



**The Excel Center- Twin Aire  
Application for Replication**

**Proposed by  
Goodwill Education Initiatives**

**Charter Application Information Sheet**

**Name of Proposed Charter School:** The Excel Center - Twin Aire

**Proposed School Address (if known):** To Be Determined

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

**Legal Name of Group Applying for the Charter:** Goodwill Education Initiatives

**Applicant's Designated Representative:** Betsy Delgado

**Address:** 1635 W. Michigan Street

**City:** Indianapolis

**State:** IN

**Zip code:** 46222

**Daytime telephone:** 317-524-4380

**E-mail address:** bdelgado@goodwillindy.org

**The proposed school will open in the fall of school year:** 2023

**Proposed Grade Levels & Total Student Enrollment**

Grade	Year 1 Enrollment	Year 2 Enrollment	Year 3 Enrollment	Year 4 Enrollment	Year 5 Enrollment	Year 6 Enrollment	Year 7 Enrollment
Adult	100	300	300	300	300	300	300

**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.**

Indiana Charter School Board, The Excel Center - Bloomington (Opened fall 2019)

Indiana Charter School Board, The Excel Center - Muncie (Opened fall 2018)

**Are you a charter school currently operating in Indianapolis that is seeking to transfer authorizers?**

No

**If so, please name the authorizer currently overseeing the school:**

n/a

**Are you looking to replicate an existing charter school? If so, please name the existing school(s) and authorizer(s).**

Yes

Indiana Charter School Board: The Excel Center Anderson, The Excel Center Clarksville, The Excel Center Bloomington, The Excel Center Kokomo, The Excel Center Shelbyville, The Excel Center Richmond, The Excel Center Noblesville, The Excel Center Muncie

Office of Education Innovation: The Excel Center Lafayette Square, The Excel Center Marion County, The Excel Center University Heights

**Are you intending to pursue an Innovation Network Restart Application with Indianapolis Public Schools?**

No

**Are you intending to pursue [another type](#) of Innovation Network Partnership with Indianapolis Public Schools?**

No

This sheet, pursuant to IC 20-24-3-4, must be submitted at the same time as the full application (optional for the prospectus – some items may not yet be able to be completed). Please type the information requested.

<b>Information required by Indiana law</b>	<b>Page Number where included</b>
<i>Identification of organizer</i>	1
<i>Organizer's structure and governance plan</i>	53
<i>Name of proposed school</i>	2
<i>Purpose and mission of school</i>	25
<i>School's governance structure</i>	53
<i>Management structure</i>	56
<i>School's educational and mission goals</i>	25
<i>Curriculum and instruction methods</i>	38
<i>Methods of pupil assessment</i>	45
<i>School calendar</i>	34
<i>Admissions policy and criteria, subject to IC 20-24-5</i>	28
<i>Age or grade range of students to be enrolled</i>	28
<i>Plan for compliance with any applicable desegregation order</i>	28
<i>Personnel plan, including methods for selection, retention and compensation of employees</i>	65
<i>Arrangements for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits</i>	67
<i>Description of staff responsibilities</i>	30
<i>Budget and financial plans</i>	62
<i>Description of the physical plant</i>	62
<i>Transportation plan</i>	64
<i>Discipline program, subject to IC 20-24-5.5</i>	35
<i>Date when charter school is expected to begin operations</i>	2
<i>Date when charter school is expected to have students attending the school</i>	2
<i>Any other applications submitted to an authorizer in the previous five years</i>	3
<i>References to manner in which authorizer must conduct annual audit of academic, finance, and governance operations (Mayor's Performance Framework)</i>	5
<i>Statement of economic interest forms that contain the same information specified under IC 3-8-9-8 for each board member of the proposed school</i>	Attachments
<i>*For charter school proposals from applicant currently operating one or more charter schools in any state or nation, evidence of past performance and current capacity for growth.</i>	5
<i>*For proposals concerning an existing charter school overseen by a different authorizer than the authorizer to which the organizer is submitting the proposal, the proposal must include written acknowledgement of the proposal from the current authorizer.</i>	

Replication

**I. Workbook Contents and Instructions**

**a. Evidence of Past Performance**

**Artifact 1: MSCS Historical Performance Framework Ratings**

The Excel Centers have a history of strong performance on Core Question 1 academic accountability. Specifically, The Excel Centers have demonstrated remarkable outcomes with students in the areas of college and career readiness and school specific goals. In Core Question 1, there are several times The Excel Centers have not met standard on closing the achievement gap in the building. Due to the low number of students who participate in testing, due to the specialized student population, a more accurate representation of the equitable outcomes provided for students at The Excel Center are demonstrated through college and career readiness (CCR) rates. Since its inception, The Excel Center has maintained a CCR rate of 92% or higher. The only exception was the 2019-20 school year, when all educational opportunities suddenly shifted to virtual instruction in March 2020 and students' ability to earn certifications was impacted when most certification providers were not able to offer certification assessments in a virtual format. Since then, the CCR rate has been at 98%, demonstrating equity in students' ability to earn post-secondary credentials. The rates of CCR attainment are equitable across multiple student subgroups. Where differences in outcomes are identified, The Excel Center network has a process, as outlined in the next section, to close any gaps.

In addition to achieving strong academic outcomes, The Excel Centers have also consistently had high scores for financial health and governance. In areas where they have earned approaching standard, they have been able to remedy the issue and meet or exceed standard in later years.

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Artifact 1: Performance Framework Historical Performance									
Core Question 1 (Academics)	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-21	*2021-22
1.1 State Accountability	N/A	MS	MS	ES	ES	ES	ES	N/A	
1.3 Credits per term	AS	AS	MS	MS	AS	MS	MS	AS	
1.4 Achievement Gap (Building)	N/A	N/A	N/A	ES	ES	N/A	N/A	N/A	
1.5 Achievement Gap (State)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
1.7 HS: College and Career Readiness	ES	ES	ES	ES	ES	ES	ES	ES	
1.8 School specific goals	ES	ES	ES	ES	ES	ES	AS	ES	
Core Question 2 (Finances)	2013-2014	2014-2015	2015-2016	2016-2017	*2017-2018	2018-2019	2019-2020	2020-21	*2021-22
2.1 - Short Term Financial Health	MS	ES	MS	ES	ES	AS	ES	ES	
2.2 - Long Term Financial Health	ES	ES	ES	ES	ES	ES	ES	ES	
2.3 - Financial Management	MS	MS	MS	MS	AS	AS	MS	MS	
Core Question 3 (Governance)	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-21	*2021-22
3.1 School Leadership	MS	MS	MS	MS	MS	MS	N/A	N/A	

3.2 Compliance with governance obligations	MS	AS	ES	AS	ES	MS	N/A	N/A	
3.3 Composition of Board of Directors	MS	MS	AS	MS	MS	MS	N/A	N/A	
3.4 Board Environment	MS	MS	MS	MS	MS	MS	N/A	N/A	
3.5 Compliance with law and terms of charter contract	MS	MS	MS	MS	MS	MS	N/A	N/A	
3.6 School specific non-academic goals	N/A	AS	ES	ES	AS	MS	N/A	N/A	
3.1 Does the board demonstrate strong governance oversight?	N/A	N/A	N/A	N/A	N/A	N/A	MS	MS	MS
3.2 Does the board utilize appropriate structures and tools to execute against its strategic vision?	N/A	N/A	N/A	N/A	N/A	N/A	MS	ES	ES
3.3 Does the school satisfactorily comply with all its governance obligations?	N/A	N/A	N/A	N/A	N/A	N/A	ES	ES	ES
3.4 Is the school leader strong in their academic and organizational leadership?	N/A	N/A	N/A	N/A	N/A	N/A	ES	ES	ES

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**Artifact 1: Performance Framework Historical Performance**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-21	*2021-22
<b>Core Question 1 (Academics)</b>							
1.1 State Accountability	MS	MS	MS	ES	ES	N/A	
1.3 Credits per term	ES	ES	DNMS	MS	MS	AS	
1.4 Achievement Gap (Building)	N/A	DNMS	DNMS	N/A	N/A	N/A	
1.5 Achievement Gap (State)	N/A	N/A	N/A	N/A	N/A	N/A	
1.7 HS: College and Career Readiness	ES	ES	ES	ES	ES	ES	
1.8 School specific goals	ES	ES	ES	ES	MS	ES	
<b>Core Question 2 (Finances)</b>							
2.1 - Short Term Financial Health	MS	ES	ES	ES	ES	ES	
2.2 - Long Term Financial Health	ES	ES	ES	ES	ES	ES	
2.3 - Financial Management	MS	MS	AS	AS	MS	MS	
<b>Core Question 3 (Governance)</b>							
3.1 School Leadership	MS	MS	MS	MS	N/A	N/A	
3.2 Compliance with governance obligations	MS	MS	MS	MS	N/A	N/A	
3.3 Composition of Board of Directors	MS	MS	MS	MS	N/A	N/A	
3.4 Board Environment	MS	MS	MS	MS	N/A	N/A	
3.5 Compliance with law and terms of charter contract	MS	MS	MS	MS	N/A	N/A	

3.6 School specific non-academic goals	MS	MS	AS	AS	N/A	N/A	
3.1 Does the board demonstrate strong governance oversight?	N/A	N/A	N/A	N/A	MS	MS	MS
3.2 Does the board utilize appropriate structures and tools to execute against its strategic vision?	N/A	N/A	N/A	N/A	MS	ES	ES
3.3 Does the school satisfactorily comply with all its governance obligations?	N/A	N/A	N/A	N/A	ES	ES	ES
3.4 Is the school leader strong in their academic and organizational leadership?	N/A	N/A	N/A	N/A	ES	ES	ES

9910

**Artifact 1: Performance Framework Historical Performance**

Core Question 1 (Academics)	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-21	*2021-22
1.1 State Accountability	N/A	ES	ES	ES	MS	ES	ES	N/A	
1.3 Credits per term	MS	MS	MS	MS	MS	MS	MS	AS	
1.4 Achievement Gap (Building)	MS	DNM S	DNM S	DNM S	DNM S	N/A	N/A	N/A	
1.5 Achievement Gap (State)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
1.7 HS: College and Career Readiness	ES	ES	ES	ES	ES	ES	ES	ES	
1.8 School specific goals	ES	MS	ES	ES	ES	ES	AS	ES	
Core Question 2 (Finances)	2013-2014	2014-2015	2015-2016	2016-2017	*2017-2018	2018-2019	2019-2020	2020-21	*2021-22
2.1 - Short Term Financial Health	ES	ES	AS	AS	ES	ES	ES	ES	
2.2 - Long Term Financial Health	ES	ES	ES	ES	ES	ES	ES	ES	
2.3 - Financial Management	MS	MS	MS	MS	AS	AS	MS	MS	
Core Question 3 (Governance)	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-21	*2021-22
3.1 School Leadership	MS	MS	MS	MS	MS	MS	N/A	N/A	N/A
3.2 Compliance with governance obligations	MS	AS	ES	AS	ES	MS	N/A	N/A	N/A
3.3 Composition of Board of Directors	MS	MS	AS	MS	MS	MS	N/A	N/A	N/A
3.4 Board Environment	MS	MS	MS	MS	MS	MS	N/A	N/A	N/A
3.5 Compliance with law and terms of charter contract	MS	MS	MS	MS	MS	MS	N/A	N/A	N/A
3.6 School specific non-academic goals	N/A	MS	ES	ES	AS	AS	N/A	N/A	N/A
3.1 Does the board demonstrate strong governance oversight?	N/A	N/A	N/A	N/A	N/A	N/A	MS	MS	MS
3.2 Does the board utilize appropriate structures and tools to execute against its strategic vision?	N/A	N/A	N/A	N/A	N/A	N/A	MS	ES	ES

3.3 Does the school satisfactorily comply with all its governance obligations?	N/A	N/A	N/A	N/A	N/A	N/A	ES	ES	ES
3.4 Is the school leader strong in their academic and organizational leadership?	N/A	N/A	N/A	N/A	N/A	N/A	ES	ES	ES

\* indicates performance reports are not yet public

## Artifact 2: Subgroup Performance

The Excel Center regularly monitors the progress of subgroups of students through the use of weekly equity reports. Subgroups of students are examined for monitoring across lines of race, age (age ranges of 16-18, 19-24, and 25+), and special populations (students with IEPs, ILPs, and 504s). Outcomes were identified in connection with enrollment and graduate goals of all schools: total credits earned, number of credit earners, number of graduates, number of withdrawals, and number of students who “no show” after attending an orientation. To evaluate outcomes across those subgroups, the percentage of the total enrollment is used to compare to the percentage of each outcome. This analysis has allowed the network to set and define priority areas to address within policies and processes while each building is required to set goals on closing gaps among subgroups within each school.

### Artifact 2a: Subgroup Performance-Special Education

2018-2019								
Subgroup	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate
Special Education	255	7.2%	4.0	4.7	4.0	4.6	5.1	70.0%
504 Plan	181	5.1%	3.9	4.8	3.7	4.5	5.7	80.7%
General Education	3098	87.7%	4.1	4.5	4.5	4.6	5.3	76.9%
2019-2020								
Subgroup	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate
Special Education	242	7.1%	3.9	3.6	4.0	3.5	5.2	79.1%
504 Plan	166	4.9%	4.2	4.1	4.3	4.1	4.0	88.9%
General Education	2983	88.0%	4.3	4.0	4.6	4.6	5.0	79.7%
2020-2021								
Subgroup	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate
Special Education	195	5.7%	2.4	2.5	2.8	2.8	3.7	50.0%
504 Plan	161	4.7%	3.1	3.0	2.9	3.3	3.2	63.9%
General Education	3053	89.6%	3.3	3.7	3.8	3.8	4.2	74.2%
2021-2022								
Subgroup	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate



Special Education	184	5.8%	2.9	3.8	3.2	3.6	3.6	95.5%
504 Plan	134	4.3%	3.1	3.4	3.9	3.4	4.1	85.3%
General Education	2829	89.9%	3.6	3.8	3.5	3.7	4.1	83.4%

2018-2019						
Subgroup	ILEARN Biology		ISTEP+ Grade 10 ELA		ISTEP+ Grade 10 Math	
	Testers	% Proficient	Testers	% Passing	Testers	% Passing
Special Education	**	**	**	**	**	**
504 Plan	**	**	**	**	**	**
General Education	**	**	**	**	**	**
2019-2020						
Socioeconomic Status	ILEARN Biology		ISTEP+ Grade 10 ELA		ISTEP+ Grade 10 Math	
	Testers	% Proficient	Testers	% Passing	Testers	% Passing
Special Education	**	**	**	**	**	**
504 Plan	**	**	**	**	**	**
General Education	**	**	**	**	**	**
2020-2021						
Socioeconomic Status	ILEARN Biology		ISTEP+ Grade 10 ELA		ISTEP+ Grade 10 Math	
	Testers	% Proficient	Testers	% Passing	Testers	% Passing
Special Education	**	**	**	**	**	**
504 Plan	**	**	**	**	**	**
General Education	**	**	**	**	**	**
2021-2022						
Socioeconomic Status	ILEARN Biology		SAT Grade 11			
	Testers	% Proficient	Testers	Average Score		
Special Education	**	**	**	**		
504 Plan	**	**	**	**		
General Education	**	**	**	**		

\*\* Indicates less than 20 students in group

**Artifact 2b: Subgroup Performance-Socioeconomic Status**

2018-2019								
Socioeconomic Status	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate
Free/Reduced Price Meals	2380	67.3%	4.0	4.4	4.4	4.5	5.3	75.0%
Paid Meals	1154	32.7%	4.3	4.8	4.3	4.7	5.2	84.7%
2019-2020								
Socioeconomic Status	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate
Free/Reduced Price Meals	2444	72.1%	4.2	4.0	4.6	4.5	5.0	78.4%
Paid Meals	947	27.9%	4.3	3.9	4.4	4.3	4.6	85.6%
2020-2021								
Socioeconomic Status	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate
Free/Reduced Price Meals	1279	37.5%	3.1	3.7	3.8	3.9	4.1	76.5%
Paid Meals	2130	62.5%	3.3	3.6	3.5	3.6	4.1	70.3%
2021-2022								
Socioeconomic Status	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate
Free/Reduced Price Meals	905	28.8%	3.4	3.8	3.5	3.8	3.9	80.2%
Paid Meals	2242	71.2%	3.6	3.7	3.5	3.7	4.1	85.2%

2018-2019						
Socioeconomic Status	ILEARN Biology		ISTEP+ Grade 10 ELA		ISTEP+ Grade 10 Math	
	Testers	% Proficient	Testers	% Passing	Testers	% Passing
Free/Reduced Price Meals	**	**	**	**	**	**
Paid Meals	**	**	**	**	**	**
2019-2020						
Socioeconomic Status	ILEARN Biology		ISTEP+ Grade 10 ELA		ISTEP+ Grade 10 Math	

	Testers	% Proficient	Testers	% Passing	Testers	% Passing
Free/Reduced Price Meals	**	**	**	**	**	**
Paid Meals	**	**	**	**	**	**
2020-2021						
Socioeconomic Status	ILEARN Biology		ISTEP+ Grade 10 ELA		ISTEP+ Grade 10 Math	
	Testers	% Proficient	Testers	% Passing	Testers	% Passing
Free/Reduced Price Meals	**	**	**	**	**	**
Paid Meals	**	**	**	**	**	**
2021-2022						
Socioeconomic Status	ILEARN Biology		SAT Grade 11			
	Testers	% Proficient	Testers	Average Score		
Free/Reduced Price Meals	**	**	**	**		
Paid Meals	**	**	**	**		

\*\* Indicates less than 20 students in group

### Artifact 2c: Subgroup Performance-English Language Learners

2018-2019								
Subgroup	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate
English Language Learners	1113	31.5%	4.1	4.6	4.7	4.8	5.5	74.8%
Non-English Language Learners	2421	68.5%	4.1	4.4	4.2	4.5	5.1	78.0%
2019-2020								
Subgroup	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate
English Language Learners	1173	34.6%	4.2	4.0	4.6	4.7	4.8	86.6%
Non-English Language Learners	2218	65.4%	4.3	4.0	4.6	4.3	5.0	75.6%
2020-2021								

Subgroup	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate
English Language Learners	1124	33.0%	3.6	3.9	4.0	3.9	4.2	77.1%
Non-English Language Learners	2285	67.0%	2.9	3.5	3.5	3.7	4.0	69.5%
<b>2021-2022</b>								
Subgroup	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate
English Language Learners	1243	39.5%	3.7	3.8	3.7	3.9	3.9	84.3%
Non-English Language Learners	1904	60.5%	3.4	3.7	3.3	3.6	4.1	84.0%
<b>2018-2019</b>								
Subgroup	ILEARN Biology		ISTEP+ Grade 10 ELA		ISTEP+ Grade 10 Math			
	Testers	% Proficient	Testers	% Passing	Testers	% Passing		
English Language Learners	**	**	**	**	**	**		
Non-English Language Learners	**	**	**	**	**	**		
<b>2019-2020</b>								
Subgroup	ILEARN Biology		ISTEP+ Grade 10 ELA		ISTEP+ Grade 10 Math			
	Testers	% Proficient	Testers	% Passing	Testers	% Passing		
English Language Learners	**	**	**	**	**	**		
Non-English Language Learners	**	**	**	**	**	**		
<b>2020-2021</b>								
Subgroup	ILEARN Biology		ISTEP+ Grade 10 ELA		ISTEP+ Grade 10 Math			
	Testers	% Proficient	Testers	% Passing	Testers	% Passing		
English Language Learners	**	**	**	**	**	**		
Non-English Language Learners	**	**	**	**	**	**		
<b>2021-2022</b>								
Subgroup	ILEARN Biology		SAT Grade 11					

	Testers	% Proficient	Testers	Average Score
English Language Learners	**	**	**	**
Non-English Language Learners	**	**	**	**

**Artifact 2d: Subgroup Performance-Race and Ethnicity**

2018-2019								
Race/Ethnicity	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate
Black	1684	47.7%	3.9	4.3	4.0	4.3	5.1	76.1%
White	725	20.5%	4.3	4.6	4.7	4.6	5.2	80.8%
Hispanic	693	19.6%	4.0	4.9	4.7	4.5	5.0	76.7%
Multiracial	135	3.8%	4.4	4.0	4.0	4.5	4.6	71.4%
Asian	280	7.9%	4.3	4.6	4.8	5.7	6.6	76.7%
2019-2020								
Race/Ethnicity	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate
Black	1640	48.4%	4.2	4.0	4.3	4.1	4.7	77.4%
White	633	18.7%	4.6	3.9	5.0	4.8	5.5	79.3%
Hispanic	641	18.9%	4.1	3.8	4.5	4.4	4.5	79.4%
Multiracial	149	4.4%	3.8	3.3	4.3	4.4	4.8	81.3%
Asian	316	9.3%	4.1	4.3	5.0	5.1	5.4	89.0%
2020-2021								
Race/Ethnicity	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate
Black	1632	47.9%	3.1	3.5	3.6	3.8	4.0	61.5%
White	684	20.1%	3.3	3.8	3.9	4.0	4.2	78.7%
Hispanic	642	18.8%	2.9	3.6	3.2	3.6	3.9	72.6%
Multiracial	170	5.0%	3.0	3.1	3.0	2.8	3.2	84.6%
Asian	270	7.9%	3.9	4.0	4.7	4.2	5.0	88.3%
2021-2022								
Race/Ethnicity	Number Enrolled	% of Total Enrolled	T1 Average Credits	T2 Average Credits	T3 Average Credits	T4 Average Credits	T5 Average Credits	Cert Exam Passing Rate
Black	1495	47.5%	3.3	3.6	3.4	3.8	4.1	76.7%

White	511	16.2%	3.7	4.1	3.3	3.3	3.9	89.9%
Hispanic	607	19.3%	3.5	3.5	3.4	3.6	3.8	82.6%
Multiracial	198	6.3%	3.0	3.2	3.8	4.1	4.5	92.9%
Asian	329	10.5%	4.2	4.4	4.0	4.0	4.1	94.7%

2018-2019						
Race/Ethnicity	ILEARN Biology		ISTEP+ Grade 10 ELA		ISTEP+ Grade 10 Math	
	Testers	% Proficient	Testers	% Passing	Testers	% Passing
Black	**	**	**	**	**	**
White	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**
Multiracial	**	**	**	**	**	**
Asian	**	**	**	**	**	**
2019-2020						
Race/Ethnicity	ILEARN Biology		ISTEP+ Grade 10 ELA		ISTEP+ Grade 10 Math	
	Testers	% Proficient	Testers	% Passing	Testers	% Passing
Black	**	**	**	**	**	**
White	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**
Multiracial	**	**	**	**	**	**
Asian	**	**	**	**	**	**
2020-2021						
Race/Ethnicity	ILEARN Biology		ISTEP+ Grade 10 ELA		ISTEP+ Grade 10 Math	
	Testers	% Proficient	Testers	% Passing	Testers	% Passing
Black	**	**	**	**	**	**
White	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**
Multiracial	**	**	**	**	**	**
Asian	**	**	**	**	**	**
2021-2022						
Race/Ethnicity	ILEARN Biology		SAT Grade 11			
	Testers	% Proficient	Testers	Average Score		

Black	**	**	**	**
White	**	**	**	**
Hispanic	**	**	**	**
Multiracial	**	**	**	**
Asian	**	**	**	**

\*\* Indicates less than 20 students in group

### Artifact 3: Discipline

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 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 relevant averages, the schools implement progressive discipline steps. This helps ensure that students are well prepared for the workforce and/or college after graduation, and ensures that students are provided ample opportunities to adjust their behavior prior to leading to a suspension or expulsion.

9335

### Artifact 3: Evidence of Discipline Practices

Data Point	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total September Enrollment	348	382	344	324	359	348	302
Total # suspensions	0	3	6	0	6	0	0
Total # students with suspensions	0	3	5	0	6	0	0
Total # expulsions	0	1	0	1	2	0	0

### Artifact 3a: Evidence of Discipline Practices by Subgroups

2016-17					
Race/Ethnicity/Income	Total Suspensions	Students suspended	ISS Incidents	OSS Incidents	Expulsions
Black	3	3	0	3	1
White	0	0	0	0	0
Hispanic	0	0	0	0	0

Multiracial	0	0	0	0	0
Asian	0	0	0	0	0
FRL	2	2	0	2	0
SWD	0	0	0	0	0
<b>2017-18</b>					
Black	6	5	0	6	0
White	0	0	0	0	0
Hispanic	0	0	0	0	0
Multiracial	0	0	0	0	0
Asian	0	0	0	0	0
FRL	2	2	0	2	0
SWD	1	1	0	1	0
<b>2018-19</b>					
Black	0	0	0	0	1
White	0	0	0	0	0
Hispanic	0	0	0	0	0
Multiracial	0	0	0	0	0
Asian	0	0	0	0	0
FRL	0	0	0	0	0
SWD	0	0	0	0	1
<b>2019-20</b>					
Black	5	5	0	4	2
White	0	0	0	0	0
Hispanic	1	1	0	1	0
Multiracial	0	0	0	0	0
Asian	0	0	0	0	0
FRL	5	5	0	4	2
SWD	2	2	0	2	0
<b>2020-21</b>					
Black	0	0	0	0	0
White	0	0	0	0	0
Hispanic	0	0	0	0	0
Multiracial	0	0	0	0	0
Asian	0	0	0	0	0
FRL	0	0	0	0	0
SWD	0	0	0	0	0
<b>2021-22</b>					
Black	0	0	0	0	0
White	0	0	0	0	0
Hispanic	0	0	0	0	0
Multiracial	0	0	0	0	0
Asian	0	0	0	0	0
FRL	0	0	0	0	0



SWD	0	0	0	0	0
<b>2022-23</b>					
Black	0	0	0	0	0
White	0	0	0	0	0
Hispanic	0	0	0	0	0
Multiracial	0	0	0	0	0
Asian	0	0	0	0	0
FRL	0	0	0	0	0
SWD	0	0	0	0	0

9840

**Artifact 3: Evidence of Discipline Practices**

<b>Data Point</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Total September Enrollment	306	390	359	401	312	387	360
Total # suspensions	1	5	3	2	0	0	0
Total # students with suspensions	1	5	3	2	0	0	0
Total # expulsions	0	0	0	1	0	0	0

**Artifact 3a: Evidence of Discipline Practices by Subgroups**

<b>2016-17</b>					
<b>Race/Ethnicity/Income</b>	<b>Total Suspensions</b>	<b>Students suspended</b>	<b>ISS Incidents</b>	<b>OSS Incidents</b>	<b>Expulsions</b>
Black	3	3	0	3	0
White	2	2	0	2	0
Hispanic	0	0	0	0	0
Multiracial	0	0	0	0	0
Asian	0	0	0	0	0
FRL	0	0	0	0	0
SWD	0	0	0	0	0
<b>2017-18</b>					
Black	0	0	0	0	0
White	3	3	0	3	0
Hispanic	0	0	0	0	0

Multiracial	0	0	0	0	0
Asian	0	0	0	0	0
FRL	0	0	0	0	0
SWD	0	0	0	0	0
<b>2018-19</b>					
Black	0	0	0	0	0
White	2	2	0	2	1
Hispanic	0	0	0	0	0
Multiracial	0	0	0	0	0
Asian	0	0	0	0	0
FRL	0	0	0	0	0
SWD	0	0	0	0	0
<b>2019-20</b>					
Black	0	0	0	0	0
White	0	0	0	0	0
Hispanic	0	0	0	0	0
Multiracial	0	0	0	0	0
Asian	0	0	0	0	0
FRL	0	0	0	0	0
SWD	0	0	0	0	0
<b>2020-21</b>					
Black	0	0	0	0	0
White	0	0	0	0	0
Hispanic	0	0	0	0	0
Multiracial	0	0	0	0	0
Asian	0	0	0	0	0
FRL	0	0	0	0	0
SWD	0	0	0	0	0
<b>2021-22</b>					
Black	0	0	0	0	0
White	0	0	0	0	0
Hispanic	0	0	0	0	0
Multiracial	0	0	0	0	0
Asian	0	0	0	0	0
FRL	0	0	0	0	0
SWD	0	0	0	0	0
<b>2022-23</b>					
Black	0	0	0	0	0
White	0	0	0	0	0
Hispanic	0	0	0	0	0
Multiracial	0	0	0	0	0
Asian	0	0	0	0	0
FRL	0	0	0	0	0

SWD	0	0	0	0	0	
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**9910**

**Artifact 3: Evidence of Discipline Practices**

Data Point	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total September Enrollment	1268	1036	953	1192	1253	1318	1232
Total # suspensions	30	23	32	46	25	1	20
Total # students with suspensions	30	21	30	33	23	1	20
Total # expulsions	0	0	8	7	3	0	4

**Artifact 3a: Evidence of Discipline Practices by Subgroups**

2016-17					
Race/Ethnicity/Income	Total Suspensions	Students suspended	ISS Incidents	OSS Incidents	Expulsions
Black	19	17	0	18	0
White	2	2	0	2	0
Hispanic	1	1	0	1	0
Multiracial	1	1	0	1	0
Asian	0	0	0	0	0
FRL	18	16	0	1	0
SWD	8	7	0	8	0
2017-18					
Black	20	18	0	17	8
White	3	3	0	3	0
Hispanic	1	1	0	1	0
Multiracial	8	8	0	8	0
Asian	0	0	0	0	0
FRL	10	9	0	10	4
SWD	8	6	0	8	0
2018-19					
Black	33	26	0	31	5
White	4	3	0	4	2
Hispanic	1	1	0	1	0
Multiracial	8	3	0	8	0

Asian	0	0	0	0	0
FRL	36	26	0	35	5
SWD	23	12	0	23	1
<b>2019-20</b>					
Black	20	18	0	20	3
White	1	1	0	1	0
Hispanic	1	1	0	1	0
Multiracial	3	3	0	3	0
Asian	0	0	0	0	0
FRL	21	19	0	20	2
SWD	9	9	0	9	1
<b>2020-21</b>					
Black	1	1	0	1	0
White	0	0	0	0	0
Hispanic	0	0	0	0	0
Multiracial	0	0	0	0	0
Asian	0	0	0	0	0
FRL	1	1	0	1	0
SWD	1	1	0	1	0
<b>2021-22</b>					
Black	13	10	0	12	3
White	2	2	0	2	0
Hispanic	4	4	0	3	1
Multiracial	1	1	0	1	0
Asian	0	0	0	0	0
FRL	14	13	0	14	1
SWD	7	6	0	6	0
<b>2022-23</b>					
Black	9	8	1	8	0
White	3	1	0	3	0
Hispanic	2	2	0	2	0
Multiracial	3	3	0	3	0
Asian	0	0	0	0	0
FRL	16	13	1	13	0
SWD	1	1	0	1	0

**b. Capacity for Growth**

**Artifact 4: Teacher Retention**

The Excel Center leadership monitors staff member satisfaction and retention using several methods. First, all schools use net promoter surveys to monitor staff satisfaction. This gives each school a sense of how many staff members would recommend working at The Excel Center to a friend or family member. Additionally, Goodwill administers a regular climate survey that can be disaggregated by site. These tools, along with regular touchpoints and meetings, provide leaders with insights to areas where staff

would like additional support. Additionally, the school leaders provide coaching and feedback to ensure staff are being developed and have access to internal career leaders. Finally, The Excel Center leaders, along with Goodwill HR leadership, routinely monitor the job market. As with other education entities, Goodwill recently made market rate adjustments to teacher salaries to provide The Excel Center teachers with competitive compensation.

**9335**

**Artifact 4: Teacher Retention**

Data Point	2015 -16	%	2016 - 2017	%	2017 -18	%	2018- 19	%	2019 -20	%	2020 -21	%	2021 -22	%	2022 -23	%
Total # of teachers	12		12		13		14		14		15		11		10	
# of returning teachers	10	83.3%	7	58.3%	10	76.9%	11	78.6%	11	78.6%	12	80.0%	10	90.9%	10	100%
#of new teachers	2	16.7%	5	41.7%	3	23.1%	3	21.4%	3	21.4%	3	20.0%	1	9.1%	0	0.0%

**9840**

**Artifact 4: Teacher Retention**

Data Point	2015 - 2016	%	2016 - 2017	%	2017 - 2018	%	2018- 2019	%	2019 - 2020	%	2020 - 2021	%	2021 -22	%	2022 -23	%
Total # of teachers	12		15		14		17		16		16		8		9	
# of returning teachers	0	0.0%	8	53.3%	8	57.1%	14	82.4%	13	81.3%	14	87.5%	8	100%	6	66.7%
#of new teachers	12	100%	7	46.7%	6	42.9%	3	17.7%	3	18.8%	2	12.5%	0	0.0%	3	33.3%

**9910**

**Artifact 4: Teacher Retention**

Data Point	2015 - 2016	%	2016 - 2017	%	2017 - 2018	%	2018- 2019	%	2019 - 2020	%	2020 - 2021	%	2021 -22	%	2022 -23	%
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Total # of teachers	46		32		33		52		49		46		30		44	
# of returning teachers	32	69.6%	24	75.0%	24	72.7%	29	55.8%	40	81.6%	36	78.3%	23	76.7%	25	56.8%
#of new teachers	14	30.4%	8	25.0%	9	27.3%	23	44.2%	10	20.4%	10	21.7%	7	23.3%	19	43.2%

### Artifact 5: Student Retention

Given the unique nature of The Excel Center model, student retention is measured by the percent of students who are active at the end of the year and begin with the school the following year. The model is designed to accommodate students who may need to start and stop school, given life barriers that come up. The eight-week terms allow for students who are unable to attend to start again the following term. Additionally, as discussed in the previous section, The Excel Center leaders closely monitor equity data around student persistence. The team looks at disaggregated student data to make sure students are continuing with their education at similar rates.

**9335**

**Artifact 5: Student Retention**

Data Point	2015-2016	%	2016-2017	%	2017-2018	%	2018-2019	%	2019-20	%	2020-21	%	2021-22	%	2022-23	%
Total # of students fall count	348		382		344		324		359		348		302		347	
*Students eligible for retention	190	55%	168	44%	121	35%	110	34%	133	37%	136	39%	122	40%		
Students retained from previous year	142		131	69%	137	82%	88	73%	78	71%	96	72%	108	79%	90	74%
Students active at EOY	339		314		282		236		246		238		304			
Students retained from previous EOY	248		265	78%	251	80%	190	67%	171	72%	162	66%	186	78%	201	66%

**9840**

**Artifact 5: Student Retention**

Data Point	2015-2016	%	2016-2017	%	2017-2018	%	2018-2019	%	2019-20	%	2020-21	%	2021-22	%	2022-23	%
Total # of students fall count	306		390		359		401		312		387		360		322	
*Students eligible for retention	89	29%	163	42%	165	46%	97	24%	137	44%	122	32%	130	36%		

Students retained from previous year	N/A	N/A	70	79%	138	85%	136	82%	64	66%	119	87%	114	93%	107	82%
Students active at EOY	280		323		313		241		265		262		304			
Students retained from previous EOY	N/A	N/A	242	86%	283	88%	263	84%	164	68%	206	78%	193	74%	230	76%

## 9910

### Artifact 5: Student Retention

Data Point	2015-2016	%	2016-2017	%	2017-2018	%	2018-2019	%	2019-2020	%	2020-2021	%	2021-2022	%	2022-2023	%
Total # of students fall count	1268		1036		953		1192		1253		1318		1232		1219	
*Students eligible for retention	526	41%	354	34%	295	31%	275	23%	535	43%	412	31%	330	27%		
Students retained from previous year	398		297	56%	264	75%	193	65%	160	58%	292	55%	386	94%	305	92%
Students active at EOY	862		666		726		738		1045		880		793			
Students retained from previous EOY	830		608	71%	526	79%	476	66%	488	66%	585	56%	842	96%	755	95%

\*Students enrolled at fall count with rising grade offered at the school for the next school year

### Artifact 6: Enrollment Trends

The Excel Centers have had consistent enrollment throughout the history of each school. The methodology for assigning grade levels has shifted over the years, but the model is designed so that grade levels do not impact the student experience. All students are placed in the courses they need most based on their entrance exams and credits attained.

## 9335

### Artifact 6: Enrollment trends

Data Point	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Ninth Grade	105	0	0	0	1	0	0	6	0
10th Grade	189	54	0	2	1	1	16	3	0
11th Grade	61	258	180	128	154	321	175	21	0
12th Grade	35	36	202	214	168	37	157	272	347

9840

**Artifact 6: Enrollment trends**

Data Point	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Ninth Grade</b>	n/a	0	0	1	0	0	0	0	0
<b>10th Grade</b>	n/a	5	0	0	0	0	0	0	0
<b>11th Grade</b>	n/a	296	205	132	158	352	188	1	0
<b>12th Grade</b>	n/a	5	179	226	243	47	199	359	322

9910

**Artifact 6: Enrollment trends**

Data Point	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Ninth Grade</b>	190	2	0	0	0	0	0	4	0
<b>10th Grade</b>	384	109	0	8	9	3	125	9	1
<b>11th Grade</b>	368	848	412	463	707	1133	599	141	2
<b>12th Grade</b>	406	309	624	482	476	117	594	1078	1216

**II. Reflection on Past Performance**

Goodwill of Central and Southern Indiana (Goodwill) has a proven track record of meeting the needs of adult students and providing them with a previously unavailable option to earn a high school diploma. Goodwill established Goodwill Education Initiatives, Inc. (GEI) in 2004, and opened the first Excel Center in 2010. For the past 13 years, The Excel Centers have ensured that thousands of adults in Marion County, across Indiana, and throughout the country, have access to a high-quality high school education, regardless of their age or circumstance. The Excel Center has demonstrated its ability to flex and change based on the needs of students, their families, and local communities. This has resulted in adjustments, such as providing additional barrier relief, adjusting hours when classes are offered, and considering distance learning options within the network. All of these changes have been aligned with the same goal of improving the experience of the adults who have chosen to attend The Excel Center for a second chance. Thus far, this approach has worked. The Excel Centers have graduated over 10,800 graduates nationally, with over 7,000 of them from central and southern Indiana. In addition to providing adults



with an opportunity to earn a high school diploma, The Excel Centers are also ensuring they are prepared for success after graduation. A recent study conducted by the Lab for Economic Opportunity (LEO) at the University of Notre Dame found that graduates from The Excel Center are earning 39% more than their peers five years after graduation.<sup>1</sup>

The team at Goodwill and The Excel Center is confident that, if given the opportunity to open The Excel Center - Twin Aire, they will be able to continue to deliver on this proven model for adults within the Indianapolis community.

### **III. Capacity to Replicate, Growth Plans, and Rationale**

The first Excel Center was chartered by the Indianapolis Mayor's Office in 2010. Since then, GEI has opened 15 Excel Centers in central and southern Indiana. Eight of them are chartered by the Indiana Charter School Board, and seven of them are through the Office of Education Innovation (OEI). Additionally, GEI has developed a national office for Excel Centers. This office supports other Goodwills in opening Excel Centers through a multi-year process of coaching and a licensing agreement. GEI has supported the opening of 36 total Excel Centers. The Excel Centers have graduated over 10,800 graduates nationally, with over 7,000 of them within central and southern Indiana. Additionally, a study conducted by the Lab for Economic Opportunity (LEO) at the University of Notre Dame found that graduates from The Excel Center are earning 39% more than their peers five years after graduation.<sup>2</sup>

Within central and southern Indiana, GEI will continue to evaluate the evolving needs of the communities we serve, including Indianapolis. As areas of demand become evident, GEI will examine the viability and determine if further growth is possible in those communities. Nationally, GEI plans to continue growing, with a goal of 40 schools, across eight states, by 2024.

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. 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.

The integration of The Excel Center with Goodwill has been a critical component of The 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 school 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 2016, Goodwill has added or relocated more than twenty-five Goodwill stores and seven schools. The experience Goodwill has gained opening facilities has enabled all teams, such as marketing, finance, and facilities, to hone the competencies needed to open The Excel Center - Twin Aire. Goodwill's leadership team remains instrumental in the planning, execution, and design of the non-academic factors required to open new schools.

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<sup>1</sup>Brough, Rebecca and Phillips, David and Turner, Patrick, High Schools Tailored to Adults Can Help Them Complete a Traditional Diploma and Excel in the Labor Market (January 21, 2023). Available at SSRN: <https://ssrn.com/abstract=3840453> or <http://dx.doi.org/10.2139/ssrn.3840453>

<sup>2</sup>Brough, Rebecca and Phillips, David and Turner, Patrick, High Schools Tailored to Adults Can Help Them Complete a Traditional Diploma and Excel in the Labor Market (January 21, 2023). Available at SSRN: <https://ssrn.com/abstract=3840453> or <http://dx.doi.org/10.2139/ssrn.3840453>

These experiences routinely inform how GEI has grown The Excel Center since its first year. Each time GEI opens a new school, it mobilizes the vast knowledge and skills within 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.

Perhaps the most important factor that makes expansion possible, however, is the pipeline of talent being developed as a part of GEI’s staff. The Excel Center strongly believes in investing in 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 pipeline of teachers, staff, and school leaders. School and network leaders routinely offer opportunities for staff to grow by attending leadership trainings, chairing organization-wide committees, and serving on leadership teams. This provides team members who are interested the opportunity to stay in their current role, while also learning new skills and taking on additional responsibilities.

As GEI looks ahead to continued growth, several areas of resources will be needed. First, the leaders at GEI will work with the Indiana legislature to ensure there is funding for seats available for new schools. Because the mechanism for funding adult schools is different from that for traditional K-12 schools, this is a critical component for ongoing growth. Additionally, as the costs for staff, facilities, and supplies increase, GEI will need to evaluate the amount of funding available for each student. The adult high school funding does not increase at the same rate as that of K-12 funding. As expenses continue to rise, this is a factor in GEI’s ability to grow.

## *Narrative*

### ***I. Vision, Need, and Demand***

#### **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. Need**

The proposed location is in or around the Twin Aire neighborhood. Within Marion County, 11.8% of the adult population does not have a high school diploma.<sup>3</sup> Within the 46203 zip code, where Twin Aire is located, over 22% of adults do not have a high school diploma.<sup>4</sup> On School Insights, Twin Aire falls within the near southeast neighborhood. According to Savi, this neighborhood has just over 500 students in grades 9-12, with 68 of them graduating in 2018.<sup>5</sup>

In addition to the established need for an adult high school within this geographic space, there is also an opportunity to partner with entities within the criminal justice community. One out of every ten males

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<sup>3</sup> United States Census Bureau. (2021). Retrieved from <https://data.census.gov/>

<sup>4</sup> United States Census Bureau. (2021).

<sup>5</sup> Savi, School Insights. (2023). Retrieved from <http://profiles.savi.org/schoolinsights/>

who have dropped out of high school is incarcerated.<sup>6</sup> The Excel Center- Twin Aire can be pivotal in beginning to close this gap in high school attainment within the Indianapolis community. Goodwill has a longstanding and proven re-entry program, New Beginnings, that works with individuals who were recently incarcerated. The Excel Center leaders will work alongside the New Beginnings team to build community partnerships with the organizations and partners that are working with individuals who are involved in the justice system at the Community Justice Campus. The goal of these partnerships will be to provide a pipeline for individuals involved in the justice system to The Excel Center.

The unique model of The Excel Center, with a focus on achieving a high school diploma and graduating with college and/or career credentials, will provide transferable skills to those who enroll. Additionally, Jobs for the Future analyzed the National Educational Longitudinal Survey and discovered that individuals who have dropped out of high school are persistent in trying to further their education: over the course of their lives, more than 60 percent of people who have dropped out eventually do earn a high school credential – most often a General Education Development (GED) certificate.<sup>7</sup> 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,<sup>8</sup> and only ten percent of the estimated 3.8 million young people ages 18-24 without a diploma earn their GED.<sup>9</sup> Although many people who have dropped out 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.<sup>10</sup> 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.<sup>11</sup>

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 faces. The 2006 Gates Foundation report, "The Silent Epidemic," surveyed students who dropped out 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

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<sup>6</sup> Dillon, Sam. (2009). "Study finds high rate of improvement among dropouts". Retrieved from <https://www.nytimes.com/2009/10/09/education/09dropout.html>

<sup>7</sup> 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>

<sup>8</sup> 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>

<sup>9</sup> 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>

<sup>10</sup> Heckman, J. and LaFontaine (2005). Bias Corrected Estimates of GED Returns. Retrieved from [http://jenni.uchicago.edu/ged\\_umpuation](http://jenni.uchicago.edu/ged_umpuation).

<sup>11</sup> 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>

were most prominent.<sup>12</sup> 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.

In addition to providing adults with a high school diploma, The Excel Center also provides increased opportunities for economic advancements for adults. According to research out of the University of Notre Dame, students who graduate from The Excel Center earn an average of \$919 more per quarter.<sup>13</sup>

### **Need Analysis Chart**

There are currently no adult high schools within 3 miles of the proposed neighborhood of Twin Aire. Christel House DORS has a campus at Manual High School, which is about 5.5 miles away. The nearest Excel Center to Twin Aire is The Excel Center - University Heights, which is about 7 miles away.

## **C. Enrollment and Demand**

### **Projected Enrollment**

Grade level groupings have very little bearing on a student's academic experience and 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 students who have dropped out of high school. Once they are placed in courses, students' progress toward goals will be evaluated by each student's mastery of Indiana Academic Standards in each course a student takes. The Excel Center - Twin Aire anticipates enrolling 300 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; 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 six 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.

### **Student Recruitment**

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<sup>12</sup> Bridgeland, J.M., DiIulio, J.J., & Morison, K.B. (2006).

<sup>13</sup> Brough, Rebecca and Phillips, David and Turner, Patrick, High Schools Tailored to Adults Can Help Them Complete a Traditional Diploma and Excel in the Labor Market (January 21, 2023). Available at SSRN: <https://ssrn.com/abstract=3840453> or <http://dx.doi.org/10.2139/ssrn.3840453>

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 students by providing information about The Excel Center through a number of existing community channels:

- Outreach to current and prospective partner organizations. The school team at The Excel Center - Twin Aire will leverage the many relationships Goodwill has across Marion County, including those with education entities through The Excel Centers and GEI, and those with the justice community through New Beginnings. Other relationships, such as those with employer partners and with internal entities like retail stores, will also be leveraged. Once approved, and after a location has been identified, additional meetings with community partners will be conducted.
- Public information meetings. To supplement other tactics, a number of neighborhood-based informational meetings will be announced and held. The Southeast Neighborhood Development Inc. (SEND) has committed to partnering with The Excel Center- Twin Aire in connecting with neighbors. This will allow for The Excel Center- Twin Aire team to interact directly with prospective students and allow them to meet staff, ask questions and pick up enrollment application materials. Targeted 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 in shared community spaces.
- Social media. Facebook, Instagram, Twitter, and email blasts will be utilized to disseminate information about The Excel Center and upcoming events. Additionally, paid advertising will be used to target prospective students and drive interested people to the school's website.
- Word of mouth. Since its inception in 2010, strong referrals have been the most successful recruitment tool for recruiting student applicants at The Excel Centers.

### **Enrollment Process**

The Excel Center is structured to fit the academic and life needs of adults earning a high school diploma. The Excel Center recommends that students who meet the following description apply:

- Age 18 or older<sup>14</sup>
- Have dropped out of school or are significantly behind their cohort in school.

Because The Excel Center is a public charter school that is open to all students, there may be a relatively small number of students who apply that do not fit this description. As a public charter school, The Excel Center will accept every Indiana resident who applies to attend the school when a seat is available.

### Definitions

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<sup>14</sup> Students under the age of 18 will be required to attend a meeting with the School Director, accompanied by their parent or guardian. The purpose of the meeting is to ensure both the student and parent/guardian understand that The Excel Center is designed to be an adult environment and that the student and parent/guardian understand that the student will be attending school as a minor alongside adults.

1. Enrolled Student: A student enrolled in The Excel Center’s student information system upon meeting the particular criteria described below.
2. Withdrawn Student: A student transferred from being enrolled in the active status within the school’s student information system to inactive status, based on meeting particular criteria
3. Absence: A student who did not attend any of his or her scheduled classes during a particular instructional day
4. Attend: A student attends an in-person class by being physically present, and attends a credit recovery class by logging in to the designated online student coursework tracking system

### **Admission Requirement**

There are minimal requirements that must be met in order to be admitted into The Excel Center. All admitted students must:

- Be an Indiana resident,
- Not already been issued any state-recognized high school diploma (from any state), and
- Not be listed on any state or federal sexual offender registry.<sup>15</sup>

### **Procedures for Enrollment**

On an ongoing basis, 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 manager of office administration and other school staff, answer any questions the inquiring individual has about the school.

To enroll in The Excel Center, a student must complete an online enrollment form, which includes basic demographic information, and a request for a transcript from the student’s last school of attendance. In cases where a student is having difficulty obtaining his/her transcripts, The Excel Center staff will provide assistance to request that information.

#### Step 1: Application

- Adults interested in enrolling at The Excel Center should submit an application online at [www.excelcenter.org/enroll](http://www.excelcenter.org/enroll), request a paper application, or visit The Excel Center to complete a paper application.
  - The application includes name and contact information; demographic information, and home language survey

#### Step 2: Submit a Transcript

- Applicants should contact their last high school of attendance and ask for their transcript to be submitted to GEI’s central office.
  - In cases where a student is having difficulty obtaining his/her transcripts, The Excel Center or central office staff will provide assistance to request that information.
  - In cases where a student has never earned high school credits at any previous school, students will be asked to sign a “Zero Credit Disclosure” form.

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<sup>15</sup> Because The Excel Center operates a child care center for children ages 6 weeks to 12 years old, The Excel Center has a policy to not admit individuals who are listed on any state or federal sexual offender registry. Prospective students are asked to disclose this information prior to completing enrollment forms and are, by law, required to disclose their status.

### Step 3: Participate in orientation

- Orientation is required before the student may begin classes.
  - During orientation, students learn about the culture of The Excel Center as well as the expectations of all students. Students complete online registration including information about whether the student plans to use the child care center; and information regarding any previous IEP/special education services. Students also participate in diagnostic math and reading assessments to help determine students' skill-level for initial course placements.

### Step 4: Attend Class

- Steps 1–3 must be completed before a student is able to begin classes at The Excel Center. In order to be enrolled, a student must attend at least one of the first 3 days of Week 1 following orientation completion, and must be scheduled in the school's student information system.

Any applicant who partially completes the enrollment process for a given term will be asked to complete the enrollment process and begin classes the following enrollment window.

### **Lottery**

In the first year of operation, if more students apply for the school than can be accommodated, The Excel Center will hold a lottery to determine which students will be enrolled. The date of the lottery will be publicly posted and announced, and all students who have applied to enroll in The Excel Center will be contacted directly to be notified of the lottery. The lottery will typically take place 3 weeks prior to the first day of the academic calendar.

The lottery will only include students who have completed all enrollment forms, either online or in-person. Numbers will be drawn at random and students whose number is selected will be offered the opportunity to enroll at The Excel Center right away. Students whose number is not selected will be added to the waiting list in the order that their number is drawn. The Excel Center will not offer preference slots in its lottery.

### **Waiting List Procedures**

During The Excel Center's academic year, 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 will be 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 added to the waiting list on a first-come, first-served basis and are queued until the next orientation takes place.

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

### **Re-Enrollment Policy**

Students who withdraw from The Excel Center are able to re-enroll in the school. If an enrolled student withdraws, they may re-enroll by reapplying and going through the enrollment process outlined above. The orientation may be waived at a school director's discretion on a case-by-case basis.

### **Withdrawal Policy**

The Excel Center's primary objective is to propel adults toward their career goals by empowering them to earn high school diplomas and prepare for the next steps toward college and career attainment. Further,

the typical Excel Center student faces multiple challenges that may prevent an uninterrupted progression toward a diploma.

Only one of the following must be met for an enrolled student to be withdrawn:

- The student formally withdraws by completing a Withdrawal Form.
- The student states in writing to a school official that he or she does not plan to return, or that he or she needs a break from class. This may include, but not be limited to illness, pregnancy, family issues, work, etc.
- A student who accrues cumulative absences of more than 10 days within a term; and/or does not respond to interventions from the school can be withdrawn; for minor students, the school will follow the procedures for appropriately reporting educational neglect to DCS and/or missing children to the Clearinghouse upon withdrawal.

## ***II. Education Services Provided***

### **A. Education Model**

The educational model of The Excel Center – Twin Aire 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 a student’s continued educational success. Please see the graphic on the following page.







# MODEL

SECONDARY-LEVEL EDUCATION	POSTSECONDARY EDUCATION & CAREER PATHWAYS	COACHING
<p>Accelerated pace of learning and credit attainment</p> <p>Instruction by both licensed instructors and tutoring by support staff</p> <p>Classroom instruction paired with online credit recovery</p> <p>Resource Area provides intensive support to students in need of additional assistance</p> <p>Student testing used to measure student progress &amp; postsecondary readiness</p>	<p>Strong relationship with local community college provider and employers</p> <p>Dual credit course offerings available for students</p> <p>Students can work towards industry recognized certifications</p> <p>Extensive preparation &amp; follow along for post-secondary success</p>	<p>Goal to promote continued retention of students by addressing life barriers</p> <p>Students meet one-on-one with a coach</p> <p>Coaching addresses life skills, locating community resources, and creating future plans</p> <p>Proactive barrier removal for critical life / work issues</p>


### STRUCTURES & 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

**Academic Instruction**  
 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 their educational goals and move at their 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 their 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 students skills, cover material aligned to state standards, and allow staff and students to engage with each other. Additionally, many students who come to The Excel Center require significant remediation and special support. For these students, reading, math, and basic skills classes allow them to learn critical information when they need it. Classes will include between 15 to 25 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.

Additional resources support the unique needs of adults outside of the fixed-length core courses. A portion of credits are attainable via an online credit recovery format. In addition, students who have demonstrated high skill levels, as shown by high scores on placement exams, 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 students with differing academic levels and learning preferences.

### **Postsecondary Readiness**

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.<sup>16</sup> The Excel Center emphasizes these skills so that students are better prepared for 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 enable students to access greater career opportunities. Students' educational plans will build toward 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

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<sup>16</sup> Information on the Partnership for 21<sup>st</sup> Century Skills Framework is available at <http://www.p21.org/overview/skills-framework>.

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 is 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 with growth potential.

### **Coaching**

The coaching model in The Excel Center is designed 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 challenging 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, such as student self-efficacy and self-confidence.

### **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 the following: *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*, *Mentoring Adult Learners: A guide for Educators and Trainers*, and *Mentor: Guiding the Journey of Adult Learners*

Additionally, many of the factors that make Excel Center students unique, as discussed throughout this application, necessitate specific support to ensure students are successful. The Excel Center has incorporated the following best practices, as recommended by Complete College America<sup>17</sup>, to best support the targeted student population:

- *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.
- *Simplify the registration process.* Students enroll in the program during orientation and receive substantial help from coaches, teachers, and other staff to understand their path to earning 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, 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 do not waste time before they start earning credits.* Foundational math and English courses allow students to earn elective credit, helping students connect their remedial work to the goal of earning credits towards their high school diploma.

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<sup>17</sup> 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](http://www.completecollege.org/docs/Time_Is_The_Enemy.pdf)

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 36 Excel Centers throughout the country, serving thousands of students. There have been over 10,800 Excel Center graduates since the school opened in 2010. Of those graduates, the majority have earned an industry certification and/or have earned at least three college credits at the time of graduation. The Excel Center – Twin Aire anticipates seeing equally great success with the students served.

### **School Calendar**

For many adult learners, the lengthy time frame needed to progress through an academic program is a major detriment to lasting success.<sup>18</sup> The Excel Center’s schedule is designed to reinforce educational success by accelerating the pace in which students can earn credits. Additionally, The Excel Center model has 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 hour blocks. This structure gives students the ability to earn credits at a faster pace than in a traditional 15-week semester. After an 8-week cycle is completed, students are then assigned into a new schedule with new coursework. The school calendar includes five, eight-week sessions, with new terms beginning after the prior term ends.

The Excel Center operates four periods each day, each period consisting of 90 minutes of instruction. Each day of fixed-time instruction provides 450 minutes, or 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.

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- TwinAire will provide supports for students who are struggling to meet their basic needs and address out-of-class challenges that may impede a student’s academic progress.

### **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 support, 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 at The Excel Center at 8:00 am. Before unpacking her items, she drops off her 2-year-old at The Excel Center child care center, recognizing that she must pick him up at noon for lunch.
- For the next half hour, the student works independently on a credit recovery course in Biology on an online platform. At infrequent intervals, she calls over resource staff and work-study tutors to help answer her particular questions.
- At 8:45 am, she enters a classroom and attends a Government 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 for a short break, the class continues until 12:00 pm. When class ends, she returns to the child care center to pick up her child and have lunch with him before her afternoon classes.
- At 12:45, the student attends an English Language Arts III course, which ends at 2:15 pm.
- During her break from 2:15 pm to 2:30 pm, the student continues work on her Biology work in online credit recovery.

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<sup>18</sup> 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](http://www.completecollege.org/docs/CCA_national_EMBARGO.pdf)

- At 2:30 pm, the student attends a Math Foundations course. She is scheduled for this course because she needs significant remediation in math. When that Lab is over at 4:00 pm, the student gets her son and leaves for the day.

### **A Day in the Life of a Teacher**

- At 7:45 am, a math teacher arrives to meet with students and to answer any questions they may have. In between questions, she uses her free time to review her upcoming schedule and plan out project prompts for upcoming assignments.
- The teacher uses the 15-minute preparation time from 8:30 until 8:45 to finalize preparations for an Algebra I block course. She teaches that course with a partner instructor until 12:00 pm.
- At 8:45 to start her Algebra I course. Many students who attend The Excel Center need to take Algebra I at some point, as determined by their scores on the math placement test.
- The teacher takes lunch from 12:00 pm until 12:45 pm. She uses the final 15 minutes of her lunch break to prepare for the next course.
- At 12:45 pm she begins teaching the second group of students in an Algebra I block course. This course ends at 4:00 pm.
- The teacher wraps up her duties for the day and checks to make sure her materials are ready for the next day. She makes a note of something she wants to discuss during her shared planning time on Friday with another math teacher.

## ***B. Education Model — School Culture and Discipline***

### **School Culture**

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'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. Across the country, adult education programs typically 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.

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, to some degree, content of their academic program. Students who have previously dropped out of school have the freedom not to continue their education, and the students who enroll will have demonstrated a clear motivation. This distinction is critical to understanding The Excel Center's culture: all students have, at some point in their lives, recognized the challenges of life without a high school diploma and have made the choice to return to school. The model is designed around students who have recognized the need for education and have demonstrated a certain level of motivation to continue their schooling. The Excel Center will provide support to these students by helping them overcome life barriers and set realistic goals to continue their academic progress.

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

The Excel Center staff works with a population whose challenges are different from those typically experienced in a traditional high school setting. Thus, staff development often focuses on the ways in which staff can interact with students productively. A critical component of The Excel Center's success is the hiring process, wherein teachers are selected, in part, based on their emotional intelligence and ability to build relationships with students.

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

Additionally, Goodwill is committed to strengthening efforts around diversity, equity, and inclusion. Schools are provided data metrics that are tied to racial ethnicity, language competency, and more to gauge outcomes and develop strategies to achieve equity. A host of school officials across GEI are trained to strengthen cultural competency across the network. These educators facilitate ongoing professional development opportunities, such as Implicit Bias and data analysis training, for educators to access throughout the year.

Adult learners benefit from strong relationships with peers and staff which provide consistent support for education, strengthen motivation to achieve goals, and build resilience to overcome obstacles. The core of The Excel Center model is fixed-time classes with face-to-face instruction. Classes meet in extended blocks, permitting teachers to establish relationships of trust, relevance, and respect with students. Coaches are a critical part of establishing the school culture within The Excel Center. They will help students address life barriers and issues that prevent students from being successful in school. The Excel Center coaches help keep students engaged and motivated.

### **School Discipline Philosophy**

Excel Center students have made a conscious choice and effort to enroll in and attend The Excel Center, and to re-engage 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 right to earn a high school diploma, while maintaining their basic health, safety, and security. The Excel Center expects that all members of the school community conduct themselves in a manner that upholds and maintains these rights. Students or faculty who engage in behaviors that negatively impact the ability of students to receive an education, or any individual's health or safety, will be dismissed from The Excel Center. This philosophy is consistent with The Excel Center's school model, mission and educational philosophy because it places an emphasis on students and supports them to overcome any and all barriers to achieve a high school diploma.

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 are in line with relevant averages, The Excel Center implements Progressive Discipline Steps (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.

*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.

*Suspensions:* 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 suspension and/or expulsion for verified acts that threaten, bully or intimidate others. Fighting will not be tolerated at school. A student who physically strikes another individual will be subject to suspension and/or expulsion.

*Expulsion:* After a proper investigation and hearing, a student may be expelled when his or her behavior renders it appropriate. Repeated offenses may lead to expulsion.

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

- Interference with an educational function or school purpose or,
- A physical injury to themselves, other students, school employees, or visitors of the school.

Expulsion is mandatory for:

- Bringing, using, or possessing a weapon at school. Recommendation for 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.

Expulsion is recommended for:

- Theft or robbery as defined in Indiana code.
- Commission of an act, which, if committed by an adult, would be first- or second- degree assault as defined in Indiana code.
- The possession of a drug of a controlled substance as defined in Indiana code.
- Threats, bullying, harassment and intimidation at school or in connection with students, families, and staff of The Excel Center. Students will be subject to expulsion for verified acts that threaten, bully, harass, or intimidate others.
- Fighting. A student who physically strikes another individual may be subject to expulsion.

### **School Discipline Procedures**

The Excel Center will use a progressive discipline model. The purpose of progressive discipline is to:

- 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 The Excel 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*

The Excel Center uses progressive discipline to provide students with multiple opportunities to change behaviors that may result in disciplinary action. A sample of potential progressive discipline steps are below:

- Restatement of expectations
- Coaching conversation
- Verbal warning or reprimand
- Written warning or reprimand
- Administrative conference
- Suspension
- Expulsion

*Discipline for Students with Disabilities:* For students enrolled at The Excel Center who are under age 21 and have an IEP, the following procedures will be used:

1. School personnel may remove the student with a disability who violates the code of conduct from their current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, for not more than 10 consecutive school days to the extent those alternatives are applied to students without disabilities.
2. School personnel may remove the student with a disability who violates the code of conduct from his or her current placement for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a change of placement.

School personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures that would be applied to students without disabilities, if:

- In the manifestation determination review, the behavior that gave rise to the violation of the code of conduct is determined not to be a manifestation of the student's disability;
- Services during periods of removal are provided to the student; and
- Notification of a change of placement is given to the student.

School personnel must provide the students removed to a disciplinary alternative education program with written notice of the school's obligation to provide the student with an opportunity to complete coursework required for graduation that: Includes information regarding all methods available for completing the coursework; and States that the methods available for completing the coursework are available at no cost to the student. School personnel may remove the student to an IAES without regard to whether the behavior is determined to be a manifestation of the student's disability, if: There are special circumstances; and the removal is for not more than 45 school days.

Students will be removed from the school immediately for the same length of time as a student without an IEP if the expulsion is the result of drugs or bringing a weapon to school.



### **C. Curriculum**

The Excel Center's curriculum has two overall goals: 1) teach the necessary content and skills to ensure students meet the requirements of the Indiana Graduation Pathways and 2) develop proficiency in the technical and employability skills required to be successful in modern careers. The objective of the curriculum is to ensure that specific skills are taught and mastered in a timely manner and in ways consistent with Indiana Academic Standards. The school blends coursework in engaging and interesting ways that also allow students to learn what they need. Instead of distinct grade levels, The Excel Center uses mastery to determine if a student is eligible to enroll in courses.

Due to the nature of students entering the school at a variety of different skill levels and course needs, The Excel Center does not operate using distinct grade levels. Instead, students matriculate through the curriculum at an accelerated pace, ensuring they build the requisite skills needed to enter the next course in The Excel Center's course progression, and by completing all credit and graduation requirements prior to graduation.

The Excel Center's academic content is aligned with the Indiana Academic Standards and uses these standards throughout its coursework and lesson plans. Each curriculum was designed by a yearlong, multidisciplinary committee. The committees were made of teachers, lead teachers and school directors who were interested in and had a specialized skill set in curriculum development. The committees went through the process of examining state standards for academics, social-emotional learning, employability skills, and justice skills, including diversity, equity, and inclusion. After identifying appropriate standards to use, the committees began creating a vertical articulation of skills per content area, aligning standards to appropriate skill levels and course progression. Once the vertical articulation was established and course standards were assigned, the committee created a curriculum map containing academic, employability, social-emotional learning, and justice standards, a pacing guide, a choice board of final assessments and unit assessments, and a standardized scoring rubric. At each stage in the process, the resources were vetted and adjusted by the network of teachers using the curriculum.

#### **Humanities: English Language Arts and Social Studies**

The Excel Center's Humanities program aligns to Indiana Academic Standards for English, writing and Social Studies. The English courses combine English and writing standards and skills beginning with elementary level skills vertically articulated through college-level standards. 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 Academic Standards are internationally benchmarked and were designed through backward mapping from 21<sup>st</sup> 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. Additionally, these Humanities courses each incorporate social emotional learning standards, employability skills and justice standards that incorporate diversity, equity and inclusion.

#### **Mathematics**

The Excel Center's mathematics program aligns to Indiana Academic 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 understanding, procedural skill and fluency, and the ability to apply mathematics to solve problems. Additionally, these math courses each incorporate social emotional learning standards, employability skills, and justice skills, including diversity, equity, and inclusion

The Excel Center mathematics courses are designed to meet the learner where they are by offering remedial courses for basic skills credits and developing student skills through mastery that allows them to move through the high school curriculum. Math Foundations and Pre-Algebra courses are aligned to Indiana Academic Standards for math in Grades 5-8 to help students reach a readiness for Algebra I standards and beyond. These remedial courses utilize mastery-based approaches to instruction and incorporate multiple modes of learning and technology to propel students towards mastery. After remedial courses, a student progresses to Algebra I and beyond, earning high school credits towards graduation. Geometry introduces the tools central to the study of space and spatial relationships, including transformations, proof, and constructions. 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 may take a fourth year math course, the selection of which will align with their college and career pathway.

**Science**

The Excel Center science courses are aligned to Indiana Academic Standards for science and include social emotional learning standards, employability skills, and justice skills, including diversity, equity, and inclusion. These courses combine an approach to learning by combining discovery, analysis, laboratory experience, and practical application. Students move through contextual scientific inquiry in the fields of earth and space, biology, chemistry and physics.

**Electives**

Elective courses include coursework that is part of students' selected college and/or career pathway. The electives represent a common benchmark for what students should know and be able to do after completing a program of study in a career pathway, 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. Students earn one credit in Career Exploration and one credit in Preparation for College and Career in the Senior Seminar course.

The Excel Center curricular offerings focus on industry certifications, 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 readiness specialist to identify a career goal. Utilizing students' career goals, the coach, counselor, and students identify a graduation pathway. As each student enters The Excel Center with different course credits earned and needed, the entrance point to the graduation pathway 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 graduation pathways offer numerous opportunities for students to earn dual credits, and The Excel Center partners with Ivy Tech Community College to ensure that students earn transcribed, transferrable credits through applicable coursework.

Industry certifications offered through The Excel Center include those in the areas of Health Sciences, Information Technology, Manufacturing and Transportation, Distribution and Logistics. The list of offerings are evaluated each year against the approved list from the Department of Workforce Development. Examples of offerings may include:

<b>Industry</b>	<b>Health Sciences</b>	<b>Information Technology</b>	<b>Manufacturing</b>	<b>Transportation, Distribution, and Logistics</b>
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Industry-Recognized Certifications Offered	<ul style="list-style-type: none"> <li>• Emergency Medical Technician (EMT)</li> <li>• Pharmacy Technician (CPhT)</li> <li>• Certified Nursing Assistant (CNA)</li> <li>• Certified Medical Assistant (CCMA)</li> <li>• Medical Billing and Coding Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• IT Fundamentals</li> <li>• Microsoft Office Specialist (MOS)</li> <li>• Quickbooks</li> </ul>	<ul style="list-style-type: none"> <li>• American Welding Society Certification</li> <li>• NCCER Core Construction</li> </ul>	<ul style="list-style-type: none"> <li>• MSSC Certified Logistics Technician</li> <li>• Commercial Driver's License (CDL)</li> </ul>
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### Special Student Populations

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 from special populations, such as those with a disability or those who are English Language Learners, to receive the support needed to earn a high school diploma.

#### *English Language Learners*

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 Academic Standards and situate the language features within disciplinary bodies of knowledge. Students scoring at a level one or two 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 three or four on the WIDA screener will build mastery of the academic language, vocabulary, and grammar needed to succeed in high school level humanities coursework. Burlington English is implemented as an additional support for English Language learners.

#### *Students with Special Needs*

Students with special education services, both through Individualized Education Plans (IEPs) and Section 504 plans, receive specialized support. Most Excel Center students with disabilities spend the majority of their instructional day in their least restrictive environment (LRE), 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 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, use of calculators, and/or additional time on assessments. 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*

Students who are new 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 English and mathematics are conducted at new student orientation using a nationally recognized diagnostic program created by Edmentum. These are adaptive assessments that

begin at a sixth-grade level and progress the student forward or backward to best determine the student's current academic level. The assessments are tied to Indiana Academic Standards and use Lexile and quantile scores to represent student level of skills. After taking the placement assessments, students are placed in courses that are aligned to their current academic levels.

Students that place below high school level for math and/or English are placed in remedial courses to provide foundational support to master beginning to intermediate skills. The Math Foundations course focuses on math standards for Grade 6 and the first half of Grade 7. The Pre-Algebra course resumes with the second half of Grade 7 and Grade 8 skills, including a scaffolded spiral curriculum that prepares students for Algebra I. For the English courses, English Foundations 1 focuses on English standards for Grades 5 and 6, while English Foundations 2 aligns with Grade 7 and 8 Indiana Academic Standards to prepare students for high school level English courses.

Each of the foundational courses includes flexibility for the teachers to individualize instruction and tailor the coursework to meet the needs of students. Additionally, teachers utilize extra support and resources, such as web-based technology programs focused on the individual student needs, manipulatives, graphic organizers, study skills, and project-based learning.

These instructional resources have been used with Excel Center students since 2010, with proven success. Students often enter The Excel Center with zero credits and their reading and mathematics skills are equivalent to an elementary 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, and 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 that adult 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 typically have 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 Monday - Thursday for the duration of each 8-week term. The methods of instruction are the same across all grade levels and subject areas.

The Excel Center's course offerings are provided through direct instruction, distance learning, and credit recovery. Students who come to The Excel Center with partial credits in courses may complete certain courses via a standards-based online learning program. Students who take a course online do so either in an Excel Center classroom with a teacher facilitator or independently with access to an Excel Center teacher, 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.<sup>19</sup> The goal of every course is independent student mastery of the content, skills and standards to which the course is

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<sup>19</sup> Fisher, D., & Frey, N. (2008). Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD.

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 during the “You do it alone” phase of the lesson.

In addition to curriculum maps being aligned to the Indiana Academic Standards, the maps are also aligned to the Indiana Academic Standards for social-emotional learning and employability skills. Additionally, the curriculum maps are aligned to the justice-informed standards adopted from New York. These standards include diversity, equity and inclusion and are embedded into each course in the network-wide curriculum. 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.

Based on data obtained from the existing Excel Centers, 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,<sup>20</sup> indicate that explicit instruction in disciplinary literacy strategies positively affect reading comprehension and student self confidence.<sup>21</sup> 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, please see those sections. 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 may 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. 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.

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<sup>20</sup> 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>

<sup>21</sup> Lesmeister, M. B. (2010, February). CTE and literacy: Teaching adults to read with Reading Apprenticeship. *Association of Career and Technical Education, Techniques*. 28-32.

Many Excel Center courses are fully inclusive of all learners, with a paraprofessional pushing into a class to provide assistance on an as needed basis.

### **Staff Training**

Teachers receive initial onboarding to the curriculum through the lead teacher. This onboarding includes introduction to the typical structure of an Excel Center classroom by way of best instructional practices, common behavior management strategies for adult learners, and an in-depth look into the approved curriculum and curriculum resources for their content area. Teachers are given curriculum maps, pacing guides, and assessments to be used in their courses. The lead teacher works to support and scaffold additional needs of teachers, including technology integration, formative assessment tools, and instructional resources. Teachers work collaboratively amongst their team to gather feedback, review data, and strategies for improvement. Additionally, teachers are systematically evaluated using a standardized rubric on four domains: student-centered classroom, student growth, school culture, and professionalism. The lead teacher offers feedback and professional development based on the needs of individual teachers and the team as a whole.

### **Promotion Policies and Standards**

Students are only categorized by grade level to meet Indiana Department of Education reporting requirements. Students are not told their grade level, as it has little significance in the student's experience at The Excel Center. Instead of grade levels, students are measured on the amount of credits they need to reach graduation.

### **Exit Standards**

An Excel Center student must fulfill the graduation requirements for the State of Indiana in order to graduate. These requirements are adjusted as state level requirements change. Currently, students must meet the criteria outlined in the Indiana graduation pathways. These requirements include coursework for a Core 40 diploma, which includes the following courses:

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

Student transcripts from other schools are reviewed to determine if any coursework completed prior to enrolling at The Excel Center also applies to the Core 40 diploma requirements. Students may also earn credit by enrolling in dual-credit programs.

Student grade point averages (GPA) are calculated based on the grades that students earn in each course. Student GPAs are calculated on the following scale 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 the credits earned. For blended courses, a student earns a GPA based on their performance for that particular domain within the course and earns credit for that portion of the classroom setting.

<b>GPA Calculation</b>	
<b>Letter Grade</b>	<b>Points Per Course</b>
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 transcripts include the student’s contact and demographic and 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 the record of courses taken and credits earned. Transcripts also include the student’s performance on standardized testing from any point in their high school career, including GQE, ECA, ISTEP, ACT and TABE scores.

Most 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 (i.e. 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.

#### **D. Methods of Pupil Assessment**

##### **Assessment**

The Excel Center administers all state-mandated assessments required by the state, including state proficiency exams, English Language Proficiency Assessments, and alternative assessments. Additionally, The Excel Center administers regular testing to assess student learning needs and monitor academic growth, beginning with administering baseline placement assessments upon enrollment.

Students with dual enrollment in Ivy Tech, or those who are planning enrollment at other post-secondary institutions, must pass the Knowledge Assessment test. Students are able to take the test as many times as required until they pass the test, and they choose the time they are able to take the entrance test.

##### **Data Collection and Analysis**

All Excel Center staff participate in data analysis meetings and learn data analysis techniques during these meetings; curriculum analysis and horizontal and vertical articulation of curriculum and assessments occurs throughout the school year as part of data analysis work.

GEI staff is 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 are shared with every school in The Excel Center network, giving school leaders insights to where there are potential best practices from which to learn.

The Excel Center receives data services from the Goodwill data team to provide advanced analytics on school performance. The data analytics 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.

Additionally, data aggregation and analysis is performed by Excel Center teachers and school personnel to meet the specific needs of The Excel Center model. 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.

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. Data from student assessments allow teachers to evaluate student progress and provide opportunities for reteaching to address subjects or areas of concern.

### **Equity data**

Starting in 2018, The Excel Center wanted to expand on the extensive data collection, analysis, and collaboration among its schools by examining disaggregated data. GEI leadership identified subgroups to be tracked across lines of race, age (age ranges of 16-18, 19-24, and 25+), and special populations (students with IEPs, ILPs, and 504s). Outcomes were identified in connection with enrollment and graduate goals of all schools: total credits earned, number of credit earners, number of graduates, number of withdrawals, and number of students to no show after attending an orientation. To evaluate outcomes across those subgroups, the percentage of the total enrollment is used to compare to the percentage of each outcome. This analysis allows the network to set and define priority areas to address within policies and processes, while each building is required to set goals on closing gaps among subgroups within their school.

### **Data Management**

The collection, analysis, and sharing of data is critical to the success of The Excel Center and its students. The Excel Center's Student Information System (SIS) is managed on a day-to-day basis by the GEI database manager. Data entry is the responsibility of all staff members at The Excel Center. Teachers, coaches, and staff are responsible for collecting and entering student data for the school.

The school director is the person at the school level who is primarily responsible for leading the analysis of student data. They generate reports necessary for leaders to perform ongoing assessments of school performance, highlighting performance across key areas at both school-wide and per-class groupings in the following areas:

- Attendance trends, both between terms and within the term.
- Credit attainment, both in aggregate and on a per-student basis.



- Identifying students who are at risk of dropping out of school. The SIS provides information to assess student progression from week to week and allows staff to develop interventions to maximize engagement.
- Reports of coaching performance, which identify the academic success of the students who fall within a particular life coach's caseload. These indicators include the total credits earned within the caseload, the average class attendance, and student credit attainment

### **Corrective Action**

Data is used to monitor progress at the individual student, classroom, and school levels. In the event that progress falls short of The Excel Center's goals, an array of strategies are used to improve student outcomes.

- At the individual level, assessment data is used to monitor student progress. In instances where students are not meeting expectations, staff meet to discuss alternate ways of providing supports for students, including increasing the amount of one-on-one attention a student receives; altering the balance of online credit recovery and classroom instruction; working with the coach to identify any potential life barriers that may be impeding academic progress; or altering the pace at which the student is learning.
- At the classroom level, poor performance indicates that instructional staff have not been successful at delivering instruction that allows students to demonstrate mastery on the state standards. If data indicate students are not demonstrating mastery, then the instructor is in need of additional supports to improve skills and work. The lead teacher will work with them through observation and coaching to support improved academic outcomes.
- At the school level, consistently poor performance may be the result of a number of factors, including organizational culture, poor process orientation, and leadership deficiencies. In cases where a school consistently falls short of expectations, GEI leadership will coach and provide feedback to the leader. In some instances, GEI leadership may deem it necessary to find new school-level leadership.

### **Measuring and Improving Progress in the School**

The Excel Center receives data services to provide advanced analytics on school performance within the SIS. The data 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 use of data draws upon the data collected within The Excel Center's SIS, presenting that data via dashboards and ad-hoc reports that provide additional insights to patterns and indicators. This makes 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. Many of the reports have been 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. Access to data allows the team to improve analysis of key factors that drive academic performance through cross-tab analysis across multiple variables, such as test scores, student demographics, attendance, and discipline.

Each Excel Center site conducts regular data reviews, and GEI conducts high level school performance reviews on a regular basis. These formal data review meetings include GEI's administrative team and the school directors from each location. The primary focus is to equip school leaders with the skills needed to understand and interpret their performance data, and provide deeper context for their results from the past term. At the end of each eight-week term, school 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

School 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, school 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 school directors accountable for their results and (2) encourage the sharing of best practices across the network. GEI's leadership team assesses whether locations require additional resources, training, or intensive assistance to improve their performance.

## **E. Special Student Populations- English Language Learners**

### **Identification**

The Excel Center anticipates that some students will have a native language other than English. (ELL students are first identified during enrollment. Students will fill out a Home Language Survey (HLS) in which they will self-disclose what language(s) they speak at home other than English. Those students who indicate they speak a language other than English in the home will take the WIDA Assessment to indicate the degree to which they need assistance in English. WIDA Assessments will be taken annually, with re-tests at regular intervals throughout the school year to determine the level of support students require.

### **Instructional Programs, Practices, and Strategies**

ELL students are screened in two ways. For all students, the Excel Center placement test is used to assess general academic skills. For ELL students under age 22 the WIDA screener is used to determine English Language Proficiency; and for students over age 22, EF Standard English Test is used to assess English Language Proficiency. Different assessments are used for these groups based on state requirements around the age limit for use of the WIDA screener. Students requiring ELL services have access to Burlington English, a proven foundational English acquisition program. Burlington English was selected because it is a research-based program that is used for remedial reading to help students develop the reading skills necessary to enter into high school-level courses. Although these systems are currently in use at The Excel Center, it should be noted that because new resources are frequently released, GEI regularly conducts analyses of the success rates with these programs to ensure that The Excel Center's instructional resources are meeting students' needs.

School staff connect ELL students with the resources they need to learn and remain engaged in schoolwork. Where possible and appropriate, some online content is available in students' native language, and there are bilingual staff available to assist ELL students with accessing the school's resources. Additional resources utilized by ELL students include bilingual dictionaries, and the full suite of resources available through Burlington English. Teachers whose students include ELL students participate in monthly meetings 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.

### **Assessing and Monitoring Progress**

The Excel Center has high expectations for ELL student achievement and continuously monitors ELL student progress through student work, formal and informal assessments, and test results. The school staff systematically adjusts instruction based on student performance. Teachers support and learn from each other in a way that recognizes the interdependency of language proficiency and content instruction. GEI provides professional learning opportunities to increase teachers' capacity to enrich language development and academic concepts and skills.

#### **Qualified Staff**

At least one staff member is certified as an ELL instructor, in compliance with state requirements. All ELL teachers participate in weekly data analysis meetings during which they learn data analysis techniques. 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 ELL students. Additional staff development days are dedicated to ensuring that all appropriate staff understand all federal laws and regulations related to students with disabilities and ELL students. Staff 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. During professional development, teachers are trained on the WIDA test and WIDA test standards to track student proficiency in English.

#### **F. Special Student Populations -- Special Education**

The Excel Center's unique curricular format, instructional methods, and class structure provide ample support for special student populations, meeting students where they are. Because academically low-achieving students, students with disabilities, and other at-risk students have higher rates of dropping out of high school than the general population, many of The Excel Center's students have special learning needs.<sup>22</sup>

To accommodate the range of student skill levels, aptitudes and backgrounds, The Excel Center offers flexible coursework, such as 8-week terms, small group instruction, remediation, certification courses, and individualized attention. The goal is to give each student a realistic and attainable path to educational success and sustainable employment. Each student creates an education plan with their life coach. This structure allows students with special needs to receive appropriate support, with their own IEP or Section 504 plans. It also provides specialized instruction and support for gifted students, as well as remediation to raise student skills to a high school level. Coaches provide academic and non-academic support for each individual.

The self-paced nature of the program serves both those with learning disabilities or limited English proficiency who may need to take one class at a time, and those who are gifted and want to accelerate through the program in the least amount of time possible. The relevance of a high school education that leads to valuable career and dual-credit options for postsecondary education increases the chance for employment success for anyone regardless of skill level or ability. The Excel Center maintains high expectations for all of its students in order to adequately prepare them for successful careers after graduation or transitions into postsecondary education.

#### **Identification and Compliance**

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<sup>22</sup> National Center on Secondary Education and Training (2014). *Dropout and graduation frequently asked questions*. Retrieved from <http://www.ncset.org/topics/dropout/faqs.asp?topic=36>

The Excel Center complies with IDEA Child Find activities for all students who enroll, including identifying and providing appropriate special education services in accordance with applicable Indiana laws and regulations, and IDEA. The Excel Center focuses on identifying and serving those who qualify as students with disabilities under federal and state criteria. When a student first completes paperwork to enroll in The Excel Center, students are asked to identify whether or not they have ever received special education services. If a student indicates that he or she has previously received services, then the school's registrar and special education staff contact the student's previous school(s) to receive copies of the student's IEPs. In addition to these preliminary efforts, students are again asked whether they have received special education services during orientation. Students who are identified as having a disability meet with a Teacher of Record (TOR) or other special education staff person to discuss any services that may have been received previously. The Excel Center staff initiates the Child Find process for all students who self-identify as needing special education services or who staff feel may have previously received or be in need of services.

All general education curriculum and school activities are made available to students receiving special education services, unless otherwise noted in the student's IEP. Students receiving services spend the majority of their instructional day participating in fixed-length classes alongside the general student population. The remainder of the day they may use 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 their instructor and coach. This allows for the placement of every special education student into the least restrictive environment. All classes are inclusionary, and none are composed 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 on 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. Generally speaking, students spend the majority of time in general education courses with appropriate support, tutoring, and accommodations as identified in their IEPs.

### **Continuum of Services**

Life coaches create individualized learning plans to accomplish the learning goals for all Excel Center students, including those with special education needs. All students' life coaches help the student manage their learning plan and check in with the student to monitor their progress. Students with special education needs are also supported by an IEP or 504 plan and specialized learning environments structured to fit their unique needs. The Excel Center offers the full continuum of services, and the TOR is responsible for ensuring that students' IEPs and Section 504 plans are implemented with fidelity. Students with special needs have the full spectrum of services variety of other services available to them, including:

- Speech and language therapy;
- Occupational therapy;
- Physical therapy;
- A dedicated TOR: The Excel Center's special education teachers are certified to teach special education and demonstrate understanding of the unique needs of students with disabilities and special needs. TORs meet regularly with students to facilitate their learning and monitor progress against IEP goals and objectives. The TOR uses a student-centered approach to tailor learning/service strategies. To that end, TORs 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 are also supported. These allow students to build social and work-related skills to help remove barriers to school performance and job success. Behavior supports may include coping strategies, social stories, 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 are hired as The Excel Center's life coaches. These coaches 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 educational program at The Excel Center. The primary goal of a coach is to keep students engaged, motivated, and constantly moving toward completion of their credits to earn their high school diploma and prepare for postsecondary education or the workforce. 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, students at The Excel Center 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 each student's IEP. The comprehensive transition plan includes 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 postsecondary education or employment goals. The TOR also works closely with students to access needed support and assistance after graduating from The Excel Center, including such services as offered by the state's Vocational Rehabilitation Services. Vocational Rehabilitation Services specifically assists individuals with disabilities as they seek employment. Vocational Rehabilitation Services may include internships, work skill training, college assistance, job placement or even soft skill training. Transition services may also include college tours, internship programs, and work skill development, focusing on the individual needs of those with disabilities.

### **Evaluating and Monitoring Progress**

In general, educational evaluations are completed to assess any areas of educational need. These evaluations are used to help the case conference committee make informed decisions regarding educational services for students.

In order to initiate an educational evaluation, the school, guardian, or student must make a request, written or verbal, to evaluate. The guardian and/or student must provide written consent for the evaluation to begin.

The following outlines the procedures for after a request has been made:

1. Complete appropriate forms in Indiana IEP
2. Contact the school psychologist and provide the following information:
  - a. Name
  - b. Age
  - c. Gender
  - d. Date of birth
  - e. School Name and Address
  - f. Areas for evaluation
3. Complete social development history, teacher report form, student report form
4. Scan all forms to school psychologist
5. Work with school psychologist to set up times for testing
6. After evaluation testing is complete and the final report is ready, schedule the case conference

After a written request has been made, the evaluation team must complete the evaluation and hold a case conference within 50 instructional days.

The evaluation team may include:

- General education teacher
- Special education teacher
- Contracted school psychologist
- Contracted speech/language pathologist
- Coach
- Related service providers
- Guardian
- Student

Licensed special education staff write IEPs for students with special education needs and are responsible for notifying instructors, coaches, and other school staff of students' specialized plans. Special education staff work with instructors to ensure that students receive appropriate services that 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 in which The Excel Center cannot serve as a student's LRE, the case conference committee determines a plan to ensure the student's success is provided 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 their IEP. In the event a student with an IEP is not having success, the case conference committee reconvenes and develops an alternate plan to better provide access to the learning curriculum.

### **Promoting Graduation**

All students are encouraged to work towards a Core 40 diploma. In the event a student is unable to pass core classes and/or meet the requirements of graduation pathways, despite all available interventions, and after a conference with the student, the RTI team, and family (as applicable), students will be permitted to seek a General Education diploma. To complete The Excel Center graduation requirements, General Education diploma recipients must also earn a work-related certification that will improve lifelong employability.

### **Qualified Staff**

The Excel Centers' TORs and paraprofessionals are trained on all applicable policies, procedures, and guidelines set forth by Indiana laws and regulations, IDEA, Section 504 of the Rehabilitation Act, and Americans with Disabilities Act. The TOR has a special education license and special education teaching experience. Paraprofessionals are hired on an as-needed basis, based on the number of students that are enrolled in the school and have been identified for special education services.

Each Excel Center has at least one special education coordinator. This person holds an appropriate license to serve students and often serves as TOR for students with an IEP. In addition, there may also be additional staff, such as general education teachers, who are dual-licensed in special education and are able to provide another layer of support. In the event of a high population of special education students, additional special education staff are added. Any paraprofessionals hired will be trained and closely supervised by special education staff.

The Excel Center contracts for services of speech-language therapy, physical therapy, occupational therapy, psychological services, and other related services as indicated in a student's IEP or 504 Plan, and as needed according to the needs of students.

### ***G. Special Student Populations -- Students Above and Below Grade Level***

#### **Meeting Diverse Needs**

The structure of The Excel Center's academic plan is to provide the appropriate instructional methods to meet each student's unique needs by having teachers differentiate instruction for all students in all classrooms. The placement exams that all students take upon enrolling allow the school staff to adjust instructions and courseload based on students academic levels. This structure allows students, both those above and below grade level, to receive appropriate support. Teachers plan for differentiation and include differentiation strategies in all lesson and unit plans in order to accommodate the learning styles and needs of all students. Based on student need, differentiation strategies employed in The Excel Center's classrooms are outlined in previous sections.

The staffing model of The Excel Center allows for this level of adaptability. Teachers' schedules are determined each term by the needs of the students enrolled for that term. Additionally, paraprofessionals and tutors provide further support and differentiation for students who are performing above their classmates, or for students who need additional support. Students with IEPs and ILPs, as well as general education students requiring additional support, receive services based on need and access to the least restrictive environment. Whenever possible, students receive direct instruction in the general education classroom. For students requiring additional support, tutors and/or paraprofessionals provide additional push in support in the general education classroom. For students in need of more support, more individualized services are provided. Remediation classes are also available for students who need that level of support. Additionally, tutoring is also provided on Fridays for students.

### ***III. Organizational Viability and Effectiveness***

#### **A. Governance Plan — Board of Directors**

The Excel Center is operated by GEI. GEI is a 501(c)(3) entity established in 2004 by Goodwill of Central and Southern Indiana, Inc. GEI, which holds the charter for and operates the existing Excel Centers and Indianapolis Metropolitan High School, will also hold the charter for The Excel Center – Twin Aire 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 of Central and Southern Indiana, Inc. The president and CEO of Goodwill is a non-voting ex-officio member of GEI's Board.

The GEI Board of Directors includes the following individuals:

- Doris Pryor, Chair
- Gita Turnbull, Vice Chair
- Kent Kramer, President
- Betsy Delgado, Vice President
- Dan Riley, Treasurer
- C. Perry Griffith Jr.
- Jay Oliver
- Don Palmer
- Laura Pickett
- Joshua Shelton

The GEI Board has operated for over fifteen years. The group brings together an array of business experience in industries, public policy, education, finance, justice, 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, a goal to help individuals reach their maximum potential, and a hope to see more individuals earn the basic credential most needed for a successful, productive life – a high school diploma. The GEI board has governed schools since the Indianapolis Metropolitan High School was founded in 2004 and has considerable knowledge of the local community and local educational landscape. 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.

The CEO and President of Goodwill and the Senior Vice President of Mission and Education serve as liaisons to the board. In addition to facilitating communication, they also work with the board officers to recruit new board members. Each prospective board member is vetted for their potential to contribute meaningfully to the board. Additionally, the GEI board strives to be diverse in both demographics and skill sets.

### **Roles and Responsibilities**

The GEI Board is 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, and no less than annually, reviewing and evaluating the relationship between GEI and Goodwill to ensure that services provided to 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.

### **Advisory Bodies**

Although the Board assumes sole governing authority over The Excel Center, to the extent possible, the Board will engage members in the Twin Aire community, including students, to inform school direction and policies.

The Excel Center- Twin Aire will either (1) have an advisory group to ensure that The Excel Center is providing a relevant educational program that meets the local community’s need or (2) participate in a variety of community-based committees or coalitions. Advisory group will meet six (6) times annually at each site location and will be a means by which The Excel Center communicates with the Twin Aire community.



The advisory group will be responsible for providing input to The Excel Center on the factors that are at play in the local environment, including major economic changes or shocks, changes in the political environment, and any major news that would affect the performance and/or long-term success of The Excel Center- Twin Aire. Moreover, the advisory group will provide a community voice to the school.

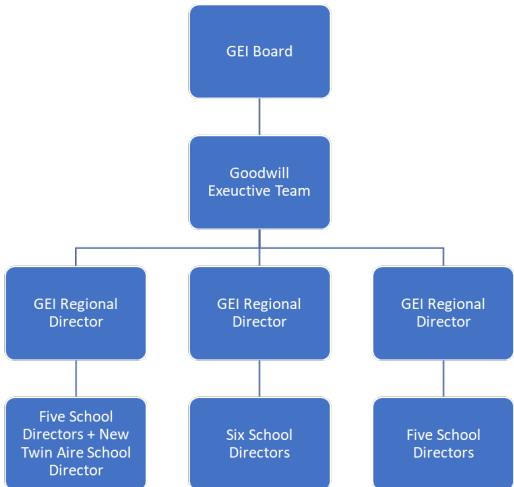
The advisory group will consist of 8-10 members and include relevant stakeholders in The Excel Center’s success, drawing on expertise from postsecondary institutions, community groups, K-12 education, government/public policy, and business. This group will also include teachers and students, to ensure that students have a voice in the feedback of school operations.

The school director will be responsible for managing the relationship between the school and the advisory group; they will set agendas for each meeting. As needed, agendas will be developed in collaboration with the Board of Directors.

In the event The Excel Center- Twin Aire does not develop an advisory board and, instead, participates in a variety of community-based committees or coalitions, the school director or their designee will be expected to participate in all relevant meetings. Among many others, some examples of local groups where The Excel Centers have representation include: local United Ways; local chambers of commerce; the Human Capital Pipeline; and focus groups consisting of business owners, local community colleges, economic development committees, and local school district representatives.

**B. Governance Plan — School Leadership**

The Excel Center- Twin Aire school director will report directly to a GEI Regional Director. The Excel Center is divided into three regions, with a Regional Director overseeing each region. The Regional Directors report to the Vice President of Education, who reports to the Senior Vice President of Mission and Education. All school staff will be employees of GEI, with the staff reporting to their respective School Director. Several non-academic functions of the school, such as human resources, information technology, building maintenance, marketing/public relations, fundraising, and accounting, will be provided by Goodwill. The organizational chart below further depicts GEI and The Excel Center’s organizational structure.



**School Leader**

Leadership selection and development will continue to be a critical component of The Excel Center’s growth plans. The Excel Center’s success will continue to be driven by the ability to attract or promote

high-quality school leaders. The Excel Center - Twin Aire must have an effective local director who can manage the staff and team of the school in that location.

To date, the school director has not yet been identified to lead The Excel Center - Twin Aire. The school director will be identified at least 6 months prior to the school opening. 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 who has a track record of success and who has successfully contributed to the network.

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 this application.

The school director will act as the instructional leader of the school, providing hands-on leadership in directing, planning, managing, and coordinating the educational goals and vision of the school. The school director will ensure that the school curriculum is applied according to the principles of The Excel Center and that the school is meeting the desired outcomes. Specific responsibilities include:

- Developing strategies, goals, and objectives for the school and managing the implementation of these objectives;
- Participating in the development of overall educational strategies;
- Assisting instructors in setting priorities, facilitating meetings, and developing their leadership skills;
- Providing 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
- Representing the school, as appropriate, in the local community.

### **School Leadership Team**

Members of the school leadership team will include the lead teacher, lead coach, and college and career readiness (CCR) specialist.

*Lead Teacher.* The lead teacher is responsible for overseeing and supporting instruction within the school. They will provide hands-on leadership and academic guidance to teachers and support staff at The Excel Center. They 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 academic support resources;
- Provides academic and curricular leadership to the school; and
- Oversees the curriculum and alignment to network curricular materials.

*Lead Coach.* The lead coach is responsible for overseeing and supporting the life coach team within the school. They provide support for the life coach team and work closely with the CCR specialist. Essential functions include:

- Creates student schedules;
- Supports barrier relief for students; and
- Supervises and manages life coach staff.

*College and Career Readiness Specialist.* The CCR specialist is responsible for overseeing all programming related to post-secondary readiness, including scheduling industry certifications and dual credit college courses. Additionally, the CCR specialist teaches the Senior Seminar class to ensure graduates are prepared with the post-secondary skills and plans they need to succeed beyond The Excel Center. Essential functions include:

- Supervises and manages certification providers and dual credit instructors;
- Connects students with areas of interest and post-secondary career options; and
- Provides instruction around post-secondary planning and preparation.

### **Network Leadership Team**

The GEI and Excel Center leadership teams have 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. In addition to the school leadership team, The Excel Center- Twin Aire will also be supported by a robust network leadership team.

*Betsy Delgado, Senior Vice President of Mission and Education* – In 2021, Betsy Delgado was named Senior Vice President of Mission and Education Initiatives for Goodwill of Central and Southern Indiana. In this role, she leads a division that combines Goodwill’s mission and education efforts that help individuals and families across 39 central and southern Indiana counties as they work to improve their lives through access to education, employment, and health services.

Betsy joined Goodwill of Central and Southern Indiana in 2011 as executive director of The Excel Center. In two years, she managed The Excel Center’s growth from one site to nine. Promoted to Vice President of Mission Advancement in 2013, Betsy focused on expanding Goodwill’s mission to maximize support for and the advancement of individuals and families who engage in two or more of the organization’s programs. She oversaw the statewide expansion of Nurse-Family Partnership Indiana (NFP), the nationally recognized, home-visitation program for low-income, first-time mothers,.

Betsy has spent more than 20 years in the education sector, including working with state education and workforce development leaders to revise the funding and program structure for adult education. Eager to innovate, she was an early adopter of managed enrollment, career pathway development, and programming to bolster student education and employment outcomes.

*Anne Davis, Vice President of Education* – Anne Davis joined GEI’s leadership team as Senior Director of Goodwill Education Initiatives in 2016, bringing with her extensive educational leadership experience, having served at both the state and local school district level. She was promoted to Vice President of Education in 2021. In her role, Anne oversees all of The Excel Centers and Indianapolis Metropolitan High School.

In her work at the Indiana Department of Education (IDOE), Anne served as the State Director of Special Education, as well as the Director of Individualized Learning, providing oversight and guidance to federal entitlement programs including IDEA Part B (Special Education), Title I, Title

III (English Learners), and Title I Part C (Migrant Education). In these roles, Anne used data to support the compliance of Indiana's 370+ Local Educational Agencies (LEAs) with federal rules and regulations and provided support and accountability by assigning technical assistance, professional supports, and when necessary, corrective action to ensure appropriate services for students eligible under these program areas. Additionally, Anne designed IDOE's consolidated grants monitoring system to maximize state resources while providing effective program area and fiscal oversight of Title I, English Learners, and Migrant Education and the \$280M annually generated by those grants. Anne has also served at the Indiana Charter School Board (ICSB) as the Director of Accountability, where she facilitated the authorization, development, and assessment of charter schools through the processes established within the ICSB. Anne also supported ICSB's portfolio of schools in identifying areas of need by engaging in ongoing discussions about effective school development and innovative practices to meet students' needs.

Prior to her state-level work, Anne worked in a large urban school district, serving as a middle school teacher, school administrator, curriculum coordinator, and special education administrator. It was within these roles that Anne developed her focus on using data-based decision-making as a means of significantly improving student outcomes.

*Lakia Osborne, Regional Director* – Lakia is a Regional Director of Goodwill Education Initiatives, where she provides direct supervision for five Excel Centers school directors. She develops policy and procedures that impact the day-to-day operation of the network centered on school accountability, enrollment, graduation, DOE regulations, and more. Lakia has been with GEI for over 11 years. She is most recognized for opening The Excel Center campus in Clarksville, IN. Lakia started at The Excel Center Meadows, where she played an integral role in establishing the math foundation framework, college and career readiness services, and coaching practice. Lakia attended Indiana University where she earned a Bachelor's degree in Public Affairs with a concentration in Organizational Leadership.

*Corey Emery, Regional Director* – Corey Emery has been with Goodwill Education Initiatives for over 11 years and has served as a Regional Director since 2018. In his role, Corey directly supports five Excel Centers and Indianapolis Metropolitan High School. Within GEI, he serves as the direct connection between the schools and the Student Support Services and Data Analytics teams. Immediately prior to entering into his role as Regional Director, Corey served as the Director at The Excel Center – Shadeland Avenue for over three years after working as the school's lead teacher. Corey earned his Bachelor's degree in Secondary Education from IUPUI and earned his Master's degree in Educational Leadership from IUPUI's Urban Principal Program.

*Miriam Henry, Regional Director* – Miriam has been with The Excel Center for over 10 years and currently serves as a Regional Director, supporting and supervising five Excel Centers. Miriam began as a math teacher at The Excel Center - Anderson where she moved into the lead teacher role, and then school director. During her time as lead teacher and school director, she was an integral part of curriculum development for the network, contributing to and leading teams to develop the work. Additionally, she has supported and led the group of fifteen lead teachers in their instructional feedback and professional development for classroom teachers. In her current role as a Regional Director, she oversees the curriculum for the network, the SIS, and the online credit recovery program. Miriam earned her Bachelor's degree in Mathematics from Milligan University and earned her Master's degree in Math Education from Western Governors University. She has also earned a certification in Charter School Leadership from Ball State and is currently completing a Building Level Administrator's license through Purdue University.

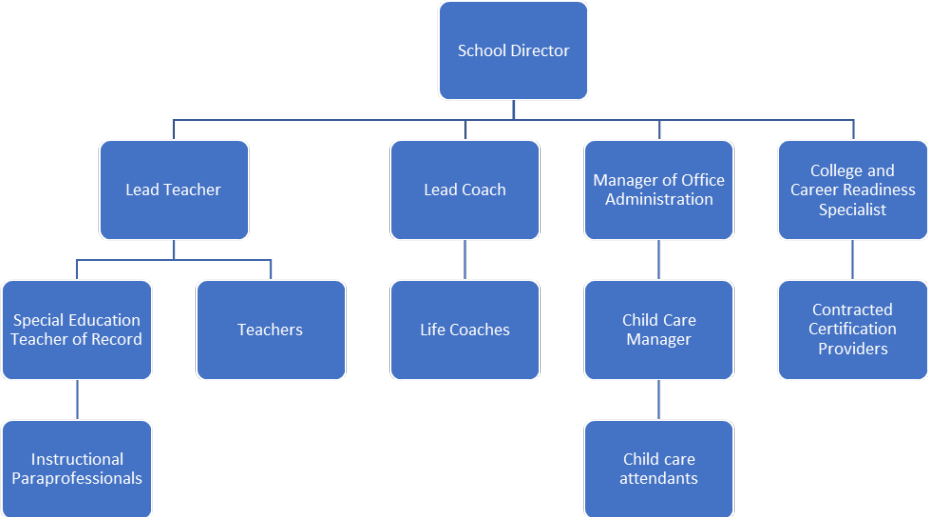
*Lynn Greggs, Senior Director of Financial Operations* – Lynn is the Senior Director of Financial Operations for GEI. Lynn and her team provide all accounting, financial reporting, and payroll functions

for the fifteen schools of the GEI Excel Center network and Indianapolis Metropolitan High School. Lynn also works closely with the Excel Center National Office team and leads the grants accounting team for Goodwill.

Lynn came to GEI in 2017, following six years at Simons Bitzer and Associates where she worked primarily with not-for-profits, providing consulting and contract CFO services. During her tenure with Simons Bitzer, she provided internal audit services to Goodwill, as well as GEI. Lynn also served as Director of Finance for the International School of Indiana for five years. She spent ten years as Director of Accounting at the Indianapolis Motor Speedway after beginning her career at Ernst & Young.

**C. Governance Plan — Governance Compliance**

*School organizational chart*



Other required governance documents are included in the attachments.

**D. 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 of Central and Southern Indiana. Goodwill supports GEI by providing substantial back-office support for school operations and long-term planning, allowing GEI and Excel Center staff to focus most of their efforts on providing quality educational opportunities for its students. Goodwill supports GEI and The Excel Centers with a variety of in-kind support services, including

- Use and maintenance of Goodwill facilities;
- Administrative support through accounting, IT services, marketing, and HR practices;
- Development and fundraising support, as well as capital support through the Goodwill Foundation of Central and Southern Indiana;
- Students who become pregnant with their first child may enroll in the Nurse-Family Partnership, a home visiting program operated by Goodwill 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 - Twin Aire 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 - Twin Aire will have the opportunity to access these organizations' resources.

Additionally, Goodwill has had preliminary conversations with members of the Twin Aire community, specifically Southeast Neighborhood Development Inc (SEND). If approved, SEND has agreed to help introduce Goodwill to other partners within the community. Upon approval, the team will begin engaging with additional local partners, organizations, and neighbors.

***Community Partnerships Template***

<i>Name of Organization</i>	<i>Representative from Organization</i>	<i>Address, phone number and email address</i>	<i>Specific products or services to be provided to the school</i>	<i>Will this partnership include a formal agreement? (i.e. contract, MOU)</i>	<i>Is a letter of support included in the application?</i>
Southeast Neighborhood Development Inc. (SEND)	<a href="#">Kelli Mirgeaux</a>	Kelli@sendcdc.org (317) 634-5079	Neighborhood liaison		<b>x</b>
Ivy Tech Community College	Summer V. Gooding Assistant Director of Admissions	sgooding@ivytech.edu Office: (317) 916-7932	Post-Secondary Credentials		
Purdue Extension Food Program	Corinne Chatterton Nutrition Education Program Advisor	1202 E. 38th Street, Discovery Hall Suite 201 Indianapolis, IN 46205 317-201-1262	Food Programming		
BMO Harris Bank	Jeremy Goldsmith Vice President	135 N Pennsylvania St 10 <sup>th</sup> Floor Indianapolis, IN 46204 Jeremy.Goldsmith@bmo.com 317-832-3003	Financial Literacy Training		
100 Black Men of Indianapolis	William Durham Jr Executive Director	1500 E Michigan St #8, Indianapolis, IN 46201	Mentoring Program	<b>x</b>	

		wdurham@100blackmenindy.org 317-921-1276			<b>x</b>
Adult and Child	Amanda Reuter	222 E. Ohio St. Indianapolis, IN AReuter@adultandchild.org 317-882-5122	Mental Health		<b>x</b>
Indianapolis Dress for Success	Jeronna Bolden	820 N Meridian St, Indianapolis, IN 46204 jeronna@indydfs.org 317-940-3737	Barrier Removal		
KLR Pharmacy Technician Training School, LLC	Katie Reigelsperger	7280 E 600 N, Falmouth, IN 46127 katie@klrpharmtech.com 765- 610-6451	Post-Secondary Credentials		<b>x</b>
Per Scholas	Theron Wilson	1635 W. Michigan St. Indianapolis, IN 46222 twilson@perscholas.org 765-437-7012	Post-Secondary Credentials		<b>x</b>

### **E. Budget and Financial Matters**

GEI does not anticipate that any fiscal policies or procedures will need to be changed as a result of opening The Excel Center- Twin Aire. While the full enrollment of the school is anticipated at 300 students, the school plans to open in the fall of 2023 with 100-125 students. Through \$1M in ARPA dollars provided through the Indianapolis Mayor’s Office, the school director, three coaches, and the MOA salaries are fully funded through December of 2024. One hundred twenty-five seats within the network, either reallocated existing seats or new seats established in the current legislative session, will be allocated to fund the school.

An additional \$1M has been established through the Indianapolis Mayor’s Office ARPA funds to support the school site. These funds will be used for construction, rent, and/or other costs necessary for the establishment of a physical site.

### **Contingency Plans**

GEI has selected the enrollment target of 300 students based on a needs analysis within the community. Additionally, years of historical data within Marion County indicate that a 300-student school is viable. With the additional ARPA funds from OEI, the minimum viable enrollment is 100 students. 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 integration 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 needs 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.

The budget of The Excel Center – Twin Aire 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 will not consider any cuts to special education or transportation. Please see the school’s contingency plans, above.

**F. Facility**

**Construction / Renovation / ADA Compliance**

Goodwill is still searching for a facility for The Excel Center - Twin Aire. When a facility is selected, Goodwill will ensure the facility is ADA-compliant and accessible to all students, including students with physical disabilities. GEI is open to the possibility of partnering with IPS in an effort to colocate and serve the greater community. At the same time, GEI is looking in the community for a viable site to allow for maximum flexibility of site location.

**Lease Agreement**

Goodwill currently manages over 80 buildings in central and southern Indiana, including all of the existing GEI-operated Excel Centers. Goodwill, on behalf of GEI, has been searching for buildings to lease or buy for The Excel Center - Twin Aire. Once selected, the Goodwill Facilities Management staff will be 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.

**Possible Facilities Costs**

The possible scenarios for facilities are outlined below.

<b>Option 1- Move into available IPS Facility; 15,000 square feet</b>	
General conditions tear out/demo	60,000
Floors (remove tile, concrete)	45,000
Carpentry building walls	225,000
Indoor lighting	30,000
Finishes (doors, bathroom fixtures, faucets) for childcare	7,500
Painting interior walls	90,000
Fire suppression per requirements	27,600
Alarms/burglary installation hardware only	12,000
Camera cost hardware only	19,500



Network installation run wire for IT and cameras	50,900
Plumbing needs for childcare area	7,500
Electrical	45,000
Exterior improvements entrance	30,000
Construction Management Fee General Contractor fee	60,000
Furniture	90,000
<b>Total</b>	<b>800,000</b>

<b>Option 2- White box location; 15,000 square feet</b>	
General conditions tear out/demo	162,000
Masonry	70,500
Floors (remove tile, concrete)	123,000
Carpentry building walls	547,800
Drop ceiling install	56,250
Indoor lighting	63,750
Finishes (doors, bathroom fixtures, faucets)	252,300
Painting interior walls	90,000
Doors openings	78,000
Fire suppression per requirements	27,600
Alarms/burglary installation hardware only	12,000
Camera cost hardware only	21,500
Network installation run wire for IT and cameras	52,800
Plumbing rough in (finishes approve)	142,500
Electrical	172,500
Exterior improvements (new facade, wall repairs, painting)	165,000

Utilities hook up fees	57,150
Milling and resurfacing parking lot	152,000
Construction Management Fee General Contractor fee	127,500
Furniture	90,000
Real estate fees	70,000
<b>Total</b>	<b>2,533,650</b>

## **G. Transportation**

The Excel Centers do not provide transportation for students, due to the extended hours of operation and schedules that vary widely student-to-student, based on their unique abilities and/or family and work obligations. The school will use several options for student transportation:

- Public Transportation. Where public transportation is available, The Excel Center will be located on or near a bus line and students will be provided a bus pass, free-of-charge.
- Private Vehicles. As adults, many students will either own cars or have access to them and will be able to transport themselves to and from school.
- In situations where students own vehicles, but traveling to school creates a financial burden, gas cards will be provided to students to ensure they have the ability to travel to and from school.
- Carpooling. The close-knit student community also lends itself to carpool arrangements.
- Walking/Biking. Each new school that opens will be located in areas with significant need which will maximize the ability for students to walk or bike to school.

The Excel Center does not anticipate scheduling extracurricular events like field trips or athletic events, although college visits will be encouraged. School staff members will connect any student with resources needed to maintain school enrollment, including housing assistance and bus passes. All public transportation services utilized by current and proposed GEI schools run ADA-compliant Paratransit services, which meet IDEA requirements. The special education coordinator will ensure transportation is adequate and note any needed support in the IEP or Section 504 plan of students with special needs.

## **H. Human Capital**

### **Staff Recruitment**

Hiring the right individuals is a critical success factor for The Excel Center. Staff recruitment is managed by the school director, and supported by the Human Resources Talent Acquisition team at Goodwill. The Talent Acquisition staff are responsible for sourcing and screening candidates for available positions, and also verifying the licensing of all of the teaching staff presented as candidates. New staff members are selected after an array of interviews with the school director, GEI administration, and peer interviews. Candidates attend several panel interviews, and the team of staff assesses 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. The Excel Center will begin recruiting the school director upon receiving charter approval or upon finalization of Phase 1 of the ARPA contract. Until the school director is selected, a GEI Regional Director will provide leadership

over the school opening process. The new school director will then participate in the recruiting, hiring, and training process for new teachers.

### *Recruitment and Replication*

To hire high-quality staff, The Excel Center’s initial strategy will be to recruit individuals with a track record of high performance from within The Excel Center network. Goodwill has a history of replicating The Excel Centers and sustaining the progress made at other schools. With 36 schools around the country and 15 within central and southern Indiana, there is a deep talent pool from which to draw. No existing staffing structures will need to be changed to open The Excel Center - Twin Aire.

In addition to recruiting internally, The Excel Center will also use recruitment strategies such as job posting on the IDOE job bank, Goodwill’s website, Indeed, LinkedIn, and other job sites, and attending career fairs at local colleges and universities. New staff will be selected after interviews with school leadership and peer panels.

All offers of employment are conditional pending a national background check. All employees are required to work in consort with The Excel Center’s basic principles and in accordance with the employee handbook. Failure to abide by The Excel Center’s standards of conduct will lead to disciplinary action, including termination of employment.

### **Staffing Plan**

All school staff positions are provided in the school organizational chart provided below.

<b>Position</b>	<b>Number</b>	<b>Description</b>
School Director	1	Leader of the School
Manager- Office Administration	1	Administrative duties
Lead Teacher	1	Supports teachers and oversee instruction
Instructors	7	Licensed instructors in Math, Science, Humanities, English, and ELL
Special Education Instructor	1	Teacher of Record, certified in special education
Paraprofessionals	2	Support instruction through small group and one-on-one support (part time)
Lead Coach	1	Supports coaches and oversees coaching model
Coaches	3	Assist in helping students with academic or non-academic barriers
Career Readiness Specialist	1	Helps students plan career paths and assists in job skills certification planning and/or college planning and enrollment
Child Drop-in Center Director	1	Manages The Excel Center’s drop-in center
Drop-in Center Attendants	3	Provides childcare in the drop-in center during operating hours (part time)

### **Performance Evaluation**

The Excel Center network utilizes a teacher and staff evaluation rubric as a means of monitoring the effectiveness of best practices in the classroom. All instructional staff are evaluated at a minimum of three times per school year, with the summative scores from these evaluations determining the instructor's annual raise, bonus, and rehire eligibility for the upcoming school year. School administrators conduct at least one formal observation throughout the school year; informal evaluations are frequent and based on

observations and self-reporting of progress through a term. If a teacher requires a performance improvement plan due to a low score on any of the evaluations, they may be subjected to further evaluations throughout the school year. Instructors, regardless of evaluation status, may request more observations throughout the school year.

The regional director responsible for The Excel Center - Twin Aire will evaluate the school director based on their performance on the school director evaluation rubric, the attainment of school performance goals, and an annual performance and development review. Likewise, teachers will be held accountable by the school director for their performance under the same guidelines, except their focus will be on student performance within their classrooms. The Lead Teacher will assist in these evaluations, as appropriate.

### **Addressing Performance Concerns**

For those staff members who are placed on an improvement plan, it is the responsibility of the immediate supervisor to provide concrete action steps for the staff member to follow in order to move their overall score to "effective." If an instructor is on an improvement plan for more than one term, the school director will discuss this with school and network leadership to determine the appropriate next steps, which may include forfeiting their eligibility for rehire.

Whenever leadership or teacher changes can be anticipated, current staff members train their replacements. Succession plans are built into the fabric of each Excel Center, encouraging increased development and responsibilities for consistent high performers to groom them for promotion to the next level. Additionally, the team-based format of instruction allows for mentoring within departmental and education plan teams to bring new hires up to speed.

School leadership members utilize evaluation data to determine the professional development needs of individual instructors, as well as areas of growth for their entire instructional team. Continuous learning is a value of The Excel Center model, and staff members are encouraged to pursue professional development and share best practices within their teams and The Excel Center network. There are opportunities to do this built into the calendar, with positional meetings occurring each term. There are also informal opportunities to collaborate through shared communications and open dialogue between campuses.

### **Compensation**

Employees of The Excel Center are employed by GEI. They are at-will employees and do not use contracts. Average salaries for The Excel Center positions are provided in The Excel Center's budget. The total compensation package for staff at The Excel Center- Twin Aire will be on par and competitive with the compensation of the local school corporations.

The following are the basic benefit programs in which full-time employees may participate:

- Comprehensive Health Plan
- Mental Health Counseling for Employees and Family Members
- Employee Life Insurance
- Comprehensive Dental/Vision Plan
- Section 125 Plan
- Pre-tax Health & Dental/Vision Plan premiums are automatic when you enroll
- Retirement:
  - 403(b) Retirement Savings Plan
  - FICA
- Employee Assistance Program
- Tuition Support/Reimbursement
- Personal Time Off/Vacation Days

- 10 Year Refresh Benefit

### **Professional Development**

In the months prior to the school start date, school leadership are offered professional development opportunities in what has been identified by GEI as the most vital aspects of successful school start up. Areas of focus include but are not limited to the following:

- Enrollment processes and procedures for GEI provided by network registrar
- State reporting training and timelines provided by GEI manager of reporting and records
- Development of recruitment strategies and best practices by GEI leadership & Goodwill marketing team
- Review of GEI-developed standard operating procedures for all staff positions
- Curriculum, assessment, and data analysis training provided by GEI experts
- Best practices for lesson planning and delivering instruction to special student populations
- Best practices to implement The Excel Center life coaching model

The Excel Center incorporates job-embedded and student-focused professional growth opportunities into all components of professional development to attain continuous instructional improvement focused on student achievement. For example, during year one of school operation, internal professional development focuses on implementation of the core instructional strategies essential for meeting the needs of adult high school students. In subsequent years, teacher evaluation results combined with student achievement data will drive the professional development scope and sequence, leading to a professional development plan that includes opportunities for school-wide and individualized professional learning.

#### *Support for School Leader*

Excel Center directors are provided with monthly opportunities for growth and collaboration with other directors and other key members of the GEI team. New school directors are also paired with a mentor school director to provide mentoring and guidance in dealing with day-to-day school issues that may arise. All school directors also report directly to GEI regional directors, who are committed to the professional and personal growth and development of each staff member. Prior to the hiring of instructors, coaches, and other support personnel, new school leaders are given multiple opportunities to shadow existing sites, to learn more of the intricacies of the model and serving adults.

#### *Support for the Education Program*

Meaningful professional development is a staple of The Excel Center model. Staff members receive multiple specialized trainings outlined above. All staff members also participate in monthly meetings with their positional peers and colleagues across all existing Excel Centers where they will help to creatively solve problems, as well as brainstorm new techniques to continuously improve the school model.

#### *Professional Development Schedule*

The Excel Center model is innovative in that it holds classes on Monday – Thursday and reserves Fridays for student remediation and opportunities for staff to engage in professional development opportunities. These opportunities are driven by key data measures that are most critical to ensuring student success.

The Excel Center academic calendar includes a week of professional development built in between each term. This time allows for network wide training across all positions and sites. There is also time dedicated each year on The Excel Center calendar for an all employee conference, where designees from all schools within The Excel Center network share information regarding topics, practices, and techniques in which they are considered to be exemplars.

### *Evaluating Professional Development Effectiveness*

The professional development program effectiveness is evaluated based on school-wide and classroom achievement measures, as well as student improvement on interim assessments. Furthermore, throughout the school year, The Excel Centers review various outcome data which are measured and compared across The Excel Center network. Weekly, school directors are provided performance metrics to review with their staff. In addition, term data is analyzed during professional development rubric discussions held every eight weeks with the regional director. These data reviews and discussions create a meaningful opportunity to measure the effectiveness of techniques and interventions across the network.

### **Legal Compliance**

The Excel Centers have not had any charters revoked or rejected for renewal. The Excel Centers do not have any schools with issues related to legal compliance.

Goodwill HR staff is responsible for sourcing 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 of the school director.

### **I. Financial Management**

GEI follows Generally Accepted Accounting Principles (GAAP) and State Board of Account requirements in all accounting practices for its schools. Day-to-day financial management is provided by GEI's Director of Financial Operations, who also acts as the assistant treasurer for GEI's Board of Directors. The Director of Financial Operations is assisted and supported by the Chief Financial Officer of Goodwill, who is also the Board treasurer of GEI. Payroll is managed by Goodwill payroll staff for all employees. Excel Centers, LLC and Indianapolis Metropolitan High School, LLC are audited on an annual basis, and consolidated GEI financial operations are included with Goodwill's annual audit process. GEI contracts with Blue and Company CPAs as its independent auditor to conduct the annual audits of all of its schools.

All of GEI's schools are in a strong financial position and are in good fiscal health. GEI institutes rigorous internal financial controls to ensure the following:

- Proper segregation of duties;
- Authorization and processing of disbursements; all disbursements properly authorized and processed in accordance with established policies and procedures; and
- Banking arrangements/reconciliation; GEI maintains bank accounts in federally insured, non-speculative, commercial bank or credit union accounts.

### **Budget**

Budget development is an iterative process that incorporates input from key stakeholders. The annual budget is developed each year by GEI's Director of Financial Operations and the school director, with assistance from the regional directors, Vice President of Education, and Goodwill's Chief Financial Officer. The budget is 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.

## **J. Risk Management**

Goodwill performs ongoing risk assessment throughout its operations, including the work of GEI. Much of this assessment is informal and dependent on circumstances in each location where Goodwill operates. However, the overall risk assessment process can be summarized as follows.

Goodwill has appropriate insurance coverages through AM Best A-rated (or higher) insurance carriers to minimize the risk of liability claims and loss or damage to owned or leased property and equipment. Goodwill's Chief Financial Officer and Director of Safety work actively with Goodwill's insurance agent 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 coverages, 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 remote data hot site agreement with a third party. Goodwill's IT team 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 or any of its IT network infrastructure.

Goodwill has developed its Safety, Loss Prevention and Security departments 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.

Additionally, each Excel Center has a staff member who has participated in the Indiana Department of Education School Safety training. In addition to the annual training, each school completes a school safety plan, in partnership with the Chief of School Operations. The Excel Center- Twin Aire will prepare a safety plan prior to opening, and conduct all of the required trainings and drills therewithin.

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

## **K. Timeline**

The timeline and startup plan below have been developed based on Goodwill's experience replicating The Excel Center.

### **Responsible Parties Key**

- A= Accounting department
- CFO= Chief Financial Officer
- F= Facilities team
- GEI= Goodwill Education Initiatives
- M= Marketing department
- RD= Regional Director
- SD= School Director
- TA= Talent Acquisition/ HR team
- VP= Vice President of Education

<b><u>Phase I: Getting Started</u></b>	<b>Responsible Parties</b>	<b>Timeline</b>
<b>Organizational</b>		
Select school director candidates	GEI + TA	April
Hire school director	GEI	May
Develop recruitment, marketing, and outreach plans for new students	GEI, SD, and M	April
Identify community partners and liaisons	SD, GEI, and M	April
Develop and distribute marketing materials	M & SD	May
Organize Community presentations	SD	April
Organize recruitment campaign	SD & RD	April
Register students	SD & ST	May
<b>Instruction and Assessment</b>		
Plan for classroom/learning environment configuration	SD & F	May
Complete plan for Excel Center curriculum implementation	SD & RD	June
<b>Facilities</b>		
Identify suitable facilities	CFO & VP	March
Select facility	CFO & VP	March
Arrange classrooms and instructional/work environments	F	July
Secure all inspections for fire, safety, and other codes	F	July
<b>Financial Planning</b>		
Accommodate Excel Center into existing GEI accounting, purchasing, and state reporting systems	A & GEI	June
Modify five-year budget and business plan	A	July
<b>Staffing</b>		
Plan recruitment strategy	SD, TA, RD	March



Implement new staff selection process	SD, TA, RD	April
Provide orientation for new staff, including training on required items	SD, TA	July
<b><u>Phase II: Preparation for Opening</u></b>		
<b>Organizational</b>		
Develop emergency plan	SD & RD	June
<b>Instruction and Assessment</b>		
Review and amend instructional program plan	SD	June
Review and amend curriculum plans	SD	June
Review and amend assessment plan	SD	June
Plan for special education needs, including reviewing students who qualify for services	SD & GEI	June
Schedule special education students' move-in conferences	SD & GEI	July
Coordinate schedule for special education and ELL students	SD & GEI	July
<b>Enrollment</b>		
Accept and review applicants	SD & GEI	May
Conduct lottery if needed	GEI	July
Conduct registration and assessment	SD	July
Conduct student orientation	SD	July
<b>Financial</b>		
Full implementation of accounting system	A & SD	July
Review internal controls and fiscal policies	A & SD	July

## Attachments

Attachment A- Assurances  
Attachment B- Articles of Incorporation  
Attachment C- Board of directors bylaws  
Attachment D- Statements of economic interest  
Attachment E- Background check policy  
Attachment F- Letters of support  
Attachment G- Board and leadership resumes

## Assurances

This form must be signed by a duly authorized representative of the applicant and submitted with the full proposal. A proposal 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- Twin Aire to be located at a TBD location is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs except for a preschool program or latch-key program per IC 20-5.5-8-2.
2. Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each timely applicant will be given equal chance of admission per IC 20-5.5-5-4.
3. Will provide the number of students enrolled in the charter school, the name of each student, and the school district in which each student resides to the Indiana Department of Education by the data established thereby per IC 20-5.5-7-3.
4. Will submit an annual report to the Indiana Department of Education in the form required thereby per IC 20-5.5-9-1.
5. 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.
6. 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.
7. Will maintain separate accountings of all funds received and disbursed by the school per IC 20-5.5-7-1.
8. Will ensure 90 percent of individuals who teach hold a license to teach in a public school in Indiana per IC 20-6.13 or are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program set forth in IC 20-6.1-3.11 and IC 20-24-6-5.
9. Will permit certified employees at the charter school the opportunity to organize and bargain collectively under IC 20-7.5 and IC 20-5.5-6-3.
10. Will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.
11. Will at all times maintain all necessary and appropriate insurance coverage.
12. Will indemnify and hold harmless the City of Indianapolis (including without limitation, the Mayor's Office), the State of Indiana, all school corporations providing funds to the charter school, and their officers, directors, agents, and employees, and any successors and assigns from

any and all liability, cause or action, or other injury or damage in any way relating to the charter school or its operation.

13. Will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion, and ancestry per IC 20-5.5-2-2.
14. 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.
15. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.
16. 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.
17. 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.
18. 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.
19. Will ensure the school has a background check policy that complies with IC 20-26-2-1.5.
20. 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.

Betsy Delgado  
Authorized Representative's Signature and Printed Name

February 9, 2023  
Date

**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:

**ARTICLE 1**

**Name**

**Section 1.01. Name.** The name of the Corporation is:

**Goodwill Education Initiatives, Inc.**

**ARTICLE 2**

**Purposes and Powers**

**Section 2.01. Type of Corporation.** The Corporation is a public benefit corporation.

**Section 2.02. Primary Purposes.** The purposes for which the Corporation is organized are limited as follows:

**Clause 2.02(a). Educational and Charitable Purposes.**

(i) To provide educational opportunities designed to enable young people to prepare for productive adult lives; and

(ii) 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.

**Clause 2.02(b). 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.

**Clause 2.02(c). 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.

**Section 2.03. 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

### **ARTICLE 3**

#### **Registered Office and Registered Agent**

**Section 3.01. Registered Office.** The street address of the registered office of the Corporation is:

1635 West Michigan Street  
Indianapolis, Indiana 46222

**Section 3.02. Registered Agent.** The name of the registered agent of the Corporation at the registered office is:

James M. McClelland

**ARTICLE 4**

**Members**

**Section 4.01. Membership.** The Corporation shall have members.

**ARTICLE 5**

**Incorporator**

**Section 5.01. Name and Address of Incorporator.** The name and address of the incorporator 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

**ARTICLE 6**

**Provisions for Regulation of Business and  
Conduct of Affairs of the Corporation**

**Section 6.01. Management of Corporation.** The affairs of the Corporation shall be managed by the Board of Directors of the Corporation.

**Section 6.02. Code of By-Laws.** The Board of Directors of the Corporation shall have the power, *with (or without) the assent of the members*, to make, alter, amend or repeal the Code of By-Laws of the Corporation.

**Section 6.03. 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.

**Section 6.04. 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.

## **ARTICLE 7**

### **Dissolution**

**Section 7.01. 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; 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.

## **ARTICLE 8**

### **Restrictions Applicable if the Corporation Is Or Becomes A Private Foundation**

**Section 8.01. 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:

**Clause 8.01(a). Self Dealing.** The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code;

**Clause 8.01(b). 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;

**Clause 8.01(c). Excess Business Holdings.** The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code;

**Clause 8.01(d). 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

**Clause 8.01(e). Taxable Expenditures.** The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

## **ARTICLE 9**

### **Indemnification**

**Section 9.01. 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 “Indemnatee”) 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 Indemnatee 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 Indemnatee shall apply to service in the Indemnatee’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.

**Section 9.02. 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.

**Section 9.03. 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.

**Section 9.04. 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.

**ARTICLE 10**

**Definitions**

**Section 10.01. 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 Incorporator designated in Article 5, executes 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*

**ARTICLE 1**

**Identification**

**Section 1.01. Name.** The name of the Corporation is **Goodwill Education Initiatives, Inc.** (the “Corporation”).

**Section 1.02. 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.

**Section 1.03. 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.

**Section 1.04. Non-Sectarian.** The Corporation shall be non-sectarian and non-religious in its curriculum, programs, admission policies, employment practices, governance and all other operations.

## **ARTICLE 2**

### **Membership**

**Section 2.01. 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.

**Section 2.02. 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.

**Section 2.03. Dues and Assessments.** The member shall not pay dues.

**Section 2.04. 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.

**Section 2.05. Termination of Membership.** The Board of Directors may not terminate or suspend the membership of the member.

**Section 2.06. Period of Membership.** The term of membership of the member shall be perpetual.

**Section 2.07. 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.

**Section 2.08. 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.

**Section 2.09. Special Meetings.** Special meetings of the member may be called by the Chairman of the Corporation or by the Board of Directors.

**Section 2.10. 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.

**Section 2.11. 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.

### **ARTICLE 3**

#### **Board of Directors**

**Section 3.01. 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.

**Section 3.02. 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.

**Section 3.03. 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”).

**Section 3.04. 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.

**Section 3.05. 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.

**Section 3.06. 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.

**Section 3.07. 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”).

**Section 3.08. 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.

**Section 3.09. 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.

**Section 3.10. 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.

**Section 3.11. 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.

**Section 3.12. 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.

**Section 3.13. 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.

## **ARTICLE 4**

### **Officers**

**Section 4.01. 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.

**Section 4.02. 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.

**Section 4.03. 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.

**Section 4.04. 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.

**Section 4.05. 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.

**Section 4.06. 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.

**Section 4.07. 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.

**Section 4.08. 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.

**Section 4.09. Removal.** Any officer may be removed from office, with or without cause, by the Board of Directors.

**Section 4.10. 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.

## **ARTICLE 5**

### **Loans to Officers and Directors**

The Corporation shall not lend money to or guarantee the obligations of any officer or Director of the Corporation.

## **ARTICLE 6**

### **Financial Affairs**

**Section 6.01. 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.

**Section 6.02. 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.

**Section 6.03. 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.

**Section 6.04. 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.

## **ARTICLE 7**

### **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.

## **ARTICLE 8**

### **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.

## **ARTICLE 9**

### **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.

## Statement of Economic Interest & Conflict of Interest Form

*(Must be completed individually by each Board member)*

### Background

1. Name of charter school on whose governing board you serve: GEI and The Excel Center
2. Your full name: Betsy Delgado
3. Your spouse's full name: James Delgado

### Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Goodwill of Central and Southern Indiana
6. List the name(s) of your spouse's employer(s) and the nature of the business: Blue and Company (car sales)
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business: SVP of Mission and Education at Goodwill of Central and Southern Indiana

### Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?  
X  No.  
 Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?  
X  No.  
 Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?  
X Not applicable.  
 No.  
X  Yes. Please describe the relationship: I am the Senior Vice President over Goodwill education and mission initiatives
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?  
X Not applicable.  
 No.  
 Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?  
X Not applicable.  
X  No.  
 Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?  
X  No.  
 Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?  
X  No.  
 Yes. Please describe the nature of the potential conflict(s):



10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

X  Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

**Name and Title**

**Betsy Delgado, SVP, Mission and Education  
Goodwill of Central and Southern Indiana**

**Date**

**1/30/23**

**Signature**



## Statement of Economic Interest & Conflict of Interest Form

*(Must be completed individually by each Board member)*

### Background

1. Name of charter school on whose governing board you serve: GEI and The Excel Center
2. Your full name: Daniel J. Riley
3. Your spouse's full name: Lisa J. Riley

### Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Goodwill of Central and Southern Indiana, Inc.
6. List the name(s) of your spouse's employer(s) and the nature of the business: 80 Acres Farms, Inc.
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business: I am an officer of Goodwill.

### Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?  
 No.  
 Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?  
 No.  
 Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?  
 Not applicable.  
 No.  
 Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?  
 Not applicable.  
 No.  
 Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?  
 Not applicable.  
 No.  
 Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?  
 No.  
 Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?  
 No.  
 Yes. Please describe the nature of the potential conflict(s):

10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

**Name and Title** Daniel J. Riley, Senior VP and CFO

**Date**  
1/27/2023

**Signature**





**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

1.

**2. Background**

- 3. Name of charter school on whose governing board you serve: Staff of GEI and The Excel Center
- 4. Your full name: Anne Davis
- 5. Your spouse's full name: Brian Davis

**Employment**

6. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

- My resume is attached.
- My resume is not attached. Please provide a narrative response:

- 7. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Goodwill of Central and Southern Indiana
- 8. List the name(s) of your spouse's employer(s) and the nature of the business: The Peterson Company, Construction
- 9. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
  - No.
  - Yes. Please provide the name and describe the nature of the business:
- 10. Are you and/or your spouse a member of a partnership and/or limited liability company?
  - No.
  - Yes. Please provide the name and describe the nature of the business:
- 11. Are you and/or your spouse an officer or director of a corporation?
  - No.
  - Yes. Please provide the name and describe the nature of the business:

**12. Conflict of Interest Disclosures**

- 1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
  - No.
  - Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?  
 No.  
 Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?  
 No.  
 Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?  
 Not applicable.  
 No.  
 Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?  
 Not applicable.  
 No.  
 Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?  
 Not applicable.  
 No.  
 Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?  
 No.  
 Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?  
 No.


Yes. Please describe the nature of the potential conflict(s):

13. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

<b><u>Name and Title</u></b> Anne Davis, VP Education Initiatives	<b><u>Date</u></b>
<b><u>Signature</u></b> 	1/28/2023



**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve: GEI and The Excel Center
2. Your full name:  
Doris L. Pryor
3. Your spouse's full name:  
Johnny D. Pryor

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):  
United States District Court for the Southern District of Indiana - Magistrate Judge
6. List the name(s) of your spouse's employer(s) and the nature of the business:  
Lilly Endowment - Program Director
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business:

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:
2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?  
 No.

- Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
- No.
- Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
- X Not applicable.
- No.
- Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
- X Not applicable.
- No.
- Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
- X Not applicable.
- No.
- Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
- No.
- Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
- No.
- Yes. Please describe the nature of the potential conflict(s):
10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?
- Yes.
- Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

Name and Title

Doris L. Pryor, Board Chair

Signature



Date

June 27, 2022



**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve: GEI and The Excel Center

2. Your full name:

Donna H. Palmer

3. Your spouse's full name:

Carolyn J. Palmer

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

RESUME TO BE SENT SEPARATELY

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

Palmer Trucks, Inc. - a retail heavy duty truck business

6. List the name(s) of your spouse's employer(s) and the nature of the business:

N/A

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business:

Honey Creek Capital, LLC - investments & company advisory work

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

X Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

X Not applicable.

No.

Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

X Not applicable.

No.

Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.

Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

No.

Yes. Please describe the nature of the potential conflict(s):

10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.	
<u>Name and Title</u>	<u>Date</u>
<u>Signature</u>	
<i>Donna L. Palmer, Board Member</i>	<i>6-26-22</i>

## Statement of Economic Interest & Conflict of Interest Form

*(Must be completed individually by each Board member)*

### Background

1. Name of charter school on whose governing board you serve: GEI and The Excel Center
2. Your full name: Jarl "Jay" Oliver
3. Your spouse's full name: Leanne Oliver

### Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): The National Bank of Indianapolis
6. List the name(s) of your spouse's employer(s) and the nature of the business: Vertex ...Defense Contractor
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business:

### Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:
2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

- No.  
 Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

- No.  
 Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

X Not applicable.

- No.  
 Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

X Not applicable.

- No.  
 Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

X Not applicable.

- No.  
 Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

- No.  
 Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

- No.  
 Yes. Please describe the nature of the potential conflict(s):

10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

- Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

Name and Title

Date

Signature

A large, stylized handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.



**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve: GEI and The Excel Center
2. Your full name: **Joshua Shelton**
3. Your spouse's full name: **Laura Shelton**

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): **Carmel Clay Schools - Teacher**
6. List the name(s) of your spouse's employer(s) and the nature of the business:  
**Hamilton Southeastern Schools - Teacher**
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business:

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:
2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?  
 No.

- Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?  
 No.  
 Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?  
X Not applicable.  
 No.  
 Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?  
X Not applicable.  
 No.  
 Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?  
X Not applicable.  
 No.  
 Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?  
 No.  
 Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?  
 No.  
 Yes. Please describe the nature of the potential conflict(s):
10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?  
 Yes.  
 Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

<p><b><u>Name and Title</u></b> Joshua Shelton - Educator</p> <p><b><u>Signature</u></b> </p>	<p><b>Date</b> July 1, 2022</p>
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**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve: GEI and The Excel Center
2. Your full name: Gita Turnbull Baker
3. Your spouse's full name: Nicholas John Baker

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response: Purdue engineering graduate 2009, Indiana University MBA graduate 2017, employed at Sullivan Commercial for 11 years
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Sullivan Commercial; distribution and commercial real estate company. I am the VP of Finance and Development
6. List the name(s) of your spouse's employer(s) and the nature of the business: Eskenazi Hospital
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business: I own 8% of my company Sullivan Commercial
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business:

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?  
 No.  
X  Yes. Please identify the business and indicate the nature of the relationship: My business partner at Sullivan Commercial is partial owner of one of the excel center buildings. I am not involved in that ownership.
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?  
X  No.  
 Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?  
X Not applicable.  
 No.  
 Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?  
X Not applicable.  
 No.  
 Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?  
X Not applicable.  
 No.  
 Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?  
X  No.  
 Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?  
X  No.  
 Yes. Please describe the nature of the potential conflict(s):

10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

X  Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

**Name and Title**

Gita Baker - VP Finance and Development

**Date**

6/30/22

**Signature**

*Gita Baker*

**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve: **GEI and The Excel Center**
2. Your full name: **Carol Lynn Greggs**
3. Your spouse's full name: **Kurt Brian Greggs**

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

My resume is not attached. Please provide a narrative response:

**Education: BS in Accounting from Butler University 1990**

**Experience:**

**1990-1995 – Ernst & Young, Audit Staff rising to Audit Senior**

**1995-1996 – St. Elizabeth's Home, Chief Financial Officer**

**1996-2006 – Indianapolis Motor Speedway, Indy Racing League Controller rising to  
Director of Accounting and Administration**

**2006-2011 – International School of Indiana, Director of Finance**

**2011-2017 – Simons Bitzer & Associates, Finance consultant and contract CFO**

**2017 – current – Goodwill Education Initiatives, Senior Director of Financial Operations**

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): **Goodwill Education Initiatives**
6. List the name(s) of your spouse's employer(s) and the nature of the business: **City of Indianapolis, Police Officer**
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business:

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:
  
2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?  
 No.  
 Yes. Please identify the business and indicate the nature of the relationship:
  
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?  
 No.  
 Yes. Please describe the nature of the business that is being, or will be, conducted:
  
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?  
 **Not applicable.**  
 No.  
 Yes. Please describe the relationship:
  
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?  
 **Not applicable.**  
 No.  
 Yes. Please provide a description of the interest:
  
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?  
 **Not applicable.**  
 No.  
 Yes. Please describe the nature of the business:
  
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?  
 No.  
 Yes. Please describe the relationship and the nature of the partnership:



8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

No.

Yes. Please describe the nature of the potential conflict(s):

10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

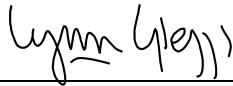
Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

**Name and Title**

**Carol Lynn Greggs, Senior Director of Financial Operations**

**Signature**



**Date**

**1/27/2023**

**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve: GEI and The Excel Center
2. Your full name: C PERCY CORLIFFITH JR
3. Your spouse's full name: MICHELLE CORLIFFITH

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): DENISON INC
6. List the name(s) of your spouse's employer(s) and the nature of the business: N/A
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business: MANY INVESTMENTS
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business: DENISON INC  
RENTAL ESTATE

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:
2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?  
 No

Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

X Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

X Not applicable.

No.

Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

X Not applicable.

No.

Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.

Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

No.

Yes. Please describe the nature of the potential conflict(s):

10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

Name and Title *OPERA M. CRIFFITH JR*

Date

Signature *[Handwritten Signature]*

*10/28/22*

**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve: GEI and The Excel Center
2. Your full name: *KENT A. KRAMER*
3. Your spouse's full name: *JAMEI P. KRAMER*

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): *Goodwill of Central & Southern Indiana*
6. List the name(s) of your spouse's employer(s) and the nature of the business: *N/A*
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business: *Madison County Rentals, LLC*
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business: *Rental Properties*

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship: *President & CEO of Goodwill of Central & Southern Indiana*
2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?  
 No.

- Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?  
 No.  
 Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?  
X Not applicable.  
 No.  
 Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?  
X Not applicable.  
 No.  
 Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?  
X Not applicable.  
 No.  
 Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?  
 No.  
 Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?  
 No.  
 Yes. Please describe the nature of the potential conflict(s):
10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?  
 Yes.  
 Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

Name and Title

KENT A. KEAMER  
PRESIDENT & CEO

Date

2.1.23

Signature



Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

- 1. Name of charter school on whose governing board you serve: GEI and The Excel Center
2. Your full name: Laura Suzanne Pickett
3. Your spouse's full name: Jonathan Stanton Pickett

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

My resume is not attached. Please provide a narrative response:

University of Evansville B.S. and M.S. / IU Health - employer - last 11 years

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

IU Health - statewide health system caring for patients

Oso Digital - Digital marketing for small + medium businesses

6. List the name(s) of your spouse's employer(s) and the nature of the business:

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Please provide the name and describe the nature of the business:

Oso Digital - Digital marketing for small + medium businesses

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

IU Health - statewide health system caring for patients

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

Kent Kramer, Betsy Delgado - potential overlap on contracted marketing services

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.



Yes. Please identify the business and indicate the nature of the relationship:

*Oso Digital - contracted digital marketing*

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

*There could be overlap with contracted services via Oso Digital.*

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

X Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

X Not applicable.

No.

Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

X Not applicable.

No.

Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.

Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

No.

Yes. Please describe the nature of the potential conflict(s):

10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

Name and Title

*Laura Pickett, Director*

Signature

*Laura A Pickett*

Date

*August 3, 2022*

## Statement of Economic Interest & Conflict of Interest Form

*(Must be completed individually by each Board member)*

### Background

1. Name of charter school on whose governing board you serve: GEI and The Excel Center
2. Your full name: Lakia Osborne
3. Your spouse's full name: N/A

### Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Goodwill Education Initiatives
6. List the name(s) of your spouse's employer(s) and the nature of the business: N/A
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business: Gold Star Logistics, LLC
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business:

### Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:
2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

- No.
- Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

- No.
- Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

- X Not applicable.
- No.
- Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

- X Not applicable.
- No.
- Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

- X Not applicable.
- No.
- Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

- No.
- Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

- No.
- Yes. Please describe the nature of the potential conflict(s):

10. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

- Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

**Name and Title** **Lakia Osborne, Regional Director**

**Date**

**Signature** 

**1/27/2023**

## The Goodwill Education Initiatives Background Checking Practice

September 1, 2017 Rev:4.6.2021

**Summary:** To ensure that all individuals who join Goodwill Education Initiatives (GEI) are well qualified and that GEI maintains a safe and productive work environment, it is our practice to conduct pre-employment background checks on all applicants considered for positions, who accept an offer of employment. Background checks will include the following of current and all additional last names:

- Social Security Number Trace
- Driving Record (If Required)
- Criminal/National Sex Offender Record Search (SOR)
- Criminal/National Criminal Record Search (NCRS)
- Criminal/County within the past 7 years
- Criminal/Statewide within past 7 years
- Education verification of highest degree obtained
- Employment verification of past 7 years
- Expanded Child Protection Index Check

All offers of employment are conditioned on the receipt of a background check report that is acceptable to GEI. All background checks are conducted in conformity with the Federal Fair Credit Reporting Act, the Americans with Disabilities Act, state and federal privacy and anti-discrimination laws, and House Enrolled Act 1079. Reports are kept confidential and are only viewed by individuals involved in the hiring process.

The expanded criminal history check should be conducted prior to the individual beginning employment with the school corporation, and must be obtained no later than thirty (30) days after the start date of the applicant's employment. The expanded child protection index check should be conducted prior to the individual beginning employment with the school corporation, and must be obtained no later than sixty (60) days after the start date of the applicant's employment. After 5 years of employment, all employees will be required to submit to another expanded criminal history check.

If information obtained in a background check would lead GEI to deny employment, a copy of the report will be provided to the applicant, and the applicant will have the opportunity to dispute the report's accuracy. GEI will not employ individuals who have an offense requiring license revocation, unless the conviction has been reversed, vacated, or set aside on appeal as outlined in IC 20-26-5-11.

All contractors who seek to enter into a contract to provide services to the school and who will have direct, ongoing contact with students will undergo an Expanded Criminal History Check and Expanded Child Protection Index Check. If the position requires driving, a driving record check may also be conducted.

Additionally, to comply with state requirements of all school corporations, charter schools, and accredited nonpublic schools, GEI will conduct expanded criminal history (ECH) and Expanded Child Protection Index checks for current GEI employees every five years, which will include everything in the aforementioned package with the exception of education, and employment verification.

All volunteers with direct, ongoing contact with students will be subject to an Expanded Criminal History Check and Expanded Child Protection Index Check. If the position requires driving, a driving record check  
GEI Background Checking Practice September 1, 2017\_ Revised April 6, 2021

**The Goodwill Education Initiatives Background Checking Practice**

**September 1, 2017 Rev:4.6.2021**

may also be conducted. All GEI Board Members will submit to the Expanded Criminal History check and Expanded Child Protection Index Checkcheck, as well.

In accordance with IC 20-26-5-10.5, school officials shall communicate with one of the employment references and the most recent employer (if provided) of the applicant recommended for employment prior to the applicant being hired by the school

*For internal use:*

GEI Background Check Requirements

	<b>Employee</b>	<b>Contractor with direct, ongoing contact with students</b>	<b>Volunteer-one-time, with supervision</b>	<b>Volunteer-ongoing with direct contact with students</b>	<b>Board member</b>
<b>Expanded Criminal History</b>	required	required		required	required
<b>Expanded Child Protection Index</b>	required	required		required	required
<b>Social security number trace</b>	required				
<b>Driving record</b>	if position requires driving	if position requires driving	if position requires driving	if position requires driving	
<b>Education verification</b>	required				
<b>Employment verification</b>	required				
<b>Reference verification</b>	required				



February 7, 2023

To Whom It May Concern:

Southeast Neighborhood Development (SEND) is a non-profit organization whose mission is to advocates for housing, economic, and social equity by working with residents, business owners, and community partners to create and maintain inclusive, healthy, and vibrant neighborhoods in southeast Indy. SEND accomplishes this mission through creating, maintaining and sustaining quality [affordable housing](#), [economic development](#), and [community building](#).

SEND is a long-time entity on the southeast side of Indianapolis. We strongly support the opening of The Excel Center-Twin Aire, as we believe it will provide additional education and economic opportunities to residents of the neighborhoods on the southeast side of Indianapolis.

Sincerely,

*Kelli Mirgeaux*

Kelli Mirgeaux  
SEND President  
[kelli@sendcdc.org](mailto:kelli@sendcdc.org)  
317.634.5079  
[www.sendcdc.org](http://www.sendcdc.org)

**3230 Southeastern Avenue  
Indianapolis, IN 46203  
317.634.5079  
[www.sendcdc.org](http://www.sendcdc.org)**





KLR Medical Certification Training School

Learning. Training. Growing. Empowering.

[www.klronlinecertifications.com](http://www.klronlinecertifications.com)

February 6, 2023

RE: Excel Center Charter - Twin Aire

To Whom It May Concern:

It is my pleasure to write a letter in support of a new Excel Center charter in Indianapolis. Since 2010, The Excel Center has provided an opportunity for adults to earn their high school diploma and post-secondary credentials, creating economic self-sufficiency for themselves and their families. In addition to serving adults in need of a diploma, The Excel Center - Twin Aire will seek to intentionally serve individuals involved in the justice system as they pursue their education and post-secondary credentials for their future after graduation. This school will intentionally serve individuals often overlooked when re-entering the community.

The Excel Center operated by Goodwill Education Initiatives (GEI) has helped over 7,000 adults earn their diploma since opening their doors. I am proud to say I am one of these fortunate students that had less than ideal circumstances growing up that prevented me from the opportunity to graduate in a traditional high school setting. The Excel Center gave me a second chance to obtain my diploma, that in turn not just allowed me to provide stability for my family, but completely reshaped my future.

Growing up, my parents had a long history of drug and alcohol addiction and by the age of 10 I had been witness to overdoses, had called 911 on more than one occasion, watched police drag my father away, had been subjected to physical abuse, had attended more than 8 different elementary schools, and was put into foster care by the age of 11 while my dad spent a year in prison. By the age of 13 I was lost, confused, and to top it off, I was pregnant. Without a person in the world to guide me, support me, or help me; I realized at that moment that I was going to have to take the steps to change my path because no one else was going to do it for me. My father unenrolled me from school at the end of 8<sup>th</sup> grade. I studied for my GED for two years and took it the day I turned 16. I was immensely proud of this accomplishment, but society had a different idea in mind as to what it meant to be educated. For years I continued to work dead end jobs with no health insurance for my children and I continued to live paycheck to paycheck; never making ends meet and by the time I was 19, I was a single mother of two and completely overwhelmed. I knew that I wanted a different life for myself and more importantly for my children.



## KLR Medical Certification Training School

Learning. Training. Growing. Empowering.

[www.klronlinecertifications.com](http://www.klronlinecertifications.com)

My journey with the Excel Center began in 2013; the year that both of my parents passed away – I was more determined than ever. I began at the Excel Center with zero high school credits and I knew from the start that this was my chance to change my path. I spent 8 months earning 42 credits and 2 certifications; including the Pharmacy Technician Certification, and graduated with honors and a 3.8 GPA as my kids sat in the front row watching me with pride. A week after graduation I accepted a position at CVS pharmacy where I worked my way up to Lead Technician and Inventory Specialist and four months later I was offered a position as an inpatient pharmacy technician at Riverview Health. In 2016 I was promoted to Pharmacy Supervisor. In 2018, I received a call from The Excel Center asking if I would like to teach the pharmacy technician course. The Excel Center continued to help guide me and before I knew it I had created my very own company, KLR Pharmacy Technician Training School which has grown into more than I could have ever imagined. I resigned from my supervisor position at the hospital in October 2020 to teach this class and run this company full time. Since then we have changed the company name to KLR Medical Certification Training School and offer multiple certification programs to various Excel Center locations nationally. Both the students and staff that I work with inspire me daily and I cannot imagine a more rewarding career or a better way to spend my days than partnering with The Excel Center.

In conclusion, I fully support the efforts of The Excel Center as they seek to open the Twin Aire school. These programs are crucial to develop our workforce and leaders of generations to come and give students access to education and career opportunities that will continue to make a positive impact in our community. If you have any questions, please do not hesitate to reach out to me.

Thank you,

Katie Reigelsperger, CPhT, CBCS, CCMA, In-D  
KLR Medical Certification Training School  
CEO & Instructor  
Cell: 765-610-6451  
Email: [katie@klrpharmtech.com](mailto:katie@klrpharmtech.com)



To whom it may concern,

I am writing this letter to express my excitement and support of The Excel Center operated by Goodwill Education Initiatives (GEI) in their effort to open a new Excel Center charter on the southeast side of Indianapolis together with the Indianapolis Mayor's Office.

Per Scholas Indianapolis is a 501(c)(3) nonprofit organization that prepares learners to enter the technology workforce through intensive training in both Technical Skills and Professional Development. In addition to skills training, Per Scholas provides access to employer networks to individuals often excluded from tech careers. Per Scholas envisions a technology workforce as diverse as the customers it serves. Through our national expansion efforts, Goodwill of Central & Southern Indiana has made it possible for Per Scholas to launch our training in Indianapolis, one of our nation's fastest-growing tech hubs. Through this partnership, we will continue to advance equity by creating opportunities for careers in tech for adult learners.

Since 2010, The Excel Center has provided an opportunity for adults to earn their high school diploma and post-secondary credentials, creating economic self-sufficiency for themselves and their families and a positive impact on their communities. The Excel Center operated by GEI has a demonstrated success of helping over 7,000 adults earn their diploma since opening their doors. In addition to serving adults in need of a diploma, *The Excel Center - Twin Aire* will seek to intentionally serve individuals involved in the justice system as they pursue their education and post-secondary credentials for their future graduation.

I previously had the honor and pleasure of serving in the capacity of Life Coach and College & Career Readiness Specialist for Meadows Adult High School, an Excel Center location. Through this experience, I saw the impact The Excel Center education and resources had on adult students. GEI makes it possible for learners to obtain equitable access to education and the opportunity to change the trajectory of their lives.

We are thankful for the opportunities Goodwill Education Initiatives provides, and honored to strongly support this new endeavor.

Warmly,

Theron Wilson  
Managing Director  
Per Scholas Indianapolis

**100**  
**BLACK MEN**  
**OF INDIANAPOLIS, INC.**

**“Mentoring The 100 Way Across A Lifetime”**

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Alonzo Sanders, Sr.  
*Director at Large*

Jeffrey Woodard  
*Director at Large*

William E. Durham Jr.  
*Executive Director*

February 3, 2023

Patrick McAlister  
Director; Office of Education Innovation (OEI)  
Indianapolis Mayor's Office  
200 E Washington Street  
2501  
Indianapolis, IN 46204

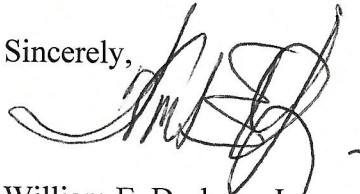
Dear Mr. McAlister:

Please accept this letter of support on behalf of 100 Black Men of Indianapolis for the establishment of The Excel Center – Twin Aire by Goodwill Education Initiatives (GEI). Since 2010, The Excel Center has provided an opportunity for adults to earn their high school diploma and post-secondary credentials, creating economic self-sufficiency for Excel Center graduates and their families and a positive impact on their community.

In addition to providing all aspects of The Excel Center model to adults in need of a diploma, The Excel Center – Twin Aire seeks to intentionally serve Marion County individuals touched by the justice system. The school will serve individuals often overlooked -- those re-entering the community -- by providing access to education, post-secondary credentials, and services and supports to help provide them establish economic self-sufficiency.

On a personal level, I have served as a School Director at The Excel Center, specifically the Meadows campus, and have first-hand experience with the impact The Excel Center has on the students it serves. Establishing this school will positively impact its students, their families, and their community. Please accept this letter of support on behalf of myself and 100 Black Men of Indianapolis.

Sincerely,



William E. Durham, Jr.  
Executive Director

**100 BLACK MEN OF INDIANAPOLIS, INC.**

3901 N. Meridian St., Indianapolis, IN 46208 | P) 317.921.1276 | F) 317.920.2502 | W) 100BlackMenIndy.org

**“What They See, Is What They Will Be”**

## CHARLES PERRY GRIFFITH JR

**Place of Birth:** Indianapolis, Indiana

**Spouse:** Nancy "Michelle" Griffith

**Children:** Charles "Perry" Griffith III  
"Maegan" G. O'Neal  
"Claire" Helene Griffith

**Parents:** Charles Perry Griffith Sr (deceased)  
Gerd Jacobsen Griffith

**Sibling:** Wendy Griffith Kortepeter

**Education:** Attended Boston University and Indiana University,  
Receiving B.S. (1976) and M.B.A. (1978) degrees  
from Indiana University

### Professional Career:

Dec 1992 – Present	Chairman, Denison, Inc. & Subsidiaries
Oct 1989 – Present	President, Denison, Inc.
1982 – Present	Director, Denison, Inc.
Sep 1979 – Sep 1988	Merchants National Bank & Trust Company Vice President & Senior Account Officer, Commercial Banking Division
1982 – 2010	WC Griffith Foundation Trust - Advisor
1982 – 1987	Union State Bank, Carmel, IN – Director
May 1988 – Feb 2005	Benicorp Financial, Inc. – Director, Vice Chairman
2010 – 2014	Merchants Bank of Indianapolis – Advisory Board Member
2010 – Present	Griffith Family Foundation – President

### Civic Organizations:

Boys Club of Indianapolis	Past Director
Brebeuf Jesuit Preparatory School	Past Trustee
Butler University Business School	Past Advisory Board Member
Corporate Community Council	Past Member
Crown Hill Cemetery	

Board of Corporators	Member
Board of Managers	Past Chairman
Economic Club of Indianapolis	Member
Eiteljorg Museum	Past Trustee
Goodwill Industries of Central Indiana	Honorary Director, Past Chairman
Goodwill Foundation	Director
Goodwill Education Initiatives	Director Past Chairman
Greater Indianapolis Progress Committee	Past Director
Indianapolis Clean City Committee	Past Director
Indianapolis Convention & Visitors Assoc	Director
Indianapolis Downtown, Inc.	Director Past Chairman
Indianapolis Private Industry Council	Past Chairman
Penrod Society	Past Member
Riley Children's Foundation	Board Governor, Past Chairman
St Vincent Hospital Foundation	Past Director, Past Vice Chairman
Sigma Nu Alumni Beta Eta Chapter	Past Director
The Hundred Club	Member
Washington Township School Foundation	Board Member Past President

**Social Memberships:**

Columbia Club	
Maxinkuckee Country Club, Culver, IN.	
Maxincuckee Yacht Club, Culver, IN.	
Meridian Hills Country Club	
University Club	Past President

**Church Affiliation:**

Second Presbyterian Church	Past Deacon
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# **BETSY K. DELGADO**

Cell: 317.605.4253 Email: bdelgado@alumni.nd.edu

## **PROFESSIONAL SUMMARY**

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- Leader of a \$120 million diverse portfolio of evidence and research based education, employment, justice involved and health initiatives, including securing funding and the replication of 32 schools across 7 states, supported by nearly 800 employees in Indiana and across the country.
- Created and led the implementation of a national education strategy and model that adjusts to state policy and legislation and accesses sustainable education funding without compromising student outcomes. Research with the University of Notre Dame *A Second Chance: Adult learners complete high school diplomas and increase their options* 2021 reports equitable results “All graduates-regardless of race, gender or demographics- experience similar earnings outcomes”.
- Leader who builds leaders, launching the careers of over 100 new leaders through training and building opportunities for advancement.
- National advocate for equitable education policy that challenges traditional systems. Expert at adopting strategies and serving community interests working with models such as Nurse-Family Partnership and The Excel Center to meet the unique needs of communities, funders, and public policy.
- Experienced leader in collective impact, replication of results including data analysis and presenting complex evaluations in a succinct manner.
- International education leader who grew up in Italy, was Head of Year and taught English for 10 years in schools in the UK, serving students primarily from Bangladesh.

## **EXPERIENCE**

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### **Goodwill of Central and Southern Indiana and Goodwill Education Initiatives – Indianapolis, Indiana**

*Senior Vice President and Chief Mission and Education Officer, 2020- Present*

- Secured \$12 million Lilly Endowment Grant for the expansion of Nurse-family Partnership from serving 1400 to serving 2000 families annually and growing the team from 65 to 92 nurses.
- Worked with funders to derestrict funding to support the specific needs of our students and clients during Covid.
- Leading our 3 boards of directors in creating and operationalizing our strategic plan.
- Partnering with Cook Medical to build a collective impact model in an underserved community in Indianapolis that includes a manufacturing facility, a grocery store, an Excel Center and mission coaching to support employees.
- Secured funding from the Wilson Sheehan Family Foundation and now partnering with LEO at the University of Notre Dame to launch and support our Justice Involved Randomized Control Trial at The Excel Center.
- Secured \$7 million Lilly Endowment Grant to expand our Justice Involved initiative serving 500 employees.
- Create and host the annual Excel Center National Replication Conference, including national speakers on education, family health, 2 Gen Strategies, workforce development, evidence-based research, community health, marketing and growth strategies and dissemination of national research and data.
- Leading 400+ local employees, integrating mission and education daily serving 10,000 families in Indiana, and 300+ employees and an additional 5,000 students nationally.

# **BETSY K. DELGADO**

Cell: 317.605.4253 Email: bdelgado@alumni.nd.edu

## *Vice President of Mission and Education, 2016 - 2020*

- Increased mission budget by 30% and the education budget by 35% over 4 years.
- Led the expansion of Nurse-Family Partnership from serving 200 families to serving 1,500 families across the state of Indiana, securing an additional \$6 million in state and federal funding.
- Led the creation of the first effective model of The Excel Center, and more than tripled enrollment over 9 years.
- Led the creation of the strategic plan for The Excel Center to grow from 31 to 85 schools by 2030.
- Worked with local state leaders in 20 states and the District of Columbia to successfully change education legislation and policy to embrace quality education for people who have not completed their high school diploma.
- Worked with local communities and schools to implement the evidence-based Excel Center in Indiana, the District of Columbia, Arkansas, Tennessee, Missouri, and Texas. Led policy and legislative agenda for Goodwill mission and education, and advised national partners in legislative policy.
- Secured \$30 million in state education funding for The Excel Center in Indiana and \$77 million for national Excel Centers.
- Secured funding from the Lumina Foundation, Charter School Growth Fund and the Annie E. Casey Foundation to support national expansion of The Excel Center.

## **Goodwill of Central and Southern Indiana – Indianapolis, Indiana**

### *Vice President, Mission Advancement, 2013 - 2016*

- Acquired over \$5 million in additional state funding for Nurse-Family Partnership.
- Managed a \$10 million diverse mission budget, including reduction in subsidy of our parent company.
- Pursued and secured Goodwill's designation as a Center for Working Families; an evidence-based model that helps low-income individuals and families achieve financial stability.
- Aligned Goodwill's services for families, from birth to adult, to better support Goodwill's mission for self-sufficiency, including Nurse-family partnership, The Excel Center, Center for Working Families, all family-centered researched and evidenced based programs.

## **The Excel Center, Goodwill Education Initiatives – Indianapolis, Indiana**

### *Executive Director, 2011 - 2013*

- Developed The Excel Center into a national model for equitable education which is now replicated in 32 locations in 7 states reaching over 10,000 students, a majority of whom are BIPOC.
- Grew the budget from \$2 million to \$27 million in Indiana, by recruiting, promoting and leading a team of 250 professionals from 1 to 9 school locations throughout Indiana over 2 years.
- Guided charter application process from implementation to evaluation, including drafting charter and legislative testimony, and monitoring for regulatory compliance.
- Cultivated statewide and nationwide strategic partnerships with businesses and education and workforce development organizations to expand opportunities for students.
- Built a strong leadership team to expand The Excel Center model across the country.

## **Metropolitan School District of Washington Township – Indianapolis, Indiana**

### *Community and Continuing Education Assistant Supervisor, 2005 - 2011.*

- Supervised and administered state and federal grant applications, project budgets, and reporting.
- Developed new programs and curriculum for the district, serving over 1,700 students.

## **Head of Year and English Teacher - Sudbury and Newcastle upon Tyne, United Kingdom, 1995 - 2005**



# **BETSY K. DELGADO**

Cell: 317.605.4253 Email: bdelgado@alumni.nd.edu

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## **COMMITTEES & BOARDS**

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- National Research Dissemination Committee- Laboratory of Economic Opportunity, University of Notre Dame
- National Post-secondary Task Force, Aspen Institute
- Governor Appointed Chair, Indiana Early Learning Advisory Committee
- EmployIndy Workforce Board, Indiana
- Career Pathways Task Force, Indiana Career Council
- Racial Equity and Civility Committee, Indianapolis Mayor's Office

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## **PUBLICATIONS AND NATIONAL PRESENTATIONS**

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- *Scaling Up, Scaling Out* - <https://ascend.aspeninstitute.org/resources/scaling-up-scaling-out/>
- *Excel Center Strategic Plan for National Expansion* [https://issuu.com/goodwillindy/docs/the\\_excel\\_center-\\_strategic\\_plan\\_for\\_national\\_expansion](https://issuu.com/goodwillindy/docs/the_excel_center-_strategic_plan_for_national_expansion)
- *Research Report: The Excel Center*- University of Notre Dame, Indiana University and Ball State
- *Excel Center Report to the Nation* - Yearly publication
- *Uncomfortable Truths, Healing Impact* - Panel with Van Jones, CNN, <https://youtu.be/5eIaCgTrcKw>
- *2 Gen for Tennessee* – Guest Speaker on the topic of Whole Family Education and Change
- *Getting to Scale*, Ascend Fellows – Presented our publication
- *Investments for Generations*, National Conference of Legislators
- *The Father Factor: Fatherhood Forum*, The Aspen Institute
- *Wrapping around the Student Parent*, Kresge Foundation
- *Supporting Student Parent Families in a Time of Crises*, The Aspen Institute
- *Presentation to the Laboratory for Economic Opportunity Board*, University of Notre Dame
- *Excel Center Panel/USC Reception*, University of Notre Dame
- *Promoting Entrepreneurship and a 21st Century Workforce Based on Evidence*- Panel with Paul Ryan and the American Idea Foundation



Gita Baker is the Vice President of Finance and Development at Sullivan Commercial, a wholesale distribution and commercial real estate company. Her main focuses are managing all financial aspects of both divisions and managing the company's development process for all projects. As a partner, she also has a hand in sales, logistics and HR. She currently serves on the Goodwill Young Leaders Board and has since 2016.

Originally from South Florida, she went on to attend and graduate from Purdue's civil engineering school in 2009. She then settled in Indianapolis with her husband, Nick, and since has earned her MBA from Indiana University in 2017.



# Indiana University Health

**Laura Pickett, MHA**  
**Vice President,**  
**Chief Patient and Family Engagement Officer**



Laura Pickett, MHA, is vice president and chief patient and family engagement officer for Indiana University Health. Pickett leads the organization's approach to improving the patient and family experience and promoting a culture of service excellence across the health system.

Prior to her current role, Pickett spent more than seven years at IU Health Foundation and its predecessor, Methodist Health Foundation. She initially worked as director of innovation and as a development officer for the IU Health neuroscience, trauma and wound care teams. When IU Health Foundation was formed in 2017, she moved into executive-level positions, most recently serving as vice president, administration and operations. Pickett, who joined IU Health in 2010, also held managerial positions in marketing. Prior to IU Health, she worked in a primary care setting, serving in both operational and marketing roles. She has also worked in professional baseball, which provided foundational understanding of corporate partnerships, sales and customer experience.

A longtime resident of Indiana, Pickett is a graduate of the University of Evansville, earning undergraduate degrees in both communications and sports management, and a master's degree in health administration. She serves on the Foundation board of Goodwill Industries of Central and Southern Indiana and volunteers for other organizations in support of economic empowerment. Pickett and her family reside in downtown Indianapolis.

# DONALD L. (*DON*) PALMER

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

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

**A**s 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.

**D**on 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.

**H**e 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.

**I**n 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.

**D**on 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. 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.

**H**e 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.

**Palmer's career service on boards of directors includes:**

- Equipment Technologies – *Mooresville, IN*
- Fifth Third Bank – *Indiana; Executive Committee*



## 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

- 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 – Fort 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.
- 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.

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 National Christian Foundation of Indiana, 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:

- ❖ **KIPP Indy College Prep** (Finance Chair)
- ❖ **Elevate Indy**
- ❖ **Goodwill of Central Indiana**
- ❖ **Goodwill Education Initiatives**
- ❖ **Sagamore Institute**
- ❖ **Empart USA** (Treasurer)
- ❖ **Halftime Indiana** (City Champion)
- ❖ **Indianapolis Private Industry Council**
- ❖ **Dodge National Dealer Council**
- ❖ **Young Life** (Indianapolis Urban Chair)
- ❖ **Indianapolis Urban Enterprise Association** (Chair)
- ❖ **National Christian Foundation of Indiana** (Co-Founder & Vice Chair)
- ❖ **Wheeler Mission Ministries**
- ❖ **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)
- ❖ **Wycliffe Bible Translators** (Presidential Advisory Council)

#### **Don's contact information:**

[Redacted contact information]

# DORIS L. PRYOR

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## PROFESSIONAL EXPERIENCE

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### U.S. DISTRICT COURT – SOUTHERN DISTRICT OF INDIANA

*Magistrate Judge*

INDIANAPOLIS, INDIANA

*March 2018 - present*

- Serve as a judicial officer of the district court conducting a range of judicial proceedings to expedite the disposition of civil cases involving trademark disputes, complex commercial litigation, civil rights litigation, prisoner cases, environmental disputes, construction litigation, class action and multi-plaintiff litigation averaging a caseload of 500 civil matters
- Exercise consent jurisdiction to preside over civil matters including personal injury, contract, employment discrimination and wage and labor disputes, as well as social security appeals
- Provide assistance to the district judge in expediting the disposition of civil matters by handling various civil pretrial matters including procedural and discovery motions
- Conduct status calls, pretrial conferences and other pretrial case management duties in civil matters
- Mediate settlement conferences and other alternative dispute resolution proceedings in all civil cases averaging 125 per year
- Conduct initial proceedings in criminal matters including the issuance of search warrants, arrest warrants and summonses; accepting criminal complaints; conducting grand jury hearings; appointing attorneys for indigent individuals; conducting initial appearance, probable cause, and detention hearings; determining conditions of release or detention under the Bail Reform Act; and conducting international extradition proceedings
- Provide report and recommendation to the district judge as to the disposition of supervised release violations and conducts necessary evidentiary hearings
- Serve as a member of the Diversity and Inclusion Committee of the Southern District of Indiana to ensure our workplace is inclusive valuing each member's unique perspective, background and culture
- Chair the Wellness Committee of the Southern District of Indiana which provides resources and support for employees to improve their physical and mental well-being
- Serve as magistrate judge in all death penalty cases filed in the Southern District of Indiana, both trial level and cases on habeas review

### INDIANA UNIVERSITY MAURER SCHOOL OF LAW

*Adjunct Instructor, Pretrial Litigation: Criminal Practice: Adjudication*

INDIANAPOLIS, INDIANA

*January 2016 – present*

- Teach law students the art of competent and principled advocacy
- Train students to perform legal and factual analysis of criminal statute interpretation, think analytically, and communicate legal principles
- Instruct students to weigh and apply both substantive and procedural law principles
- Apply the procedural rules that accompany the criminal jury trial process

### U.S. ATTORNEY'S OFFICE

*National Security Chief*

*Acting National Security Unit Chief*

*Assistant United States Attorney*

INDIANAPOLIS, INDIANA

*September 2014 – February 2018*

*September 2009 – December 2009*

*August 2006 – February 2018*

- Represented the United States in criminal cases at both the United States District Court for the Southern District and the United States Court of Appeals for the Seventh Circuit

- Conducted extensive criminal investigations and prosecutions that involve local and federal law enforcement agencies
- Supervised and provided administrative leadership to the national security unit
- Prosecuted complex export-control, counter-intelligence, counter-espionage, international terrorism, domestic terrorism, fraud, immigration, drug, firearms and violent crime offenses
- Provided advice and guidance to federal investigative agencies and private industries that aid in thwarting terrorist attacks and protecting national security
- Served as National Security/Anti-Terrorism Advisory Council Coordinator responsible for helping ensure that federal, state and local agencies are prepared to respond to incidents of terrorism and prevent future terrorist acts

*Reentry Coordinator  
Prevention Coordinator*

*September 2007 – February 2018  
November 2014 – February 2018*

- Collaborated with the District Court and federal probation department to develop and implement, the R.e-Entry A.nd C.ommunity H.elp, ("REACH") program, a specialized court focused on aiding qualified supervisees transition back into our community
- Optimized local reentry resources by organizing and chairing a multi-agency and community focused reentry working group to distribute a quarter-million dollar grant from the United States Department of Justice through the Comprehensive Anti-Gang Initiative
- Launched numerous reentry initiatives, both broad-sweeping programs as well as community building efforts that strengthen relationships between the community and law enforcement including job and resource fairs, after school mentoring projects, and gun safety programming
- Collaborate with local community groups, government agencies, local and federal law enforcement, federal prison system, and area universities to develop policies, institute mentor-based advocacy, and implement best-practices positively reducing the likelihood of recidivism for formerly incarcerated individuals and increasing public safety
- Developed and maintained effective working relationships with neighborhood schools in high-crime area bringing government officials and community leaders into the learning environment to address a broad range of social issues, including youth violence, prevention, community policing and internet safety

**MILLER COUNTY PUBLIC DEFENDER'S OFFICE**  
*Deputy Public Defender*

TEXARKANA, ARKANSAS  
*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 jury trial, juvenile cases, and mental health guardianships

### **JUDICIAL CLERKSHIP EXPERIENCE**

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HONORABLE J. LEON HOLMES (RETIRED)  
*U.S. District Court for the Eastern District of Arkansas*

LITTLE ROCK, ARKANSAS  
*August 2004 – August 2005*

HONORABLE LAVENSKI R. SMITH, CHIEF JUDGE  
*U.S. Court of Appeals for the Eighth Circuit*

LITTLE ROCK, ARKANSAS  
*August 2003 – August 2004*

### **PROFESSIONAL LICENSES AND AFFILIATIONS**

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INDIANA STATE BAR LICENSE

ARKANSAS STATE BAR LICENSE

UNITED STATES COURT OF APPEALS FOR THE SEVENTH CIRCUIT

UNITED STATES COURT OF APPEALS FOR THE EIGHTH CIRCUIT

UNITED STATES DISTRICT COURT FOR THE SOUTHERN DISTRICT OF INDIANA  
MCKINNEY-SHEPARD INDIANAPOLIS AMERICAN INNS OF COURTS – *Master Member*  
INDIANA STATE BAR ASSOCIATION  
INDIANAPOLIS BAR ASSOCIATION  
MARION COUNTY BAR ASSOCIATION

### **PROFESSIONAL SERVICE**

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INDIANAPOLIS BAR ASSOCIATION COMMISSION ON EQUITY AND ACCESS: DIVERSITY IN ALTERNATIVE DISPUTE RESOLUTION – *Representative for the United States District Court of the Southern District of Indiana*  
INDIANAPOLIS BAR ASSOCIATION COMMISSION ON RACIAL EQUALITY, DIVERSITY AND INCLUSION  
INDIANAPOLIS BAR ASSOCIATION BAR LEADER SERIES – *former Judiciary Division Chair*  
MARION COUNTY RE-ENTRY COUNCIL – *former Reentry Conference Committee Member*  
U.S. MAGISTRATE JUDGE MERIT SELECTION & REAPPOINTMENT PANEL – *Past Representative*  
JUSTICE DEPARTMENT EXECUTIVE OFFICE FOR U.S. ATTORNEY'S – *former National Security Instructor*

### **SELECT PRESENTATIONS AND SPEAKING ENGAGEMENTS**

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INDIANA UNIVERSITY MAURER SCHOOL OF LAW ORIENTATION PROGRAM – *Keynote Speaker*  
INDIANAPOLIS BAR ASSOCIATION INDYBAR REVIEW – *Faculty Member*  
INDIANA UNIVERSITY MAURER SCHOOL OF LAW WOMEN IN CLERKSHIPS – *Panelist*  
INDIANAPOLIS BAR ASSOCIATION E-DISCOVERY CLE – *Panelist*  
INDIANAPOLIS BAR ASSOCIATION FEDERAL CIVIL PRACTICE UPDATE – *Panelist*  
DELTA SIGMA THETA INDIANAPOLIS CHAPTER: A CRITICAL COMMUNITY CONVERSATION – *Panelist*  
INDIANA STATE BAR ASSOCIATION WOMEN'S VOICES IN THE COURTROOM CLE – *Moderator*  
MIDWEST BLACK LAW STUDENTS ASSOCIATION MOCK TRIAL – *Presenter and Evaluator*  
INDIANA BAR FOUNDATION WE THE PEOPLE PROGRAM – *Elementary and Middle School Speaker*  
INDIANA UNIVERSITY MCKINNEY SCHOOL OF LAW DIVERSITY AND ALUMNI DINNER – *Keynote Speaker*  
INDIANAPOLIS BAR ASSOCIATION DIVERSITY JOB FAIR – *Keynote Speaker*  
CENTER FOR LEADERSHIP DEVELOPMENT – *Youth Group Facilitator at IUPUI*  
INDIANAPOLIS CHAPTER OF JACK & JILL PROGRAM: VOTING RIGHTS ACT OF 1965 – *Guest Speaker*

### **COMMUNITY SERVICE**

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GOODWILL EDUCATION INITIATIVES INCORPORATED – *Board Vice President*  
JUST THE BEGINNING FOUNDATION – *Federal Courts Day Chair and Moderator*  
HORIZONS SUMMER ACADEMIC AND ENRICHMENT PROGRAM – *Family Sponsor*  
PILGRIM MISSIONARY BAPTIST CHURCH – *Sunday School Teacher and Youth Leader*  
HORIZON HOUSE INDIANAPOLIS – *Kitchen Service Volunteer*

### **EDUCATION**

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INDIANA UNIVERSITY MAURER SCHOOL OF LAW <i>Doctor of Jurisprudence</i> <ul style="list-style-type: none"><li>• Editorial Staff, <i>Federal Communications Law Journal</i></li></ul>	BLOOMINGTON, INDIANA <i>May 2003</i>
UNIVERSITY OF CENTRAL ARKANSAS <i>Bachelor of Science in Political Science, cum laude</i>	CONWAY, ARKANSAS <i>May 1999</i>
CORPUS CHRISTI COLLEGE OF OXFORD UNIVERSITY <i>Summer Study Abroad Program</i>	OXFORD, ENGLAND <i>Summer 1998</i>





**Jay Oliver**

Vice President, Private Banking  
The National Bank of Indianapolis

Mr. Oliver has nearly 25 years experience in private banking, wealth management, and trust services. He strives to meet all his clients' banking needs by keeping them informed of all financial opportunities available. He is skilled in Portfolio Management, Commercial Lending, Banking, Sales, and Credit Analysis.

Mr. Oliver earned an honors degree in business management and a Master of Science in management from Indiana Wesleyan University. He is a Certified Wealth Strategist. He is active in the community and volunteers with multiple organizations.

**Transformational leader** with expertise in professional development, strategic planning, data analysis and leadership consulting. Focused on data driven results with an expectation of high standards of operation. Passionate about closing the ever-expanding economic wage gap. Dedicated to creating a monumental impact in career services by providing quality supportive services for underserved populations.

## Education and Leadership

2003-2008 | Indiana University  
Bachelor's Public Affairs with a concentration in  
Organizational Leadership

2021 | Leadership Southern Indiana  
Discover Class

2019 | Community Action of Southern Indiana  
Educator of the Year, Recipient

2018 | Northwest Indiana Influential Women  
Association, Up & Coming Woman of The  
Year in Education, Finalist

2018-2021 | Clark & Floyd Co. Systems of Care  
Board, Member

## Key Deliverables

Regional Director, 2020-Present

- 1,563 graduates with 98% college credit and industry recognized certification attainment
- 1.3 million compensation plan that increased wages for instructional and childcare staff
- In conjunction with Mission programming, implemented a \$300,000 barrier removal fund for students with financial needs.
- 82% of program participants were employed or enrolled in higher education 30 days post-graduation in the 2021-2022 school year
- Launched first GEI DEI Committee and solidified a \$93,00 partnership to support implementation efforts
- Instructs Unconscious Bias training for GCSI leadership training program
- Landed \$275,000 in grant funding to support recidivism reduction study
- Increased program participants by 30% or greater across multiple sites during 2022-2023 school year

Director, 2017-2020

- Launched first Excel Center in Kentuckiana
- Monitored a \$2 million budget
- Over \$400,000 in cost-savings within 2 years

## Professional Experience

**Regional Director, Goodwill Education Initiatives (GEI), 2020-Present**  
Indianapolis, IN

- Drives the strategic vision and outcomes for the largest charter school network in Indiana, Goodwill Education Initiatives (GEI) 330 employees and over 4300 students
- Oversees \$40 million annual budget
- Forecast internal and external factors that influences revenue and expense
- Develops policy, procedures and influence organizational practices to meet accountability metrics, evaluation and development performance, post-secondary readiness benchmarks and more
- Leads Career Technical Education planning for 15 sites
- Oversee all Coaching initiatives for 15 sites-barrier removal, academic planning, post-secondary readiness competencies and more
- Works closely with internal mission programs to identify successes and gaps in self-sufficiency outcomes after program completion, specifically placements
- Identifies network level partnerships with external organizations to provide access to barrier removal resources for program participants
- Facilitates the implementation of decentralized DEI initiatives outlined in Goodwill of Central and Southern, IN(GCSI) 3yr Equity Work Plan
- Spearheads diversity, equity and inclusion priorities and action plan focused on educational services
- Designed and implemented The Excel Center Recidivism Intervention Study for justice involved participant in conjunction with the Wilson Sheehan Laboratory of Economic Opportunity (LEO) through Notre Dame University
- Collaborates with key stakeholder to ensure holistic strategies are developed with mission integration in mind

**Director, The Excel Center-Clarksville, 2017-2020**  
Clarksville, IN

- Determined the long range-planning and short-term priorities for all educational services-Life Coaching, College and Career, Special Services and more
- Ensured the quality of services met the unique needs of over 330 pupils
- Established internal and external partnerships to enhance performance achievements, post-secondary outcomes and overall quality of life
- Utilized internal and external cross-programming enrollment strategies to expand wrap-around services and maximize opportunities
- Formed a community advisor team with representation from workforce development agencies, social service agencies and more
- Proactively managed recruitment/outreach opportunities to met and maintain enrollment objectives
- Tracked school and student data to drive goals for improvement
- Developed interventions and professional development in support of improvement and retention goals
- Maintained compliance with all legal, regulatory, and authorizer obligations set forth by GEI, Department of Education and Indiana Charter School Board

# Lakia Osborne

2211 Freedom Circle • Jeffersonville, IN • (317) 605-3815 • [Lakia85@gmail.com](mailto:Lakia85@gmail.com)

- Increased enrollment by 50% from year 1 to year 2
- Increased enrollment by 16% from year 2 to year 3 and exceeding maximum enrollment
- Produced 209 graduates during tenure
- “A” school 2 consecutive years according to Indiana Adult State Accountability scoring
- 317 college credits and 196 certifications earned by graduates
- Key partnerships: WorkOne-Southern Indiana, Floyd and Clark Communities, OneSouthern Indiana, IVY Tech, Trilogy, Department of Child Service, New Albany Housing Authority, Clark County Indiana Courts, Prosser, New Albany Mayor’s Office and more
- Collaborated with Goodwill retail to provide students with work-based learning opportunities to meet Certified Business Professional credentialing requirements
- Established an annual “Trunk Treat” with 4 Goodwill programs where over 1000 residents participated in 2019
- 2019 Harvest Homecoming Booth Winner, New Albany, IN

## Lead Coach, 2014-2017

- Produced over 350 successful graduates during tenure
- Revised RISE Rubric, The Excel Center evaluation tool for life coaches
- Established resource fair with over 25 community partners such as: Indiana Tech, Trustees Office, IN Dept. of Health, Vincennes University and more
- Partnered with IU McKinney School of Law to conduct expungement workshop 30 community members, plus program

## Career Pathway Specialist, 2013-2015

- Increased graduation rate by 33% after year one
- 90% or more graduates earned post-graduate credentials
- Saved over \$35,000 by partnering w/WorkOne to increase voucher participants

## Instructor, 2013-2015

- 100% student retention and graduation rate for all student advisory members

## Project Manager, *Goodwill Education Initiatives*, 2017

Indianapolis, IN

- Led new projects directly related to the expansion of Excel Center schools within Goodwill Education Initiatives network
- Developed an effective recruitment and outreach strategy that led to the successful launch of The Excel Center-Clarksville
- Trained and supported new hires for expansion schools
- Strategized, problem-solved, and shared best practices to ensure all Excel Centers were meeting or exceeding expectations and guidelines set forth by GEI, Indiana Department of Education, Indiana Charter School Board and the Indianapolis Mayor’s Office.
- Strengthened standardized operating procedures for all Excel Center schools, as well as, mapped procedures provided to National Office schools
- Coordinated and assisted with legislative, community partners, operating board and GEI National Office tours

## Lead Coach, *The Excel Center-Meadows*, 2014-2017

Indianapolis, IN

- Led life coach initiatives focused on improving the quality of life of over 375 enrollees through academic planning, barrier removal support, employability skill training and post-secondary readiness
- Trained life coaches to facilitate problem-solving sessions to help students overcome challenges and reach their full potential during program participation
- Supervised and appraised the performance of life coaches
- Built data tracking systems to inform decision-making, drive outcomes and develop interventions for life coaches and students
- Developed a resource database to connect students with local agencies to remove barriers that impacted current and future self-sufficiency
- Oversaw graduate caseload for all program participants

## Career Pathways Specialist, *The Excel Center Meadows*, 2013-2015

Indianapolis, IN

- Handled all college and career course enrollment responsibilities- advising enrollees, building cohorts, processing, student retention and completion rates, employment assistance and more
- Formalized partnerships to deliver program objectives-Clinical Medical Assistant, Manufacturing and Logistics, Dental Radiology Assistant and more
- Collaborated with internal and external agents to establish work-based learning experiences for dual credit and certification enrollees
- Monitored a \$25,000 annual budget for college and career programming
- Worked closely with Goodwill Retail and other internal programs to identify pipeline of viable candidates to move from program participants to employees
- Revised school culture norms and objectives centered on students’ college and career readiness ability and outcomes
- Managed graduate caseload for all program participants

## Instructor, *The Excel Center-Meadows*, 2011-2015

Indianapolis, IN

- Educated, influenced and expanded the knowledge of nearly 75 students daily
- Designed a student advisory committee that improved culture and outcomes

# Kent A. Kramer

kkramer@goodwillindy.org | [linkedin.com/Kent Kramer](https://www.linkedin.com/Kent Kramer)

## Executive Leadership | Multi-Faceted Business Operator | Social Entrepreneur

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Visionary President and Chief Executive Officer offering 20+ years of leadership experience in for-profit and not-for-profit businesses. Proven success at engineering strategy and developing business initiatives with a focus on growing market share in new markets and driving mission throughout business units. Servant leader that has built successful teams that accomplishes goals, develops people, and has a strong focus on accountability and gaining results.

### Successes - Executive Leadership

- Lead a social services team of 8 direct reports with responsibilities for 4,350 employees, 4,500 students, 2,000+ clients, 73 retail stores, 16 high schools, 11 contract sites and several distinct mission service areas generating \$225 million in annual revenue.
- Guided diverse, multi-divisional organization through an in-depth 5 year strategic planning process, delivering comprehensive plan that was unanimously approved by 3 autonomous Board of Directors.
- Lead and facilitate a bi-weekly cross-organizational executive staff meeting devoted to communicating corporate vision and direction while prioritizing and aligning resources. Successful outcomes include; establishing strategies to offset the impact of the Affordable Care Act, developing an organization wide mid-level leadership bonus plan, and vetting through ways to improve corporate communications.
- Developed and executed an aggressive strategic growth plan where the retail division revenue increased from \$25.6 to \$140 million, with net income improving from \$6.9 million to \$30 million, over an 20 year period. Store count for the Retail division increased from 23 to 73 stores during the same period. Efforts generated an additional 2,400+ jobs, many for people with multiple barriers to employment.
- Provided vision and executed the consolidation of 5 disparate human services programs into a holistic Mission Advancement division, focused on building synergies and producing impactful outcomes. Team delivers services to 2,500 clients, while reducing the budgeted subsidy requirement by \$130,000.
- Aligned operations, information technology, accounting and marketing divisions to develop an organization-wide customer loyalty program (500,000 members) that achieved the primary goal of increasing the average customer transaction by \$0.50. Resulted in an additional \$2.5 million in revenue.
- Implemented a Board directive to design a new customer satisfaction program (internal and external) that measures results and provides direct feedback to all operating and support divisions. Resulted in all business functions and support divisions participating in a robust internal customer satisfaction program.

### Successes - Multi-Faceted Business Operator

- Developed the start-up of a successful staffing company focused on placing individuals served through multiple Goodwill mission oriented divisions. Outcomes year one showed a 26% increase in external job placements and an 11% increase in starting wages for those served.
- Negotiated for, and delivered 35 new retail sites through demographic, traffic and retail penetration studies. All sites producing above projections, while delivering an additional \$10.2 million in net income on an annual basis.
- Designed point-of-sale “round up” fundraising program. Initiative raises in excess of \$950,000 annually, which will in turn fully fund 6 Goodwill Mission Coaches and their expenses for the retail division.

### **Successes - Social Entrepreneur**

- Developed and launched a new eBook operation that sold over 70,000 books and generated in excess of \$700,000 in revenue the first year, and has grown to nearly \$3.5 million in revenue in year 5.
- Proposed and received approval from the Board of Directors to invest in an innovative transportation model that turned a cost center into a profit center. Generated 150 additional job opportunities. Model has been replicated by multiple Goodwill organizations throughout North America.
- Initiated internal initiative for a new recycling model that has resulted in a 50% reduction in the volume of waste being disposed of in landfills, and created 15 Green jobs for the organization.
- Executed a continuously evolving strategy to grow the eCommerce division from a 2 person \$180,000 operation to a 120 employee \$9 million division over a period of 10 years. Operation now receives 10-15 benchmarking visits from other Goodwill agencies that wish to replicate our successful model.
- Developed a startup business services (building and grounds) model that is targeted to produce \$315,000 in revenue and save the internal customer (retail) 10% in facility upkeep expenses; while creating a training laboratory that will lead employees with limited vocational options towards economic self-sufficiency.
- Integrated resources (Mission Coaches and TalentSource) into The Excel Center network, driving significant results in the performance metrics (placements, retention, and wage gain) of the graduates.

### **Professional History**

<b>Goodwill Industries of Central Indiana, Inc.</b> President and Chief Executive Officer (2015 to present) Senior Vice President, Chief Operating Officer (2012 - 2015) Vice President, Retail Operations (2002 - 2012)	<b>October 2002 - Present</b>
<b>Kmart Stores</b> District Manager <i>Led 20 store division in central Indiana</i>	<b>June 2000 – October 2002</b>
<b>Sam’s Club, division of Wal-Mart Stores, Inc.</b> Store/District/Regional Management – New Jersey, Pennsylvania, and Indiana <i>Responsible for division that delivered \$300 million in annual revenue</i>	<b>June 1990 – June 2000</b>

### **Education**

<b>Anderson University – Falls School of Business</b> Anderson, IN - Master’s in Business Administration	<b>Aug 2011 – June 2013</b>
<b>Goodwill Industries International Executive Leadership Program</b> Rockville, MD	<b>Feb 2009 – June 2010</b>
<b>Indiana State University – Scott College of Business</b> Terre Haute, IN - Bachelor of Science, Business Management <i>Sigma Nu Vice President, Student Government Senator, Leadership Task Force</i>	<b>May 1985 – May 1990</b>

## Qualifications Summary

Extensive educational leadership experience at the state and local level in the areas of innovative systems change; curriculum, instruction, and assessment; and maximizing opportunities for underserved populations of learners. Comprehensive experience in public school education, including significant leadership in traditional and charter schools. In-depth experience in oversight and effective implementation of federal entitlement programs, including: Special Education, Title I, Title II, English Learners, and Migrant Education. Facilitated the authorization and assessment of charter schools. Collaborative leadership of large-scale projects, including re-engineering of quality assurance programs and the development of quality improvement initiatives at the state level for the purpose of improving outcomes for the individuals served. Focus on data-based decision making. Strengths include systems design, program implementation and evaluation, culture change, and the ability to effectively manage multiple large-scale projects simultaneously while driving overall quality.

Education and Certification
<b>Degrees</b> <ul style="list-style-type: none"> <li>• <b>Master of Science, Education</b>, Indiana University</li> <li>• <b>Bachelor of Science, Elementary Education</b>, Valparaiso University</li> </ul>
<b>Licenses and Certifications</b> <ul style="list-style-type: none"> <li>• <b>School Administrator License</b>, Indiana University</li> <li>• <b>Director of Exceptional Learners Certificate</b>, Purdue University</li> </ul>

## Key Knowledge Areas

• Project Management	• Special Education	• Culture Shift
• Curriculum and Instruction	• Systems Change	• Federal Entitlement Programs
• Innovation	• Data-based Decision Making	• K-12 Education
• Charter Schools	• Special Education	• Collaborative Leadership

## Relevant Experience

- Responsible for the oversight and implementation of the charter application and charter renewal process for all Goodwill Education Initiatives (GEI) schools, specific to each of GEI’s charter school authorizers.
- Developed the charter renewal process for The Excel Center, which has resulted in full charter renewals for all schools.
- Responsible for competitive educational grant writing, which has resulted in full funding of all grants authored.
- Oversee all school support areas within GEI, including curriculum and instruction, special education, English learners, state assessment, and state reporting.
- Conduct feasibility studies to support national Goodwill partners as they evaluate the potential for opening The Excel Center in their territory. Guide the legislative, regulatory, and educational policy review that supports feasibility and proposal development for Goodwill partners.
- Designed the Indiana Department of Education’s consolidated grants monitoring system to maximize state resources while providing effective program area and fiscal oversight of Title I, English Learners, and Migrant Education and the \$280 million annually generated by those grants.

Employment History
<b>Goodwill Education Initiatives, 6 years</b> <ul style="list-style-type: none"> <li>○ <b>Vice President of Education Initiatives</b></li> <li>○ <b>Senior Director</b>, Education Initiatives</li> </ul>
<b>State of Indiana, 6 years</b> <ul style="list-style-type: none"> <li>○ <b>Bureau of Quality Improvement Services, Division of Disability and Rehabilitative Services (Indiana Family and Social Services Administration)</b>, Director</li> <li>○ <b>Indiana State Board of Education</b>, Director</li> <li>○ <b>Indiana Charter School Board</b>, Director of Accountability</li> <li>○ <b>Indiana Department of Education</b>, Director of Individualized Learning</li> <li>○ <b>Indiana Department of Education</b>, Director of Special Education</li> </ul>
<b>School City of Hammond, 19 years</b> <ul style="list-style-type: none"> <li>○ Positions Include: Administrator for Special Education, Curriculum Coordinator, and Principal</li> </ul>

- Maintained ongoing collaboration with various IDOE program areas, including the offices of Assessment, School Accountability, School Turnaround, and Educator Effectiveness to ensure seamless support of IDOE initiatives.
- Used data to support the compliance of Indiana’s 370+ Local Educational Agencies (LEAs) with federal rules and regulations outlined in IDEA. Provided accountability by assigning technical assistance, professional supports, and when necessary, corrective action to ensure appropriate services for students with disabilities.

- Responsible for the effective management of multiple federal program areas, including: Special Education, Title I, Title II (Teacher Effectiveness), Title III (English Learners), and Title I Part C (The Education of Migrant Children).
- Worked collaboratively with the directors of Indiana's technical assistance resource centers to develop an innovative risk-based trigger for providing supports to school districts that would improve educational outcomes.
- Facilitated the authorization, development, and assessment of charter schools through the processes established within the Indiana Charter School Board. Supported schools in identifying areas of need and engaged in ongoing discussions about effective school development and innovative practices to meet students' needs.
- Partnered with the Bureau of Rehabilitative Services and Vocational Rehabilitation in the development of a provider application process as Vocational Rehabilitation transitioned to new service definitions and requirements.
- Facilitated a culture shift between the Bureau of Quality Improvement Services and the Home and Community Based Services Medicaid waiver providers. Moved the long-standing adversarial relationship to one of trust, collaboration, and open dialog.
- Developed a "Data Driven Review" quality improvement process to address a system-wide deficiency while at the same time strengthening Indiana's Medicaid waiver providers and supporting the health, safety, and welfare of the individuals served by the program.
- Maintain engagement with a variety of stakeholder groups, including internal, governing boards, professional organizations, and governmental agencies in order to ensure shared understanding and seamless implementation of statewide initiatives.

## Professional Presentations

- **Designing Your Success (DYS):** *New Sector Alliance & Goodwill Industries International partnership*
- **The Excel Center National Conference:** *Putting Policy Changes into Practice*
- **United Way of Central Indiana:** *Leadership United*
- **Office of Special Education Programs (OSEP) Conference:** *Federal Indicator 8 and Indiana's Successful Collaboration with Advocacy Groups*
- **Indiana Public Charter School Association:** *Accessing Federal Programs*
- **Indiana Nonpublic Schools Annual Conference:** *Equitable Services for Nonpublic School Students*
- **Indiana Association of Behavior Consultants:** *Using Data to Improve Outcomes*
- **Indiana Association of Rehabilitation Facilities:** *Data Trends, Quality Assurance & Quality Improvement*

## Volunteer Service

- **Outside the Box,** Member, Board of Directors
- **Women in Leadership** Advisory Board Member
- **Good Samaritan Episcopal Church,** Senior Warden

# Joshua Shelton

## Professional Educator

An engaging educator with 10+ years of teaching and coaching experience. Skilled at educating, encouraging and empowering students to attain academic growth. Possess a strong track record of building long-term relationships, student development and achievement.



### Personal Info

#### Address

[Redacted Address]

#### Phone

[Redacted Phone]

#### E-mail

[Redacted Email]

### Indiana Professional Educator's License

Economics (5-12)

Government and Citizenship (5-12)

Historical Perspectives (5-12)

Geographical Perspectives (5-12)

Business (5-12)

Physical Education (K-12)

### Skills

Interpersonal Communication

Relationship Building

Curriculum Design and Implementation

Instructional Strategies

Canvas

Classroom Management

Assessment

Technology Integration

Student Safety

Grade Analysis

Differentiated Instruction

Collaboration

Coaching

### Teaching Experience

2018 - present

#### Economics/Government Teacher and Boys Golf Coach

*Carmel Clay Schools - Carmel High School*

- Develop and maintain a classroom environment conducive to effective learning within the limits of the available resources.
- Utilize Canvas to create a blended classroom learning experience.
- Integrate technology into the classroom.
- Provide opportunities for collaborative experiential learning.
- Develop project-based learning activities.
- Determine areas of strengths and weaknesses, then modify the curriculum to support each student's learning styles.
- Communicate complex subject matter in a simple manner.
- Effectively communicate and build relationships with students, players, parents and administrators.

2005 - 2016

#### Teacher and Coach

*Various School Corporations*

- Developed and maintained a classroom environment conducive to effective learning.
- Determined areas of strengths and weaknesses, then modified the curriculum to support each student's learning styles.
- Built a collaborative and friendly classroom environment using and enforcing behavior guides, team teaching, and interactive learning.
- Utilized analytical tools to provide statistical analysis of grades.
- Communicated complex subject matter in a simple manner.
- Effectively communicated and built relationships with students, players, parents and administrators.
- Integrated technology into learning with Smart Boards, iPads, and computers.
- Modified curriculum for English Language Learners (ELL) and Special Education Students in the regular education classroom by using a translator or explaining the concepts in simpler steps.
- Trained and mentored multiple exceptional student teachers and tutors who have now been hired by various school districts.
- Curriculum Writer, Hurst-Euless-Bedford Independent School District (TX)
- Chairman, AVID Data and Grade Analysis Committee
- Head Golf Coach

### Additional Experience

2017 - 2018

#### Certified Mortgage Planner

*BOE Indy Mortgage*

### Education

2008

#### Indiana University, Sport Administration, M.S.

2005

#### Indiana University, Physical Education, B.S. Minor in History

### Accomplishments

2019 IHSAA Boys Golf State Champion, Head Coach

2019 IHSAA Boys Golf Individual State Champion, Head Coach

### Volunteer

Heartland Church, Financial Coach

Indiana Golf Foundation, Board Member