

Renewal 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.

Charter School Name: The Excel Center – South Bend

Charter School Address: 2721 Kenwood Ave.
South Bend, IN 46628

Designated Representative and Contact Information (Phone & Email): Cynthia E. Cavanaugh
219-844-1911 ext 1118
ccavanaugh@excelcenterhs.org

Mission Statement: “The mission of the Excel Center of Northern Indiana is to provide adults the coursework and support needed to earn an Indiana High School diploma to pursue career and college pathways.”

School Leader/Principal: Justin Zobrosky

Current Board of Directors		
Officers:	Members:	
Rolla Baumgartner, President	Bishop Eddie Miller	Louis Gonzales
Mary Pat Latowski, Vice President	Juliann Jankowski	Ann Carol Nash
Anthony Allison, Interim Treasurer	Dana Towbridge	Marguerite Taylor
Debie Coble, ex-officio officer		Pastor Kelly Williams

Current Grades Served	Current Enrollment	Grade Span for Next Charter Term	Maximum Enrollment for Next Charter Term
11-12	Year 1 254	11-12	350
11-12	Year 2 360	11-12	350
11-12	Year 3 195	11-12	350
11-12	Year 4 280	11-12	350
11-12	Year 5 TBD	11-12	350
	At Capacity 350		

Identify ESP or partner organization (if applicable): Not applicable

Section I: Performance Review

The Excel Center – South Bend opened its doors in the fall of 2015, in response to Indiana’s 700,000 adults without a high school diploma, 20,000 individuals in South Bend. Since its initial year of operating an Excel Center, Goodwill Industries of Michiana, Inc. has expanded to include two other Excel Centers and has graduated 192 students with 133 just from South Bend (as of the end of Term 2 for the 2019-2020 school year). The Excel Centers, Michiana (TECM) is committed to ensuring proof of impact of The Excel Center. Because of this, our Vice President of TECM is a member of The Excel Center National Advisory Board which commissioned the Lab for Economic Opportunities (LEO)¹. In their 2018 report, they found:

- Approximately 22% of graduates are enrolled in college within the year after their application.
- Three years after applying to The Excel Center, the average annual earnings for graduates is \$3202 greater than the non-enrolling group and \$3289 greater than the non-graduating group.
- Over 95% of all diplomas being granted by TECM are Core 40 diplomas.
- 73% of graduates earned an industry recognized certification or college credit.

Wilson Sheenan Lab for Economic Opportunities (2018). *THE EXCEL CENTER: COMPARING EDUCATION AND EMPLOYMENT OUTCOMES OF GRADUATES AND NON-GRADUATES*

Successes

The Excel Center-South Bend opened its doors for the 2015-2016 school year and they have marked a number of successes. Since the inception of Indiana’s adult high school accountability model, The Excel Center-South Bend has earned an accountability grade of “A” for the 2018-2019 school year, thus increasing their grade from a “B” for the 2017-2018 school year, a “C” for the 2016-2017 school year, and an “N/A” for the 2015-2016.

The Excel Center-South Bend has shown growth in the number of graduates as well. The graduate percentages are as follows: SY 15-16 10%, SY 16-17 35%, SY 17-18 78%, and SY 18-19 92%. The 61% of our graduates complete their course work in six terms or less for a total of 82 students.

In addition, The Excel Center – South Bend has produced the following data as it pertains to the CCR requirement:

2015-16: 100% CCR

2016-17: 100% CCR

2017-18: 97% CCR

2018-19: 95.9% CCR

Overall TOTAL: 97.7% CCR

Performance Dashboard Summary Measures Not Meeting or Exceeding Standard

Based on the Indiana Charter School Board (ICSB) Accountability System, The Excel Center-South Bend has seven areas identified as “Does Not Meet” within its current dashboard. Three of these metrics under “Academic Success” and “ Organizational Compliance” are:

- 1.2.a. Students graduate from high school in four years (as defined by the state’s four-year graduation rate).
- 1.2.b. Students enrolled in grade 12 graduate within the school year being assessed.
- 3.2.a The school met attendance goals.

While all three of these subcategories are metrics currently identified within the ICSB’s 2018-19 Accountability System Dashboard, The Excel Centers are exempt in terms of traditional school-age structures due to their status as an adult high school as outlined in the Indiana State Board of Education’s (SBOE) Adult Accountability Rule (511 IAC 6.3). The SBOE approved this rule in October 2015 and it went into effect January 2016. Although the ICSB Accountability System was revised and approved by its Board in May of 2017, the performance dashboard still reflects the prior metrics.

Though The Excel Center, as adult high schools, are not accountable to these metrics in the same way as a high school for traditional-age students, it is still noteworthy that The Excel Center – South Bend has improved annually in its 4-year and 5-year cohort graduation rates based on data available on the Indiana Department of Education’s (IDOE) Compass website. For example, in the 2014-2015 SY, South Bend’s graduation rate was 9.4%. Over the next three years the graduate rate increased to 44%, close to a 500% increase.

In terms of attendance, The Excel Center understands that students who previously left high school prior to graduation often did so because some type of barrier was interfering with the student's ability to complete their education. We also understand that when these students return to high school as adults, the same barriers (or potentially new barriers) may impede the student's ability to attend regularly. These barriers may include the need to work to support themselves and their family, caring for a child or relative, taking care of a health-related issue, or other similar issues. As a result, The Excel Center supports its students with Coaches. Each student is assigned a Coach, who works closely with the student. The Coach supports the student in creating and monitoring the student's graduation plan, reaching out to the student when attendance is a problem, and supporting the student in removing or addressing any barriers that may be interfering with the student's ability to attend regularly. Whereas adult students may still need to miss class more frequently in order to address their responsibilities outside of the classroom as compared to traditionally-aged high school students, additional tutoring sessions and opportunities for weekly support that are a critical part of The Excel Center model can help students maintain their academic work and continue to make progress towards graduation.

Attendance is a common issue in all Excel Centers, falling far below the rate of traditional schools. In an effort to improve attendance, we track and monitor attendance in each individual class period weekly. Teachers are required to list struggling students on their "Productivity Slides," a shared Google Slides document where teachers input data on attendance, pass rates (productivity), and failing students. Life coaches review these slides weekly help them spot students failing certain classes. Each student's situation is discussed between life coaches,

teachers, and the student to determine the best options for success. Classes with the highest attendance and productivity are celebrated at our weekly “Pep Rallies” where the entire school meets to celebrate accomplishments from the week prior. School-wide data is also tracked, displayed, and discussed at these pep rallies to motivate and help encourage students to continue coming to school. Teachers and coaches call students who are absent daily, send letters, texts, Facebook messages, emails, and even do home visits in order to engage students and encourage them to come to school.

The remaining four areas identified as “Does Not Meet” are:

Financial Health-Standards 3- Enrollment Variance; Standard 5 – Total Margin & 3 Yr Aggregated Total Margin; Standard 7 – Cash Flow & 3 yr Cumulative Cash Flow, and Standard 8 – Debt Service Coverage Ratio

Standard 3 – Enrollment Variance

Within this standard, a school must be at or above 95% of its charter enrollment number in order to meet the standard. And while TEC-South Bend has only meet and exceeded this metric during the SY 2016-2017, the staff continually strives to meet and exceed this goal. The Excel Center – South Bend believes the biggest reason that they continue to not meet this metric is the low unemployment rate. Over the past five years the unemployment rate has dropped more than 1%, from 4.9% in July of 2015 to 3.7% in June of 2019². TEC – South Bend

understands that we will most likely continue to not meet this goal while our potential students are able to walk into businesses and obtain employment without a high school diploma or industry recognized certification. During the recession of 2008, Goodwill Industries, Michiana began assisting individuals who lost their jobs in the recreational vehicle industry. Some of these individuals were making approximately \$60,000 one day and then could not get a job at McDonald's the next due to the lack of a high school diploma. Recently, there have been Worker Adjustment and Retraining Notifications (WARN) issued, indicating some weakness in the market. There has also been some predictions that we may see the economy slow-down in 2020-2021, which would mean the TEC – South Bend could see enrollment numbers increase.

Standard 5 – Total Margin & 3 Yr Aggregated Total Margin; Standard 7 – Cash Flow & 3 Yr Cumulative Cash Flow; Standard 8 – Debt Service Coverage Ratio

The Excel Center - South Bend is now debt-free. We recently paid off an improvement loan associated with start-up costs in excess of \$700,000. This leaves us still with a cash balance in excess of \$250,000 as of October 1, 2019.

Notes: All assumptions and further explanations are in the comments of the 5-Year Budget Tab.

In the “observations and notes” section on the dashboard, it was indicated that the debt was \$1,000,000 and had a balloon payment due in 2021. This is an incorrect statement.

The South Bend promissory note had a maturity date of 6/1/25 which would have paid off the balance at that time.

Also, the “debt service coverage ratio” for FY 2019 listed was listed at .70. We reported a debt

coverage ratio of 1.36. It appears that the calculation with the principle payments of the note in both the numerator and denominator of the ratio thus reducing the coverage ratio. This is how

² Economic Research, Federal Reserve Bank of St. Louis. (2019, October 2). Unemployment Rate in South Bend-Mishawaka, IN. Retrieved from <https://www.fred.stlouisfed.org/series/SOUT18UR>

the financial information is reported to ICSB per their worksheet so it may be correct for their purposes.

Section II: Improvement

(1) Sustain and build academic, organizational, and operational success over the next term.

- (a) Governing Board
- (b) Leadership team
- (c) Teaching staff
- (d) Academic achievement

(a) Governing Board

With the addition of two Excel Center schools, both in Lake county, the board has identified the need to include members that are from Lake county area. We have added one such individual to the board within the last year and a half, Rev. Kelly Williams. The Excel Centers, Michiana are always looking for those individuals with both a knowledge of the impact The Excel Centers has

on their communities but also the ability to assist The Excel Centers with strengthening partnerships between The Excel Center and its community members and to foster student opportunities such as internships, job training, and pathways to employment.

Goodwill L.E.A.D.S. will be undertaking strategic planning in the 2019-2020 school year to ensure that we are focused on our future opportunities and acknowledging our risks.

(b) Leadership Team

Debie Coble, President of Goodwill, has oversight of The Excel Centers and is a vital voice in the planning and vision of The Excel Centers. Under her direction, The Excel Centers, Michiana is continually looking for leadership development opportunities. Our Vice President is a graduate of Purdue Northwest's Leadership Northwest Indiana. She is also a member of the Goodwill International Senior Leader Program, Cohort XXIII. During the SY 2018-2019, two of our school directors, along with our South Bend Lead teacher and Gary/Hammond Lead Life coach, participated in a Goodwill Michiana leadership initiative. The purpose of this training was to strengthen leadership teams, across all of Goodwill Michiana. During their training, each participant identified their personal management style and how that correlated to those they manage or work under.

The Excel Center directors participate in monthly Director's Meetings. These meetings provide ongoing training, development, and information as a means of educating and strengthening the knowledge base of The Excel Center directors. They also have guest speakers come in to expand their leadership knowledge and have attended outside professional development as it pertains to leadership.

(c) Teaching Staff

At The Excel Centers Michiana, all teachers are required to obtain a valid Indiana Teaching license. We believe this sets us apart from other schools where this is not a requirement. This ensures that our students are learning from an individual that has had pedagogy as it relates to the area content and how students learn.

At each Excel Center, the teaching staff is supported by Lead Teachers, who serve as professional instructional coaches. Lead Teachers play an active role in the development of the teachers' craft by providing feedback and guidance. Additionally, Lead Teachers Lead Teachers are in constant contact with each other. Their communication includes sharing strategies and techniques for supporting teachers, as well as share best practice for what works in their own Excel Center so as to elicit the best educational outcomes from students.

Lead Teachers are also supported by our central office staff members which include District Test coordinator, District Special Education coordinator, and District Scheduling and Support Coordinator. And while, at this time, we do not have a District Curriculum Coordinator, each school works in conjunction with the others when a new course is required by the state or when there is a desire to take a traditionally "on-line" class off-line and have student receive direct instruction. With the statewide move to ISTEP in place of ECA, the teams worked on aligning curriculum maps to the current Indiana Academic Standards, and also revised unit and final assessments. While the work of curriculum alignment and review should be ongoing, this project provided a much needed refocusing effort on the interrelatedness of curriculum,

instruction, and assessment. There is always honing of the curriculum to ensure that students are being best prepared not just for state testing but beyond The Excel Center.

(d) Academic achievement

As mentioned in the section above, a significant part of last two years was spent reviewing curriculum maps for each course, ensuring curriculum maps aligned to the most recent Indiana Academic Standards covered in each course, and developing consistent unit and final assessments for courses. With Indiana’s shift from the ECA to ISTEP, The Excel Center has experienced the same change in performance as other Indiana high schools. The work completed last year during the curriculum review project will be used to compare student performance in courses to their performance on state assessments as a means of ensuring there is consistency between state expectations, student performance on state assessments, and what students are experiencing in their courses.

(2) Identify any particular weaknesses, challenges, areas for improvement, and detail school’s plan for addressing these needs.

The Excel Center – South Bend is currently working through challenges. The first challenge was a multi-domain system of support. From our self-assessment, we gathered the most important finding was the fact that we were missing a multi-tiered, multi-domain system of support (MTMDSS). As the heart of our counseling program, our life coaches have always had a multitude of resources and strategies to help our students who struggled most. However, we did not have the appropriate structure to implement all of our tools with intentionality.

We attended several conferences and workshops with this in mind, trying to gather as many resources, tools, and examples of high-quality counseling as we could. Below is a list of those conferences and workshops:

- February 2017, Pharr, TX: PSJA ISD Counselor Institute
- March 2017, San Diego, CA: 5th Annual EBSCC hosted by The University of San Diego
- Spring 2017, Indianapolis, IN: misc. CELL workshops
- March, 2018, Savannah, GA: National Youth At-Risk Conference
- Spring 2018, Indianapolis, IN: Comprehensive Counseling CELL Workshop (three part, six day total workshop)

The culminating piece from all of these workshops is a “Comprehensive Counseling Program Handbook” created by our life coaches with all of the knowledge gained from these workshops and conferences. The first draft of this handbook will be sent separately along with this report. During the planning process, intentionality was our goal. Already partnering with several local agencies, we realized that it was important to not only highlight those agencies, but also maintain those relationships. Intentionally maintaining these relationships allows for referrals to occur seamlessly. The best examples of these partner/relationship outcomes are:

- Food Bank of Northern IN – Since May of 2018, we’ve operated our own food pantry here at school for students who need extra assistance getting food to feed themselves and their families. We’ve also been able to provide a continental breakfast for students each morning. This is all free to our students.

- Mentoring Moments, LLC – The owner/operator of this counseling center, Marla Godette, has agreed to provide a mental health training series to our staff free of charge to the school. She will be covering a different topic in mental health once a month.
- Employer connections – We've made connections with HR departments of Martin's Supermarkets and Lippert Components in an attempt to streamline graduates into open positions.
- Restorative Justice – All stall initial professional development is scheduled for December 2019 with a follow up professional development set for February

From the early stages of the planning process, we understood the value of being intentional and strategic of everything we do. As earlier stated, we were making many great efforts in many different areas. But not all of those efforts were coordinated effectively. As a result, we've created the aforementioned handbook to help streamline our counseling efforts.

One of our long-term goals is to produce as many adult high school graduates as we can. With the help of the counseling program and everything we were able to experience at workshops, conferences, and school visits, we've been able to make significant improvements to school culture. This positive school climate shift has allowed our number of graduates to increase every year of operation, graduating more five times more students in 2017-18 than in our first year of operation in 2015-16.

Also, one of the challenges are those students who apply outside our eight-week window.

Along with the afore mentioned challenge, there has also been an increase in the number of students who show up outside of an 8-week term wishing to enroll. Because of the structure of

the 8-week terms and the condensed nature of the blended courses indicative of The Excel Center model, students new to the model found it extremely challenging to begin classes at The Excel Center mid-term. Courses are designed specific to an 8-week term, with students earning credits in multiple content areas in that condensed time period. For students wanting to start The Excel Center mid-term, this condensed schedule with intertwined courses was not navigable in less than 8 weeks without compromising the integrity of the courses offered (and subsequently, the resulting credits). However, with the desire of The Excel Center – South Bend (as well as other Excel Centers) to respond to the increase in students arriving mid-term, a flex enrollment opportunity was created for schools. So as to maintain the integrity of The Excel Center model and also the integrity of the credits offered, individual courses were identified that could still be taught in condensed timeframes consistent with the model, while allowing a new student to begin accessing their education in a more efficient manner. These courses have a curriculum map and corresponding assessments that allow for the course to be taught in blocks of time over a period of two or four weeks, thus maintaining The Excel Center’s priority of direct instruction and engaging students as soon as they enroll.

(3) Any additional evidence, beyond data in dashboard, that supports school’s case for renewal.

All evidence and explanation is provided throughout the other sections of this renewal application.

Section III: Proposed Changes to Charter Agreement

The Excel Center – South Bend does not wish to make any changes to its charter at this time.

Budget Narrative: The Excel Center South Bend

REVENUE

Revenue Assumptions

The Excel Center -South Bend is expecting to operate with 350 students during Years 6 through 10. This is due to the anticipation of unemployment rising sometime during the next 5 years, which based upon experience, more individuals will be seeking to gain their diploma as opportunities to work without it will decrease. Adult Learner: State funding through the Adult Learners appropriation is assumed to remain at \$6,750 per student during Years 6-10.

Federal Revenue

Public Law 101476 (IDEA): Federal funding includes funding through the Part B Federal Special Education grants. Funding within the five-year budget is projected to remain flat.

EXPENDITURES

Inflation

Certain expenses are projected to increase annually due to inflation. The budget model assumes an average 2.5% increase per annum.

Personnel Expenses

Wages, Benefits, and Payroll Taxes: Our salaries/wages (before taxes and benefits) will

have a ceiling of 44% of Adult Learners funding across The Excel Center network. Health insurance costs have been calculated based on costs on 6/30/2019 with an increase of 2.5% per year. 3% wage increases for all staff are budgeted in each future year.

Retirement Benefits: Licensed teachers receive a benefit through TRF and all other staff are eligible for a 403(b).

Professional Development: Includes ongoing education at local conferences and trainings, tuition reimbursement for college classes taken by staff, and for curriculum development.

Stipends: Includes \$5,000 annual stipends for the Corporation Test Coordinator, Special Education Coordinator, and Central Office Manager.

Instructional Supplies and Resources

Technology: Technology expenses include new projectors at \$10,000 in year 4 of the budget and other miscellaneous media/classroom equipment.

Computers: Projected cost of \$20,000 during Year 10 for a technology refresh for staff laptops noted on line 87 of the 5-Year Budget tab.

Software: Software includes installed office software, instructional software, remediation software, and assessment software.

Other Classroom Supplies: Costs include binders, printing expenses and other materials used for classroom instruction.

Other (Dual Credit and Student Certification courses): Costs for students to attend dual credit courses and to receive certifications to assist with career readiness.

Board Expenses

Board expenses for training, development, and supplies are included in the fees listed on line 67 of the 5-Year Budget tab.

Professional Purchased or Contracted Services

Expenditure projections are based on costs as of 6/30/2019. Costs that vary based on student enrollment (i.e. transportation, classroom materials, printing, etc.) were forecasted to increase 35% congruent with our anticipated enrollment increase to 350. Expenses, such as internet, were budgeted at full cost rather than the discounted e-rate expense.

Legal: Based on the last four years, no cost is anticipated.

Printing/Newsletter/Annual Report Services: Estimate includes costs for materials.

Because no textbooks are purchased, printing accounts for the vast majority of curriculum costs.

Internet Services and Telephone/Telecommunication Services: Costs for internet and telephone usage calculated based upon current non-discounted billing rates.

Insurance: Includes all required coverage. The budget was determined using current rates.

Travel: Travel allows staff to visit The Excel Center schools across the state and to attend trainings and conferences.

Postage: Postage rate based on current Excel Center postage usage.

Special Education Services: Costs incurred include testing and other special services required to meet the individual needs of special education students. This line item does not include staff expense.

Transportation: The budget was determined using historical transportation expenditures plus a 35% increase to assist all students with a transportation barrier.

Student Information System: The Student Information System cost is included in the amount listed for software subscriptions.

Security Services: Includes fees to Majestic for onsite security. The budget was determined using historical expenditures.

Facilities Expense

Facility: The lease renewal with rent escalations of 1% per year, upon renewal, are factored into the rental expense budget.

Depreciation: Depreciation is based on current capital purchases and will decline based upon useful life being depleted. Depreciation averages \$39k per month currently. Utilities: The budget was determine using the current historical expenditures.

Custodial: The budget was determined using the monthly rate of the current service provider.

Other Costs/Misc. Notes:

Indiana Charter School Board Administrative Fee: Fee is set at 0.5% of Adult Learner funds. However, it is worth noting the auto-calculating cells on the provided budget template are not calculating at this rate, but much higher ("5-Year Budget" tab, line 96).

Unemployment: On the "Staffing Plan" tab of the budget, row 55, unemployment auto-calculates, but Goodwill Industries of Michiana opts to self-insure unemployment, which means we have no costs associated with this.

Debt: The Excel Center - South Bend is now debt-free. We recently paid off a facility improvement loan associated with start-up costs in excess of \$700,000. This leaves us still with a cash balance in excess of \$250,000 as of October 1, 2019.

Notes: All assumptions and further explanations are in the comments of the 5-Year Budget Tab.

In the “observations and notes” section on the dashboard, it was indicated that the debt was \$1,000,000 and had a balloon payment due in 2021. This is an incorrect statement.

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Also, the “debt service coverage ratio” for FY 2019 listed was listed at .70. We reported a debt coverage ratio of 1.36. It appears that the calculation with the principle payments of the note in both the numerator and denominator of the ratio thus reducing the coverage ratio. This is how the financial information is reported to ICSB per their worksheet so it may be correct for their purposes.

Statement of Assurances

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


As the authorized representative of the applicant, I hereby certify that the information submitted in this application for charter renewal for The Excel Center (name of school) to be located at South Bend, Indiana (location of school) is true to the best of my knowledge and belief; and further I understand that, if awarded a renewal, the school:

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the ICSB and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall 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.
- 7. Recipients will comply with all provisions of the *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act of 2015* ("ESSA"), including but not limited to, provisions on school prayer, the *Boy Scouts of America Equal Access Act*, the *Armed Forces Recruiter Access to Students and Student Recruiting Information*, the *Unsafe School Choice Option*, the *Family Educational Rights and Privacy Act* ("FERPA") and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

- 10. Recipients will indemnify and hold harmless the ICSB, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.
- 11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

<p><u>Print Name and Title</u> Cynthia E. Cavanaugh Vice President - The Excel Centers</p> <p><u>Sign Name</u> </p>	<p align="center"><u>Date</u></p> <p align="center">10/8/2019</p>
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