Request for Charter Activation
The Excel Center – Clarksville

March 2017

Goodwill Education Initiatives, Inc.
1635 W. Michigan Street
Indianapolis, IN 46222

Proposal Overview

The applicant group's **designated representative** will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

> *IMPORTANT NOTE: The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Name of proposed Charter School: The Excel Center - Clarksville

Proposed Charter School location:* 1329 Applegate Lane

Clarksville, IN 47129

*Please indicate the city/town and, if known, potential address or neighborhood of the school location. Virtual operators should indicate the relevant geographies the operator intends to serve.

School district of proposed location: Clarksville Community Schools

Legal name of group applying for Charter: Goodwill Education Initiatives, LLC

Designated representative: Betsy Delgado, VP Mission & Education

Contact Information (Phone & Email): (317) 524-4380   bdelbago@goodwillindy.org

Planned opening year for the school: 2017-18 School Year

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.) Adult high school

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	9-12	250/ 300
Year 2	9-12	250 / 300
Year 3	9-12	250 / 300
Year 4	9-12	250 / 300
Year 5	9-12	250 /300
At Capacity	9-12	250 / 300

Target student population (if any): Adults

Will an application for the same charter school be submitted to another authorizer <u>in the near future</u>?

Yes ☐ No ■

If yes, identify the authorizer(s):	N/A
Planned submission date(s):	N/A

Please list the number of <u>previous</u> submissions (including withdrawn submissions) for request to authorize any charter school(s) <u>over the past five years</u>, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s):	ICSB; Indianpolis Mayor's Office Office of Education Innovation
Submission date(s):	Spring 2013; Spring 2015 (both approved)

<u>For Experienced Operator Applications:</u>

Does the school expect to contract or partner with an ESP or other organization for Charter School management/operation? Yes ☐ No ■

If Yes, please provide the following information:

Identify the ESP or partner organization.	N/A

Is Charter School proposing to replicate a proven school model? Yes ■ No ☐

If yes, provide the name and location of at least one school where the model is in use.	The Excel Center - West

If the applicant or its ESP or other partner organization currently operates one (1) or more Charter Schools within or without Indiana, please provide the name(s) and phone number(s) of the authorizer(s) for the existing Charter Schools:

Signature of Applicant's Designated Representative

Betsy Delgado   2-15-17

Signature   Date

In 2011, the Indiana Charter School Board (ICSB) approved the first Excel Center in its portfolio to operate in Anderson, Indiana. In the fall of 2012, ICSB awarded Goodwill Education Initiatives (GEI), six additional charters to open The Excel Center in communities of high-need (based on a significant number of individuals without a high school diploma) within a five-year time period. Through that approval process, GEI has opened five of the six approved charters in Lafayette, Kokomo, Richmond, Noblesville, and Shelbyville. This Request for Charter Activation acts as GEI's formal request to activate the sixth and final charter it holds to open The Excel Center – Clarksville in Fall 2017.

Need for The Excel Center in Clarksville and Clark County
There are many dropouts in Clarksville and Clark County
Over 20% of the Clarksville population age 18-24 is without a high school diploma. Combined with individuals over age 25, more than 36% of the total population living within Clarksville does not hold a high school diploma. When these data are expanded to represent Clark County as a whole, the representation is consistent county-wide, with over 32% of the individuals in Clark County having never earned a high school diploma.[i] Although high school graduation rates in Clarksville and Clark County remain relatively high, according to data provided by the Indiana Department of Education website, a number of students were removed from their original graduation cohort. It cannot be verified whether these students have graduated from a different high school due to transferring out of state, left high school to be homeschooled, or were removed for other mobility reasons.[ii] It is anticipated that the reported dropout rates throughout Indiana may artificially deflate the actual number of students who have dropped out of high school. It remains clear that there is a significant number of individuals throughout Clark County without a high school diploma and education trends suggest this number may increase without any educational options for adults or changes to the current education system.

The lack of a high school diploma and basic skills impedes an individual's ability to be successful
An individual who drops out of high school faces a number of challenges that affect his or her physical, emotional, and financial well-being as well as future success. High school dropouts have worse health, lower incomes, and fewer job opportunities than the general population.[iii] In addition, high school dropouts are more likely to be recipients of government welfare and are eight times more likely to be incarcerated than high school graduates.[iv]

A report by Civic Enterprises (2006) suggests that "circumstances in students' lives and an inadequate response to those circumstances from the schools led to dropping out." As adults, 76% of dropouts would enroll in an adult high school if they could; 47% say that not having a diploma makes it hard to find a good job. The report goes on to state that the "dropout epidemic in the United States disproportionately affects young people who are low-income, minority, urban, single-parent children attending large, public high schools in the inner city... Dropouts are much more likely than their peers who graduate to be unemployed, living in poverty, receiving public assistance, in prison, on death row, unhealthy, divorced, and ultimately single parents with children who drop out from high school themselves."[v]

Beyond the negative social impacts of not having a high school diploma, lacking a high school diploma impedes and individual's ability to be successful in today's economy. With over 32% of the county's population ages 18 and older lacking a high school diploma and few options for these individuals to become reconnected to their educational goals, a large portion of Clark County is unprepared to participate in the 21st century workforce. Today's workforce requires additional skills beyond high school, whether through an industry certification or postsecondary degree. Consequently, poor educational attainment severely limits career and income potential.

Leaders in Indiana have recognized that a lack of skills is limiting the productivity of the state and the

opportunities that will exist for Hoosiers in the future. In *Indiana's Forgotten Middle Skill Jobs: Meeting the Demands of a 21st-Century Economy,* the Skills2Compete-Indiana Campaign presents the issue clearly:

"Indiana needs a bold and broad vision to address the educational and economic challenges facing the state during these tough economic times and beyond. Those challenges demand a truly transformative vision that allows every worker to be a part of the economic recovery: guaranteed access to two years of postsecondary education or training. Every Hoosier must have the opportunity to earn the equivalent of at least two years of education or training past high school that leads to a vocational credential, industry certification, associate's degree, or one's first two years of college. It must be available at whatever point and pace makes sense for individual workers and industries. Indiana must further ensure that every resident has access to the basic skills needed to pursue such education.

[…]

Over one-half million working age Indiana residents do not have a high school diploma…What is more, only about 8 percent of Indiana adults with less than a high school diploma are enrolled in adult basic education, and less than 12 percent of residents with limited English proficiency are enrolled in English as a Second Language (ESL) classes.

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

The educational options currently available to adults are insufficient to meet the needs of adult learners
A significant number of both youth and adults who have dropped out of school nevertheless show a strong desire to continue their education. Jobs for the Future analyzed the National Educational Longitudinal Survey and discovered that dropouts are persistent in trying to further their education: over the course of their lives, more than 60 percent of dropouts eventually do earn a high school credential – most often a General Education Development (GED) certificate.[vii] 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 and only ten percent of the estimated 3.8 million young people ages 18-24 without a diploma receive their GED.[viii] Although many dropouts would like to continue their education, they face limited options to achieve their goals. GED tests are the most common avenue for adult education, and studies have challenged the long-term benefits of earning a GED. Economists have argued that the wage benefits earned by GED recipients are largely explained by GED earners' higher initial skills.[ix] 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, never earning a degree or industry-recognized credential.

Many adult educational programs focus on remediating skill deficits, but do not strategically work to address the many barriers that keep the vast majority of adults from reengaging in school. Adult learners often face additional non- academic barriers to their educational success, many of which were prominent reasons the students dropped out of school in the first place. In many instances, several of these barriers remain, so effective educational programming for adults must provide support and flexibility to promote student achievement while deliberately helping students overcome the various challenges to their continued education.

The following section describes how The Excel Center will help students to overcome these barriers.

The Excel Center will meet the needs of adult learners in Clarksville and Clark County
Below are a number of barriers students face – many which impact their success in earning a high school diploma – as well as an overview of the ways The Excel Center will work to address and overcome those barriers.

Barrier 1: Low credit attainment and academic skill gaps
Students will arrive at The Excel Center at a variety of academic levels; students will have different levels of credit attainment and they will arrive at different skill levels. In some cases, students may have a transcript that shows they earned certain course credits but, when assessed, their scores may indicate that they do not have mastery over the material.
Solution: Meet students where they are. The Excel Center will work with students in each of these profiles, designing an educational program that meets adult students' needs. To ensure that the school is fulfilling its top two priorities – provide students with an opportunity to earn a regular high school diploma and prepare them for "what comes next"– The Excel Center will dedicate considerable resources to helping students be prepared and successful. The Excel Center has dedicated remedial efforts for students who are not ready for high school-level coursework and evaluates student progress through regular testing.

Barrier 2: Traditional school hours interfering with the real demands of adult life
Adults must often prioritize child care needs, family situations, or the need to work over being in a classroom during traditional school hours. The real demands of life may be the reason that some students dropped out of school in the first place and are often barriers to students re-entering school to earn a high school diploma.
Solution: A school schedule that meets the needs of adults. The Excel Center will operate a balanced school calendar, with five eight-week terms in each academic year. Credits can be earned each term and students and teachers will work diligently to condense a semester's worth of material into each term. This schedule will allow students to earn credits quickly and make rapid progress towards their diploma. The Excel Center's curriculum integrates material across disciplines so that one course combines academic standards across multiple subjects, allowing students to earn credit in multiple areas while attending one class. The school will be open to students in the morning, afternoon, and/or evening, based on student need and demand.

Barrier 3: Balancing work and family life
Some of The Excel Center's students will have to take care of their children while also trying to continue their education. Many parents put off returning to school because they lack the ability or financial resources to pay for quality childcare.
Solution: Free and reliable child care for students. To help students continue their education, The Excel Center operates a child drop-in center. This center allows for children of The Excel Center students to be cared for while their parents are in class. The primary focus of the drop-in center is to give parenting students the opportunity to focus on their education knowing that their children are in a safe and secure environment. The drop-in center will be a free childcare option for children of parents who are attending The Excel Center.

Barrier 4: Lack of focus
Students entering The Excel Center will be able to focus on school to various degrees due to many students balancing school work with the needs of work and family. Having previously dropped out of high school, students may also struggle to reengage in their education.
Solution: Addressing challenges outside of the classroom. Life Coaching in The Excel Center model

addresses the life barriers and issues that prevent students from being successful. Coaches will be responsible for keeping students engaged in school and motivated to be successful. The relationships that coaches create with each student will be a critical factor in student success; those relationships will provide security, confidence and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage. Coaches will work with students to identify potential barriers to students' continued education, whether short-term barriers (such as food assistance or transportation) or long-term challenges (including student self-efficacy and self-confidence).

Barrier 5: Identifying a career path and setting goals
For most of The Excel Center's students, earning a high school diploma will be the primary reason to return to school, but few students will have thought about which career to enter after graduating. ***Solution: Preparing students for "what comes next."*** The Excel Center will spend a significant amount of time introducing students to high growth, high demand fields where there are good prospects of finding stable employment and a career. The Excel Center's goal is to prepare individuals for self-sufficiency. A high school diploma is an essential start, but a credential above a high school diploma is essential for ensuring long-term employability in the modern job market.

Capacity
GEI, with the support of Goodwill Industries of Central Indiana, Inc. (GCS)I, has significant resources that can be used to replicate The Excel Center. GEI has rapidly grown The Excel Center in an effort to meet the demand of adults who desire to continue their education. The Excel Center has grown from one location with 300 students in 2010 to eleven with nearly 3,500 students in 2016. During that time, The Excel Center's staff has grown from 20 to approximately 250 fulltime staff GEI's central office staff has grown to over 40 individuals. This growth is in large part due to GEI and GCSI'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 mission.

The support of Goodwill has been a critical component of The Excel Center's rapid growth. GCSI's support infrastructure provides quality support that allows educational leadership to devote their time and energy to the formation of new schools and to shaping its culture. GCSI has developed strong capabilities in taking initiatives to scale across its geographic area, and Goodwill's organizational culture emphasizes its staff's ability to mobilize quickly to take advantage of opportunities. The best evidence of this capacity is in the growth of Goodwill's retail stores. Since 2004, Goodwill has added or relocated more than forty Goodwill stores, including nine new stores in 2014. The experience Goodwill has gained opening dozens of new stores – recruiting new staff, promoting the store in the local community, securing a building and making renovations – has enabled its marketing, finance, and facilities teams to develop competencies which have proven transferrable to opening and starting up new schools. GCSI's leadership team remains instrumental in the planning, execution, and design of opening new GEI-operated schools. Additionally, as GEI's support infrastructure increases, GEI continues to learn from GCSI's retail operations about how to achieve results while managing operations across a wide geographic network.

These experiences have already informed how GEI has grown The Excel Center since its first year. Each time GEI opens a new school, it mobilizes GCSI's human resources, marketing, and facilities management staff to prepare for school openings. More importantly, GEI and GCSI 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.

Opening each new Excel Center requires significant planning and execution to ensure that the startup plans for the school are effectively run within required timelines. Leadership selection and development will continue to be a critical component of The Excel Center's growth plans. The Excel Center's success in new locations will be driven by the ability to attract or promote high quality school leaders. Each new Excel Center site must have an effective local School Director who can manage the staff and team of the school in that location. In addition to adding more staff to support the growing number of schools it operates, GEI is also investing in its infrastructure to align staff effectively. As the number of schools GEI manages grows, efficient and effective management will depend upon the systems and processes in place to review and assess program performance.

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

GEI's central office staff provides high-level support in all school support functions, allowing school staff the time and flexibility to focus on their key objective: student success.

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 will be assisted and supported by the Chief Financial Officer of GCSI, who is also the Board treasurer of GEI. Payroll is managed by GEI staff for all of its employees. Excel Centers, LLC and Indianapolis Metropolitan High School, LLC are audited on an annual basis, and consolidated GEI financial operations are included with GCSI's annual audit process. GEI contracts with Greenwalt CPAs as its independent auditor to conduct the annual audits of all of its schools. To support The Excel Center's growth, GEI's finance department will add up to 1.5 additional fulltime employees in the next one to two years.

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).

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

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

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

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

Community Engagement

Efforts that have taken place

In preparation for opening The Excel Center – Clarksville, GCSI's President and CEO as well as the Vice President of Mission and Education Initiatives have started the process of leading community engagement efforts throughout the Clarksville community. Additionally, former Goodwill of Southern Indiana, Inc.[1] leadership who are staying on to work with GCSI, have also been instrumental in conducting initial conversations with community partners and organizations.

GEI leadership will be meeting with local high school principals and superintendents to gain support for bringing The Excel Center to Clarksville and Clark County. Through these meetings, GEI's goal is to help the schools see The Excel Center as an asset to the community in raising the educational attainment of the whole family, instead of competition in the traditional school environment for traditionally-aged students.

Plan for additional and continued community engagement

Upon approval to open The Excel Center – Clarksville, GEI staff will increase its community engagement efforts to meet the following goals:

1. Raise community awareness of The Excel Center and engage community partners;
2. Ensure The Excel Center is seen as a valuable resource for self-sufficiency and that it will have an impact on the local economy;
3. Meet enrollment goals at the start of the school year; and
4. Maintain a waitlist of prospective students to continue to meet enrollment goals throughout the year.

To that end, GEI staff plans to meet with public school districts and community employers. GEI staff will also meet with elected city and county officials, administration, and staff, as well as social service agencies and other organizations that will act as referral sources for potential students.

The strategies that GEI staff will use to engage the community include the following:

- **Public information sessions** – Host public information sessions to give prospective students and the public a firsthand look at The Excel Center. Sessions will include small-group presentations and one-on-one meetings.
- **Partnerships with adult education program providers and high school registrars** – Contact adult education programs and registrars at local high schools to educate them about The Excel Center, encouraging them to identify dropouts and families who would benefit from the school.
- **Presentations to community groups and social service organizations** – Present to organizations to educate them about The Excel Center, encouraging them to refer prospective students to the school and to identify individuals and families who would benefit from the school.
- **Outreach to service industry employers** – Initiate contact with service industry employers such as employment placement services, retailers, human resources departments and others to be identified for material distribution, on-site information sessions and other available avenues to inform employees about The Excel Center.
- **Collaborate with Goodwill programs (retail, employment services)** – Collaborate with Goodwill community workplace initiatives to identify opportunities to talk about The Excel Center with targeted adults already receiving Goodwill services.

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[1] In January 2017, the former Goodwill Industries of Central Indiana, Inc. (GICI) merged with Goodwill Industries of Southern Indiana, Inc. and became Goodwill Industries of Central and Southern Indiana, Inc. GCSI retains the leadership structure of the former GICI.

School Model Differences
The school model implemented at The Excel Center – Clarksville will be the same school model being implemented at all other Excel Center locations. There will be no differences to the school model.

Academic Data
Performance under the A-F Model for Adult High Schools

A-F Adult High School Accountability Grade		
School	**2015-16**	**2014-15**
Anderson	A	B
Kokomo	A	A
Meadows	A	A
Michigan	A	A
Franklin	A	A
Lafayette	A	A
Noblesville	A	--*
Richmond	A	A
West	B	B
University Heights	B	--*
Indicates new school; not eligible for grade		
Note: Shelbyville location opened during 2016-17 school year and is not included in this table.		

Graduate Data
To date, The Excel Center has graduated a total of 2,392 graduates. Approximately 77% of all graduates have earned an industry certification and 48% have earned college credit prior to graduating. Of those graduates, 30% have earned both industry certification and college credit prior to graduating.

Graduation Data with School Year Totals								
School	**Years Open**	**2016-2017***	**2015-2016**	**2014-2015**	**2013-2014**	**2012-2013**	**2011-2012**	**2010-2011**	**All Years**
Michigan	6	25	72	72	53	56	55	4	337
Meadows	5	41	90	101	70	56	38	--	396
Anderson	4	22	63	45	78	56	--	--	264
Franklin	4	42	75	70	63	27	--	--	277
Kokomo	3	42	80	82	12	--	--	--	216
Lafayette	3	47	85	86	24	--	--	--	242
Richmond	3	41	68	77	20	--	--	--	206
West	3	20	65	68	23	--	--	--	176
Noblesville	1	33	23	--	--	--	--	--	56
University Heights	1	33	13	--	--	--	--	--	46
Shelbyville	0	2	--	--	--	--	--	--	2
Decatur	closed	--	34	34	33	31	22	--	154
Excel Center Graduates		**349**	**687**	**635**	**376**	**226**	**115**	**4**	**2,392**
*Through January 2017 only; does not include all graduates for 2016-17 school year								

Economic Impact

After its second year of operation, an independent fiscal impact study conducted by Dr. Michael Hicks, Professor and Director for Business and Economic Research at Ball State University,[x] found that:

- On average, graduates increased their annual income by $4,572;
- Even students who did not graduate increased their annual income by over $2,856;
- The total benefit per capita is $9,330 per graduate; and
- A higher employment rate of new graduates led to an average of $4.3 million per year in state economic impact.

School Start-Up Timeline
Provided below is a high-level school start-up plan for the period between charter activation approval and the first day of student attendance. The projected first day of school is July 17, 2017.

Area	January - March 2017	April 2017	May 2017	June 2017	July 2017
Charter Activation	•Submit activation materials	•ICSB issues activation decision			
Finance	•Develop school budget		•Incorporate school into GEI's accounting system		
Facility	•Select school facility location	•Work with architect to design school space •Begin facility renovations	•Purchase furniture	•Complete facility renovations, as needed •Facility sign off by all necessary parties (health department, fire marshal, etc.)	
Community Engagement, Marketing & Student Recruitment	•Develop school marketing plan	•Meet with area heads of school and superintends •In-store messaging •Make marketing-related purchasing, as needed (bill boards, radio spots, newspaper ads, etc.)	•Participate in local events (fairs, festivals, etc.) per the developed marketing plan •Host and participate in information sharing sessions •Host student enrollment fairs	•Provide school signage and other materials •Participate in local events (fairs, festivals, etc.) per the developed marketing plan •Host and participate in information sharing sessions •Host student enrollment fairs •Send student orientation reminders	•Press release regarding school opening
Staffing	•Hire school leader •School Director begins training	•School Director training •Post school staff positions •Screen candidates	•Continue screening staff candidates, as needed •Conduct staff interviews •Select and hire staff	•Continue selecting and hiring staff as needed •Lead positions begin work •New staff orientation	•Staff professional development

Instruction & Assessment	•Identify industry certifications offered at the school		•Purchase curricular software and materials •Review and transcribe student transcripts	•Review and assess needs of students with IEPs or 501 plans •Review and transcribe student transcripts	•Finalize student schedules •Student diagnostic assessment (during student orientation) •First day of school (July 17)
Student Enrollment		•Launch student enrollment process •Begin accepting student enrollment information	•Continue accepting student enrollment information •Host student enrollment fairs	•Continue accepting student enrollment information •Conduct student lottery, if demand exceeds capacity •Host student enrollment fairs	•Student orientation •Continue accepting student enrollment information and add students to waiting list
Technology		•Incorporate school into the online enrollment system •Incorporate school into SIS	•Set up network infrastructure •Purchase hardware and software		

[i] U.S. Census Bureau, American Community Survey, 2012 5-Year Estimates, Table B15001. Retrieved from http://factfinder2.census.org.

[ii] Indiana Department of Education (2014). Data received from the Indiana Department of Education via a data request.

[iii] Gouskova, E. & Stafford, F. (2005). Trends in household wealth dynamics, 2001-2003. Ann Arbor: Institute for Social Research, University of Michigan. Retrieved from http://psidonline.isr.umich.edu/Publications/Papers/tsp/2005-03_Trends_in_household_01_03_July_05.pdf

[iv] Bridgeland, J.M., DiIulio, J.J., & Morison, K.B. (2006). The silent epidemic: perspectives of high school dropouts. Washington, DC: Civic Enterprises. Retrieved from http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf

[v] Bridgetland et al.

[vi] Skills2Complete-Indiana Campaign (2011). Indiana's Forgotten Middle Skill Jobs: Meeting the Demands of a 21st-Centruy Economy. Washington, DC: National Skills Coalition. Retrieved from http://www.nationalskillscoalition.org/assets/reports-/in-forgotten-ms-jobs.pdf

[vii] 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

[viii] Harris et al.

[ix] Heckman, J. and LaFontaine (2005). Bias Corrected Estimates of GED Returns. Retrieved from http://jenni.uchicago.edu/ged_umputation

[x] Hicks, Michael J. (2014). "Preliminary Fiscal and Earnings Assessment of the Excel Charter Academy". Center for Business and Economic Research, Ball State University.

THE EXCEL CENTER, LLC
BOARD OF DIRECTORS MEETING
April 10, 2017

MINUTES

The Board of Directors of The Excel Center, LLC met at 8:30 a.m. April 10, 2017 at Goodwill's headquarters. Present were:

	Staff/Other:	
Claudia Cummings	Jeff Curiel	Kim Myers
Marianne Glick, via teleconference	Anne Davis	Jennifer Rendant
Richard Horn	Betsy Delgado	Dan Riley
Jill Kramer	Jonathan Gates	Dan Scott
Kent Kramer	Cindy Graham	
Rose Mays	Jeff Hoover	Shareyna Chang, Mayor's Ofc
Jay Oliver		
Don Palmer		

Board Chair Claudia Cummings presided and called the meeting to order.

Jeff Hoover reported on Excel Center updates and noted that term 4 projected graduates is 116 and term 5 is 263. He stated that during February Goodwill conducted its 6-month survey drive to collect post-graduation data. Overall, the Excel Center has collected post-graduation data on 66% of its graduates. Other data topics are pending, but will be shared at the June meeting. Jeff also noted that the new school calendar is structurally different and includes staff development time built in between terms.

There was further discussion on Jeff's report.

On a motion by Jill Kramer, duly seconded, the minutes of the February 13, 2016 Board of Directors meeting were approved as previously distributed.

Dan Riley gave the Treasurer's Report for the period ending February 28, 2017. Dan noted that total YTD revenue is $14 million. Total operating income is $1.5 million versus budget of $282,000. He noted federal funding is currently $210,000 below budget related to the Year 2 CSP grants. The grants expire on June 30, 2017 and plans are in place to utilize the funding prior to expiration. Total wages and benefits are $887,000 ahead of budget due to open positions across the network. All other categories are within budget. He noted that the cash position is in good shape. Dan stated that Noblesville and University Heights are still challenging due to balancing of staffing. The closing and relocation of Decatur to University Heights is still finishing lease responsibilities, and with a smaller school model in Shelbyville, staffing and enrollments numbers are continuing to be worked out.

On a motion by Richard Horn, duly seconded, the accounts payable vouchers and financials for January and February, subject to audit, were approved unanimously.

Dan Riley touched on the draft budget highlighting the following:

- Clarksville - The school is expected to open in August 2017 with a budgeted enrollment of 285 through first count. Due to start-up costs and the absence of CSP grants, a net loss of $55,000 is expected during the first year.

- Revenue - Adult learners funding is budgeted at $6,600 per student for total revenue of $23.5 million. The per student funding rate may increase within the State budget. No revenues from the SCP grant are included in the proposed budget.
- Wages and Benefits - The staffing for each school was analyzed by the applicable Director with positions added as necessary to meet student demands. The budget assumes all positions will be occupied throughout the entire year. Wage increases of 3% were budgeted across the network.

Dan noted that Jeff Curiel would be leaving Goodwill to take another position as Senior VP of Finance and Operations at Indianapolis Neighborhood Housing Partnership. Dan recognized him for his valuable service over the past two years.

There was further discussion on funding, subsidizing, leveraging and long-term strategy related to The Excel Centers.

Anne Davis requested a resolution/vote regarding opening an Excel Center in Clarksville, Indiana, which is required by the Indiana Charter School Board (ICSB), who govern charters outside of Marion County.

On a motion by Richard Horn, duly seconded, the board unanimously approved moving forward and opening an Excel Center location in Clarksville, Indiana. Due to a conflict of interest, Jill Kramer abstained from this vote.

Jennifer Rendant spoke on the newly updated Excel Center and Indianapolis Met websites, noting the differences:

- Mobile Functionality
- User Experience
- Backend Efficiencies
- Platform Consistency

Jennifer noted that several focus groups were used to review design and give first impressions. The intent for update was for easy accessibility and navigation.

Shareyna Chang remarked that this is year seven of the original Excel charter approval, and although has been approved, still needs the Mayor's signature.

There was no public comment, and the meeting was adjourned.