graduate 25% of ADM*** ▪ College students successfully completing ▪ Average wage > $10.00 per hour ▪ <10% Waivers	***8 Official Graduates*** ▪ Grads: 14 students off pace to meet year end goal ▪ Grad goal: 55
Accountability	***Grade: A*** ▪ ECA (Alg): > 90% ▪ ECA (Eng): > 90% ▪ CCR: 80 % ▪ Grad/ADM Rate: 25%	***Waiver Rate: 12.5%*** ▪ ECA (Alg): 46% (All Testers) ▪ ECA (Eng): 44% (All Testers) ▪ CCR: 75%
Staff	90% Retention	100% Job Satisfaction

Franklin

September Count: 374

	End of Year	Year To Date
Retention	***70%*** ▪ Should not exceed over 500 students "touched" ▪ End-of-year inactive students $\leq$ 150	***60%*** ▪ Many students who have struggles are purged and cycled back through the enrollment process.
Productivity	***4+ credits per student*** ▪ School should finish year with 4,500 credits awarded ▪ Overall distribution of credits: ❖ 80% Core (direct electives/certifications included) ❖ 20% Electives	***4.2 Credits Per Term*** ▪ 72% of credits being earned are core credits.
Graduates	***Graduate 25% of ADM*** ▪ College students successfully completing ▪ Average wage > $10.00 per hour ▪ <10% Waivers	***21 Official Graduates*** ▪ Grads: 7 graduates behind pace to meet year end goal. ▪ Projecting 12 for Term 3 ▪ Grad goal: 94
Accountability	***Grade: A*** ▪ ECA (Alg): > 90% ▪ ECA (Eng): > 90% ▪ CCR: 80 % ▪ Grad/ADM Rate: 25%	***Waiver Rate: 7%*** ▪ ECA (Alg): 96% (All Testers) ▪ ECA (Eng): 48% (All Testers) ▪ CCR: 83%
Staff	90% Retention	100% Job Satisfaction

Kokomo

September Count: 333

	End of Year	Year To Date
Retention	***70%*** ▪ Should not exceed over 500 students "touched" ▪ End-of-year inactive students ≤ 150	***72%***
Productivity	***4+ credits per student*** ▪ School should finish year with 4,500 credits awarded ▪ Overall distribution of credits: ❖ 80% Core (direct electives/certifications included) ❖ 20% Electives	***4.9 Credits Per Term*** ▪ 85% of credits being earned are core credits.
Graduates	***Graduate 25% of ADM*** ▪ College students successfully completing ▪ Average wage > $10.00 per hour ▪ <10% Waivers	***31 Official Graduates*** ▪ Grads: 2 grads behind pace to meet year end goal. ▪ Projecting 12 for Term 3 ▪ Grad goal: 83
Accountability	***Grade: A*** ▪ ECA (Alg): > 90% ▪ ECA (Eng): > 90% ▪ CCR: 80 % ▪ Grad/ADM Rate: 25%	***Waiver Rate: 3.2%*** ▪ ECA (Alg): 78% (All Testers) ▪ ECA (Eng): 72% (All Testers) ▪ CCR: 84%
Staff	90% Retention	100% Job Satisfaction

Lafayette

September Count: 286

	End of Year	Year To Date
Retention	***70%*** ▪ Should not exceed over 500 students "touched" ▪ End-of-year inactive students $\leq$ 150	***75%*** ▪ Very strong enrollment rebound. Enrollment back above 300, and will continue to rise to target 330.
Productivity	***4+ credits per student*** ▪ School should finish year with 4,500 credits awarded ▪ Overall distribution of credits: ❖ 80% Core (direct electives/certifications included) ❖ 20% Electives	***4.65 Credits Per Term*** ▪ 79% of credits being earned are core credits.
Graduates	***Graduate 25% of ADM*** ▪ College students successfully completing ▪ Average wage > $10.00 per hour ▪ <10% Waivers	***28 Official Graduates*** ▪ Grads: 1 grad ahead of pace to meet year end goal. ▪ Grad goal: 71
Accountability	***Grade: A*** ▪ ECA (Alg): > 90% ▪ ECA (Eng): > 90% ▪ CCR: 80 % ▪ Grad/ADM Rate: 25%	***Waiver Rate: 3.2%*** ▪ ECA (Alg): 78% (All Testers) ▪ ECA (Eng): 72% (All Testers) ▪ CCR: 84%
Staff	90% Retention	100% Job Satisfaction

Meadows

September Count: 372

	End of Year	Year To Date
Retention	***70%*** ▪ Should not exceed over 500 students "touched" ▪ End-of-year inactive students ≤ 150	***72%***
Productivity	***4+ credits per student*** ▪ School should finish year with 4,500 credits awarded ▪ Overall distribution of credits: ❖ 80% Core (direct electives/certifications included) ❖ 20% Electives	***4.9 Credits Per Term*** ▪ 80.5% of credits being earned are core credits.
Graduates	***Graduate 25% of ADM*** ▪ College students successfully completing ▪ Average wage > $10.00 per hour ▪ <10% Waivers	***32 Official Graduates*** ▪ Grads: 4 grads off pace to meet year end goal. ▪ Projecting 20 for Term 3 ▪ Grad Goal: 93
Accountability	***Grade: A*** ▪ ECA (Alg): > 90% ▪ ECA (Eng): > 90% ▪ CCR: 80 % ▪ Grad/ADM Rate: 25%	***Waiver Rate: 3%*** ▪ ECA (Alg): 80% (All Testers) ▪ ECA (Eng): 51% (All Testers) ▪ CCR: 91%
Staff	90% Retention	100% Job Satisfaction

Michigan Street

September Count: 354

	End of Year	Year To Date
Retention	***70%*** ▪ Should not exceed over 500 students "touched" ▪ End-of-year inactive students ≤ 150	***73%***
Productivity	***4+ credits per student*** ▪ School should finish year with 4,500 credits awarded ▪ Overall distribution of credits: ❖ 80% Core (direct electives/certifications included) ❖ 20% Electives	***3.7 Credits Per Term*** ▪ 75% of credits being earned are core credits.
Graduates	***Graduate 25% of ADM*** ▪ College students successfully completing ▪ Average wage > $10.00 per hour ▪ <10% Waivers	***19 Official Graduates*** ▪ Grads: 16 grads off pace to meet year end goal. ▪ Grad Goal: 88
Accountability	***Grade: A*** ▪ ECA (Alg): > 90% ▪ ECA (Eng): > 90% ▪ CCR: 80 % ▪ Grad/ADM Rate: 25%	***Waiver Rate: 5.2%*** ▪ ECA (Alg): 100% (All Testers) ▪ ECA (Eng): 57% (All Testers) ▪ CCR: 63%
Staff	90% Retention	100% Job Satisfaction

Richmond

September Count:296

	End of Year	Year To Date
Retention	***70%*** ▪ Should not exceed over 500 students "touched" ▪ End-of-year inactive students ≤ 150	***75%***
Productivity	***4+ credits per student*** ▪ School should finish year with 4,500 credits awarded ▪ Overall distribution of credits: ❖ 80% Core (direct electives/certifications included) ❖ 20% Electives	***6 Credits Per Student*** ▪ 80% of credits being earned are core credits.
Graduates	***Graduate 25% of ADM*** ▪ College students successfully completing ▪ Average wage > $10.00 per hour ▪ <10% Waivers	***18 Official Graduates*** ▪ Grads: 11 grads off pace to meet year end goal. ▪ Projecting 17 Term 3. ▪ Grad Goal: 74
Accountability	***Grade: A*** ▪ ECA (Alg): > 90% ▪ ECA (Eng): > 90% ▪ CCR: 80 % ▪ Grad/ADM Rate: 25%	***Waiver Rate: 0%*** ▪ ECA (Alg): 83% (All Testers) ▪ ECA (Eng): 58% (All Testers) ▪ CCR: 95%
Staff	90% Retention	100% Job Satisfaction

West

September Count: 375

	End of Year	Year To Date
Retention	***70%*** ▪ Should not exceed over 500 students "touched" ▪ End-of-year inactive students ≤ 150	***77%***
Productivity	***4+ credits per student*** ▪ School should finish year with 4,500 credits awarded ▪ Overall distribution of credits: ❖ 80% Core (direct electives/certifications included) ❖ 20% Electives	***4.7 Credits Per Term*** ▪ 75% of credits being earned are core credits.
Graduates	***Graduate 25% of ADM*** ▪ College students successfully completing ▪ Average wage > $10.00 per hour ▪ <10% Waivers	***21 Official Graduates*** ▪ Grads: 16 grads off pace to meet year end goal. ▪ Grad Goal: 93
Accountability	***Grade: A*** ▪ ECA (Alg): > 90% ▪ ECA (Eng): > 90% ▪ CCR: 80 % ▪ Grad/ADM Rate: 25%	***Waiver Rate: 0%*** ▪ ECA (Alg): 100% (All Testers) ▪ ECA (Eng): 57% (All Testers) ▪ CCR: 86%
Staff	90% Retention	100% Job Satisfaction

Attachment B: School Director Job Description

Goodwill Education Initiatives, Inc.

Indianapolis Metropolitan high school

The Excel Center

Excel Center Director

Reports to: Regional Director,Excel
FLSA status: Exempt
Description date: May 2014
Job family: M4

Summary

The Director will be the chief academic officer for the Excel Center. Provide hands on approach to leadership in the directing, planning, managing, and coordinating the educational goals and vision of the school. Ensures that instructors and school curriculum are applied according to the principles of the Excel Center and that school is meeting the desired outcomes. Provides support and leadership to staff of 20-25. Essential functions include: supervision and management of faculty and staff, creating and maintaining a safe and secure educational environment for 200-500 students and managing the fiscal activities of the school. The position will work with the leadership of Goodwill Education Initiatives, Inc. in establishing school goals and objectives.

Education

- Bachelor's degree in relevant field required, Master's degree preferred.

Qualifications

- Current Indiana Secondary Administrator's License preferred but not required.
- 5+ years in a school-related leadership role.
- Prior experience managing groups of professionals.
- Strong communicator at a variety of levels. Demonstrates effective presentation skills.
- Solid planning and organizing skills.
- Has working knowledge of computer programs to perform clerical tasks: Google Applications (specifically Gmail), Excel, Word and Internet Explorer.
- Ability to gather and analyze data for informed decision making.

Duties

- Develops strategies, goals and objectives for the school and manages the implementation of these objectives.
- Participates in the development of overall educational strategies.
- Assists instructors in setting priorities, facilitating meetings and developing their leadership skills.
- Provides leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning students, test results and/or Indiana Academic Standards.
- Represents the school, as appropriate, in community planning and policy making activities.
- Works with the leadership team to ensure appropriate building management coverage for the Excel Center's hours of operation.
- Attend all team and professional development meetings.

Additional information

Goodwill Education Initiatives, Inc.

Indianapolis Metropolitan high school

The Excel Center

Base range: Commensurate with experience

Full-time employees may participate in a comprehensive benefits program that includes:

- Continuing education and leadership development
- Comprehensive health plan
- Paid time off (PTO)
- Life, dental and vision insurance
- Short- and long-term disability plans
- Nationally recognized preventive health and wellness program
- Section 125 pre-tax health spending account, dependent care spending account and premiums
- Retirement plan with generous match or contribution into Teachers' Retirement Fund for eligible employees.

How to apply

Submit cover letter and resume online at www.goodwillindy.org/gwjobs

Goodwill Industries of Central Indiana, Inc. is an EEO Employer/Vet/Disabled

Attachment C: Proof of Insurance Coverage

GOODEDU-CL LSKINNER

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 10/17/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Gregory & Appel Insurance
1402 N Capitol Suite 400
Indianapolis, IN 46202

CONTACT NAME:
PHONE (A/C, No, Ext): (317) 634-7491 FAX (A/C, No): (317) 634-6629
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Hanover Insurance Company	36064
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
Goodwill Education Initiatives
1635 West Michigan St
Indianapolis, IN 46222

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS		
A	X COMMERCIAL GENERAL LIABILITY			ZHW5909488	07/15/2014	07/15/2015	EACH OCCURRENCE	$	1,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$	500,000
	X Sexual Mol/Miscon						MED EXP (Any one person)	$	15,000
							PERSONAL & ADV INJURY	$	1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$	2,000,000
	POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$	2,000,000
	OTHER:						Emp Ben.	$	1,000,000
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$	1,000,000
A	X ANY AUTO			ADW5788777	07/15/2014	07/15/2015	BODILY INJURY (Per person)	$	
	ALL OWNED AUTOS / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$	
	HIRED AUTOS / NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$	
								$	
	X UMBRELLA LIAB X OCCUR						EACH OCCURRENCE	$	5,000,000
A	EXCESS LIAB CLAIMS-MADE			UHW5909480	07/15/2014	07/15/2015	AGGREGATE	$	5,000,000
	DED X RETENTION $ 10,000							$	
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE / OTH-ER		
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y/N (Mandatory in NH)	N/A					E.L. EACH ACCIDENT	$	
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$	
							E.L. DISEASE - POLICY LIMIT	$	
A	School Leaders E&O			ZHW5909488	07/15/2014	07/15/2015	SL E&O		1,000,000
A	Sexual Abuse			ZHW5909488	07/15/2014	07/15/2015	Sex Abuse		1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
For Insured's Informational Purposes Only...

CERTIFICATE HOLDER

For Insured's Informational Purposes

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

© 1988-2014 ACORD CORPORATION. All rights reserved.

The ACORD name and logo are registered marks of ACORD

Attachment D: School Discipline Policy

Philosophy:
Students have made a conscious choice and effort to enroll in and attend The Excel Center and to reengage in their education. The Excel Center's philosophy regarding student behavior and discipline is that all students – regardless of race, gender, age, background, ability, or any other factor – have the basic right to an education and the opportunity to earn a high school diploma as well as maintaining their basic health, safety and security. The Excel Center expects that all members of the school community conduct themselves in a manner to uphold and maintain these rights. Students or faculty who engage in behaviors that negatively impact students receiving an education or any individual's health or safety will be dismissed from The Excel Center immediately.

The Excel Center takes discipline very seriously and views suspensions and expulsions as a "last resort" option to ensure a safe and secure school environment. In order to ensure that the school's suspension and expulsion rates remain low and that they are in-line with the sector averages, the school will implement Progressive Discipline Steps (please see below). These steps are taken to help ensure that students are well prepared for the workforce after graduation and to ensure that students are provided ample opportunities to adjust their behavior prior to leading to a suspension or expulsion.

Attendance:
The Excel Center will track all student attendance, ensuring that each student is living up to the commitments made in the individual learning plan. Attendance includes scheduled meetings with the coach, team meetings, attending seminars, using the resource center, and on-line work. All of these events will be logged and reported against Indiana Department of Education attendance requirements. It is expected that life issues will require occasional "breaks" in regular attendance. It is the responsibility of the student to communicate these issues with the coach. If students break contact for an extended period of time with no communication, they will be dropped from The Excel Center roster and be replaced by the next student on the waiting list.

Cell telephones and personal electronics can be used at any time. During face-to-face seminars and meetings, students will be expected to conform to workplace norms. Failure to do so on a repeated basis can result in the student being dropped from the roster.

Dress Code for The Excel Center:
Students are expected to dress in a manner that demonstrates personal responsibility. This provides a great deal of flexibility for students, which is appropriate given the young adult status for most students. However, students will be asked to correct clothing that is inappropriate for public spaces. Repeated offenses can result in the student being dropped from the roster.

Student Code of Conduct and Ethics:
Excel Center staff and students are expected to behave in ways that are respectful of others and supportive of teaching and learning. Three principles guide our code of conduct and ethics:

- Do no harm.
- Show respect to everyone and everything.
- Take responsibility for your own learning, and refrain from interfering with the learning of others.

Building Personal Responsibility at The Excel Center:
The purpose of disciplinary action at The Excel Center is to ensure that both individual students and the school community stay focused on growth and learning. Depending on the nature of the infraction and the student's past performance, any or all of the following consequences may be appropriate:

Student warning, oral or written:
Immediate resolution of the problem or issue is expected.

Participation in Instructional Program:
A student may be expected to: attend a course such as anger management, conflict resolution, peer mediation or stress reduction; participate in group or individual counseling, or attend other programs intended to redirect the student's perceptions and behavior.

Remuneration:
A student may be expected to perform service to correct or repair any damages or harm which may have resulted from the student's behavior.

Expulsion: After a proper investigation and hearing, a student may be expelled when their behavior renders it appropriate. Poor attendance or repeated offenses can lead to expulsion.

When the school director or designee makes a recommendation for expulsion of students, the school director or designee may suspend the students until the conclusion of expulsion proceedings, if the school director believes that the students must be suspended immediately to prevent or substantially reduce the risk of:

A. Interference with an educational function or school purposes, or
B. A physical injury to themselves, other students, school employees, or visitors to the school

The school director or designee shall file a written charge with the Chief Operating Officer. If the COO deems that there are reasonable grounds for expulsion, he or she shall appoint a Hearing Examiner.

Expulsion is mandatory for:
1. Bringing, using, or possessing a dangerous weapon, unless the weapon is brought to school accidentally and the student gives the weapon to an adult school employee as soon as the student discovers the weapon. Expulsion from school for a period of not less than one year shall be mandated for a student who is determined to have brought a firearm to school, except that the hearing officer or COO may modify the expulsion order on a case-by-case basis;
2. Theft or robbery as defined in Indiana Statutes
3. Commission of an act, which, if committed by an adult, would be first- or second-degree assault as defined in Indiana Revised Statutes;
4. The sale of a drug or controlled substance as defined in Indiana Revised Statutes;

Threats and Bodily Harm to Others
Threats, bullying and intimidation will not be tolerated at school or in connection with students, families and staff of The Excel Center. Students will be subject to expulsion for verified acts which threaten, bully or intimidate others.

Fighting will not be tolerated at school. A student who physically strikes another individual will be subject to expulsion.

The Excel Center
Progressive Discipline Standard Operating Procedures

Purpose:

- To assist the student in understanding that a performance problem and opportunity for improvement exists
- To assist the student in overcoming performance problems and satisfy Center expectations
- To prepare students for conduct that is expected in the workplace
- To provide students with opportunities for due process in disciplinary actions

Progressive Discipline Steps

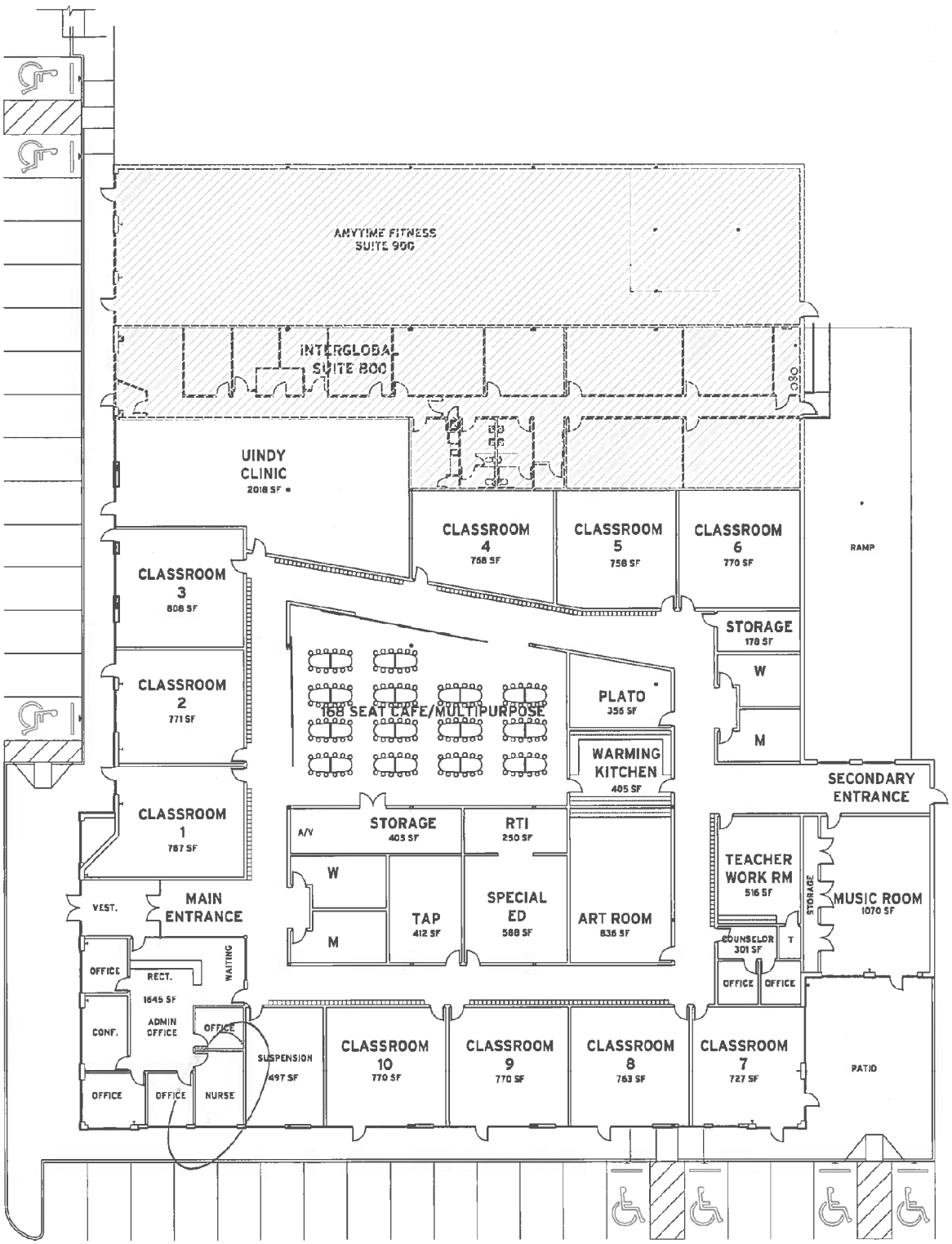
Counseling / Restatement of Expectations	Counseling by the coach is the initial step to mentor or modify performance • Meet with the student and affirm expectations regarding performance. • Discus the performance deficit or behavioral concern. • Provide a timeline and resources for improvement. • Report consequences for no improvement. • Document in student file.
Verbal Reprimand	After an investigation, follow the procedure outlined above for the counseling process. Discuss previous informal efforts and the current problem. A note should be in the student's file documenting the verbal warning.
Written Reprimand	At this time, the coach or instructor may want to consult the Director. After an investigation, follow the procedure outlined above for the counseling process, with the exception of providing documentation to the employee in the letter of reprimand. The letter should outline previous informal efforts and the current problem. Tools such as attendance improvement plans, behavior improvement plans and performance improvement plans can be used at this stage. These plans can be used at increments of 30, 60 and 90 days. Send copies of the signed letter and improvement plan to appropriate staff and to the student file. Student may be referred for a hearing after two written reprimands.

Short Suspension (or equivalent)	Fully investigate the concern, followed by discussion with the student. Summarize previous progressive discipline and the current problem, and specify the timeframe for suspension in writing. Identify further discipline and possible termination as a potential consequence for not meeting and maintaining standards for improvement. Provide copies as for the written reprimand. Student must have a hearing before returning to the Center. Record of progressive discipline must be submitted to the panel of staff/students sitting in on the hearing.
Long Suspension (or equivalent)	Fully investigate the concern, followed by discussion with the student. Summarize previous progressive discipline and the current problem, and specify the timeframe for suspension in writing Identify further discipline and possible termination as a potential consequence for not meeting and maintaining standards for improvement. Provide copies as for the written reprimand. Student must have a hearing before returning to the Center. Record of progressive discipline must be submitted to the panel of staff/students sitting in on the hearing.
Expulsion	Expulsion may be necessary when discipline is not successful in improving performance. The coach and/or instructor should review the performance history and record of progressive discipline with the Director. Schedule a final meeting to include the coach and/or instructor, director and the student at which a letter of expulsion is provided. If necessary, the expulsion notice may be sent via certified mail. Provide copies a s for previous disciplinary measures.

Hearings:
Hearings should consist of two staff and two students. They are responsible for determining guilt or innocence. They make recommendations for retention or expulsion to the Director. They can impose additional consequences/sanctions. The panel of staff/students will provide documentation of the hearing for the student's file. They are to notify the student of decisions made. They are also responsible for explaining the appeal process.

Appeals:
Students have the right to appeal recommendations made by the panel. An appeal must be made within 30 days of the hearing to the Director.

Attachment E: Floor Plan


ANYTIME FITNESS
SUITE 900
INTERGLOBAL
SUITE 800
UINDY
CLINIC
2018 SF
CLASSROOM
4
758 SF
CLASSROOM
5
758 SF
CLASSROOM
6
770 SF
RAMP
CLASSROOM
3
808 SF
STORAGE
178 SF
W
M
CLASSROOM
2
771 SF
168 SEAT CAFE/MULTIPURPOSE
PLATO
356 SF
WARMING
KITCHEN
405 SF
SECONDARY
ENTRANCE
CLASSROOM
1
767 SF
A/V
STORAGE
405 SF
RTI
250 SF
W
M
TAP
412 SF
SPECIAL
ED
588 SF
ART ROOM
836 SF
TEACHER
WORK RM
516 SF
STORAGE
MUSIC ROOM
1070 SF
VEST.
MAIN
ENTRANCE
COUNSELOR
301 SF
T
OFFICE
OFFICE
OFFICE
RECT.
1645 SF
WAITING
CONF.
ADMIN
OFFICE
OFFICE
SUSPENSION
497 SF
CLASSROOM
10
770 SF
CLASSROOM
9
770 SF
CLASSROOM
8
763 SF
CLASSROOM
7
727 SF
PATIO
OFFICE
OFFICE
NURSE

Attachment F: School Calendar

The Excel Center

2015-2016

School Year Calendar

July 15

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 15

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 15

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 15

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 15

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 15

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 16

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 16

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 16

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 16

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 16

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 16

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 16

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 16

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- School Day
- PD for Staff
- Students & Staff Off
- iExcel
- First Day of each Term

1	Jul 13-Sept 1
2	Sept 8-October 30
3	Nov 4-Jan 13
4	Jan 19-Mar 18
5	Apr 6-June 3

Fall 2015 Graduation: Dec 4th

Summer 2016 Graduation: June 10th

TEC Conference: March 31st/April 1st

iExcels

July 9th and 10th

September 2nd and 3rd

November 2nd and 3rd

January 14th and 15th

April 4th and 5th

ECA Testing Windows

Attachment G: Academic & Exit Standards

Students who graduate the Excel Center are expected to complete the following four courses:

Contents

American Studies A and B 105

American Studies A Course Mapping 105

American Studies B Course Mapping 107

Financial Foundations 109

Algebra II Standards 113

Chemistry Standards 113

Standards for these courses are included below. All courses are aligned to Indiana Academic Standards.

Because they are combinations of multiple courses, the standards for American Studies A and B and Financial Foundations are listed on a lesson-by-lesson basis to demonstrate the combinations of courses in the Excel Center model. Students are evaluated on their mastery of the standards listed in each course.

American Studies A and B

American Studies A Course Mapping

	Content	E/LA 11-12	US
Day 1	Forms of Gov't ECA Style Prompt	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	1.1-1.2
Day 2	US Revolution Thomas Paine Dec. of Independence	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	1.1, 1.2
Day 3	Federalist Papers 1984	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	1.1, 1.2
Day 4	Legislative Branch	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	
Day 5	Executive Branch Electoral College	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	
Day 6	Judicial Branch Westboro Article Court Cases	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	1.1, 1.2
Day 7	Thematic Essay Push vs. Pull New Colossus	RL.1-4; RV.2-3 RN.1-4; W.1,3,4,6 SL.2-3	2.1, 2.2, 2.3
Day 8	Chinese Exclusion Act ECA Style Essay	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	2.1, 2.2, 2.3, 3.7
Day 9	Irish Immigrants How to write intros and conclusions	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	2.1, 2.2, 2.3, 3.7
Day 10	Rural vs Urban Poetry (Whitman and Sandberg)	RL.1-4; RV.2-3 RN.1-4; W.1,3,6 SL.2-3	
Day 11	Social Darwinism	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	2.4, 2.5, 3.7
Day 12	Industrial Revolution DBQ	RN.1-4; W.1,3-6 SL.2-3; RL.2-3 RV.2-3	All of 2
Day 13	Finish DBQ Essay Robber Barons Captains of Industry	RN.1-4; W.1,3-6 SL.2-3; RL.2-3 RV.2-3	2.4, 2.5, 3.7
Day 14	Manifest Destiny Westward Expansion	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	2.6
Day 15	Spanish American War Yellow Journalism	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	2.6, 3.6

Day 16	White Mans Burden Things Fall Apart St. Crisipin's Day	RL.1-4; RN.4 W.1,3,6; SL.2-3 RV.2	
Day 17	Mexican American War Battle of the Alamo	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	3.1, 3.2, 3.6
Day 18	14 Points Treaty of Versailles	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	3.3, 3.4, 3.5
Day 19	The impact of imperialism on American music	RL.1-4; RV.2-3 RN.4; W.1,3,6	
Day 20	Progressive DBQ (end with essay)	RN.1-4; W.1,3-6 SL.2-3; RL.2-3 RV.2-3	3.8
Day 21	Jacob Riis Upton Sinclair	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	3.8
Day 22	Triange Shirtwaist Factory Fire	RL.1-4; RV.2-3 RN.1-4; W.1,3,6 SL.2-3	3.8
Day 23	Discuss other famous Progressives	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	3.8
Day 24	TABE Re-test		
Day 25	Review for Final Exam		
Day 26	Final Exam pt. 1 (multiple choice and ECA essay)	RL.1-4; RV.2-3; RN.1-4; W.1,3,4,6 SL.2-3	
Day 27	Final Exam pt. 2 (DBQ)	RN.1-4; W.1,3-6 SL.2-3; RL.2-3 RV.2-3	
Day 28	Intro Graphic Novel Project	RL.1-4; W.1-6 RL,2-4; RV.2-3	
Day 29	Plan Graphic Novels	W.1,3-6; RL.2-4 RV.2-3	
Day 30	Work on Graphic Novel	W.1,3-6; RL.2-4 RV.2-3	
Day 31	Work on Graphic Novel	W.1,3-6; RL.2-4 RV.2-3	
Day 32	Finish Graphic Novel	W.1,3-6; RL.2-4 RV.2-3; SL.1-4	

American Studies B Course Mapping

	Content	E/LA	US	CompApp
Day 1	Flapper Culture St. Valentine's Mass	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	1.1, 1.2	2.1-5 4.1-2
Day 2	Age of Excess Great Gatsby HarlemRenaissance	RL.1-4; RN.4 W.1,3,6; SL.2-3 RV.2-3	1.1, 1.2	2.1-5 4.1-2
Day 3	DBQ Great Depress.	RN.1-4; W.1,3-6 RL.2-4; RV.2-3	1.1, 1.2	2.1-5 4.1-2
Day 4	Introductions Conclusions Finish DBQ Essay	RN.1-4; W.1,3-6 RL.2-4; RV.2-3		2.1-5 4.1-2
Day 5	Depression	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3		2.1-5 4.1-2
Day 6	Harvest Gypsies Dust Bowl Prezi	RL.1-4; RN.4 W.1,3,6; SL.1-4 RV.2-3	1.1, 1.2	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 7	Pearl Harbor Japanese Relocate	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	2.1, 2.2, 2.3	2.1-5 4.1-2
Day 8	Soldiers Experience Life on Home Front ECA Prompt	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	2.1, 2.2, 2.3, 3.7	2.1-5 4.1-2
Day 9	*Terrible Things* Holocaust Victims *Night*	RL.1-4; RN.1-4 RV.2,3; W.1,3,6 SL.1-4	2.1, 2.2, 2.3, 3.7	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 10	Holocaust Poetry WWII Propaganda	RL.1-4; RN.2-3 RV.2,3; W.1,3,6 SL.1-4	2.1,2.2, 2.3	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 11	Iron Curtain Truman Doctrine Marshall Plan	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3		2.1-5 4.1-2
Day 12	McCarthyism *The Crucible*	RL.1-4; RN.2-3 RV.2,3; W.1,3,6 SL.1-4	2.4, 2.5, 3.7	2.1-5 4.1-2
Day 13	Platt Amendment Bay of Pigs Cuban Missle Crisis	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	All of 2	2.1-5 4.1-2

Day 14	Evaluate Kenedy's Decision -- Poster	RL.1-4; RN.4 W.1,3,6; SL.2-3 RV.2-3	2.4, 2.2, 3.7	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 15	Intro Vietnam *Things They Carried* Protest Songs	RL.1-4; RN.4 W.1,3,6; SL.2-3 RV.2	2.6	2.1-5 4.1-2
Day 16	Transatlantic Slave Trade Equiano	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	2.6, 3.6	2.1-5 4.1-2
Day 17	Reconstruction Era Black Codes Sharecropping	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3		2.1-5 4.1-2
Day 18	Emmett Till	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	3.1, 3.2, 3.6	2.1-5 4.1-2
Day 19	*To Kill a Mockingbird*	RL.1-4; RN.2-3 RV.2,3; W.1,3,6 SL.1-4		2.1-5 4.1-2
Day 20	Various Civil Rights Groups -- SAS Pics from CRM	RL.1-4; RN.4 W.1,3,6; SL.2-3 RV.2-3	3.3, 3.4, 3.5	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 21	*Letter from a Birmingham Jail* "I Have a Dream"	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	3.8	2.1-5 4.1-2
Day 22	Literacy Test Other Minorities Brown v Board	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	3.8	2.1-5 4.1-2
Day 23	Nixon - Present	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3		2.1-5 4.1-2
Day 24	Review for Exam			
Day 25	FINAL EXAM!	RL.1-4; RV.2-3; RN.1-4; W.1,3-6 SL.2-3		2.1-5 4.1-2 7.1-3
Day 26	Intro research	W.1-5		1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 27	Begin researching	W.1-5		1.1-10 2.1-5

				3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 28	Type Paper	W.1-5		1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 29	Finish Paper	W.1-5; SL.1-4		1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3

Financial Foundations

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**
Procedure Topics	-Introduction to class -What is Economics? -Definition of other key terms: resource, consumer, goods, services, capitalism, democracy, meritocracy -Concept of the American Dream	-What is the difference between a need and a want? -What is choice and how is it employed in economic decisions? -What is opportunity cost? -Analysis of cost per use of items students own	-What is money and what function does it have in a society? -How does one calculate interest? -How does one save effectively and what methods of saving exist?	-How does one open a checking or savings account? -How does an individual write a check? -How does an individual balance a checkbook? -What is fractional reserve banking?
Economics	1.1, 1.4, 1.5	1.2, 1.9	6.1, 6.4	6.3
Business Math		1.1.1, 1.1.2, 1.1.3	1.3.1, 3.2.1	
Personal Finance		1.4.2	4.1.2, 6.1, 6.1.2, 6.2.1, 6.3	3.2.1, 3.2.2, 3.3.2

Week Two

Objective: Students will be able to describe and analyze the role of money, banking and financial services in their lives.

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**
Procedure Topics	-What is credit? -What is a finance charge?	-What is online banking? -What are the	-Definitions: supply and demand -What is a shortage	-Graphing supply and demand -Determining price

	-What are the advantages and disadvantages of having a credit card? -What should one look for when registering for a credit card?	pros and cons of doing banking online? -How do online services compare between banks?	and what is a surplus? -Review concept of producers and consumers -What role do producers and consumers play in the market?	from supply and demand -Definition: equilibrium price -Why might supply and demand change within a market?
Economics	6.6	6.6, 6.7	2.1, 2.3, 2.4	2.1, 2.3, 2.4
Business Math	3.2.8	1.1.1, 1.1.2, 1.1.3, 3.1.3	3.2.1, 3.2.2, 3.2.3, 3.2.4	3.2.1, 3.2.2, 3.2.3, 3.2.4
Personal Finance	3.3.1, 4.2, 4.2.1, 4.2.2	3.3.1		

Week Three

Objective: Students will be able to explain principles of supply and demand and how they affect their personal purchases, using purchasing a car as an example.

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**
Procedure Topics	-How do supply and demand impact the price of a product? -How does the length and interest of a loan affect monthly payments and overall cost? -Car loan project	-How does an individual make calculations to determine the cost of a major purchase? -What is the difference between leasing and buying a car? -Car loan project	-How does buying compare to leasing a product? -What does it cost to maintain a vehicle, including insurance? -What different types of insurance exist?	-How does one shop for insurance? -How do different types of insurance compare? -What factors influence a person's insurance costs?
Economics	6.4, 6.6	6.4, 6.6		
Business Math	3.2.2, 3.2.3	3.2.2, 3.2.3	2.1.9, 3.2.4	2.1.9, 3.2.4
Personal Finance	4.1.2, 4.1.3	4.1.2, 4.1.3	5.2, 5.2.1, 5.2.2, 5.2.3	5.2, 5.2.1, 5.2.2, 5.2.3

Week Four

Objective: Students will be able to demonstrate an understanding of the way market structures function and how decisions made in the market affect individuals and the larger economy.

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**
Procedure Topics	-What are the three main types of business organizations? -What are the advantages and	-What are the characteristics of competition? -What are the four types of competition?	-What is stock? -What is the stock market? -How does one calculate the value of	-How does one do research on a stock? -How does one read a stock table?

	disadvantages of each?	-How do businesses make money?	stock? -What are the risks involved in the stock market?	-Stock Market Simulation
Economics	3.1, 3.2	3.2, 3.4, 3.5, 6.8	6.8	6.8
Business Math			3.2.6, 3.2.7	3.2.6, 3.2.7
Personal Finance	6.3.1	6.3.1	6.3.1, 6.4, 6.4.1, 6.5, 6.5.1	6.3.1, 6.4, 6.4.1, 6.5, 6.5.1

Week Five

Objective: Students will analyze the role government plays in an economy, including regulating the market and the collection and distribution of taxes.

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**
Procedure Topics	-In general, what role does a government play in a capitalistic economy? -What are the limits of government intervention in the economy? -What does the government spend its money on?	-What are the sources of revenue for a government? -How are tax revenues spread out between local, state, and federal budgets? -How are taxes used in an individual's own community?	-What are the differences between progressive, regressive, and proportional taxes? -How does an individual read tax charts and estimate taxes? -What is the difference between gross and net pay?	-What are payroll taxes? -What percentage of a person's salary goes toward Social Security or Medicare? -How does one calculate a sales tax and a discount price?
Economics	4.1, 4.4	4.4, 4.5	4.4, 4.5, 4.6, 4.7, 4.8	
Business Math	6.1.2, 6.1.3, 6.1.5		1.3.1, 2.1.2	2.1.2, 4.1.2, 4.1.3
Personal Finance			3.4.1, 2.3	6.1.1

Week Six

Objective: Students will be able to define GDP and inflation, and demonstrate how individual choice impacts a nation's economy.

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**
Procedure Topics	-What are aggregate supply and aggregate demand? -Define GDP, economic growth, unemployment, and inflation. -How are GDP and economic growth measured?	-What are the limits to using GDP as a measure of economic welfare? -Explain the four phases of the business cycle on a macroeconomic level.	-What effects have major historical events (such as WWII or the IT boom) had on business cycles in the United States? -What is inflation?	-How does inflation impact the choices made by individuals? -What is the difference between cost-push and demand-pull inflation?

Economics	5.1, 5.2	5.3, 5.4	5.5, 5.6	5.7, 5.8
Business Math	1.1.2, 1.1.3, 1.1.4		1.1.2, 1.1.3, 1.1.4. 3.2.7	1.3.1
Personal Finance			3.4.1, 3.4.2, 6.3.2	6.3.2

Week Seven

Objective: Students will be able to define fiscal and monetary policy and the tools used to enforce it, as well as analyze the impact national and individual debt have on a nation's economy.

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**
Procedure Topics	-What is fiscal policy? -What is monetary policy? -What are the tools for fiscal/monetary policy, and how are they used?	-What are the negative effects of unemployment and inflation? -How can individuals protect themselves from unemployment and inflation?	-How does the government impact the level of unemployment and inflation? -How does the government use fiscal policy to promote employment and growth? -What is the Federal Reserve's role in matters of fiscal policy?	-How do we predict future debt based on present information? -How will future spending and taxation affect our national debt? -How does fiscal/monetary policy impact the individual (student)?
Economics	7.1, 7.2	7.3, 7.4	7.5, 7.6	7.7, 7.8, 7.9
Business Math	3.2.1-5	3.2.1-5	3.2.1-5, 3.2.7,	3.2.1-5, 1.3.1, 1.3.2
Personal Finance	4, 3.3.3, 3.4, 4.3.1, 6.3.1	4, 3.3.3, 3.4, 4.3.1, 6.3.1	4, 3.3.3, 3.4, 4.3.1, 6.3.1	4, 3.3.3, 3.4, 4.3.1, 6.3.1

Week Eight

Objective: Students will analyze the mechanics of trade within a nation and abroad.

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**
Procedure Topics	-Why is trade beneficial? (individually, nationally, internationally) -What are different ways in which people trade? (cash, stocks, barter, futures, underground economy) -Absolute vs. comparative advantage	-What are barriers to trade? -Why do some countries establish barriers to trade? -Balance of trade vs. balance of payments -How do trade relations affect the American economy?	-Labor productivity in the U.S. vs. the rest of the world -What are exchange rates? -How do exchange rates affect individuals living in the U.S.?	-What is free trade? -Is free trade beneficial or harmful to the global economy? Why? -Who does free trade benefit?

Economics	8.1, 8.2, 8.10	8.3, 8.4, 8.5, 8.10	8.6, 8.7, 8.8, 8.10	8.9, 8.10
Business Math	4.1.4	1.3.1-.5	4.1.6, 1.3.1-.5	
Personal Finance	1.1.1, 1.2			

Algebra II Standards

Algebra II Content Standards	**Units of Instruction**
• AII.CNE.1- Operations with complex numbers	Complex numbers and expressions
• AII.CNE.2- Radicals and exponents	Complex numbers and expressions
• AII.CNE.3- Operations with rational expressions	Complex numbers and expressions
• AII.CNE.4- Equivalent forms of rational expressions	Complex numbers and expressions
• AII.CNE.5- Division of polynomials	Complex numbers and expressions
• AII.CNE.6- Partial sums of arithmetic and geometric series	Complex numbers and expressions
• AII.F.1- Function identification	Functions
• AII.F.2- Composition of functions	Functions
• AII.F.3- Inverse functions	Functions
• AII.F.4- Graphing inverse functions	Functions
• AII.F.5- Graphing composite functions	Functions
• AII.SE.1- System of linear and quadratic equations	System of equations
• AII.SE.2- Systems of three linear equations and three variables	System of equations
• AII.SE.3- Real world application of three variable systems	System of equations
• AII.Q.1- Real world application of quadratics	Quadratics
• AII.Q.2- Completing the square and properties of quadratics	Quadratics
• AII.Q.3- Discriminant and number of solutions	Quadratics
• AII.EL.1- Recursive and explicit arithmetic and geometric sequences	Exponential and logarithmic equations and functions
• AII.EL.2- Graph functions expressed symbolically and show key features of the graph by hand in simple cases	Exponential and logarithmic equations and functions
• AII.EL.3- Rate of change in exponential functions	Exponential and logarithmic equations and functions
• AII.EL.4- Transforming expressions for exponential functions	Exponential and logarithmic equations and functions
• AII.EL.5- Relationship between exponential and logarithmic functions	Exponential and logarithmic equations and functions
• AII.EL.6- Laws of exponents and logarithms	Exponential and logarithmic equations and functions
• AII.EL.7- Real world application of exponential equations	Exponential and logarithmic equations and functions
• AII.PR.1- Solving polynomial equations	Polynomial, rational, and other equations and functions
• AII.PR.2- Graph relations and functions and describe their properties	Polynomial, rational, and other equations and functions
• AII.PR.3- Solve simple rational and radical equations in one variable	Polynomial, rational, and other

	equations and functions
• AII.DSP.1- Make inferences from sample surveys, experiments, and observational studies	Data analysis, statistics, and probability
• AII.DSP.2- Use technology to model bivariate data and interpret the correlation coefficient	Data analysis, statistics, and probability
• AII.DSP.3- Identify and interpret measures of central tendency and variation in a data set	Data analysis, statistics, and probability
• AII.DSP.4- Apply theoretical models of probability to interpret random events	Data analysis, statistics, and probability
• AII.DSP.5- Identify and apply concepts of dependent and independent events	Data analysis, statistics, and probability
• AII.DSP.6- Multiplication counting principle, permutations and combinations	Data analysis, statistics, and probability

Chemistry Standards

Standards	**Big Ideas**	**Learning Targets/Objectives**
C.1.1 Based on physical properties, differentiate between pure substances and mixtures.	- Compare and contrast pure substances and mixtures - Physical property - Chemical property - Element, compound - Homogeneous/ heterogeneous	Students will be able to differentiate between a pure substance and a mixture
C.1.2 Observe and describe chemical and physical properties of different types of matter and designate them as either extensive or intensive.	- Intensive/extensive - Chemical/physical properties - Define matter	Students will be able to define an extensive and intensive property Students will be able to explain the properties of three different states of matter
C.1.3 Recognize observable indicators of chemical changes.	- Chemical changes - Indicators of chemical change	Students will be able to determine if a chemical change has occurred due to observable indicators such as color change.
C.1.4 Describe physical and chemical changes at the molecular level.	- Atoms, molecules - Bonding	Students will be able to analyze the differences between a chemical or a physical change.
C.1.5 Describe the characteristics of solids, liquids and gases and changes in state at the molecular level.	- Compare and contrast states of matter -Change of state - Volume, shape - movement of particles - Atoms	Students will be able to define the properties of a solid, liquid and a gas.
C.1.6 Explain and apply the law of conservation of mass as it applies to chemical processes.	- Conservation of mass (equation) - Chemical equations	Students will be able to apply their knowledge of conservation of mass and

	(reactants, products) - Possibly balancing equations in here	how it relates to chemical processes and reactions.
C.1.7 Define density and distinguish among materials based on densities. Perform calculations involving density.	- Density (d=m/V) - How to measure mass/volume - Units of mass and volume - Dimensional analysis	Students will be able to define density and communicate the importance of density when describing a substance. Students will be able to calculate density.
C.2.1 Describe how models of atomic structure changed over time based on available experimental evidence and understand the current model of atomic structure.	- Atom as a solid sphere, plum pudding, etc to Bohr - Indirect evidence	Students will be able to identify the Bohr model and how this model describes an atom's structure
C.2.2 Describe how the subatomic particles (i.e., protons, neutrons and electrons) contribute to the structure of an atom and recognize that the particles within the nucleus are held together against the electrical repulsion of the protons.	- Protons, neutrons, electrons (charges, mass, location in the atom) - Like charges repel, opposite charges attract	Students will be able to explain the structure of an atom using protons, electrons and neutrons.
C.2.3 Determine the number of protons, neutrons, and electrons in isotopes and in those isotopes that comprise a specific element. Relate these numbers to atomic number and mass number.	- Periodic table - Isotopes - Compare and contrast atomic number and mass number	Students will be able to compute the number of neutrons in an atom and differentiate between different atoms depending on this neutron number.
C.2.4 Calculate the average atomic mass of an element from isotopic abundance data.	- Weighted average - Percentages as decimals - Mass number vs atomic mass - Isotopes	Students will be able to calculate the average atomic mass of an element.
C.2.5 Write the electron configuration of an element and relate this to its position on the periodic table.	- Blocks of the periodic table - Groups/periods - Noble gas configuration	Students will be able to construct electron configurations for elements on the periodic table.
C.2.6 Use the periodic table and electron configuration to determine an element's number of valence electrons and its chemical and physical properties.	- Common charge of groups based on number of electrons lost/gained - Alkali metals/alkaline earth/etc	Students will be able to analyze an electron configuration to determine an element's valence electrons.
C.2.7 Compare and contrast nuclear reactions with chemical reactions.	- Nucleus changing vs only changing number of electrons - Show them a nuclear equation vs chemical equation	Students will be able to analyze the difference between a chemical and a nuclear reaction.
C.2.8. Describe how fusion and fission processes transform elements present before the reaction into elements present after the reaction.	- Define fusion/fission - Show them reactions of each type and have them identify each - Conservation of mass	Students will be able to determine the difference between fusion and fission.

C.2.9 Understand that the radioactive decay process is random for any given atom but that this property leads to a predictable and measurable exponential decay of a sample of radioactive material. Know how to calculate the initial amount, the fraction remaining or the half-life of a radioactive isotope when given two of the other three variables.	- Half life - Radioactive decay is random -	Students will be able to analyze a half life decay table.
C.3.1 Describe, compare and contrast the characteristics of the interactions between atoms in ionic and covalent compounds.	- Ionic vs covalent - Metals vs nonmetals and location on the periodic table - Charges formed - Polyatomic ions	Students will be able to summarize the difference between an ionic and a covalent bond
C.3.2 Compare and contrast how ionic and covalent compounds form.	- Sharing vs electron transfer	Students will be able to summarize the difference between an ionic and a covalent bond
C.3.3 Draw structural formulas for and name simple molecules.	- Lewis structures - Lewis dot structures	Students will be able to name compounds.
C.3.4 Write chemical formulas for ionic compounds given their names and vice versa.	- Naming rules - Prefixes	Students will be able to name compounds when given the structural formula.
C.3.5 Compare and contrast ionic, covalent network, metallic and polar and non-polar molecular crystals with respect to constituent particles, strength of bonds, melting and boiling points and conductivity; provide examples of each type.	- Define ionic, covalent network, metallic bonding (compare and contrast electron behavior) - Properties of each - What does it mean to be polar vs nonpolar - Electron affinity/ electronegativity	Students will be able to compare different types of molecules and their properties.
C.4.1 Predict products of simple reactions such as synthesis, decomposition, single replacement and double replacement.	-Five types of reactions	Students will be able to classify different types of reactions.
C.4.2 Balance chemical equations using the law of conservation of mass and use them to describe chemical reactions.	- Balancing equations	Students will be able to balance chemical reactions. Students will apply their knowledge on conservation of mass in terms of balancing equations.
C.4.3 Given mass of the sample, use the mole concept to determine the number of moles and number of atoms or molecules in samples of elements and compounds.	- Avogadro's number - Molar mass - Dimensional analysis	Students will be able to calculate moles and grams based on what is given.
C.4.4 Using a balanced chemical equation, calculate the quantities of reactants needed and products made in a chemical reaction that goes to completion.	- Stoichiometry - Using coefficients for hypothetical situations - Mole ratios	Students will be able to calculate the amount of reactant and product used when looking at balanced

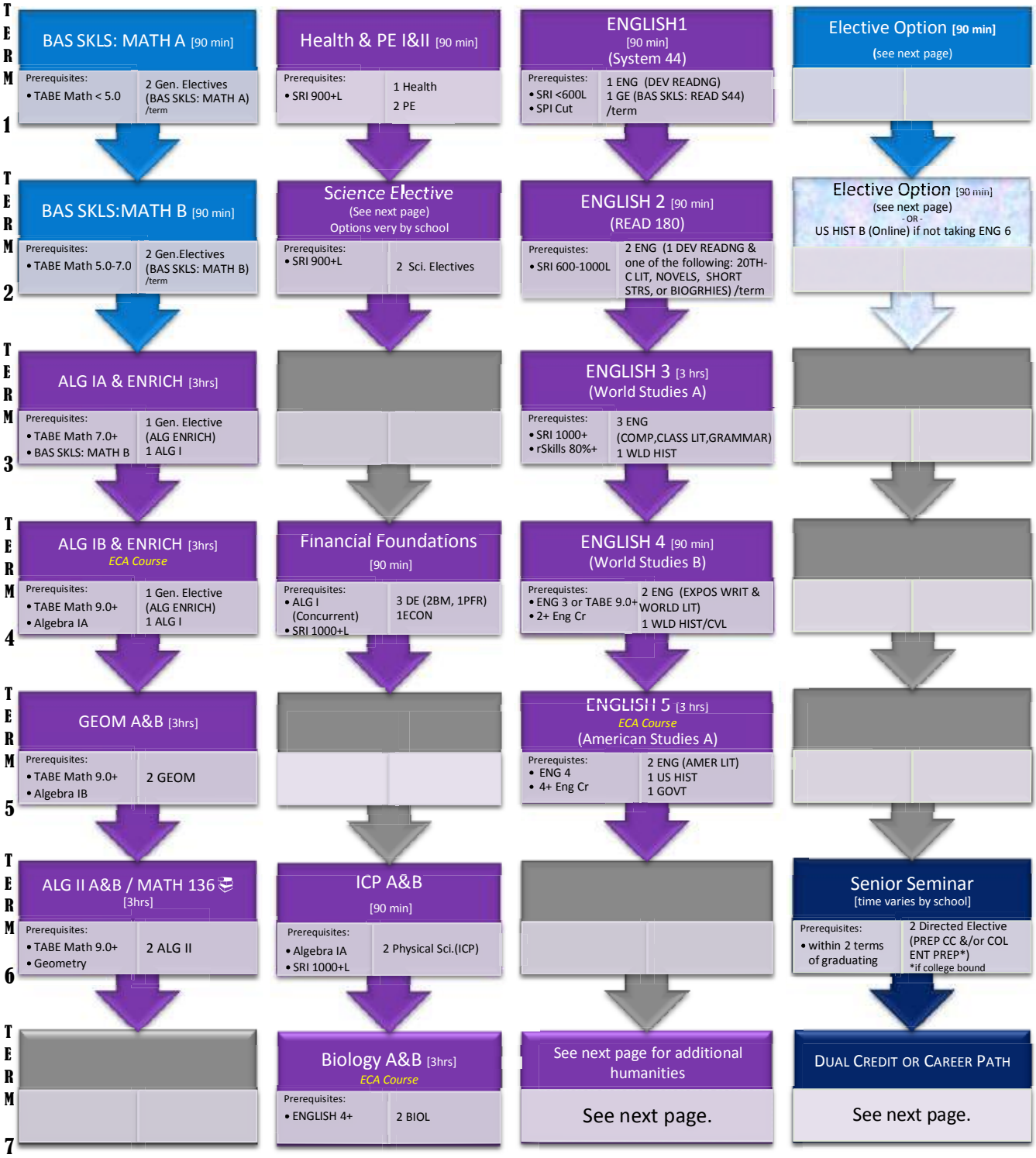
		chemical equations.
C.4.5 Describe, classify and give examples of various kinds of reactions-synthesis (i.e., combination), decomposition, single displacement, double displacement and combustion.	- Look at 4.1 -	
C.4.6 Determine oxidation states and identify the substances gaining and losing electrons in redox reactions.	- Rules for assigning oxidation numbers - Identify what was oxidized, reducing, and the oxidizing/reducing agents - LEO the lion says GER; OIL RIG	Students will be able to analyze redox reactions
C.4.7 Perform calculations to determine the composition of a compound or mixture when given the formula.	- Percent composition	Students will be able to determine the percent composition of elements in a compound.
C.5.1 Use kinetic molecular theory to explain changes in gas volumes, pressure, moles and temperature.	- 5 postulates of KMT - Combined gas law (Charles, Boyles, Avogadro's)	Students will be able to manipulate the Boyle's and Charles' Laws to calculate volume and pressure in gases.
C.5.2 Using the ideal gas equation of state $PV = nRT$, calculate the change in one variable when another variable is changed and the others are held constant.	- PV=nRT - Conversion practice if necessary	Students will be able to calculate pressure, volume, moles and temperature using the ideal gas equation.
C.5.3 Given the equation for a chemical reaction involving one or more gases as reactants, products or both, calculate the volumes of gas when assuming the reaction goes to completion and the ideal gas law holds.	- PV=nRT - 1 mole = 22.4 L - Mole ratios, stoichiometry	Students will be able to calculate the volume of a gas at standard volume
C.6.1 Explain that atoms and molecules are in constant motion and that this motion increases as thermal energy increases.	- States of matter - Phase changes - Temperature	Students will be able to analyze the relationship between heat and motion in gas particles.
C.6.2 Distinguish between the concepts of temperature and heat flow in macroscopic and microscopic terms.	- Explain how heat flows (what we see vs what is happening on a molecular level)	Students will be able to differentiate between heat and temperature.
C.6.3 Classify chemical reactions and phase changes as exothermic or endothermic.	- Endothermic/exothermic - Phase diagrams	Students will be able to determine the difference between endothermic and exothermic.
C.6.4 Solve problems involving heat flow and temperature changes by using known values of specific heat, phase change constants (i.e., latent heat values) or both.	- $q=mC\Delta T$ - Latent heat equations	Students will be able to perform specific heat calculations.
C.7.1 Describe the composition and properties of types of solutions.	- Solute, solvent, saturated, unsaturated, supersaturated - Conductivity of ionic solutions?	Students will be able to communicate the different components and types of solutions.

C.7.2 Explain how temperature, pressure and polarity of the solvent affect the solubility of a solute.	- Like dissolves like - Laundry detergents/oils and solubility - Factors increasing solubility	Students will be able to determine how changing temperate and pressure affects solubility.
C.7.3 Describe the concentration of solutes in a solution in terms of molarity. Perform calculations using molarity, mass and volume.	- M =moles/V - Extra conversion practice (if needed)	Students will be able to calculate molarity.
C.7.4 Prepare a specific volume of a solution of a given molarity when provided with a known solute.	- Molarity formula	Students will be able to find the amount of moles needed to calculate a certain molarity when volume is given.
C.7.5 Explain how the rate of a reaction is qualitatively affected by changes in concentration, temperature, surface area and the use of a catalyst.	- Factors affecting solubility - Define catalyst	Students will be able to determine if a reaction will speed up or slow down based on manipulations to the system.
C.7.6 Write equilibrium expressions for reversible reactions.	- Write equilibrium expression	Students will be able to write equilibrium expressions.
C.8.1 Use Arrhenius and Brønsted-Lowry definitions to classify substances as acids or bases.	- Acidic protons, hydronium ion - Define acids and bases with Arrhenius and Bronsted-Lowry definitions - pH scale	Students will be able to classify substances and compounds as either an acid or a base based on their properties.
C.8.2 Describe the characteristic properties of acids and bases.	- pH scale - H^+ and OH^-	Students will be able to compare acids and bases.
C.8.3 Compare and contrast the dissociation and strength of acids and bases in solutions.	- Define dissociation -	Students will be able to analyze titration curves.
C.8.4 Given the hydronium (H3O+) ion concentration in a solution, calculate the pH and vice versa. Explain the meaning of these values.	- pH= -log[H^+] - 10^{-pH} = [H^+]	Students will be able to calculate pH of a solution given the hydrogen ion concentration.
C.8.5 From acid-base titration data, calculate the concentration of an unknown solution.	- Indicators - Molarity formula - Balance an equation - Identify an acid/base - Define neutralization - Mole ratios/stoich	Students will be able to find the molar concentration when given a pH value.
C.9.1 Use structural formulas to illustrate carbon atoms' ability to bond covalently to one another to form many different substances.	- Lewis structures/Lewis dot - Covalent bonding - Carbon as basis for organic chemistry - Carbon = covalent = life	Students will analyze carbon's special bonding capabilities.
C.9.2 Illustrate the variety of molecular types formed by the covalent bonding of carbon atoms and describe the typical properties of these molecular types.	- Single, double, triple bonds - Carbohydrates	Students will be able to determine whether a double bond can be used when creating a resonance structure.

Attachment H: Course Progressions

THE EXCEL CENTER REMEDIATION & CORE 40 COURSE SCHEDULING GUIDE

MATH & SCIENCE | HUMANITIES & OTHER



- THE FOLLOWING COURSE OFFERINGS VARY BY TERM -

Science Elective Options

Earth & Space Science A&B
[90 min]

Prerequisites:	
• SRI 600+L	2 Sci. Electives (EAS SCI)

Chemistry
[90 min]

Prerequisites:	
• SRI 600+L	2 Sci. Electives (CHEM)

Science Research
[90 min stand alone or add 90 min to another science course]

Prerequisites:	
• SRI 900+L	2 Sci. Elective (SCI RSRH IS)

Core 40 Credit Requirements:
8 – English Credits
2 – ALG I
2 – GEOM
2 – ALG II
2 – BIO
2 – Physical Science (ICP, CHEM, or PHYSICS)
2 – Science Electives
2 – WLD HIST (or GEO-HST WLD)
2 – US HIST
1 – GOVT
1 – ECON
1 – HEALTH
1 – PE I
1 – PE II
5 – Direct Electives
6 – General Electives

Additional Humanities Options

ENGLISH 6 [90 min]
(American Studies B)

Prerequisites:	
• ENG 4 • 6+ Eng Cr	2 ENG (ENG 12) 1 US HIST 1 DE (DIGI CITI)

ENGLISH 7 [3 hrs]
(Non-Dual Credit Option for ENG 111)

Prerequisites:	
• ENG 5 • Passed ECA	2 ENG (ADV COMP & LBRY MEDIA)

SPEECH
[90 min]

Prerequiste:	
• SRI 1000+	1 ENG (SPEECH)

Film Literature
[90 min]

Prerequiste:	
• SRI 1000+	2 ENG (FILM LIT & CREAT WRIT)

Contemporary Literature
[Time varies by school]

Prerequiste:	
• SRI 1000+	1 ENG (CONTEM LIT)

Color Key:

- Remediation or elective course
- Course contains Core 40 credit(s)
- Career & Collge Pathway course

Additional Electives

Skills for Success
[90 min]

Prerequisites:	
• None	2 General Electives (BAS SKLS: STUDY & CARR INFO)

Computer Basics
[90 min]

Prerequisites:	
• None	1 GE (BAS SKLS: COMP) 1 DE (DIGI CITI)

Peer Tutoring
[Time varies by school]

Prerequisites:	
• Instructor Recommendation	1 General Elective (PEER TUTR)

Psychology
[Time varies by school]
(Non Dual Credit option for PSYCH 101)

Prerequiste:	
• SRI 1000+	1 General Elective (PSYCH)

Current Problems, Issues, & Events
[Time varies by school]

Prerequiste:	
• SRI 1000+	1 General Elective (CPIE)

PRN MRKT [90 min]
(Non Dual Credit option for MRKT 101)

Prerequisites:	
• SRI 1000+	2 Directed Electives (PRN MRKT)

BUS MGMT [90 min]
(Non Dual Credit option for BUSN 101)

Prerequisites:	
• SRI 1000+	2 Drirected Electives (BUS MGMT)

ENL STUDENTS ONLY

ENL: WLD LANG [90 min]
*2 terms max *

Prerequisites:	
• SRI <600L • SPI Cut	2 DE/term (ENL: WLD LANG)

ENL [90 min]
2 terms max

Prerequisites:	
• SRI <600L • SPI Cut	2 ENG / term (ENL)

Continue humanities squence from previous page with

ENG 1 or ENG 2

Prerequisites:	Prerequiste:
• SRI <600L • SPI Cut	• SRI 600-1000L

Industry Certifications and Career Pathway Dual Credits

An Excel Center graduation requirement includes at least one career pathway or dual credit course. This requirement may have been met in a previous school.

Note: Not all courses will be available every term or at every Excel Center. Length of class time also varies.

Dual Credit Programs	Pre-requisite	Certification Exam(s)	HS Credits Awarded	College Credits Awarded
HIRE Tech IA	1000+L	Dual credit final exams	2 Direct Electives • 1- INT ADV MFTG • 1- ADV CTE CC	MPRO 100 MPRO 106
HIRE Tech IB	1000+L	MSSC: Certified Logistics Associate APICS: Logistics APICS: Operations APICS: Safety	4 Direct Electives • 1- INT ADV MFTG • 1- ADV CTE CC • 2- ADV MFTG I	
Early Childhood Education **ECE** (non-college credit) **ECE CC** (college credit)	1000+L For CC, ACCUPLACER 60 in Sentence Skills 55 in Reading	ECE Pre-Pac Dual credit final exams	5 Direct Electives • 1- CHLD DEV • 1- ADVCHLDDEV • 2- ECE I	ECED 100 ECED 101 ECED 103
CDA Internship for ECE (Child Development Associate credential)			4 Direct Electives • 2- ECE II • 2-ED PROF I	ECED 105

College Courses	Pre-requisite	HS Credits Awarded
MRKT 101	ACCUPLACER 80 in Sentence Skills 76 in Reading and Elem Alg. or 60 Arith.	2 Direct Electives • PRIN MRKT
BUSN 101	ACCUPLACER 80 in Sentence Skills 76 in Reading and Elem Alg. or 60 Arith.	2 Direct Electives • BUS MGMT
CINS 101	ACCUPLACER 76 in Reading	2 Direct Electives • IT COM TECH
CINT 115	ACCUPLACER 76 in Reading	2 Direct Electives • COMP TECH
PSYCH 101	ACCUPLACER 80 in Sentence Skills 76 in Reading and Elem Alg. or 60 Arith.	2 General Electives • ADV SS CC
ECON 101 *Meets Econ Requirement*	ACCUPLACER 80 in Sentence Skills 76 in Reading and Elem Alg. or 60 Arith.	2 General Electives • ADV SS CC
SOC 111	ACCUPLACER 80 in Sentence Skills 76 in Reading and Elem Alg. or 60 Arith.	2 General Electives • ADV SS CC
HIST 101 **HIST 102**	ACCUPLACER 80 in Sentence Skills 76 in Reading	2 General Electives each • ADV SS CC
MATH 136	ACCUPLACER 74 in Elem Alg and 1 CLM	2 General Electives or Math for Acad. Honors • ADV MATH CC
English 111 **English 112** **English 206**	ACCUPLACER WritePlacer 4-8 and Reading Diagnostic 69-120	2 English Credits each • ADV ENG CC
ECED 100	ACCUPLACER	5 Direct Electives total

Certification Programs	Certification Exam	HS Credits Awarded
Pharmacy Technician	phte	10 Direct Electives • 2- MED TERMS • 6- HLTH ED I • 2- HSE II PHARM
Phlebotomy	PBT(ASCP)	8 Direct Electives • 3- HLTH ED I: PHLE • 2- HSE II ST • 3- WBL HS
Medical Coding	429 (medical coding certificate)	8 Direct Electives • 2- MED TERMS • 6- HLTH ED I
Patient Access	N/A	8 Direct Electives • 2- MED TERMS • 6- HLTH ED I
Emergency Medical Technician (EMT)	EMT	6 Direct Electives • 3- EMS • 3- HLTH ED I: EMT
Certified Medical Assistant (CMA)	451	8 Direct Electives • 2- HSE II ST • 3- HLTH ED I: CMA • 3- HSE II NURS
Certified Nursing Assistant (CNA)	nurse	8 Direct Electives • 2- HSE II ST • 3- HLTH ED I: CNA • 3- HSE II NURS
Microsoft Office Specialist (MOS)	mos	3 Direct Electives • 1- DIGI CITI • 2- IT COM TECH
CompTIA A+	aplus	8 Direct Electives • 4- COMP TECH • 4- NTWK FUND
Forklift	OSHA Forklift Certification	3 Direct Electives • WOMH: Forklift
CDL	CDL	6 Direct Electives

ECED 101 **ECED 103**	60 in Sentence Skills 55 in Reading	• CHLD DEV • ADVCHLDDEV • ECE I (3)
SCIN 111 *Meets Physical Science Requirement*	ACCUPLACER 80 in Sentence Skills 76 in Reading and 40 in Elem Alg	2 Physical Science • ADV SCI CC
BIO 101 *BIOL WITH BIO 101 does <u>not</u> fill the science elective requirements.*	ACCUPLACER 80 in Sentence Skills 76 in Reading and 40 in Elem Alg	2 General Electives • ADV SCI CC

		• TRACT OPER: CDL
Logistics (LRC)	MSSC: Certified Logistics Associate	6 Direct Electives • 3-TRACT OPER: LRC • 3-WOMH
Welding	AWS	8 Direct Electives • 6- WELD TECH I • 2- WELD TECH II
Certified Production Technician (CPT A&B)	1st Term: MSSC: Safety MCCC: Quality Practices and Measurement 2nd Term: MSSC: Manufacturing Processes & Production MSSC: Maintenance Awareness	3 Direct Electives /term • 3- ADV MFTG I: CPT

COURSE DESCRIPTIONS

Mathematics:

Math Lab A & B

Course Overview: Mathematics Lab A and B provides students with individualized instruction designed to support success in gaining the skills necessary to complete mathematics coursework aligned with the Indiana Academic Standards for Mathematics. Designed for students in need of significant remediation, Math Lab courses teach basic academic math concepts through digital content and direct instruction.

Core 40 Credits: Basic Skills (2 General Elective credits)

Scope and Sequence: Remediation

Algebra I

Course Overview: The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

Core 40 Credits: Algebra I (2 Math Credits)

Scope and sequence: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics

Geometry

Course Overview: Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Process Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Core 40 Credits: Geometry (2 Math Credits)

Scope and sequence: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids

Algebra II

Course Overview: *Algebra II* is a course that extends the content of Algebra I and provides further development of the concept of a function.

Core 40 Credits: Algebra II (2 Math Credits)

Scope and sequence: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data
Analysis, Statistics, and Probability

Financial Foundations:

Course Overview: An integrated course which brings related content together in real world application from Economics, Personal Financial Responsibility, and Business Math. *Economics* examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. *Personal Financial Responsibility* addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. *Business Math* includes mathematical operations related to accounting, banking and finance, marketing, and management.

Core 40 Credits: Economics (1 Economics Credit); Business Math (2 General Elective Credits); Personal Financial Responsibility (1 Directed Elective Credit)

Scope and sequence: Defining Economics and Economic Reasoning; Money, Banking, and Financial Services; Principles of Supply and Demand; The Market and Your Role as a Consumer; The Role of Government; Measuring a Nation's Economy; Fiscal and Monetary Policy; The Role of Domestic and International Trade

English and Social Studies:

English 1 & 2

Course Overview: Designed for students in need of significant reading remediation, English 1 and English 2 provide students with individualized or small group instruction designed to develop skills needed for success in completing language arts course work aligned with the Indiana Academic Standards for English Language Arts through computer-adaptive digital interventions and direct instruction.

English 1 Core 40 Credits: Basic Skills (1 General Elective Credit); Developmental Reading (1 English Credit)

English 2 Core 40 Credits: Developmental Reading (1 English Credit); One of the following: 20th Century Literature or Novels or Short Stories or Biographies (1 English Credit)

Scope and Sequence: Remediation; 20th Century Literature; Novels; Short Stories; Biographies

Writing Lab

Course Overview: Designed for students in need of significant writing remediation, Writing Lab provides students with individualized or small group instruction designed to develop skills needed for success in completing language arts course work aligned with the Indiana Academic Standards for English Language Arts through direct instruction in writing.

Core 40 Credits: Basic Skills (1 General Elective Credit); Language Arts Lab (1 English Credit)

Scope and Sequence: Remediation; Writing Standards

English 3: World Studies A

Course Overview: English 3: World Studies A is a multidisciplinary course that integrates the Indiana Academic standards for *Grammar*, *Composition*, *Classical Literature*, and the first semester of *World History and Civilization*. English 3: World Studies A emphasizes events and developments in the past that

greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. They will develop historical thinking and research skills and use primary and secondary sources as well as literature to explore topical issues and to understand the cause for changes in the nation over time. They will also complete a variety of writing assignments, including narrative, argumentative and expository.

Core 40 Credits: Grammar (1 English Credit); Composition (1 English Credit); Classical Literature (1 English Credit); World History and Civilization A (1 Social Studies Credit)

Scope and Sequence: Ancient Cultures and Civilizations c.8000 to 600 BCE; Classical Civilization 1000 BCE to 600 CE; Major Civilizations and Cultural Interactions 600 to 1300 CE; Grammar; Classical Literature; Composition; Historical Thinking

English 4: World Studies B

Course Overview: English 3: World Studies B is a multidisciplinary course that integrates the Indiana Academic standards for *Expository Writing*, *World Literature*, and the second semester of *World History and Civilization*. English 3: World Studies A emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. They will develop historical thinking and research skills and use primary and secondary sources as well as literature to explore topical issues and to understand the cause for changes in the nation over time. They will also complete a variety of writing assignments, including narrative, argumentative and expository.

Core 40 Credits: Expository Writing (1 English Credit); World Literature (1 English Credit); World History and Civilization B (1 Social Studies Credit)

Scope and Sequence: The Rise of Western Civilization and Global Interaction 1300 to 1750 CE; Revolutions, Nationalism, and Imperial Power 1500 to 1900 CE; An Era of Global Conflicts, Challenges, Controversies, and Changes 1900 CE to Present; Expository Writing; World Literature; Historical Thinking

English 5: American Studies A

Course Overview: *American Studies* students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources as well as literature to explore topical issues and to understand the cause for changes in the nation over time. They will also complete a variety of writing assignments, including narrative, argumentative and expository.

Core 40 Credits: US History A (1 Social Studies Credit); American Literature (2 English Credits); US Government (1 Social Studies Credit)

English 10 End of Course Assessment – Taken upon completion of English 5: American Studies A

Scope and Sequence: Early Foundations of Government; Industrialization and Immigration; Imperialism; Progressives; Graphic Novel Final Project

English 6: American Studies B

Course Overview: *American Studies* students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources as well as literature to explore topical issues and to understand the cause for changes in the nation over time. They will also complete a variety of writing assignments, including narrative, argumentative and expository.

Core 40 Credits: US History B (1 Social Studies Credit); English 12 (2 English Credits); Digital Citizenship (1 Directed Elective Credit)

Scope and Sequence: 1920s and 1930s; World Tensions; Civil Rights; Research Project and Present Day

Film Literature / Creative Writing

Course Overview: *Film Literature*, a course based the Indiana Academic Standards for English Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. CREATIVE WRITING PROJECT: Students write selections from the following projects: a short story, a narrative or epic poem, a persuasive speech or letter, a film review, a script or short play, which demonstrate knowledge, application, and writing progress in the Creative Writing course content.

Core 40 Credits: Film Literature (1 English Credit); Creative Writing (1 English Credit)

Scope and Sequence: History of film; influence of film on the culture; issues of interpretation, production and adaptation; visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work; films' portrayal of the human condition; the roles of men and women and the various ethnic or cultural minorities in the past and present.

Science

Integrated Chemistry - Physics

Course Overview: Integrated Chemistry and Physics is an introductory course in which students explore the fundamental principles in chemistry and physics. Students enrolled in this course examine the structure and properties of matter, chemical reactions, forces, motion and the interactions between energy and matter.

Core 40 Credits: Integrated Chemistry-Physics (2 Science Credits)

Scope and Sequence: Motion and Energy of Macroscopic Objects; Mechanical Energy and Propagation of Energy by Waves; Properties of Matter: Macrosopic as a Model for Microscopic; Energy Transport; Chemical Energy, Reactions, and Bonding; Electrical Energy Propagation and Magnetism; Nuclear Energy; Society (Energy production, environment, economics)

Biology I

Course Overview: *Biology I* is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by
theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Core 40 Credits: Biology I (2 Science Credits)

Biology End of Course Assessment – Taken upon completion of Biology I

Scope and Sequence: Cellular Chemistry; Cellular Structure; Matter Cycles and Energy Transfer; Interdependence; Molecular Basis of Heredity; Cellular Reproduction; Genetics; Evolution

Earth and Space Science

Course Overview: Earth and Space Science is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of
those investigations according to accepted procedures.

Core 40 Credits: Earth and Space Science (2 Science Credits)

Scope and Sequence: The Universe; The Solar System; The Earth; The Atmosphere and Hydrosphere; The Solid Earth; Earth Processes;

Chemistry

Course Overview: Chemistry requires students to compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Core 40 Credits: Chemistry (2 Science Credits)

Scope and Sequence: Properties and States of Matter; Atomic Structure and the Periodic Table; Bonding and Molecular Structure; Reactions and Stoichiometry; Behavior of Gases; Thermochemistry; Solutions; Acids and Bases; Organic Chemistry and Biochemistry

Science Research

Course Overview: *Science Research* is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems.

Core 40 Credits: Science Research (2 Science Credits)

Scope and Sequence: Laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings; end-of-course project, such as a scientific research paper and presentation of findings.

Other Courses—Directed Electives

Career Technical Education (CTE)

Career Information and Exploration

Preparing for College and Careers

Medical Terminology

Business Math

Information Communications and Technology

Personal Financial Responsibility

Advanced CTE, College Credit

CTE Certifications awarded in the Excel Center include:

- Logistics
- Welding
- Patient Access
- EMT
- Phlebotomy
- CMA
- IT Networking
- Forklift
- CDL
- Early Childhood Education
- Pharmacy Technician

Family and Consumer Science

Early Childhood Education

Child Development

Fine Arts

Piano and Electronic Keyboarding

Electronic Music

College Credit

Credit Recovery Courses

The following courses are also available via online credit recovery:

- English 9
- English 10
- Algebra I
- Geometry
- World History
- Health and Wellness
- PE I
- PE II
- General Electives

Attachment I: Sample Lesson Plan – World Studies A

Course Name:	**English 3/World Studies A**	**Lesson Date:**	**July 21, 2014**
Unit Title:	**Early Civilizations**	**Unit Dates:**	**July 17 – 31, 2014**

Lesson Focus

Lesson Objectives	Words of the Day	Instructional Resources
• Read, analyze and evaluate evidence from multiple texts. • Collaborate with others to complete a task. • Draw inferences from texts and write conclusions supporting these inferences. • Organize evidence from text to support a conclusion.	**Modest**: limited or small **Bestow:** to give as a gift or an honor **Compelling:** convincing **Hierogplyphs**: a writing system used by ancient Egyptians. **Cartouche**: an oval hieroglyph used for names of Kings and Queens. **Prevalence**: common presence. **Proportion**: part or portion. **Consult**: ask	Stanford History Education Group: Reading like a Historian.

Standards

2014 Indiana World History Standards:

WH.1.3 Review the key elements of the development of early river valley civilizations in Mesopotamia, Egypt, the Indus River Valley, and Shang China. (Geography, Sociology)

2014 Indiana Academic Standards English/Language Arts:

9-10.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.
9-10.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

Lesson Instruction

Teaching & Learning Tasks	Instructional Strategies	Differentiation Strategies
1. Students free write in response to the prompt: "What do you know about the Egyptian Pyramids?" 2. Power point slides are used to establish and review background information on the Egyptian pyramids. 3. Share documents A and B providing brief background information. 4. Students work in pairs to answer guiding questions and share out their conclusions. 5. The class works together filling out the Graphic Organizer for documents A and B. 6. Students work in pairs to fill out the Graphic Organizer for document C. 7. Students work in pairs to fill out the Graphic Organizer for document D. 8. Students work in pairs to fill out the Graphic Organizer for document E. 9. Students write a final claim using evidence from the text and class discussion answering the question, "Did slaves build the Great Pyramid at Giza?"	☐ Identifying Similarities & Differences X Summarizing & Note-Taking ☐ Reinforcing Effort & Providing Recognition ☐ Homework & Practice X Nonlinguistic Representation X Cooperative Learning ☐ Setting Objectives & Providing Feedback ☐ Generating & Testing Hypotheses X Questions, Cues, and Advance Organizers	☐ Tiered Assignments & Products ☐ Compacting ☐ Independent Study ☐ Interest Centers or Interest Groups X Flexible Grouping ☐ Multiple Levels of Questions ☐ Learning Contracts ☐ Choice Boards
	Questions	
	1. Did slaves build the Great Pyramid at Giza? 2. How were work groups organized in Ancient Egypt? 3. What are the dimensions of the Great Pyramid, who had it built and why? 4. From the text presented, what are the most compelling points to support your final claim?	

Lesson Closure

Independent Practice	Closure/Review & Evaluation	Lesson Reflection
• Complete final claim activity by using evidence from the lesson texts and class discussion to support the students' final conclusion about the overriding question of the lesson: "Did slaves build the Great Pyramid at Giza?"	• Writing prompt: "Did slaves build the Great Pyramid at Giza?"	{This section is used by the teacher to reflect on the lesson.}

Document A: Herodotus (Modified)

The following is an excerpt from The Histories written by the Greek historian Herodotus in 440 BCE. Herodotus spent much of his life traveling to collect information for his book. He based his history book on the stories that the people in the places he visited reported to him.

The Egyptians told me that Cheops became king over the Egyptians and brought about every kind of evil. He closed all the temples and forced all the Egyptians to work for him. Some were forced to mine stones, and he ordered others to move the stones after they had been carried over the river in boats. They worked in groups of a hundred thousand men at a time, and each group worked for three months continually. This was the making of the [Great] pyramid, which itself took twenty years.

Document B: Textbook

This is an excerpt from a high school history textbook Our World Through the Ages published in 1959.

At Giza stands the Great Pyramid. It has stood there for five thousand years. It covers thirteen acres and stands nearly five hundred feet high. It contains over two million blocks, most of which weigh about two tons. One hundred thousand lash-driven men poured out their sweat and blood for twenty years to complete this resting place which King Khufu considered fit for his royal remains.

Corroboration Questions

1) According to both the textbook and Herodotus, who built the Great pyramid?

2) How long did it take?

3) How many people worked on the Great Pyramid?

Document C: News Article on Zahi Hawass

Dr. Zahi Hawass is an Egyptian archeologist. He has spent decades excavating and analyzing areas around the pyramids. Below is an excerpt from an article that appeared in many newspapers and magazines around the world reporting some of Hawass's recent findings.

Egypt displayed on Monday newly discovered tombs more than 4,000 years old and said they belonged to people who worked on the Great Pyramids of Giza, putting the discovery forth as more evidence that slaves did not build the ancient monuments.

The series of **modest** nine-foot-deep shafts held a dozen skeletons of pyramid builders, perfectly preserved by dry desert sand along with jars that once contained beer and bread meant for the workers' afterlife.

Egypt's archaeology chief Zahi Hawass said that discovery and the latest finds last week show that the workers were paid laborers, rather than the slaves of popular imagination.

Hawass said the builders came from poor Egyptian families from the north and the south, and were respected for their work – so much so that those who died during construction were bestowed the honor of being buried in the tombs near the sacred pyramids of their pharaohs.

Their proximity to the pyramids and the manner of burial in preparation for the afterlife backs this theory, Hawass said. "No way would they have been buried so honorably if they were slaves," he said.

Source: *Katarina Kratovac, "New Discovery Shows Slaves Didn't Build Pyramids, Egypt Says," Associated Press, January 11, 2010.*

Vocabulary

modest: limited or small

bestow: to give as a gift or an honor

Document D: Interview with Mark Lehrner (Modified)

Dr. Mark Lehrner is another leading archeologist and has worked along with Zahi Hawass for several years. Below is an excerpt from an interview Lehrner gave in 1997 to the PBS show NOVA.

Question: You've made reference to inscriptions at Giza that indicate who built the Pyramids. What do the inscriptions say?

Lehrner's answer: One of the most **compelling** pieces of evidence we have [of who built the pyramids] is graffiti on ancient stone monuments in places that they didn't mean to be shown. For example, above the King's chamber in the Great Pyramid, and in many monuments of the Old Kingdom —temples, other pyramids. Well, the graffiti gives us a picture of organization where a gang of workmen was organized into two crews, and the crews were subdivided into five phyles. Phyles is the Greek word for tribe.

The phyles are subdivided into divisions, and the divisions are identified by single **hieroglyphs** with names that mean things like endurance, perfection, strong. Okay, so how do we know this? You come to a block of stone above the King's chamber. First of all, you see this **cartouche** of a King and then some scrawls all in red paint after it. That's the gang name. And in the Old Kingdom in the time of the

Pyramids of Giza, the gangs were named after kings. So, for example, we have a name . . . above the King's chamber in the Great Pyramid, "the Friends of Khufu Gang." This doesn't sound like slavery, does it?

Source: *Mark Lehrner, "Who Built the Pyramids?" 1997.*

Vocabulary

compelling: convincing

hierogplyphs: a writing system used by ancient Egyptians

cartouche: an oval hieroglyph used for names of Kings and Queens

Document E: Mark Shiffman

Dr. Mark Shiffman is a professor of Classical Studies at Villanova University and teaches courses on the ancient world. The following excerpt is from a comment he wrote online in response to claims that slaves built the pyramids.

In other words, the workers (or at least some of them) were well fed and not worked to death and got respectable tombs. . . .

So a certain proportion (maybe 25%?) of the workers were Egyptians of high status, a large number of Egyptian peasants were ordered to come do the hard labor, and we don't know how many slaves may have been employed in the work. Given the **prevalence** of slavery in the powerful nations of the ancient world, it would be surprising if there were not a significant number, and none of the evidence rules this out. On the other hand, there seems so far to be no direct archaeological evidence for the presence of slaves; but since they are not often honored with tombs, they can be hard to trace.

Two things are worth noting in assessing the "no slaves" claim and the evidence. One is that no one bothers to tell us in the broadcast sources how many tombs specifically belonging to workers have been found and what **proportion** of the workforce they might represent. One would have to ask that direct question of a knowledgeable scholar or **consult** the Egyptology technical literature.

Source: *Comments of Professor Mark Shiffman, posted online on March 3, 2011.*

Vocabulary

prevalence: common presence

proportion: part or portion

consult: ask

Organizing and Evaluating the Evidence

Documents	Did slaves build the pyramids?	What evidence does this source use to support its claim?	Do you find this evidence convincing? Why or why not?
Doc A: Herodotus and Doc B: Textbook			
Doc C: Awass			
Doc D: Lerhner			
Doc E: Shiffman			

Final Claim

In the space below write a paragraph that addresses the question: ***Did slaves build the Great Pyramid at Giza?*** Make sure to discuss evidence from at least two of the documents to support your claim.

Attachment J: Sample Lesson Plan – Algebra I

Course Name:	**Algebra I**	**Lesson Date:**	**Sept. 2, 2014**
Unit Title:	**Linear and Exponential Functions**	**Unit Dates:**	**Sept. 2 – Sept. 9, 2014**

Lesson Focus

Lesson Objectives	Words of the Day	Instructional Resources
• Use function notation • Evaluate functions for inputs in their domains • Interpret statements that use function notation in terms of a context • Create functions that represent a geometric situation and relate the domain of a function to its graph and to the relationship it describes	Formula Perfect square Sequence Input Output Domain	http://mathworld.wolfram.com/FigurateNumber.html

Standards

2014 Indiana Academic Standards for Mathematics:

AI.F.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. Understand that if f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. Understand the graph of f is the graph of the equation y = f(x).
AI.F.2: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described. Identify independent and dependent variables and make predictions about the relationship.
AI.F.3: Identify the domain and range of relations represented in tables, graphs, verbal descriptions, and equations.

Lesson Instruction

Teaching & Learning Tasks	Instructional Strategies	Differentiation Strategies
1. Opening Exercise: partner work - sequence of perfect squares 2. Discussion: the meaning of $S(50)$, $S(16)$, $S(0)$, $S(\pi)$, $S(2.35)$, etc. compute a value for $S(\pi)$ using the formula $S(n) = n^2$ 3. Exercises: triangular numbers 4. Discussion and Exercises: comparing graphs of the formulas for the sequence of triangular numbers and the triangle area formula 5. Closing and Exit Ticket: linear geometric arrangement of numbers	☐ Identifying Similarities & Differences ☐ Summarizing & Note-Taking ☐ Reinforcing Effort & Providing Recognition X Homework & Practice ☐ Nonlinguistic Representation X Cooperative Learning ☐ Setting Objectives & Providing Feedback ☐ Generating & Testing Hypotheses X Questions, Cues, and Advance Organizers	☐ Tiered Assignments & Products ☐ Compacting ☐ Independent Study ☐ Interest Centers or Interest Groups X Flexible Grouping X Multiple Levels of Questions ☐ Learning Contracts ☐ Choice Boards
Common Misconceptions	**Questions**	
Students may also believe that the notation f(x) means to multiply some value f times another value x. The notation alone can be confusing and needs careful development. For example, f(2) means the output value of the function f when the input value is 2.	1. If $S(n)$ denotes the nth square number, what is a formula for $S(n)$? 2. In this situation, what does $S(50)$ mean? What would this number look like? 3. In this situation, what does $S(0)$ mean? $S(\pi)$? $S(2.35)$? 4. In this situation, what does $S(-1)$ mean? 5. Sketch a right triangle whose base is 1 cm less than its height where the height cannot be a whole	

	number. What is the area of your triangle?	

Lesson Closure

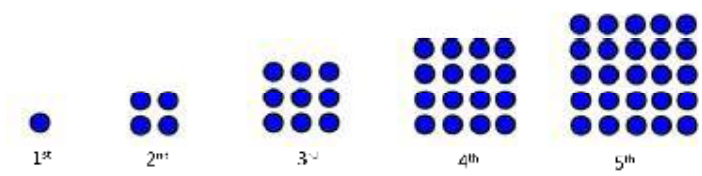
Independent Practice	Closure/Review & Evaluation	Lesson Reflection
Problem Set	Why Stay with Whole Numbers? Exit Ticket	{Teachers use this space to reflect on the lesson and plan for future lessons and revisions.}

Why Stay with Whole Numbers?

Classwork

Opening Exercise

The sequence of perfect squares $\{1,4,9,16,25,\ldots\}$ earned its name because the ancient Greeks realized these quantities could be arranged to form square shapes.



If $S(n)$ denotes the nth square number, what is a formula for $S(n)$?

Exercises

1. Prove whether or not 169 is a perfect square.

2. Prove whether or not 200 is a perfect square.

3. If $S(n) = 225$, then what is n?

4. Which term is the number 400 in the sequence of perfect squares? How do you know?

Instead of arranging dots into squares, suppose we extend our thinking to consider squares of side length x cm.

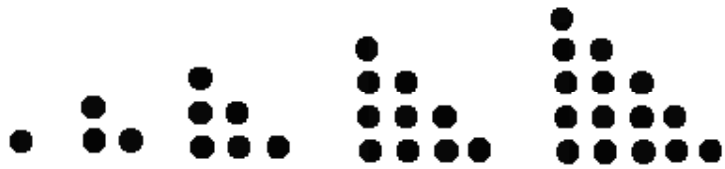
5. Create a formula for the area $A(x)$ cm^2 of a square of side length x cm. $A(x) =$ _____

6. Use the formula to determine the area of squares with side lengths of 3 cm, 10.5 cm, and π cm.

7. What does $A(0)$ mean?

8. What does $A(-10)$ and $A(\sqrt{2})$ mean?

The triangular numbers are the numbers that arise from arranging dots into triangular figures as shown:



9. What is the 100th triangular number?

10. Find a formula for $T(n)$, the nth triangular number (starting with $n = 1$).

11. How can you be sure your formula works?

12. Create a graph of the sequence of triangular numbers $(n) = \frac{n(n+1)}{2}$, where n is a positive integer.

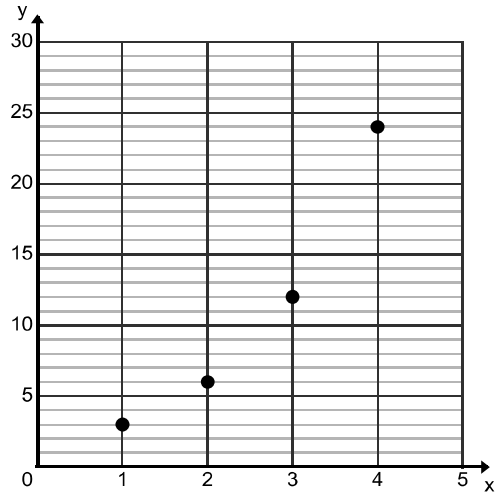
13. Create a graph of the triangle area formula $T(x) = \frac{x(x+1)}{2}$, where x is any positive real number.

14. How are your two graphs alike? How are they different?

Problem Set

1. The first four terms of two different sequences are shown below. Sequence A is given in the table, and sequence B is graphed as a set of ordered pairs.

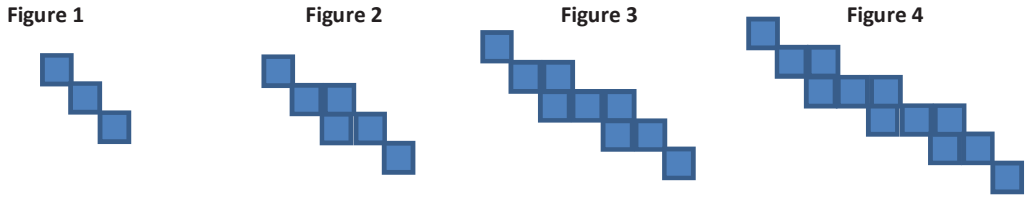
n	$A(n)$
1	15
2	31
3	47
4	63



   a. Create an explicit formula for each sequence.

   b. Which sequence will be the first to exceed 500? How do you know?

2. A tile pattern is shown below.

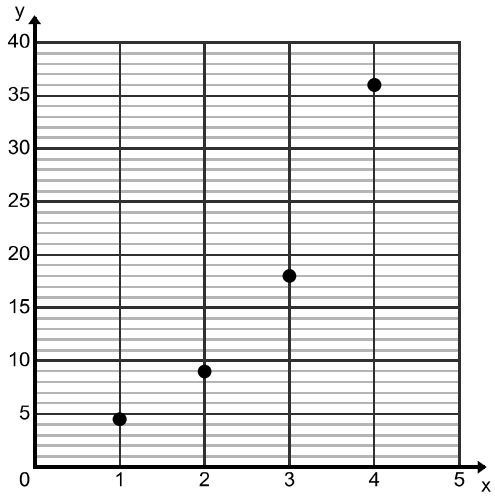


   a. How is this pattern growing?

   b. Create an explicit formula that could be used to determine the number of squares in the nth figure.

   c. Evaluate your formula for $n = 0$ and $n = 2.5$. Draw Figure 0 and Figure 2.5, and explain how you decided to create your drawings.

3. The first four terms of a geometric sequence are graphed as a set of ordered pairs.



a. What is an explicit formula for this sequence?

b. Explain the meaning of the ordered pair $(3, 18)$.

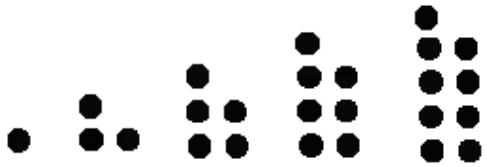
c. As of July 2013, Justin Bieber had over $42{,}000{,}000$ twitter followers. Suppose the sequence represents the number of people that follow your new twitter account each week since you started tweeting. If your followers keep growing in the same manner, when will you exceed $1{,}000{,}000$ followers?

Name _____ Date_____

Why Stay with Whole Numbers?

Exit Ticket

Recall that an odd number is a number that is one more than or one less than twice an integer. Consider the sequence formed by the odd numbers $\{1,3,5,7,\ldots\}$.



4. Find a formula for $O(n)$, the nth odd number starting with $n = 1$.

5. Write a convincing argument that 121 is an odd number.

6. What is the meaning of $O(17)$?

Attachment K: Goals

The Excel Center – Indianapolis South

Academic Performance Goal 1

Mission Statement:

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities. The school will "meet students where they are" in their education by providing a flexible structure and supportive relationships to help them manage work, life and family concerns as they achieve their educational goals.

Performance: Students complete all credit and testing requirements to earn a high school diploma.

Annual Targets:

Goal: The Excel Center produces a number of graduates that is proportionate to a traditional high school					
Charter Year	**Calendar Year**	**Exceeds Standard**	**Meets Standard**	**Approaching Standard**	**Does Not Meet Standard**
1	2015-16	≥18%	17.9-10%	9.9-3%	<3%
2	2016-17	≥18%	17.9-10%	9.9-3%	<3%
3	2017-18	≥25%	24.9-18%	17.9-10%	<10%
4	2018-19	≥25%	24.9-18%	17.9-10%	<10%
5	2019-20	≥25%	24.9-18%	17.9-10%	<10%
6	2020-21	≥25%	24.9-18%	17.9-10%	<10%
7	2021-22	≥25%	24.9-18%	17.9-10%	<10%

Assessment Tools and Measures: The number of students completing all graduation requirements divided by ADM

Attachments: N/A

Rationale for Goal and Measures: Enabling adults to complete high school and earn a high school diploma is essential to The Excel Center's mission.

The Excel Center proposes using a modified graduation rate. Using a traditional cohort graduation rate is problematic for The Excel Center because the majority of students are behind their graduation cohort due to not being actively enrolled in school for a number of years. Furthermore, an accelerated education program leads many students to graduating in 2 years or less (or more based on a student's academic level at enrollment), making it difficult to appropriately assign students to a graduation cohort. This is the same graduation rate measure that has been proposed to the State Board of Education to adopt as an Alternate Accountability measure. The modified graduation rate assumes that approximately a quarter of the student population will graduate each year.

Assessment Reliability and Scoring Consistency: The data used to calculate the graduation rate will be from the Indiana Department of Education's official ADM count and data submitted on the DOE-GR.

Baseline Data: N/A. Data will be calculated upon the finalization of the DOE-GR.

The Excel Center – Indianapolis South

Academic Performance Goal 2

Mission Statement:

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities. The school will "meet students where they are" in their education by providing a flexible structure and supportive relationships to help them manage work, life and family concerns as they achieve their educational goals.

Performance: Students are prepared to enter the workforce or post-secondary education upon graduation.

Annual Targets:

Goal: The majority of students who graduate from The Excel Center earn an industry certification or earn college credits prior to graduating.					
Charter Year	**Calendar Year**	**Exceeds Standard**	**Meets Standard**	**Approaching Standard**	**Does Not Meet Standard**
1	2015-16	79.9-65%	64.9-40%	39.9-25%	<25%
2	2016-17	79.9-65%	64.9-40%	39.9-25%	<25%
3	2017-18	≥80%	79.9-65%	64.9-40%	<40%
4	2018-19	≥80%	79.9-65%	64.9-40%	<40%
5	2019-20	≥80%	79.9-65%	64.9-40%	<40%
6	2020-21	≥80%	79.9-65%	64.9-40%	<40%
7	2021-22	≥80%	79.9-65%	64.9-40%	<40%

Assessment Tools and Measures: The number of graduates earning an industry certification or receive at least 3 transcripted college credits

Attachments: N/A

Rationale for Goal and Measures: Preparing students for career paths and enabling them to begin post-secondary education is essential to The Excel Center's mission. It is a core value of The Excel Center to ensure that students are able to graduate from the school ready to enter directly into the workforce or to enroll in postsecondary education.

Assessment Reliability and Scoring Consistency: N/A

Baseline Data: N/A. Data will be made available when IDOE publishes its college and career readiness measure used to calculate state accountability results.

The Excel Center – Indianapolis South

Operational Performance Goal 1

Mission Statement:

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities. The school will "meet students where they are" in their education by providing a flexible structure and supportive relationships to help them manage work, life and family concerns as they achieve their educational goals.

Performance: Students remain enrolled in the school to make progress toward earning a high school diploma.

Annual Targets:

Goal: The school maintains a high student retention rate relative to other forms of adult education.					
Charter Year	**Calendar Year**	**Exceeds Standard**	**Meets Standard**	**Approaching Standard**	**Does Not Meet Standard**
1	2015-16	>60%	59.9-55%	54.9-50%	<49.90%
2	2016-17	>60%	59.9-55%	54.9-50%	<49.90%
3	2017-18	>60%	59.9-55%	54.9-50%	<49.90%
4	2018-19	>60%	59.9-55%	54.9-50%	<49.90%
5	2019-20	>60%	59.9-55%	54.9-50%	<49.90%
6	2020-21	>60%	59.9-55%	54.9-50%	<49.90%
7	2021-22	>60%	59.9-55%	54.9-50%	<49.90%

Assessment Tools and Measures: Student enrollment records

Attachments: N/A

Rationale for Goal and Measures: Students who enroll in The Excel Center have a history of dropping out of high school. Keeping students engaged and enrolled in the school will be a preliminary factor for student success. Maintaining a steady student enrollment is also important to The Excel Center's financial viability and ability to meet its performance goals.

These measures are appropriate because 100% of the students who enroll at The Excel Center will be at-risk of dropping out of school. There will also be a higher than normal student turnover rate at The Excel Center due to students entering and exiting and multiple points during the school year.

Assessment Reliability and Scoring Consistency: Accurate student enrollment records are maintained and reported to the DOE on a weekly basis.

Baseline Data: The percent of students retained from term to term.

The Excel Center – Indianapolis South

Operational Performance Goal 2

Mission Statement:

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities. The school will "meet students where they are" in their education by providing a flexible structure and supportive relationships to help them manage work, life and family concerns as they achieve their educational goals.

Performance: School staff demonstrate job satisfaction.

Annual Targets:

Goal: The Excel Center maintains a high level of staff retention.					
Charter Year	**Calendar Year**	**Exceeds Standard**	**Meets Standard**	**Approaching Standard**	**Does Not Meet Standard**
1	2015-16	>90%	90-80.1%	80-70.1%	≤70%
2	2016-17	>90%	90-80.1%	80-70.1%	≤70%
3	2017-18	>90%	90-80.1%	80-70.1%	≤70%
4	2018-19	>90%	90-80.1%	80-70.1%	≤70%
5	2019-20	>90%	90-80.1%	80-70.1%	≤70%
6	2020-21	>90%	90-80.1%	80-70.1%	≤70%
7	2021-22	>90%	90-80.1%	80-70.1%	≤70%

Assessment Tools and Measures: Personnel records

Attachments: N/A

Rationale for Goal and Measures: Supportive relationships that help students manage work, life and family concerns as they achieve their educational goals is a cornerstone of The Excel Center's school model. Developing supportive relationships with school staff that will be at the school throughout a student's time at the school will help lead to student success. Consistency in school staff also helps to ensure that The Excel Center's school model is being implemented well and that it is developing a strong pipeline of future leaders.

Assessment Reliability and Scoring Consistency: N/A

Baseline Data: The percent of teachers who return from one school year to the next.

Attachment L: Startup Plan

PHASE 1: GETTING STARTED	RESPONSIBLE PARTIES	TIMELINE
Select School Director Candidates	GEI + EOD	April 15
Hire School Director	GEI	May 1
Develop recruitment, marketing and outreach plan for new students.	GEI , E & M	April 1-15
Identify community liaisons	E, GEI & M	April 1
Print and distribute information/brochures	M & E	May 1
Design and print other marketing materials	M & E	May-Jul 13
Organize community presentations	E	Apr 13
Customize language-appropriate student applications for Anderson	P and M	May 1
Organize recruitment campaign, make phone calls	P and M	May 1-Jul 1
Answer parent phone calls, run open houses	E	May 1-Jul 1
Register students, interview parents	E	May 1- Jul 7
INSTRUCTION & ASSESSMENT		
Plan for classroom/learning environment configuration	P& F	Jun 1
Complete plan for Excel Center curriculum	P	Jun 1
Arrange for regular ECA testing	P	Jun 1
FINANCIAL PLANNING		
Accommodate Excel Center in existing GEI accounting, purchasing, payroll and state reporting systems	A & GEI	Jun 1
Modify five-year planning budget and business plan based on any new information from the State	A	Jul 1
Phase II: PREPARATION FOR OPENING		
ORGANIZATIONAL		
Revise and expand comprehensive school accountability plan, if necessary	P and ED	Jun 19
Develop Emergency Plan	P and ED	Jun 19
Develop Weather Notification Plan	P and ED	Jun 19
INSTRUCTION AND ASSESMENT		
Review and amend instructional program plan	P	Jun 1
Review and amend curriculum/projects/units	P	Jun 1
Review and amend assessment plan	P	Jun 1
PLANNING FOR SPECIAL EDUCATION NEEDS		
Identify students whose applications indicated IEP's	P and GEI	Jul 1
Review and assess need for IEP's	P and GEI	Jul 7
Confer with parents regarding special education needs during registration period.	P and GEI	Jul 10
Devise plans for serving special education students	P and GEI	Jun 1
Coordinate schedule for special education students	P and GEI	Jul 15

Work with parents to develop or revise IEP's as needed.	P and GEI	Jul 10
Convey special education plans to special education teachers and other regular education teachers/advisors	P and GEI	Jul 13
Undertake complete ESL assessment	P and GEI	May 1-Jul 1
Establish framework for assignment for specific ESL programming	P and GEI	Jun 1
FACILITIES		
Identify suitable facility candidates	CFO, ED	March 2
Select facility	CFO, ED	March 2
Monitor renovations	CFO, ED	Jun- Jul 7
Arrange classrooms/instructional & work environments	F	Jul 7
Secure all inspections for fire, safety and other codes	F	Jul 7
STAFFING		
Plan recruitment strategy	P, EOD, CAO	Mar-April
Develop new staff selection process	P, EOD, CAO	April 1
Provide orientation for new faculty and staff	P, EOD, CAO	Jul 6-10
Advise staff on legal and regulatory compliance	P, EOD, CAO	Jul 10
Establish Year 1 staff development plan including para-professionals	P,CAO, BP	Jul 1
Implement immediate staff development ideas	P,CAO, BP	Jul 6-10
STUDENTS AND PARENTS		
Accept and review applications	P and Advisors	May 1-Jul 1
Monitor diversity and outreach	P	May 1-Jul 1
Conduct enrollment lottery if applications exceed space	P and ED	Jul 2
Conduct registration and assessment	P and staff	Jul 6-15
Publish public notice of special education services	P	Jun 1
Send updates to parents and prospective students on a monthly basis	P	May-Jul
Conduct Student Orientation	P and staff	Jul 9-10

FINANCE AND OPERATIONS		
Review current budget development and oversight policies	A, ED and P	Jul 1
Full implementation of accounting system	A, ED and P	Jul 1
Oversight and decision-making of accounting system	A, ED and P	Jul 1
Review internal controls and fiscal policies	A, ED and P	Jul 1
Research and recommend auditing options	A, COO and P	Jul 1
Establish and maintain fiscal linkages with state	CFO	Jul 1
Develop long-term fiscal plans	ED and CFO	Jul 1

SCHOOL OPENING		
School Begins Operations	All GEI staff	Jul 8
Date of School Opening	All GEI staff	**7/13/2013**

Charter School Key

A = Accounting Department (Goodwill)
ED = Executive Director
MD = Managing Director, Excel Centers
EOD = Employee Organization Development (Goodwill)
F = Facilities Management
IT = Information Technology Dept (Goodwill)
D = Development Department (Goodwill)
M = Marketing Department (Goodwill)
P = Site Director
GEI = Goodwill Education Initiatives
E = GEI enrollment team
SEI = Special Education Instructor
CFO = Chief Financial Officer

Leadership Information

The following pages provide resumes for the following GEI Board members:

- Don Palmer
- Doris Pryor
- Dr. Gina DelSanto (updated)

A memo is provided for:

- Don Palmer
- Doris Pryor

This section also includes GEI's:

- Articles of Incorporation
- Bylaws
- IRS Determination Letter

DONALD L. *(DON)* PALMER

● Visionary ●Founder ● Consultant ● Business Executive ●Board Member ● Community Leader

Don Palmer has over 30 years of experience in business, organizational development, entrepreneurship, private equity investing, and service on numerous corporate and non-profit boards.

As managing partner of Honey Creek Capital *(honeycreekcapital.com),* Don invests in small and mid-market businesses by providing value added services to maximize investment return. This includes strategic planning, management training and advisory role activities.

Don is a partner in Equipment Technologies *(apachesprayer.com),* a middle market agricultural equipment manufacturer (Mooresville, IN), the largest independently owned self-propelled sprayers in North America. It operates out of a 108,000 square foot headquarters incorporating common model parts, resulting in faster production, less inventory on shelves and more affordable sprayers. Distribution is through a direct sales force and independent dealers in North America.

He is also a long-time partner in Palmer Truck Group *(palmertrucks.com),* middle market retail and leasing truck business with eight locations in the Midwest – Indiana/Ohio privately owned company with 500 employees specializing in top quality Kenworth trucks, parts and service. Don is also an investor in Cardinal Equity, Command Equity and Tillery Capital.

In 2011-12, Don served as Interim Chief Operating Officer for the Heartland Film Festival – Truly Moving Pictures based in Indianapolis. He played a major role in transitioning the organization to a higher level of excellence through restructuring, funding enhancement, budget accountability and operational efficiencies.

Don was active for 30 years with Palmer Automotive Group, a family-owned, retail automobile business in Indiana. He served as President & Chairman of the automotive division and remains an investor. The company had experienced $75M in sales at three locations, including Chrysler, Dodge and Hyundai franchises, a rental car company, commercial vehicle/in-house leasing businesses, and collision repair.

He began his career as a sales representative with Xerox Corporation, and then entered the vehicle business as Controller, Secretary & Treasurer with Kenworth of Cincinnati, a commercial truck company providing sales, leasing, and service. Don is an active owner/investor in a real estate development company; and was an investor/board member in Autobase, a software company serving the retail automobile market. Palmer became the fourth franchisee for JD Byrider, a used car sales/finance business, with two locations in Indianapolis.

Palmer's career service on boards of directors includes:

Areas of Expertise

- Family business management
- Dealership negotiation and management
- Automotive consumer sales
- Fleet sales
- TV and radio advertising
- Automotive parts, service, and collision management

Industry/Sector Experience

- Automotive
- Farm Equipment
- Motorcycles
- Banking
- Private equity
- Higher Education

Functional Experience

- Board of Directors
- General Management
- Budget & Cash Flow Analysis
- P&L Management
- Staff Development
- Non-Profit Leadership

Education

Faculty (Adjunct), Indiana Wesleyan University, Indianapolis; Faculty (Adjunct), Northern Kentucky University; Board Member, Indiana University Business Alliance; and Adjunct Instructor, Taylor University

DONALD L. *(DON)* PALMER

- Equipment Technologies – *Mooresville, IN*
- Fifth Third Bank – *Indiana; Executive Committee*
- Hudson Aquatic Pools – *Angola, IN (manufacturer of therapy pools for physical therapy and veterinary market)*
- Three Witt Enterprises – *fast-growing, 15-restaurant chain in Ohio and South Carolina*
- Activate Healthcare – *Indianapolis (Founding Member & a Managing Partner for on-site employer healthcare and wellness company)*
- VRCG, Inc. – *Royal Oak, MI (helps auto dealerships and rental car companies become more efficient and profitable)*
- Cheeseman Trucking – F*ort Recovery, OH (mid-market commercial carrier)*
- Ahaus Engineering – *Richmond, IN (mechanical engineering firm that designs and manufactures custom products)*
- Qualtronics – *Columbus, IN (high-quality wiring harness manufacturer)*
- World Presidents Organization, *Indiana Chapter (Chapter Chair, Education Chair, Forum Moderator)*
- Opportunity International - (*Treasurer, Marketing Chair, Audit Committee Chair); Opportunity International provides small business loans, savings, insurance and training to over two million people working their way out of poverty in the developing world. Clients in over 25 countries use these financial services to start or expand a business, provide for their families, create jobs for their neighbors and build a safety net for the future.*
- Opportunity Transformation Investments (*Board Member) - OTI is a below-market investment program managed by the Calvert Social Investment Foundation. The fund makes equity, loan and debt securities investments in microfinance institutions (MFIs) worldwide. OTI was created by Opportunity International and invests in the MFIs, part of the Opportunity International Network.*

Don's passion for teaching and education includes service as: Executive in Residence, Taylor University MBA Program; Indiana Wesleyan Entrepreneur in Residence and instructor in strategic management; Indiana University Kelley Graduate School of Business private equity project with Dr. Bill Haeberle and Sophwiki mentoring program; Indiana University Business Alliance (Board member); Northern Kentucky University marketing instructor; Aileron Guest Instructor – "How to be an Effective Board Member"

Leadership has been an important component of Palmer's career and personal life, including co-founding the Indianapolis Faith Leadership Series and the Barnabas Fund (Chair) through the Central Indiana Community Foundation. Don and his wife, Carolyn, are parents of a married son in Indianapolis, married daughter in Rochester, MN, and daughter attending Miami University (Ohio) as a freshman.

Earned BS Degree in General Management, Krannert School of Business, Purdue University; MBA Degree in Finance, Xavier University; Honorary Doctorate in Business, Indiana Wesleyan University; Masters Level Strategic Coach; Certification, The Fund Raising School, Center on Philanthropy at Indiana University

Other nonprofit board involvement:

- **Halftime Indiana** *(City Champion)*
- **Indianapolis Private Industry Council**
- **Dodge National Dealer Council**
- **Indianapolis Auto Trade Association**
- **Indianapolis Auto Trade Acceptance** *(sub-prime finance company)*
- **Young Life** *(Indianapolis Urban Chair)*
- **Indianapolis Urban Enterprise Association** *(Chair)*
- **National Christian Foundation of Indiana** (*Co-Founder & Vice Chair)*
- **Wheeler Mission Ministries**
- **Eastside Community Investments**
- **Hoosier Salon** *(Marketing Committee Chair)*
- **Christian Theological Seminary** *(Audit Committee Chair & Advancement Committee)*
- **Second Presbyterian Church** *(Building Committee Chair for $12,000,000 expansion, Budget Committee Chair for $3,000,000 budget, Elder, Strategic Planning Committee, and Teacher)*
- **Armonia**, *Oaxaca, MX*
- **Wycliffe Bible Translators** *Presidential Advisory Council*

Don's contact information:

33 Twinshore Ct.,
Carmel, IN 46033
dpalmer@palmertrucks.com

317.590.5331

DORIS L. PRYOR, ESQ.

9617 Turnberry Court • Carmel, Indiana 46032 • (501) 247-2247 • doris.pryor@hotmail.com

EDUCATION

INDIANA UNIVERSITY SCHOOL OF LAW — BLOOMINGTON, INDIANA
Doctor of Jurisprudence — *May 2003*

- Editorial Staff, *Federal Communications Law Journal*
- Sherman Minton Moot Court Competition, Top Oralist

UNIVERSITY OF CENTRAL ARKANSAS — CONWAY, ARKANSAS
Bachelor of Arts in Political Science, Summa Cum Laude — *May 1999*

CORPUS CHRISTI COLLEGE OF OXFORD UNIVERSITY — OXFORD, ENGLAND
Summer Study Abroad Program — *Summer 1998*

WORK EXPERIENCE

U.S. ATTORNEY'S OFFICE — INDIANAPOLIS, INDIANA
Assistant United States Attorney — *August 2006 – present*
Acting National Security Unit Chief — *September 2009 – December 2009*

- Represents the United States in criminal cases at both the trial and appellate level
- Develops training programs for federal investigative agencies and private industries
- Applies the procedural rules that accompany the criminal jury trial process
- Performs legal and factual analysis of criminal statute interpretation, plea negotiating, jury trials, appellate brief writing and oral argument
- Prosecutes domestic terrorism, fraud, immigration firearms and violent crime offenses
- Participates in a specialized court focused on reducing recidivism for violent offenders
- Provided supervisory and administrative leadership to the national security unit

BUTLER UNIVERSITY — INDIANAPOLIS, INDIANA
Adjunct Instructor — *August 2007 – May 2010*

- Teaches undergraduate students the art of competent and principled advocacy
- Trains students to think analytically and communicate legal principles
- Instructs students to weigh and apply both substantive and procedural law principles
- Coordinates the university's participation in intercollegiate mock trial competitions
- Conducts mock interviews, revise cover letters, and develop career strategies

MILLER COUNTY PUBLIC DEFENDER'S OFFICE — TEXARKANA, ARKANSAS
Deputy Public Defender — *August 2005 – August 2006*

- Provided legal services for indigent clients in pending criminal matters
- Counseled clients on potential defenses, plea agreements, and acquittals
- Defended clients in supervised release hearings and juvenile misdemeanors
- Conducted attorney-client interviews
- Maintained felony criminal docket as directed

JUDICIAL CLERKSHIP EXPERIENCE

HONORABLE J. LEON HOLMES — LITTLE ROCK, ARKANSAS
U.S. District Court for the Eastern District of Arkansas — *August 2004 – August 2005*

HONORABLE LAVENSKI R. SMITH — LITTLE ROCK, ARKANSAS
U.S. Court of Appeals for the Eighth Circuit — *August 2003 – August 2004*

JUSTICE ANNABELLE CLINTON-IMBER — LITTLE ROCK, ARKANSAS
State of Arkansas Supreme Court — *Summer 2001*

PROFESSIONAL LICENSES AND MEMBERSHIPS

ARKANSAS BAR – *Admitted September 2003*
UNITED STATES EIGHTH CIRCUIT – *Admitted March 2004*
UNITED STATES SEVENTH CIRCUIT – *Admitted August 2006*
INDIANAPOLIS AMERICAN INNS OF COURTS – *Admitted September 2006*
ARKANSAS BAR ASSOCIATION

COMMUNITY SERVICE

U.S. SOUTHERN DISTRICT OF INDIANA LOCAL RULES ADVISORY COMMITTEE – *Representative*
U.S. MAGISTRATE JUDGE MERIT SELECTION & REAPPOINTMENT PANEL – *Representative*
U.S. DEPARTMENT OF JUSTICE EXECUTIVE OFFICE FOR U.S. ATTORNEY'S – *Faculty Instructor*
PILGRIM MISSIONARY BAPTIST CHURCH – *Children's Ministry Assistant & Sunday School Teacher*
U.S. DEPARTMENT OF JUSTICE COMPREHENSIVE ANTI-GANG INITIATIVE – *Reentry Coordinator*
NATIONAL BAPTIST CONGRESS OF CHRISTIAN EDUCATION – *Faculty Instructor, Youth Department*
U.S. ATTORNEY'S OFFICE SOUTHERN DISTRICT OF INDIANA – *Special Emphasis Program Chair*

REFERENCES

HONORABLE J. LEON HOLMES
United States District Court for the Eastern District of Arkansas
600 West Capitol, Suite 360
Little Rock, Arkansas 72201
(501) 604-5380

ASSISTANT UNITED STATES ATTORNEY SHARON M. JACKSON, NATIONAL SECURITY CHIEF
United States Attorney 's Office for the Southern District of Indiana
10 WEST MARKET STREET, SUITE 2100
Indianapolis, Indiana 46204
(317) 226-6333

DR. LEROY WADLINGTON
Pilgrim Missionary Baptist Church, Pastor
1060 West 30th Street
Indianapolis, Indiana 46208
(317) 925-4563

GINA C. DELSANTO, Ph.D.
OFFICE: (317) 464-4408

EDUCATION

PH.D., INDIANA UNIVERSITY
RESEARCH AREAS: CRITICAL THEORY, ITALIAN LITERATURE AND CINEMA, SEMIOTICS, MEDIEVAL STUDIES, WOMEN'S STUDIES
DISSERTATION: "SEXUAL POLITICS, ALTERITY AND THE SEARCH FOR SIGNIFIERS IN BOCCACCIO'S *DECAMERON*"

M.A., INDIANA UNIVERSITY
ITALIAN LANGUAGE, LITERATURE AND CINEMA

B.A., UNIVERSITY OF RHODE ISLAND
MAJORS: ITALIAN LANGUAGE AND LITERATURE
RUSSIAN LANGUAGE AND LITERATURE

CERTIFICATE IN DISTANCE EDUCATION, INDIANA UNIVERSITY

PROFESSIONAL EXPERIENCE

PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA
2013-CURRENTLY: CHIEF OF STAFF TO PRESIDENT MITCHELL E. DANIELS, JR.
WORK WITH THE PRESIDENT AND OTHER MEMBERS OF THE UNIVERSITY'S LEADERSHIP TO ESTABLISH INSTITUTIONAL PRIORITIES AND POLICIES, AND DETERMINE THE TIMELINES, ACTIONS AND RESOURCES TO ACHIEVE THEM. WORK WITH MEMBERS OF THE UNIVERSITY COMMUNITY, INCLUDING FACULTY, STAFF AND ADMINISTRATORS TO ADVANCE AND ACCELERATE THE PRESIDENT'S STRATEGIC PROJECTS AND ENSURE COORDINATION OF THOSE INITIATIVES ACROSS THE UNIVERSITY. DIRECTLY HANDLE MATTERS OF INSTITUTIONAL IMPORTANCE ON BEHALF OF THE PRESIDENT AND ASSIST HIM IN POSITIONING THE UNIVERSITY WITH CIVIC AND BUSINESS LEADERS AND ALUMNI ON ISSUES OF STRATEGIC IMPACT.

INDIANA COMMISSION FOR HIGHER EDUCATION, INDIANAPOLIS, INDIANA
2012-2013: SENIOR ASSOCIATE COMMISSIONER AND CHIEF OF STAFF
SUPPORT THE IMPLEMENTATION OF INDIANA'S STRATEGIC PLAN FOR HIGHER EDUCATION. SUPPORT THE COMMISSION'S STATUTORY OVERSIGHT OF INDIANA'S PUBLIC INSTITUTIONS THROUGH DEVELOPMENT OF POLICIES AND PRACTICES. SUPPORT THE COMMISSION'S ADMINISTRATION OF INDIANA'S PROGRAM OF FINANCIAL AID. COLLABORATE WITH PUBLIC, PRIVATE AND NONPROFIT ENTITIES IN THE DEVELOPMENT AND IMPLEMENTATION OF THE STATE'S INTEGRATED EDUCATION-TO-CAREER CONTINUUM. SECURE EXTERNAL FUNDING FOR THE COMMISSION'S INITIATIVES.

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT, INDIANAPOLIS, INDIANA
2009-2012: **SENIOR DEPUTY COMMISSIONER**
OVERSEE THE DEVELOPMENT, IMPLEMENTATION AND ASSESSMENT OF INDIANA'S WORKFORCE DEVELOPMENT PROGRAMS FOR ADULTS AND AT-RISK YOUTH, INCLUDING ADULT REMEDIAL EDUCATION, OCCUPATIONAL-SKILLS TRAINING, AND POST-SECONDARY-TRANSITION. DEVELOP STATE POLICIES GOVERNING WORKFORCE ISSUES. EXECUTIVE DIRECTOR, STATE WORKFORCE INNOVATION COUNCIL—THE APPOINTED BOARD OVERSEEING INDIANA'S WORKFORCE SYSTEM.

BUTLER UNIVERSITY, INDIANAPOLIS, INDIANA
2004 - 2009: **ASSOCIATE PROVOST**
COLLABORATE WITH THE PROVOST AND ACADEMIC DEANS TO PLAN, DELIVER AND ASSESS THE INSTITUTION'S ACADEMIC PROGRAMS. PROVIDE VISION AND SUPERVISION TO ALL ACADEMIC SUPPORT PROGRAMS; ADMINISTER INITIATIVES RELATED TO MATRICULATION, RETENTION, STUDENT DEVELOPMENT AND CAREER PLACEMENT. CONVENER: RETENTION COMMITTEE; COUNCIL ON RACIAL AND ETHNIC DIVERSITY. MEMBER, PROVOST'S COUNCIL AND SENIOR ADMINISTRATIVE GROUP; STEERING COMMITTEE-DECENNIAL ACCREDITATION; UNIVERSITY ASSESSMENT COMMITTEE; ADMISSIONS COMMITTEE; STRATEGIC PLANNING STEERING COMMITTEE; INFORMATION TECHNOLOGY TASK FORCE.
2000 - 2003: **DIRECTOR, LEARNING RESOURCE CENTER AND EXPLORATORY STUDIES PROGRAM**
RESPONSIBLE FOR MATRICULATION OF FRESHMEN, ORIENTATION PROGRAMS, EXPLORATORY STUDIES PROGRAM, RETENTION, TUTORING PROGRAMS AND SPECIAL PROJECTS

MITCH DANIELS FOR GOVERNOR, INDIANAPOLIS, INDIANA
2003 - 2004: **POLICY DIRECTOR**
RESPONSIBLE FOR RESEARCH, ANALYSIS AND EVALUATION OF PUBLIC POLICY PLATFORM FOR GUBERNATORIAL CANDIDATE MITCH DANIELS. COORDINATED NETWORK OF PROFESSIONALS CONTRIBUTING THEIR EXPERTISE TO POLICY DEVELOPMENT.

U.S. SENATOR RICHARD G. LUGAR, INDIANAPOLIS, INDIANA
1995 - 2000: **DIRECTOR OF OUTREACH AND CENTRAL INDIANA REGIONAL DIRECTOR**
RESPONSIBLE FOR DEVELOPMENT AND IMPLEMENTATION OF OUTREACH EFFORTS, INCLUDING THE EXECUTIVE BRIEFINGS PROGRAM; PRODUCED TEN TOPIC-SPECIFIC HANDBOOKS FOR PUBLIC DISSEMINATION; COORDINATED OF THE LUGAR FITNESS FESTIVAL; PROMOTED COLLABORATIVE EFFORTS AMONG COMMUNITY LEADERS, BUSINESS AND EDUCATION
1993 - 1995: **STATE OFFICE SPECIALIST**
ISSUE AREAS: STATE DEPARTMENT, IMMIGRATION, EDUCATION, WORKFORCE, LABOR

MIDDLEBURY COLLEGE, MIDDLEBURY, VERMONT
SUMMER, 1990: **VISITING PROFESSOR**, TOTAL-IMMERSION LANGUAGE PROGRAM.

INDIANA UNIVERSITY, BLOOMINGTON, INDIANA
1989-1991: **VISITING PROFESSOR**, DEPARTMENT OF FRENCH AND ITALIAN
1984-1989: **ASSOCIATE INSTRUCTOR**, DEPARTMENT OF FRENCH AND ITALIAN
SUMMERS, 1986 AND 1988: **ASSISTANT DIRECTOR**, INDIANA UNIVERSITY SUMMER PROGRAM, FLORENCE, ITALY

GINA C. DELSANTO, Ph.D.

HONORS AND ACTIVITIES

GOVERNOR'S DISTINGUISHED SERVICE MEDAL, 2013
APPLE AWARD FOR OUTSTANDING TEACHING, BUTLER UNIVERSITY, 2002, 2008
AMERICAN FEDERATION OF TEACHERS, TEACHING EXCELLENCE AWARD, 1987
OUTSTANDING TEACHING AWARD, INDIANA UNIVERSITY, 1986
PHI BETA KAPPA, RHODE ISLAND ALPHA, 1984
PHI KAPPA PHI, RHODE ISLAND CHAPTER, 1984
PHI SIGMA IOTA, NATIONAL FOREIGN LANGUAGE HONOR SOCIETY, 1984
DOBRO SLOVO, NATIONAL SLAVIC HONOR SOCIETY, 1984
PRESIDENT'S AWARD FOR ITALIAN AREA STUDIES, UNIVERSITY OF RHODE ISLAND, 1984
PRESIDENT'S AWARD FOR RUSSIAN AREA STUDIES, UNIVERSITY OF RHODE ISLAND, 1984

VICE CHAIR, GOODWILL EDUCATIONAL INITIATIVES BOARD, SINCE 2005
SUBCOMMITTEE CO-CHAIR, TALENT ALLIANCE OF CENTRAL INDIANA, SINCE 2011
MEMBER, ADVISORY COUNCIL—BIOCROSSROADS, SINCE 2009
MEMBER, ADVISORY COUNCIL—INDIANA UNIVERSITY SCHOOL OF CONTINUING STUDIES-COMMUNITY LEARNING NETWORK, 2009-2011
MEMBER, READY INDIANA COUNCIL, SINCE 2009
MEMBER, STEERING COMMITTEE--ACHIEVING THE DREAM—IVY TECH COMMUNITY COLLEGE, SINCE 2009
MEMBER, INDIANA'S EDUCATION ROUNDTABLE, 2005-09 AND SINCE 2010
MEMBER, INDIANA STATE WORKFORCE INNOVATION COUNCIL, 2005-09 AND SINCE 2010
FOUNDING MEMBER, DEAN'S COUNCIL, INDIANA UNIVERSITY SCHOOL OF INFORMATICS, 1999-2003

RECENT SCHOLARLY AND PROFESSIONAL PRESENTATIONS:

DECEMBER 2012: "*NO LIMITS*." WFYI RADIO. INVITED GUEST.
JULY 2012: PRIOR-LEARNING ASSESSMENT. A CONVENING OF THE LUMINA FOUNDATION. INVITED PANELIST.
MAY 2012: BRINGING BUSINESS AND HIGHER EDUCATION TO THE STATE POLICY TABLE: CRAFTING STATE POLICY PRIORITIES AND STRATEGIES. A CONVENING OF THE LUMINA FOUNDATION. INVITED PANELIST.
APRIL 2012: COUNCIL ON ADULT BASIC EDUCATION. PRESENTATION. "DEEPER LEARNING AS AN EDUCATIONAL IMPERATIVE."
MARCH 2012: "*ECONOMIC OUTLOOK*." WNIT—MICHIANA BROADCASTING. INVITED GUEST.
JANUARY 2012: JOYCE FOUNDATION-SHIFTING GEARS INTERSTATE ASSEMBLY. INVITED PRESENTER, "FEDERAL IMPACT ON STATE WORKFORCE PROGRAMS," AND "ALIGNING ADULT EDUCATION AND OCCUPATIONAL TRAINING."
DECEMBER 2011: U.S. DEPARTMENT OF LABOR WEBINAR. INVITED PRESENTER, "NEW STRATEGIES TO INCREASE CREDENTIAL RATES."
NOVEMBER 2011: AMERICAN ASSOCIATION OF ADULT AND CONTINUING EDUCATORS. PRESENTATION, "THE CASE FOR DEEPENING ADULT EDUCATION."
NOVEMBER 2011: NATIONAL ASSOCIATION OF STATE WORKFORCE AGENCIES. INVITED PANELIST, "INTEGRATING WORKFORCE DEVELOPMENT WITH ADULT EDUCATION."
MAY 2011: INDIANA ASSOCIATION OF ADULT EDUCATORS. PRESENTATION, "RE-CONCEIVING ADULT EDUCATION IN THE NEW ECONOMY."
FEBRUARY 2011: *"WORKFORCE CLOCK TICKING: SKILLS UPGRADE TAKES ON GREATER URGENCY."* BIZVOICE MAGAZINE. PANEL PARTICIPANT.
DECEMBER 2010: INDIANAPOLIS: CENTER FOR EXCELLENCE IN LEADERSHIP OF LEARNING CONFERENCE. PANEL MODERATOR, "COLLEGE AND CAREER READINESS—AN OCCUPATIONAL FOCUS."
SEPTEMBER 2010, INDIANA ASSOCIATION OF ADULT EDUCATORS. KEYNOTE ADDRESS, "ARTICULATING BASIC-SKILLS REMEDIATION AND OCCUPATIONAL CERTIFICATION."
JUNE 2010: 2010 MANUFACTURING AND LOGISTICS SUMMIT. PANEL PARTICIPANT, "STATE OF MANUFACTURING: OPPORTUNITIES AND CHALLENGES IN INDIANA'S LARGEST INDUSTRY."
MAY 2010: INDIANA'S EDUCATION ROUNDTABLE. INVITED PANELIST, "REACHING HIGHER IN INDIANA: FROM ACCESS TO SUCCESS."
MARCH 2010: INDIANA ASSOCIATION OF INSTITUTIONAL RESEARCHERS. PAPER, "USING COMPARATIVE ANALYSIS TO ENHANCE RETENTION AND TARGET LEARNER-SUPPORT ACTIVITIES."
NOVEMBER 2009: *THE FUTURE OF THE ECONOMY* CONFERENCE. KEYNOTE ADDRESS, "THE FUTURE OF INDIANA'S WORKFORCE."
OCTOBER 2009: INDIANA UNIVERSITY SCHOOL OF ADULT EDUCATION ANNUAL COLLOQUIUM. KEYNOTE ADDRESS, "CHALLENGES AND OPPORTUNITIES IN ADULT EDUCATION."

OCTOBER 2009: INDIANA ASSOCIATION OF CAREER DEVELOPMENT PROFESSIONALS ANNUAL CONFERENCE. KEYNOTE ADDRESS, "PREPARING GRADUATES FOR A TIGHT ECONOMY…AND GREEN JOBS."

JUNE 2009: INDIANA COMMUNITY ACTION ASSOCIATION SYMPOSIUM. KEYNOTE ADDRESS, "A CALL FOR RELEVANCE, RELIABILITY AND VISIBILITY IN INDIANA'S WORKFORCE INVESTMENT SYSTEM."

LANGUAGE PROFICIENCIES

ENGLISH- NATIVE FLUENCY; ITALIAN- FLUENT; RUSSIAN- MODERATE READING PROFICIENCY; FRENCH, LATIN - CERTIFIED READING KNOWLEDGE

Mr. Brandon Brown
Director of Charter Schools
Office of Education Innovation
Office of the Mayor of Indianapolis

March 11, 2015

Re: The Excel Center

I am proud to serve on the Board of Goodwill Education Initiatives, Inc. and to help steer the efforts of The Excel Center. I have over 30 years of experience in business, organizational development, entrepreneurship, private equity investing, and services on numerous corporate and non-profit boards.

I have a passion for teaching and education. My service in education includes: Executive in Residence at Taylor University's MBA Program; Indiana Wesleyan Entrepreneur in Residence and instructor in strategic management; Indiana University Kelley Graduate School of Business private equity project with Dr. Bill Haeberle and Sophwiki mentoring program; Indiana University Business Alliance (Board member); Northern Kentucky University marketing instructor; and Aileron Guest Instructor – "How to be an Effective Board Member." I believe that my experience in business and education will serve as an asset to the Board of Goodwill Education Initiatives, Inc. and benefit The Excel Center as it continues to expand.

I have not engaged in any business relationship with a company or employee that would provide direct or indirect financial or other benefits to me or my family members.

DONALD L. PALMER 3-11-15

Mr. Brandon Brown
Director of Charter Schools
Office of Education Innovation
Office of the Mayor of Indianapolis

March 11, 2015

Re: The Excel Center

I am proud to serve on the Board of Goodwill Education Initiatives, Inc. and to help steer the efforts of The Excel Center. My career has provided me with a wide variety of experiences which I will employ to ensure the success of Goodwill Education Initiatives and its schools, including The Excel Center.

My legal career started as a federal law clerk for the Honorable Lavenski Smith of the United States Court of Appeals for the Eighth Circuit followed by a second clerkship with the Honorable Leon Holmes of the Eastern District of Arkansas. Following my clerkships, I worked as a Deputy Public Defender at the Miller County Public Defender's Office in Texarkana, Arkansas. It was there that I provided legal services to clients in pending criminal matters, counseled clients, defended clients and maintained a felony criminal docket as directed. Currently, I serve as the National Security Chief for the United States Attorney's Office for the Southern District of Indiana. In my capacity as an Assistant United States Attorney, I represent the United States prosecute criminal cases, develop training programs for federal investigative agencies and private industries, participate in a specialized re-entry court that focuses on reducing recidivism for violent offenders, and provide supervisory and administrative leadership to the national security unit.

My service work includes acting as a representative on the U.S. Southern District of Indiana Local Rules Advisory Committee and the U.S. Magistrate Judge Merit Selection & Reappointment Panel, being a faculty instructor for the U.S. Department of Justice Executive Office for U.S. Attorneys and the National Baptist Congress of Christian Education, working as a Children's Ministry Assistant and Sunday School teacher at the Pilgrim Missionary Baptist Church.

I am eager to lend my skills to Goodwill Education Initiatives, Inc. as well as employing my professional and community network to assist Goodwill Education Initiatives and The Excel Center in its expansion efforts.

I have not engaged in any business relationship with a company or employee that would provide direct or indirect financial or other benefits to me or my family members.

Sincerely,

Doris L. Pryor, Esq.

ARTICLES OF INCORPORATION

OF

GOODWILL EDUCATION INITIATIVES, INC.

The undersigned incorporator, desiring to form a corporation (the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), executes the following Articles of Incorporation:

Name

Name. The name of the Corporation is:

Goodwill Education Initiatives, Inc.

Purposes and Powers

Type of Corporation. The Corporation is a public benefit corporation.

Primary Purposes. The purposes for which the Corporation is organized are limited as follows:

Educational and Charitable Purposes.

To provide educational opportunities designed to enable young people to prepare for productive adult lives; and

To develop, own and operate one or more charter schools, as that term is defined in Indiana Code Sections 20-5.5-1-1, et. seq.

Additional Purposes. In addition, the Corporation is formed for the purpose of assisting and engaging in all activities which serve educational or charitable purposes, which are permitted by the Act, and which are permitted to be carried on by an organization exempt from Federal taxation under the provisions of Section 501(c)(3) of the Code.

Limitations. Nothing contained in these Articles of Incorporation shall be construed to authorize the Corporation to engage in any activities or perform any

functions which are not within the tax-exempt purposes enumerated in Section 501(c)(3) of the Code.

Limitations Upon Powers. No part of the net earnings of the Corporation shall inure to the benefit of any member, Director or Officer of the Corporation or to any private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered by a member, Director, Officer or employee and to pay principal and interest at a reasonable rate not exceeding current market rates on funds loaned or advanced by a member, Director or Officer to the Corporation. No substantial part of the activities of the Corporation shall consist of attempting to propose, support, oppose, advocate the adoption or rejection of, or otherwise influence legislation by propaganda or otherwise, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from Federal taxation under Section 501(c)(3) of the Code

Registered Office and Registered Agent

Registered Office. The street address of the registered office of the Corporation is:

1635 West Michigan Street

Indianapolis, Indiana 46222

Registered Agent. The name of the registered agent of the Corporation at the registered office is:

James M. McClelland

Members

Membership. The Corporation shall have members.

Incorporator

Name and Address of Incorporators. The name and address of the incorporators are as follows:

James M. McClelland, President of Goodwill Industries of Central Indiana, Inc.

C. Perry Griffith, Jr., Chairman of Goodwill Industries of Central Indiana, Inc.

1635 West Michigan Street

Indianapolis, Indiana 46222

Provisions for Regulation of Business and Conduct of Affairs of the Corporation

Management of Corporation. The affairs of the Corporation shall be managed by the Board of Directors of the Corporation.

Code of By-Laws. The Board of Directors of the Corporation shall have the power to make, alter, amend or repeal the Code of By-Laws of the Corporation as provided therein.

Limitation on Powers of the Board of Directors. Notwithstanding any contrary provisions in these Articles, neither the members nor the Board of Directors shall have the power or authority to take or authorize any action which shall deprive the Corporation of its status as an exempt organization under the provisions of Section 501(c)(3) of the Code.

Amendment of Articles of Incorporation. The Corporation reserves the right to amend, alter, change or repeal any provisions contained in the Articles of Incorporation or in any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act or any

amendment thereto; provided, however, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying the Corporation as an exempt organization under the provisions of Section 501(c)(3) of the Code.

Dissolution

Dissolution. In the event of dissolution of the Corporation, assets remaining after payment of all debts of the Corporation shall be transferred by the Board of Directors as follows:

(1) any remaining funds originally received from the Indiana Department of Education or any Indiana public school corporation shall be returned to the Indiana Department of Education or to the Indiana public school corporation from which the funds originated, to be used for exclusively public purposes; and

(2) all other assets shall be distributed to the United States, the State of Indiana, the municipality in which the registered office of the Corporation is located, or any instrumentality or subdivision thereof, or to any nonprofit corporation, trust, foundation or other organization that is organized for nonprofit educational purposes and which, at the time of transfer, is exempt from Federal income taxation under Section 501(c)(3) of the Code, as may be selected by the Board of Directors; provided, however, that any transfer to a governmental entity shall be used for exclusively public purposes.

Any such assets not so transferred by the Board of Directors shall be disposed of by the Circuit Court of the County in which the registered office of the Corporation is located, exclusively for such tax-exempt purposes or to such tax-exempt organizations as the Court shall determine. No member (other than a member that is exempt from Federal income taxation under Section 501(c)(3)), Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the assets of the Corporation on dissolution of the Corporation.

Restrictions Applicable if the Corporation Is Or Becomes A Private Foundation

Restrictions. Notwithstanding anything contained in the Articles of Incorporation to the contrary, in the event and if for any reason the Corporation should fail to qualify as a "public

charity" and is classified as a "private foundation" as that term is defined in Section 509(a) of the Code, then and in such event and in order to comply with Section 508(e) of the Code, and for so long as the Corporation may be deemed to be a "private foundation," the powers and activities of the Corporation in accomplishing the foregoing purposes shall be specifically subject to the following requirements, restrictions and limitations:

Self Dealing. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code;

Mandatory Distributions. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code;

Excess Business Holdings. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code;

Jeopardizing Investments. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code; and

Taxable Expenditures. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

Indemnification

Scope of Indemnity. The Corporation shall indemnify every person who is or was a director or officer of the Corporation (each of which, together with such person's heirs, estate, executors, administrators and personal representatives, is hereinafter referred to as an "Indemnitee") against all liability to the fullest extent permitted by Indiana Code 23-17-16; provided, that such person is determined in the manner specified by Indiana Code 23-17-16 to have met the standard of conduct specified in Indiana Code 23-17-16. The Corporation shall, to the fullest extent permitted by Indiana Code 23-17-16, pay for or reimburse the reasonable expenses incurred by every Indemnitee who is a party to a proceeding in advance of final disposition of the proceeding, in the manner specified by Indiana Code 23-17-16. The foregoing indemnification and advance of expenses for each Indemnitee shall apply to service in the Indemnitee's official capacity with the Corporation, and to service at the Corporation's request, while also acting in an official capacity with the Corporation, as a director, officer, partner, member, manager, trustee, employee, or agent of another foreign or domestic corporation,

partnership, limited liability company, joint venture, trust, employee benefit plan, or other enterprise, whether for profit or not.

Binding Nature. The provisions of this Article shall be binding upon any successor to the Corporation so that each Indemnitee shall be in the same position with respect to any resulting, surviving, or succeeding entity as the Indemnitee would have been had the separate legal existence of the Corporation continued; provided, that unless expressly provided or agreed otherwise, this sentence shall be applicable only to an Indemnitee acting in an official capacity or in another capacity described in Section 9.01 prior to termination of the separate legal existence of the Corporation. The foregoing provisions shall be deemed to create a contract right for the benefit of every Indemnitee if (a) any act or omission complained of in a proceeding against the Indemnitee, (b) any portion of a proceeding, or (c) any determination or assessment of liability, occurs while this Article is in effect.

Interpretation. All references in this Article to Indiana Code 23-17-16 shall be deemed to include any amendment or successor thereto. When a word or phrase used in this paragraph is defined in Indiana Code 23-17-16, such word or phrase shall have the same meaning in this Article that it has in Indiana Code 23-17-16. Nothing contained in this Article shall limit or preclude the exercise of any right relating to indemnification or advance of expenses to any Indemnitee or the ability of the Corporation to otherwise indemnify or advance expenses to any Indemnitee.

Severability. If any word, clause, or sentence of the foregoing provisions regarding indemnification or advancement of expenses shall be held invalid as contrary to law or public policy, it shall be severable and the provisions remaining shall not be otherwise affected. If any court holds any word, clause, or sentence of this paragraph invalid, the court is authorized and empowered to rewrite these provisions to achieve their purpose to the extent possible.

Definitions

Definitions. Any reference made herein to a Section of the "Code" shall include that Section of the Internal Revenue Code of 1986, as well as (1) any subsequent amendments thereto; (2) the corresponding provisions in any recodification of the Internal Revenue Code; and (3) the Treasury Regulations promulgated under such Section.

IN WITNESS WHEREOF, the undersigned, being the Incorporators designated in Article 5, execute these Articles of Incorporation this ____day of _____, 2003.

_____
James M. McClelland, Incorporator

_____
C. Perry Griffith, Jr., Incorporator

CODE OF BY-LAWS
OF
GOODWILL EDUCATION INITIATIVES, INC.

Adopted March 1, 2004

Identification

Name. The name of the Corporation is **Goodwill Education Initiatives, Inc.** (the "Corporation").

Mission Statement. The Corporation shall develop and operate one or more charter schools to prepare young people for productive lives. Each school shall be a "charter school," as that term is defined in I.C. Section 20-5.5, and shall be run in accordance with a "charter school agreement" entered into by the Corporation and the Mayor of the City of Indianapolis or other sponsor as that term is defined in I.C. Section 20-5.5-1-15 (hereinafter, the "Charter"). The schools will strengthen communities by helping urban students achieve their fullest potential by educating "one student at a time" and providing schools that (i) foster students' individual interests; (ii) engage them with teachers, parents and mentors to create learning plans that focus on those interests; and (iii) combine school based study with outside experience.

Non-Discrimination. The Corporation shall admit students of any race, color, gender, national and ethnic origin, religion or ancestry and without regard to disability to all the rights, privileges, programs and activities generally accorded or made available at its charter schools. The Corporation shall not discriminate on the basis of disability, race, color, gender, national and ethnic origin, religion or ancestry in the administration of its educational policies, admissions, policies, scholarships and loan programs, and athletic or other school administered programs.

Non-Sectarian. The Corporation shall be non-sectarian and non-religious in its curriculum, programs, admission policies, employment practices, governance and all other operations.

Membership

Qualification of Member. The Corporation's sole member shall be Goodwill Industries of Central Indiana, Inc. ("Goodwill"). If Goodwill ceases to exist for any reason, then the sole member shall be Goodwill's successor-in-interest, if any, or if none or if for any reason there is no member then acting, the member shall be an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, that is selected by the Board of Directors.

Rights of the Member. The right of the member to vote and all the member's right, title and interest in or to the Corporation shall cease on the termination of membership. No member (other than a member that is then exempt from federal income tax under Code Section 501(c)(3)) shall be entitled to share in the distribution of the corporate assets upon the dissolution of the Corporation.

Dues and Assessments. The member shall not pay dues.

Resignation from Membership. The member may resign at any time by giving written notice of such resignation to the Chairman or the Secretary of the Corporation. Such resignation shall be made in writing and shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Chairman or the Secretary. The acceptance of a resignation shall not be necessary to make it effective.

Termination of Membership. The Board of Directors may not terminate or suspend the membership of the member.

Period of Membership. The term of membership of the member shall be perpetual.

Place of Members' Meetings. All meetings of the member shall be held either at the registered office of the Corporation in the State of Indiana, or at such other place within or

without the State of Indiana as may be designated by the Board of Directors and specified in the respective notices or waivers of notice thereof.

Annual Meeting. An annual meeting of the member shall be held within six (6) months after the close of the fiscal year of the Corporation as designated by the Board of Directors and specified in the respective notices or waivers of notice thereof.

Special Meetings. Special meetings of the member may be called by the Chairman of the Corporation or by the Board of Directors.

Notice of Meetings. A written or printed notice stating the place, day and hour of the meeting and, in case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered or mailed by the Secretary or by the officer or persons calling the meeting to the member at such address as appears on the records of the Corporation at least ten (10) days before the date of the meeting, or if notice is mailed by other than first class or registered mail, thirty (30) to sixty (60) days before the meeting date. Notice of any meeting of the member may be waived in a writing signed by the member and delivered to the Corporation. Attendance at any meeting shall constitute a waiver of notice of that meeting.

Action Without Meeting. Any action required or permitted to be taken at a meeting of the member of the Corporation may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by a duly authorized representative of the member, and such written consent is filed with the minutes of the proceedings of the member. Such consent shall have the same effect as the vote of the member at a duly held meeting.

Board of Directors

Functions. The business, property and affairs of the Corporation shall be managed and controlled by a Board of Directors as from time to time constituted.

Number and Qualification. There shall be nine (9) voting Directors of the Corporation, which number may from time to time be increased or decreased by resolution adopted by not less than a majority of the Board of Directors, subject to the limitation that the

Board shall never be reduced to less than three (3) nor increased to more than eleven (11) Directors. Except as otherwise provided in these By-Laws, all members of the Board of Directors shall have and be subject to the same and equal qualifications, rights, privileges, duties, limitations and restrictions; provided, however, the President of the Corporation shall be an ex-officio member of the Board of Directors but shall not vote, and shall not be counted as a Director for purposes of quorums, majority voting, and similar issues. All Directors shall consent to appropriate background searches as required by Charter Section 3.2. No Director shall take office until the Corporation fully complies with the provisions of Charter Section 3.2.

Election. One-half (rounded down to the nearest whole number) plus one of the members of the Board of Directors (the "Appointed Directors") shall be appointed by Goodwill. The remaining members of the Board of Directors shall be elected by the Board of Directors at the annual meeting provided in this Article 2 of this Code of By-Laws (the "Elected Directors").

Term. The Elected Directors shall be divided into three classes as nearly equal in number as possible. The terms of Elected Directors in the first group expire at the first annual meeting of the Directors after their election, the terms of the second group expire at the second annual meeting of the Directors after their election, and the terms of the third group expire at the third annual meeting of the Directors after their election. At each annual meeting of the Directors held thereafter, Directors shall be chosen for a term of three (3) years to succeed those whose term expires. Incumbent Directors shall be eligible for re-election or re-appointment; provided, however, no person may serve as a Director for more than three (3) consecutive three (3) year terms.

Vacancies. Any vacancy among the Elected Directors caused by death, resignation, removal or otherwise may be filled by the remaining Board of Directors, or if the Directors remaining in office constitute fewer than a quorum, by the affirmative vote of a majority of the Directors remaining in office. Any vacancy among the Appointed Directors shall be filled by Goodwill. A Director elected to fill a vacancy shall hold office until the expiration of the term of the Director causing the vacancy and until a successor shall be elected and qualified.

Resignation. Any Director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chairman, President or Secretary of the Corporation, and if an Appointed Director, to Goodwill. A resignation is effective upon delivery unless the notice specifies a later effective date The acceptance of a resignation shall not be necessary to make it effective.

Removal. Any Director may be removed, with or without cause, in accordance with the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act").

Meetings. The Board of Directors shall meet at least quarterly. All meetings shall occur either at the registered office of the Corporation in the State of Indiana, or at such other place within the State of Indiana as may be designated by the Board of Directors and specified in the respective notices or waivers of notice thereof. The annual meeting shall be for the purpose of organization, election of directors and officers and consideration of any other business that may properly be brought before the meeting and shall be held within six (6) months after the close of the fiscal year of the Corporation as designated by the Board of Directors and specified in the respective notices or waivers of notice thereof. If the annual meeting is not held as above provided, the election of officers may be held at any subsequent meeting of the Board of Directors specifically called in the manner set forth herein. The Board of Directors may provide by resolution the time and place within the State of Indiana, for the holding of additional regular meetings of the Board without other notice than such resolution. Special meetings of the Board of Directors may be called by the Chairman, and shall be called by order thereof upon the written request of at least two Directors, which request shall set forth the business to be conducted at such meeting.

Notice of Meetings. Notice of all meetings of the Board of Directors, except as herein otherwise provided, shall be given by mailing the same (whether by post or by electronic mail), by telephoning, or delivering personally the same at least two (2) days before the meeting to the usual business or residence address of the Director as shown upon the records of the Corporation. Notice of any meeting of the Board of Directors may be waived in a document filed with the Secretary by any Director if the waiver sets forth in reasonable detail the purpose or purposes for which the meeting is called and the time and place of the meeting. Attendance at

any meeting of the Board of Directors shall constitute a waiver of notice of that meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. In addition, notice of any Board meeting shall be posted in a conspicuous place at the principal office of the Corporation or at the Board's meeting place at least 48 hours (excluding Saturday, Sunday, and legal holidays) prior to the meeting. Notice of any meeting shall at all times conform with the requirements of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

Quorum. A quorum of the Board of Directors at any annual, regular or special meeting of the Board of Directors shall be a majority of the duly qualified members of the Board of Directors then occupying office, but in no case shall there be less than two (2) Directors present. The act of a majority of the Directors present at a meeting who constitute a quorum shall be the act of the Board of Directors.

Committees. The Board of Directors, by resolution adopted by a majority of the Board, may designate one or more committees, each of which shall consist of two or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated by a resolution adopted by a majority of the Directors present at the meeting at which a quorum is present. The designation of any such committee and the delegation thereof of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed by law. All committee meetings shall be run in accordance with the requirements of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

No Actions Without Meeting. All actions required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof must be taken at a meeting of the Board of Directors held in accordance with the requirements of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

Meeting by Telephone, etc. Any or all of the members of the Board or of any committee designated by the Board may participate in a meeting by or through the use of any means of communication by which all persons participating may simultaneously communicate

with each other during the meeting. Participation in a meeting using these means constitutes presence in person at the meeting. Meetings at which one or more individuals participate by phone shall be treated in all respects as a meeting at which such individuals are physically present for purposes of complying with the requirements of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

Officers

Officers and Agents. The officers of the Corporation shall consist of a Chairperson, a Vice-Chairperson, a President, a Secretary, and such other officers as the Board of Directors may, by resolution, designate from time to time. Any two (2) or more offices may be held by the same person. The Board of Directors may, by resolution, create, appoint and define the duties and fix the compensation of such officers and agents as, in its discretion, is deemed necessary, convenient or expedient for carrying out the purposes for which the Corporation is formed; provided, however, that officers and agents shall be compensated, if at all, only for actual services performed on behalf of the Corporation.

Election, Term of Office and Qualification. All officers shall be chosen annually by the Board of Directors at the annual meeting of the Board of Directors. Each officer shall hold office (unless the officer resigns, is removed, or dies) until the next annual meeting of the Board of Directors or until a successor is chosen and qualified.

Vacancies. In the event an office of the Corporation becomes vacant by death, resignation, retirement, disqualification or any other cause, the Board of Directors shall elect a person to fill such vacancy, and the person so elected shall hold office and serve until the next annual meeting of the Board of Directors or until a successor is elected and qualified, or until the officer's death, resignation or removal.

Chairperson. The Chairperson, if present, shall preside at all meetings of the Board of Directors, shall appoint the chairperson and members of all standing and temporary committees, subject to the review of the Board of Directors, and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors.

Vice-Chairperson. The Vice-Chairperson shall preside at all meetings of the Board of Directors if the Chairperson is not present and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors.

President. The President shall be the chief executive officer of the Corporation; shall have and exercise general charge and supervision of the affairs of the Corporation; and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors. The president shall be an ex-officio member of the Board of Directors, but shall not have a vote.

Secretary. The Secretary shall have the custody and care of the corporate records and the minutes book of the Corporation. The Secretary shall attend all the meetings of the Board of Directors of the Corporation, and shall keep, or cause to be kept in a book provided for the purpose, a true and complete record of the proceedings of such meetings, and shall perform a like duty for all standing committees of the Board of Directors when required. The Secretary shall attend to the giving and serving of all notices of the Corporation, shall file and take care of all papers and documents belonging to the Corporation, shall authenticate records of the Corporation as necessary, and shall perform such other duties as may be required by the Code of By-Laws or as may be prescribed by the Board of Directors. The Secretary shall prepared and maintain all the materials necessary to comply with the provisions of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

Assistant Officers. The Board of Directors may from time to time designate assistant officers who shall exercise and perform such powers and duties as the officers whom they are elected to assist shall specify and delegate to them, and such other powers and duties as may be prescribed by the Code of By-Laws, the Board of Directors.

Removal. Any officer may be removed from office, with or without cause, by the Board of Directors.

Resignations. Any officer may resign at any time by delivering notice to the Board of Directors, the President or the Secretary. A resignation is effective upon delivery unless the notice specifies a later effective date.

Loans to Officers and Directors

The Corporation shall not lend money to or guarantee the obligations of any officer or Director of the Corporation.

Financial Affairs

Contracts. The Board of Directors may authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to a specific instance; and unless so authorized by the Board of Directors, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit or render it liable pecuniarily for any purpose or to any amount. The Board is specifically authorized to enter into (and from time to time amend) one or more "Charter School Agreements" with the Mayor of the Consolidated City of Indianapolis, Marion County, Indiana or any other qualified sponsor.

Checks, etc. The Board shall by resolution designate officers, agents or employees of the Corporation who may, in the name of the Corporation, execute drafts, checks and orders for the payment of money in its behalf; provided, however, that any expenditure in excess of Twenty-Five Thousand Dollars ($25,000.00) that is outside the ordinary course of operation shall comply with Section 10.6 of the Charter.

Investments. The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Board of Directors.

Audited Financial Statements. The Corporation shall maintain financial statements prepared in accordance with the unified accounting system prescribed by the State Board of Education and State Board of Accountants and shall engage an independent certified public accountant to audit such financial statements.

Fiscal Year

The fiscal year of the Corporation shall begin on the first day of July of each year and end on the last day of June of each year.

Prohibited Activities

Notwithstanding any other provision of this Code of By-Laws, no member, Director, officer, employee or agent of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any successor provision or provisions thereto.

Amendments

The power to make, alter, amend or repeal the Code of By-Laws is vested in the Board of Directors, which power shall be exercised by affirmative vote of a majority of the Directors; provided, however, that no amendment to Article 2 may be made without the prior approval of Goodwill. Any proposed amendment shall be included in the notice of such meeting and each member shall be provided with a copy of the notice of such meeting. If notice of a proposed amendment to the Code of By-Laws is included in the notice of any meeting of the Board of Directors, it shall be in order to consider and adopt at that meeting any amendment to the Code of By-Laws dealing with the subject matter with which the proposed amendment is concerned.

IRS Letter of Determination

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: SEP 1 7 2004

GOODWILL EDUCATION INITIATIVES INC
C/O JAMES M MCCLELLAND
1635 W MICHIGAN ST
INDIANAPOLIS, IN 46222

Employer Identification Number:
20-0749885
DLN:
17053055069044
Contact Person:
MYRON L RANNEY ID# 75618
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Porm 990 Required:
Yes
Effective Date of Exemption:
December 19, 2003
Contribution Deductibility:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

References

[i] Wong, M., Shapiro, M., Boscardin, J. & Ettner, S. (2002). Contribution of major diseases to disparities in mortality. *The New England Journal of Medicine*, 347(20), 1585-1592. Retrieved August 20, 2008, rom http://content.nejm.org/cgi/content/full/347/20/1585 , Gouskova, E., & Stafford, F. (2005). *Trends in household wealth dynamics, 2001-2003* . Ann Arbor: Institute for Social Research, University of Michigan. Retrieved August 28, 2008, from *Institute for Social Research at the University of Michigan* Web site, http://psidonline.isr.umich.edu/Publications/Papers/tsp/2005 - 03_Trends_in_Household_01_03_July_05. pdf , and Indiana Chamber of Commerce. (2008). *Indiana's adult education and workforce skills performance report*. Indianapolis: Indiana Chamber of Commerce. Retrieved August 2, 2008, from http://www.indianachamber.com/adulteducation/INAdultEdWorkforceReport2-08.pdf

[ii] Bridgeland, J.M., DiIulio, J.J., & Morison, K.B. (2006). *The silent epidemic: perspectives of high school dropouts*. Washington, DC: Civic Enterprises. Retrieved on August 20, 2008, from http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf

[iii] Skills2Complete-Indiana Campaign (2011). *Indiana's Forgotten Middle Skill Jobs: Meeting the Demands of a 21st-Centruy Economy*. Washington, DC: National Skills Coalition. Retrieved from http://www.nationalskillscoalition.org/assets/reports-/in-forgotten-ms-jobs.pdf

[iv] Wong, M., Shapiro, M., Boscardin, J. & Ettner, S. (2002). Contribution of major diseases to disparities in mortality. *The New England Journal of Medicine*, 347(20), 1585-1592. Retrieved August 20, 2008, rom http://content.nejm.org/cgi/content/full/347/20/1585 , Gouskova, E., & Stafford, F. (2005). *Trends in household wealth dynamics, 2001-2003* . Ann Arbor: Institute for Social Research, University of Michigan. Retrieved August 28, 2008, from *Institute for Social Research at the University of Michigan* Web site, http://psidonline.isr.umich.edu/Publications/Papers/tsp/2005 - 03_Trends_in_Household_01_03_July_05. pdf , and Indiana Chamber of Commerce. (2008). *Indiana's adult education and workforce skills performance report*. Indianapolis: Indiana Chamber of Commerce. Retrieved August 2, 2008, from http://www.indianachamber.com/adulteducation/INAdultEdWorkforceReport2-08.pdf

[v] Bridgeland, J.M., DiIulio, J.J., & Morison, K.B. (2006). *The silent epidemic: perspectives of high school dropouts*. Washington, DC: Civic Enterprises. Retrieved on August 20, 2008, from http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf

[vi] *From 2006 to 2008, the average income for high school dropouts in Marion County was $18,682, which is below the U.S. poverty level for a family of 4* . U.S. Census Bureau, American Community Survey 3-year estimates. U.S. Census Bureau. (2009). *American Community Survey 3-Year Estimates*. Washington, DC: U.S. Census Bureau American FactFinder.

[vii] Alliance for Excellent Education (2009). "Indianapolis' Path to Economic Growth: The Economic Benefits of Reducing Indianapolis' Dropout Rate." Washington, DC: Alliance for Excellent Education. Retrieved from http://www.all4ed.org/files/Indianapolis.pdf , and Alliance for Excellent Education (2009). "Straight A's: Public Education Policy and Progress. Washington, DC: Alliance for Excellent Education." Retrieved from http://www.all4ed.org/publication_material/straight_as/09282009

[viii] Harris, L., & Ganzglass, E. (2008). *Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges* Washington, DC: Center for American Progress. Retrieved from http://www.clasp.org/admin/site/publications/files/0438.pdf

[ix] Harris, L., & Ganzglass, E. (2008). *Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges* Washington, DC: Center for American Progress. Retrieved from http://www.clasp.org/admin/site/publications/files/0438.pdf

[x] Harris, L., & Ganzglass, E. (2008). *Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges* Washington, DC: Center for American Progress. Retrieved from http://www.clasp.org/admin/site/publications/files/0438.pdf

[xi] Heckman, J. and LaFontaine (2005). Bias Corrected Estimates of GED Returns. Retrieved from http://jenni.uchicago.edu/ged_umputation.

[xii] Harris, L., & Ganzglass, E. (2008). *Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges* Washington, DC: Center for American Progress. Retrieved from http://www.clasp.org/admin/site/publications/files/0438.pdf

[xiii] Bridgeland, J.M., DiIulio, J.J., & Morison, K.B. (2006).

[xiv] National Center on Secondary Education and Training "Dropout and Graduation Frequently Asked Questions." Retrieved from http://www.ncset.org/topics/dropout/faqs.asp?topic=36.

[xv] National Center on Secondary Education and Training "Dropout and Graduation Frequently Asked Questions." Retrieved from http://www.ncset.org/topics/dropout/faqs.asp?topic=36

[xvi] Center for Applied Linguistics (CAL) "Sheltered Instruction Observation Protocol Frequently Asked Questions." Retrieved from http://www.cal.org/siop/faqs/index.html.

[xvii] Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. ASCD.

[xviii] Information on the Partnership for 21st Century Skills Framework is available at http://www.p21.org/overview/skills-framework.

[xix] Brookfield, S. (1987). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting.* San Francisco.

[xx] Jossey-Bass., Cohen, N. (1995). *Mentoring adult learners: A guide for educators and trainers.* Malabar, FL.

[xxi] Krieger, and Daloz, L. (1999). *Mentor: Guiding the journey of adult learners.* San Francisco.

[xxii] Harris, L., & Ganzglass, E. (2008).

[xxiii] Harris, L., & Ganzglass, E. (2008).

[xxiv] Harris, L., & Ganzglass, E. (2008).

[xxv] Bridgeland, J.M., DiIulio, J.J., & Morison, K.B. (2006).

[xxvi] Complete College America (2011). *Time is the Enemy: The surprising truth about why today's college students aren't graduating … and what needs to change.* Washington DC: Complete College America. Retrieved from http://www.completecollege.org/docs/Time_Is_The_Enemy.pdf

[xxvii] Complete College America (2011). *Time is the Enemy: The surprising truth about why today's college students aren't graduating … and what needs to change.* Washington DC: Complete College America. Retrieved from http://www.completecollege.org/docs/CCA_national_EMBARGO.pdf

[xxviii] Common Core State Standards Initiative. (2010). Common core state standards for English language arts & literacy, history/social studies, science, and technical subjects. Retrieved from http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

[xxix] Fisher, D., & Frey, N. (2008). Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD.

[xxx] Vygotsky, L.S. (1978). *Mind in society: The development of higher mental processes*. M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.). Boston, MA: Harvard University Press.

[xxxi] U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse (2010). Reading Apprenticeship ®: What Works Clearinghouse intervention report. Retrieved from http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=414

[xxxii] Lesmeister, M. B. (2010, February). CTE and literacy: Teaching adults to read with Reading Apprenticeship. *Association of Career and Technical Education, Techniques*. 28-32.