

Exhibit B

Renewal Application 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 - Noblesville

Charter School Address:

300 N. 17th Noblesville, IN 46060

Designated Representative and Contact Information (Phone & Email):

Besty Delgado, (317) 524-4280, bdelgado@goodwillindy.org

Mission Statement:

We change lives every day by empowering people to increase their independence and reach their potential through education, health, and education

School Leader/Principal:

Steve Dillon

Current Board of Directors	
Gita Baker, Chair	Jay Oliver
Laura Pickett ,Vice Chair	Don Palmer
Kofi Barko, Secretary	Joshua Shelton
Matt Fortney, Treasurer	Garland Graves
C. Perry Griffith Jr.	Patricia Castaneda

Grade Levels and Student Enrollment

Complete Tab 1 of either the Enrollment Plan for K-12 Schools or the Enrollment Plan for Adult High Schools, as applicable. Please ensure that you are completing the correct Enrollment Plan.

Identify ESP or partner organization (if applicable):

Goodwill Education Initiatives



The Excel Center - Noblesville

Application for Charter Renewal

October 2024

Presented to the Indiana Charter School Board
by Goodwill Education Initiatives, Inc.

Table of Contents

Table of Contents	2
Executive Summary	3
Section 1: Performance Review	7
1. Academic Metric - Attendance	7
2. Academic Metric - Cohort Graduation	8
3. Financial Accountability Metrics - Primary Reserve Ratio	8
4. Financial Accountability Metrics - Cash flow and Multi-year cash flow	8
Section 2: School Improvement	9
1. Sustaining and Building Success	9
a. Governing Board	9
b. Leadership Team	10
c. Teaching Staff	10
d. Academic Achievement	11
2. Overcoming Challenges	14
a. Facility Capacity	14
b. Demographic Shift - An Increase of Multilingual Learners	14
c. Balancing Post-Secondary Opportunities	14
d. Overcoming Non-Academic Barriers	14
3. Additional Evidence and Data Supporting The Excel Center - Noblesville Case for Renewal	15
Section 3: Proposed Changes to Charter Agreement	18
Attachments	
Required Attachment 1: Budget & Staffing Workbook	<i>See Excel Spreadsheet</i>
Required Attachment 2: Detailed Budget Narrative	21
Required Attachment 3: Statement of Assurance	23
Required Attachment 4: Enrollment Plan	<i>See Excel Spreadsheet</i>
Attachment 5: LEO Study (Additional Evidence)	25
Attachment 6: 2023 Adult High School Grade Calculation - Federal Grade	27
Attachment 7: 2024 Adult High School Grade Calculation - Federal Grade	28
Attachment 8: Letters of Support - Community Partners	29
Attachment 9: Letters of Support - Students	30

Please Note:

The following items are provided as separate Excel Spreadsheets to this document:

- Budget & Staffing Workbook
- Enrollment Plan

Executive Summary

Mission and Vision

The Excel Center aims to provide adults the opportunity to earn a high school diploma and access to post-secondary credentials. Additionally, The Excel Center supports students in mapping out their career paths in sectors of the local economy that offer better-than-average employment and growth opportunities. The school will “meet students where they are” in their education by providing a flexible structure, responsive instruction, and supportive relationships to help them manage work, life, and family concerns, as they pursue their high school diploma and post-secondary credentials.

The vision of Goodwill Education Initiatives (GEI), through The Excel Center, is to deliver on the mission of Goodwill of Central and Southern Indiana (GCSI): to change lives every day by empowering people to increase their independence and reach their potential through education, health, and employment. Through the power of education, GEI achieves this mission by setting people on a pathway toward better career prospects that lead to economic self-sufficiency to break the cycle of poverty.

History

In 2003, Goodwill of Central and Southern Indiana, Inc. began its experience operating schools when its leadership created Goodwill Education Initiatives, Inc. (GEI), a not-for-profit entity to operate charter schools. In that year, the Mayor of Indianapolis authorized a charter for the Indianapolis Metropolitan High School, GEI's first school.

In 2008, amid the Great Recession when higher unemployment rates were leaving many individuals unemployed or underemployed, GEI leadership began exploring the idea of operating high schools specifically designed for adults. At the time, GCSI served clients with job placement services, many of whom did not have a high school diploma. Individuals without a high school diploma were among the hardest hit by the Great Recession, unable to access career paths that lead to a family-sustaining wage. Thus, in 2010, GEI opened The Excel Center, a high school designed for adults seeking to re-engage in their education to earn a high school diploma and post secondary credentials offering greater employment and career growth opportunities.

Since opening its first Excel Center in 2010, GEI has grown to become the largest charter school operator in the state, operating The Excel Center in 18 locations across central and southern Indiana as well as the Indianapolis Metropolitan High School. In addition to operating 18 schools, GEI is licensing The Excel Center school model to 13 other Goodwill organizations and supporting a total of 47 Excel Center campuses across the country, with more organizations and schools in the pipeline.

Community Need

Across the state, there are more than 450,000 working-age Hoosiers without a high school diploma.¹ The Excel Center has the ability to offer a significant number of these individuals an opportunity to improve their educational attainment. In Marion County, 15.9% of the population ages 18-24 and 12.6% of the population aged 25 and older do not have a high school diploma.²

¹ U.S. Census Bureau. American Community Survey, 5 year estimates released December 2022.

² U.S. Census Bureau. American Community Survey, 5 year estimates released December 2022.

In Hamilton County, 13.9% of the population ages 18-24 and 2.9% of the population aged 25 and older do not have a high school diploma. An individual who drops out of high school faces a number of challenges that affect their current well-being and future success. High school dropouts have worse health, lower incomes, and fewer job opportunities than the general population.³ In addition, high school dropouts are more likely to be recipients of public assistance and are eight times more likely to be incarcerated than high school graduates.⁴

The impact of dropping out of high school extends beyond the individual without a high school diploma and also has an impact on the economic stability of a local community. According to the Alliance for Excellent Education, an additional 10,000 high school graduates in Indiana would increase the gross state product by \$100 million dollars, add 800 new jobs, and increase state and local tax revenue by \$4.4 million.⁵ There is a clear and significant need for high schools that serve adults and enable them to earn a high school diploma.

Outcomes

Since 2010, all Excel Centers operated by GEI have achieved “A” or “B” ratings on the state’s adult high school accountability system for each year grades were formally awarded and produced over 8,000 graduates. In the most recent school year, 99.6% of all graduates earned either dual credit or an industry-recognized credential, with many students earning both. A third-party review of The Excel Center’s impact has demonstrated that students’ employment levels and earnings increase significantly as a result of attending. Through evidence-based evaluation, The Lab for Economic Opportunities (LEO) at the University of Notre Dame has found that graduating from The Excel Center has an overwhelmingly positive effect on both the student and the State. A key finding showed an increase in workforce participation and increased quarterly earnings of 39% compared to their peers. It was also shown that students transitioned from retail and hospitality-based employment to healthcare and manufacturing and that these effects are experienced by all graduates regardless of race, gender, or geography.⁶ Using a measure to determine the return on investment, further research submitted to MIT demonstrated that there is a 20.7 to 1 marginal value of public funds. This means that for every dollar that is spent on The Excel Center by the state of Indiana, there is over 20 dollars of benefit to the typical Excel Center Student.⁷

³ J Adolesc Health. 2016 Jun; 58(6): 652–658. Published online 2016 Mar 19. doi: 10.1016/j.jadohealth.2016.01.014

⁴ J Adolesc Health. 2016 Jun; 58(6): 652–658. Published online 2016 Mar 19. doi: 10.1016/j.jadohealth.2016.01.014

⁵ Alliance for Excellent Education (2013). *The economic benefits of increasing the high school graduation rate for public school students in Indiana*. Retrieved from https://all4ed.org/wp-content/uploads/2013/09/Indiana_hs.pdf

⁶ Brough, Phillips, & Turner (2023). High Schools Tailored To Adults Can Help Them Complete a Traditional Diploma and Excel in the Labor Market. Laboratory for Economic Opportunity, University of Notre Dame.

⁷ Brough, Phillips, & Turner (2023). High Schools Tailored To Adults Can Help Them Complete a Traditional Diploma and Excel in the Labor Market. Laboratory for Economic Opportunity, University of Notre Dame Retrieved from: <https://shorturl.at/s6dBP>

Chart 1. Number of graduates per school year since The Excel Center's inception

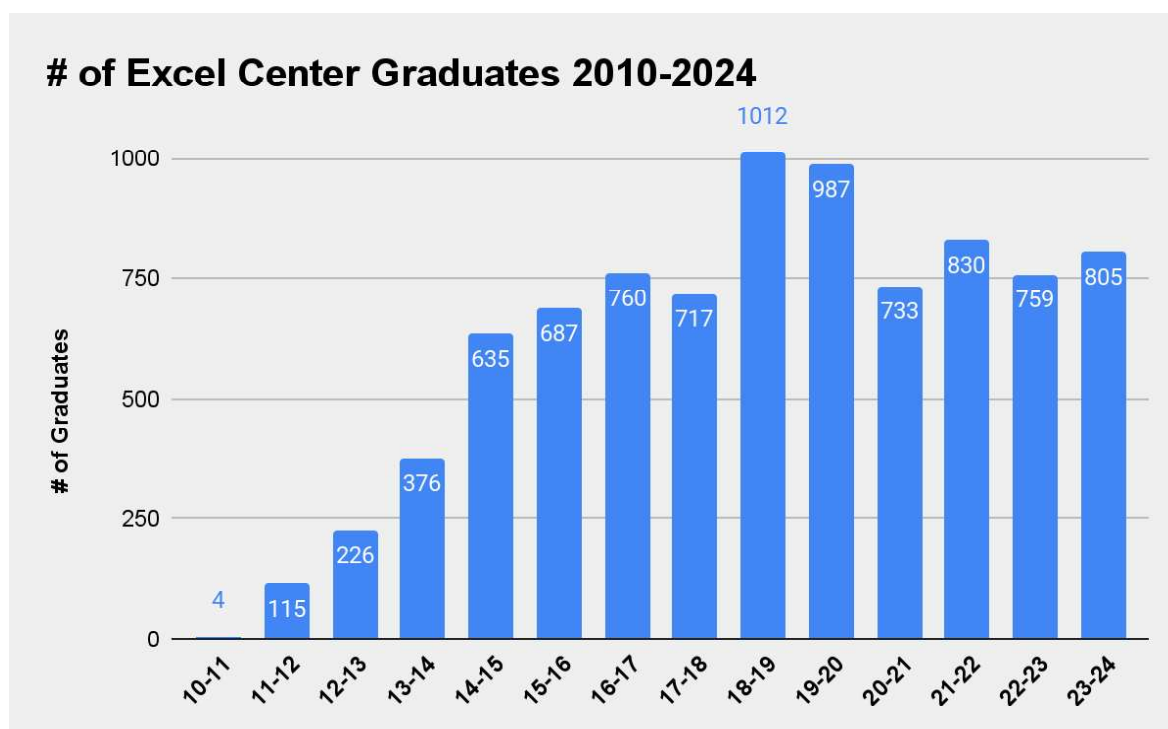
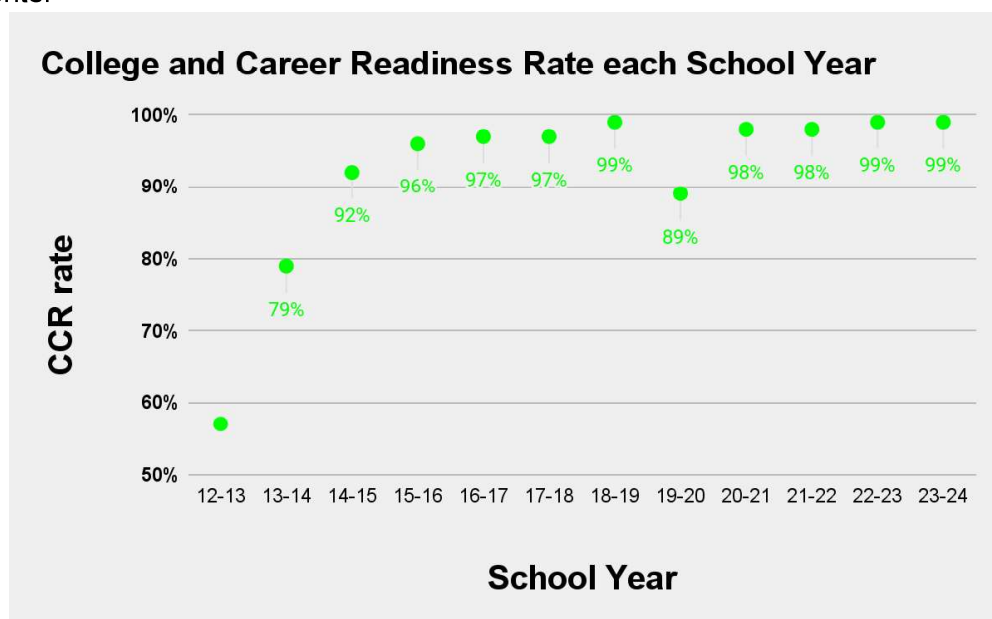


Chart 2. Percent graduates earning college credit or industry certification while enrolled at The Excel Center



***Note:** SY2019-20 and SY2020-21 were severely disrupted by COVID -19. All educational opportunities shifted suddenly to virtual instruction in March 2020 and remained that way for the duration of the 2019-20 school year. Students returned to a hybrid structure for 2020-21; however, this still had a significant impact on students.

In its commitment to the success of The Excel Center and its impact on the individuals and communities it serves, over the years GEI has engaged with third-party entities to assess the impact of the work. In 2017, a third-party review of The Excel Center's impact demonstrated that students' employment levels and earnings increase significantly as a result of attending the school. After graduation, 70% of students are employed and have a 50% wage increase within 6 months, which confers a wage and re-employment effect premium of \$9,828 per graduate. In addition, a graduate from The Excel Center utilizes significantly less money per year in public spending among public assistance programs, leading to an annual savings of \$793.60 per year per student and a total of \$1,898,291 in annual savings yielded by all graduates of The Excel Center in Indiana.⁷

Most recently, in 2021 GEI engaged with the Lab for Economic Opportunities (LEO) through the University of Notre Dame to evaluate outcomes of The Excel Center. This project identified a number of key findings, including:

- a) Excel Center graduates experience a 40% increase in earnings compared to similar Excel Center applicants who did not enroll, and a 20% greater workforce participation than their peers.
- b) The five-year effect on the earnings of those graduating from The Excel Center is 2.8 times higher than the effect of passing the high school equivalency exam
- c) Excel Center graduate employment and wage benefits are experienced equitably across gender, race, social-economic, and geographical groups.⁸

The results since opening the first Excel Center proves that Excel Centers are positively impacting the state, the local communities where the schools are located, and the individual lives and families of the students served. The full charter renewal of The Excel Center – Noblesville will continue to uplift students, their families, and the community.

⁷ Center for Evaluation & Education Policy (March 2017). "The Excel Center Research Report". Indiana University. Bloomington, Indiana.

⁸ Laboratory for Economic Opportunity (2021). "Labor Market Return: Quasi-Control Study (Indiana)". University of Notre Dame. Notre Dame, Indiana.

Section I: Performance Review

Performance Dashboard Summary Measures Not Meeting Standard

The Excel Center - Noblesville is committed to addressing areas marked in the ICSB Accountability System Dashboard as “does not meet standard”. There were two academic areas where The Excel Center - Noblesville received a rating of “does not meet standard” - attendance rate and in-cohort graduation rate. There were also three financial indicators marked as “does not meet standard” - primary reserve ratio, cash flow and multi-year cash flow.

1) Academic Metric - Attendance

The first area identified in the dashboard is attendance, where the attendance rate of The Excel Center - Noblesville is compared to the local traditional school district. While adult students are not required to attend high school like their traditional school counterparts, attendance is a major influence on the success of each student. Following the disruption of the pandemic and the school's implementation of both virtual and hybrid instruction, The Excel Center - Noblesville, and all Excel Centers, have been working through the issue of chronic absenteeism. In the fall of 2021, all virtual and hybrid models of instruction were eliminated to address lower levels of performance and outcomes experienced in the 2020-2021 school year. Students were supported throughout the transition, back to in-person attendance, but many students struggled to return. Additionally, the issue at The Excel Center - Noblesville is particularly complex as educating adult students already presents unique challenges related to attendance with students not being legally compelled to attend school while balancing work, family, and health responsibilities. A second root cause identified for low rates of attendance has been the wide availability of employment with rising wages for lower skilled employment.

The growth in the attendance rate following the pandemic has been slower than we expected. To address this, network and school leaders established a clear framework in 2022 that outlines the supports and interventions that students should receive from the school when attendance becomes an issue for a student. In addition to the support all students receive through The Excel Center – Noblesville's school model, which includes teaching, coaching, and childcare staff, leaders established tiered interventions to increase attendance

- *Tier 1:* Targeted support is used for any student who has missed 1-4 days of school that include multiple modes of outreach to the student, a meeting with their life coach, and scheduling required attendance on Fridays to make up work.
- *Tier 2:* Intensive supports were also designed to be responsive to varying needs of students that have missed 5-10 days of instruction that include home visits, conferences with student and coach, and adjustments to student schedule.

Additionally, Goodwill's retail stores have been a reliable partner for the school to provide employment for the students while remaining flexible in balancing a student's school and work schedule. Recently, the school director worked with the Hamilton County Chamber of Commerce to communicate to their members about the need for employment of Excel Center students and to balance that employment with the school schedule. Since these changes have been in place, attendance for the 2023-24 school year increased to 68% which was 10% higher than the previous school year.

2) Academic Metric - Cohort Graduation Rate

The second area identified is Cohort Graduation Rate. As part of the adult high school accountability model established in Indiana code, 90% of the school's graduate score is based on the number of graduates compared to the enrolled student population. The remaining 10% of that score is focused on students who are still in-cohort and enrolled at The Excel Center. These in-cohort students are often not on track to graduate in their cohort upon enrollment due to low academic readiness levels, low credits, or existing attendance concerns which have led them to The Excel Center. All students are provided with a graduation plan, life coach and college and career readiness options that meet their specific needs to meet them where they are in alignment with our vision.

When applying the Indiana Adult High School Accountability system, The Excel Center - Noblesville received a score of 92.7% in 23-24 school year and a score of 96.4% in the 22-23 school year showing The Excel Center - Noblesville is achieving graduate expectations despite the in-cohort marks.

3) Financial Accountability Metrics - Primary Reserve Ratio

The Excel Center - Noblesville is always very close on this calculation because at the stabilized enrollment rate, we expend nearly all our revenue on current year school operations. Goodwill Education Initiatives, as a network, has reserves to support this slight shortfall.

4) Financial Accountability Metrics - Cash flow and Multi-year cash flow

Per the independent financial audits performed on The Excel Center - Noblesville, we show the cash balances (and change in balances) to be the following:

2020- \$198,593
2021- \$269,782 (increase in cash of \$71,189)
2022- \$302,701 (increase in cash of \$32,919)
2023- \$261,890 (decrease in cash of \$40,811)
2024- \$333,021 (increase in cash of \$71,131)

The Excel Center - Noblesville has had positive cash flow over most years and has added over \$134,000 in cash in the last five years.

Section II: School Improvement

Since its inception, GEI has been committed to maintaining success and driving continuous improvement across all aspects of its operations. GEI has developed comprehensive plans and processes to ensure the ongoing success of The Excel Center and has a proven track record of sustaining this success in multiple schools. Since launching its inaugural Excel Center in 2010, GEI has grown into Indiana's largest charter school operator, now managing 18 Excel Centers statewide along with the Indianapolis Metropolitan High School.

GEI has consistently demonstrated the ability and capacity to achieve long-term success for each of its schools. This section of The Excel Center – Noblesville's charter renewal application outlines GEI's strategies for sustaining and enhancing academic, organizational, and operational success during the next charter term in several key areas.

1) Sustaining and Building Success

a) Governing Board

For over the past 20 years, the GEI Board of Directors (Board) has led as the governing authority for all GEI schools. This lengthy history of their leadership over 19 schools, and the replication of the Excel Center model across 13 other Goodwill territories, demonstrates a proven track record of success. Over The Excel Center - Noblesville's next charter term, the Board plans to maintain its high standards of excellence in operations and performance.

A key tenet of the Board's success comes from its wide array of experiences in education, finance, public policy, business and workforce development. Each member of the Board of Directors brings with them organizational leadership experience in not-for-profit and for-profit businesses and deep ties and knowledge of the local community. To sustain this strategy for success, the GEI Board of Directors will continue to seek and thoroughly vet new members throughout The Excel Center - Noblesville's next charter term. A subcommittee of board members will be responsible for the recruitment and vetting as board members' terms come to a close and a spot on the board is available.

The Board will continue to focus on high-level policy and decision-making rather than the day-to-day school operations. The Board will maintain its specific responsibilities in ensuring long-term sustainability and success for The Excel Center - Noblesville by monitoring key performance indicators, establishing school policies, monitoring the budget and ensuring financial solvency, and other actions as needed.

Although the Board assumes sole governing authority over each Excel Center campus, The Excel Center - Noblesville convenes a local Community Advisory Team (CAT) including partners like Ivy Tech, Hamilton County Harvest, O'Connor House and Neighborhood Christian Legal Clinic. The purpose of the CAT is three-fold:

- Strengthen partnerships between The Excel Center and its local community members
- Focus on enrollment and student retention rates
- Foster student opportunities such as internships, job training, and pathways to employment.

The CAT at The Excel Center - Noblesville will support the school's academic, organizational and operational success by providing input to the school director on factors that could affect the performance and/or long-term success of the school. This includes ensuring the school director

is aware of major economic changes, changes in the political environment in Hamilton County and the surrounding areas, etc. Moreover, the CAT will provide a community voice to the school.

b) Leadership Team

The Excel Center - Noblesville employs a leadership team of high-quality leaders with extensive experience. The Lead Teacher, Lead Coach and School Director have all worked at The Excel Center - Noblesville since its opening and have contributed to its success. Several members of The Excel Center - Noblesville team have participated in GEI's Director Leadership Series, Next Level Leadership Series and have served as positional liaisons and mentors for other teams in the network.

To continue to maintain its successes and improve in the school's growth areas, the school-based leadership team will use the following strategies to continue to build academic and organization success:

- Conduct weekly meetings regularly to review key performance indicators through disaggregated data
- Address challenges to ensure model compliance
- Make programmatic changes to meet the needs to their student population
- Train and provide professional development to staff based on gaps identified in evaluations and student performance data
- Implement school strategies and practices to align with state regulations and Department of Education expectations

. The leadership team at The Excel Center – Noblesville is comprised of:

- School Director: Steve Dillon
- Lead Coach: Amy Kieckbusch
- Lead Teacher: John Coker
- Multi-Language Learners Teacher of Records: Carolyn McKinney & Octavia Geiger
- College & Career Readiness Specialist: Ellie Perry

On top of the school-based leadership team, The Excel Center Noblesville is supported by GEI leadership including Regional Directors, Senior Directors, Executive Leadership and support staff in areas like data, human resources, finance, marketing, etc. Regional Directors are keenly concentrated on evaluating and improving schools in key performance indicators and accountability, developing staff, conducting routine site visits and operationalizing core model elements to remain compliant to the model. Senior Directors serve as the liaison between Excel Centers and external stakeholders, authorizers, and other in-house departments. All of the additional layers of leadership serve to align Excel Centers to the broader strategic initiatives to ensure continued success.

The extended leadership team supporting The Excel Center - Noblesville includes:

- Senior Vice President and Chief Mission and Education Officer, Betsy Delgado
- Vice President, GEI and The Excel Center National Office, Katie Bustamante
- Senior Directors: Corey Emery and Lakia Osborne
- Excel Center Regional Directors: Miriam Henry, Brandon Marks and Emily Fritsch
- Other members of the GEI team for special populations, data, registrars, etc.

c) Teaching Staff

Teachers at The Excel Center - Noblesville will receive support from the Lead Teacher on staff, GEI's Lead Teacher Liaison, and Regional Director, all of whom work with schools on specific initiatives. Teachers are an integral part of curriculum development and revision each year as

Department of Education academic standards are updated and student demographics change. This curriculum initiative for continuous improvement will continue to lead to consistent alignment, appropriate revisions, improved practices and professional training. Additionally, teachers will participate in The Excel Center network-wide teacher meetings. At these meetings, teachers will share strategies and techniques for supporting teachers, as well as share best practices for what works in their own Excel Center to elicit the best educational outcomes from students.

The Excel Center - Noblesville will focus on the following specific initiatives over the charter term:

- Classroom engagement strategies aiding the retention of students
- Implementing DEI, college and career standards across the curriculum
- Strategies to support inclusive learning and integrate SIOP into all classes
- Review qualitative and quantitative data to improve instructional practices
- Engage in continuous professional development based on evaluation feedback and student performance data

Additionally a few examples of professional development teachers at The Excel Center - Noblesville will participate in include:

- SIOP Training (Sheltered Instruction Observation Protocol)
- Retrospective reviews analyzing school and district-wide equity data to inform school and classroom-level practices
- National Excel Center Learning Lab focused on instruction and inclusion of multi-language learners

d) Academic Achievement

These strategies listed below will ensure The Excel Center - Noblesville is focused on all aspects of a student's academic experience. Each strategy uses data to assess the success of the academic program and drive decision making for programmatic changes. To ensure The Excel Center - Noblesville continues to sustain academic achievement, The Excel Center - Noblesville will:

Engage with a Weekly Data Dashboard

Using the The Excel Center Data Dashboard - a summary of total enrollment, students passing courses, student attendance, projected graduate performance, and special population performance - staff members will track progress on leading and lagging measures. Individuals analyze this weekly data and will address needs specific to their positions responsibilities. School staff will utilize this data to identify which students are in danger of not passing classes. This will assist teachers and support staff in reallocating resources to ensure students have the support needed to best achieve their academic goals. Additionally, this weekly data will help adjust academic practices and ensure teachers are able to reteach standards that are not mastered.

On top of the weekly dashboard, The Excel Center - Noblesville team will engage in conversations utilizing network-wide data. An effective review with all stakeholders include three key priorities: school-specific/network-wide data comparison, classroom/area specific data comparison, and student-specific data. Key indicators for each of these sections are outlined below.

- School-Specific/Network-Wide Data:
 - Student productivity (percentage of students currently passing one or

- more classes)
 - Student attendance
 - Student enrollment
 - Number of projected graduate
 - Special population performance
- Classroom/Area Specific Data:
 - Mastery average (Percent of students achieving at an 70% level or above)
 - Attendance average for each course offered
 - Productivity percentage (Percent of students currently passing with a 60% or above)
- Student-level Data:
 - Productivity percentage (Percent of students currently passing with a 60% or above)
 - Mastery concerns (students below 80%)
 - Productivity concerns (students not passing all of their scheduled courses)
 - Student daily attendance trends
 - Outside barriers to student success (homelessness, transportation, mental health needs, etc.)
 - Progress for potential graduates in all of their remaining requirements

Participate in Monthly Meetings

A second opportunity to aid in the sustainability of academic success is through monthly network-wide meetings. The Excel Center - Noblesville will engage in a collective approach to analyzing, problem-solving, and innovating, which allows leaders across 18 locations to leverage the expertise of their peers, Regional Directors and Senior Directors on a monthly basis. Key metrics, performance outcomes, challenges and opportunities are regularly discussed in these meetings. During this time, leaders will have the ability to answer questions related to school performance across the entire Excel Center network, compare outcomes across locations, take a deep analysis into why certain schools are performing better than others or suggest ways to improve performance across multiple charters. The consistency of this practice provides leaders the opportunity to gain insight about where high-performing best practices may be found and maintain their momentum for continuous improvement. The primary objectives for monthly meetings regarding data sharing are as follow:

- Equipping school leadership teams to use and analyze data to improve all other building-level procedures
- Identifying and sharing best practices across The Excel Center network
- Creating opportunities for collaboration and mentoring across The Excel Center network by identifying each school's areas of strengths, as well as their areas for growth
- Maintaining live, accurate data to help with progress monitoring on key metrics of school success and school- and network-level goals
- Identifying internal and external supports needed to ensure school success.

Conduct Performance Discussion Reviews

The Excel Center school model incorporates data-driven decision-making to ensure schools are maximizing the impact on each student, classroom, and community they serve. During five evaluation performance discussions, The Excel Center - Noblesville Director will explain their performance from the previous terms on several indicators.

They will explain the factors that led to their current level of performance and the steps they will take to address lagging indicators in order to improve the school's performance. These meetings will be held with Regional Directors in order to (1) hold the school director accountable for their results (2) provide intentional intervention support and (3) determine opportunities to share effective solutions across locations to have a greater impact on the network. Leaders will assess whether their location requires additional resources, training or intensive assistance to improve their performance. In each evaluation period, The Excel Center - Noblesville School Director will review the performance from the prior term and discuss whether the changes made have led to measurable improvement. Key indicators analyzed include:

- Student performance (credits earned, attendance, productivity and more)
- Student enrollment and retention outcomes
- Number of projected graduates
- Certification and dual credit offerings and completion
- School accountability projections (metrics established by DOE)

Data analysis in the performance discussion reviews is generally similar to the data reviewed during the weekly data dashboard; however, almost all of the data is used to assess the overall trajectory of the school's success, leverage support from regional directors and identify opportunities to improve student and staff outcomes.

Conduct Post-Graduate Reviews

Helping students realize their potential through diploma attainment and post-secondary achievements are key components of the Excel Center model. With the intentional delivery of wrap-around services The Excel Center - Noblesville will strive to remove barriers that impede self-sufficiency outcomes after graduation. Frequent surveys will be delivered to generate feedback on supports needed and outcomes achieved by graduates. Data from 30 days to 24 months post-graduation will be analyzed and reviewed in a collaborative session amongst leaders across all 18 locations. The purpose of the review is to (1) bring awareness to staff regarding outcomes (2) create alignment with course offerings and accomplishments (3) take collective action, as well as, (4) improve the delivery of services. Post-graduate reviews include metrics such as:

- College enrollment and potential enrollment
- Employment status and placement
- Wages and earnings
- Barriers
- Childcare needs and utilization
- Financial Health

Engage with Immigrant Rescue Committee (IRC)

Utilizing the Tailored Technical Assistance partnership from the IRC, the Excel Center - Noblesville intends to strengthen and expand its services to student immigrants and their families at The Excel Center Noblesville. The school is already serving a high number of immigrants and has seen a dramatic increase over the last three years. In order to strengthen and expand immigration services at The Excel Center Noblesville, Goodwill needs to first focus on training the staff who provide direct services for immigrant students. With additional learning and development for key staff, the school can transform the learning environment for the ever-growing immigrant population Noblesville is serving.

2) Overcoming Challenges

The Excel Center - Noblesville is focused on addressing the following challenges to improve the outcomes of staff and students within the next charter term:

a) Facility Capacity

The Excel Center - Noblesville has resided inside the Ivy Tech facility in Noblesville since its inception. Over the past several years, there has been a steady increase in enrollment by 10% and interest in the model. With its current charter enrollment numbers and Ivy Tech's continued growth, the facility is at capacity. In the near future, GEI is looking for another building opportunity that will accommodate the needs and interest of the students at The Excel Center - Noblesville. Specifically, this will require a school relocation, facility changes and the ability to better address current barriers such as transportation for students.

b) Demographic Shift - An Increase of Multilingual Learners

The Excel Center - Noblesville continues to be a viable opportunity for multilingual learners (MLL) seeking a high school diploma. With the increase in enrollment of MLL students, the school has required a shift in instructional practices and programmatic strategies to ensure inclusive learning and equitable outcomes for all students. The leadership team has identified gaps in educational services and professional development for staff as it relates to serving MLL students. To address these challenges, The Excel Center - Noblesville plans to do the following:

- Adjust hiring strategies that focuses on candidates with diverse backgrounds
- Provide professional development centered around Sheltered Instruction Observation Protocol
- Ensure staff to student ratios are in compliance with state regulations for serving MLL students
- Utilize internal and external partnerships for wrap around services centered around MLL students

c) Balancing Post-Secondary Opportunities

In 2023, The Excel Center - Noblesville was designated as an Indiana College Core site to provide multiple opportunities for students to earn dual credits that aligned with post-secondary plans. Their co-existence with Ivy Tech in the building has provided a seamless transition for students moving into post-secondary education. With this change, there has been a steady increase in students accessing college credits, however this has yielded a decline in students earning industry-recognized certifications. Post-secondary data on Excel Center students show that those with both dual credits and a certification tend to achieve higher wage outcomes. To provide the most robust opportunities for all students, The Excel Center - Noblesville is committed to focusing on balancing both certifications and dual credits to support self-sustaining wages for all students. This will be achieved through regular review of labor-market data, expanding relationships with community employers, aligning offerings to the new, upcoming diploma requirements and career discovery meetings to solidify students' interest and pathways.

d) Overcoming Non-Academic Barriers

The Excel Center's approach to education is innovative in that it provides wraparound services to students to allow them to overcome both academic and non-academic barriers to their educational success and future educational and career attainment. Many adults who dropped out of school still demonstrate a strong desire to continue their education. However, many students struggle to complete their diploma due to life and external challenges that often impede on their progress. The Excel Center works closely with students and community partners to remove barriers to students' academic success.

Specifically at The Excel Center - Noblesville, students face the following barriers:

- Food Insecurity: The Excel Center - Noblesville has identified food insecurity as a barrier for student's success. To combat this barrier, The Excel Center - Noblesville will engage with two different food banks in Hamilton County. Additionally, The Excel Center - Noblesville will continue its status as a designated food bank, receiving food from Hamilton County Harvest to distribute to students as needed.
- Transportation: Providing students transportation to school continues to be a barrier for students in Hamilton County. To overcome this barrier, The Excel Center - Noblesville will continue to explore opportunities such as Hamilton County Express to find new ways or expand access to transport students to school.

3) Additional Evidence and Data Supporting The Excel Center - Noblesville Case for Renewal

The Excel Center - Noblesville is part of a larger network of Excel Centers which provides access to a variety of additional supports a single school charter would not have. These supports and strategies include:

Leadership Development

Professional growth opportunities and connections across the GEI and national Excel Center network support a strong talent pipeline for school leadership roles. GEI offers leadership development at various levels, including specialized training for teachers and coaches to enhance their interactions with students.

Additionally, GEI has created a leadership training series for emerging school directors and lead staff. Each school director identifies potential participants based on their skills and growth goals. The series aims to:

1. Increase awareness and competency in job functions.
2. Build a talent pipeline for school leadership and develop succession plans.
3. Foster continuous improvement within each school and the Excel Center network.

Participants explore leadership styles, crucial conversations, and professional development, working through 4 to 5 day-long sessions. Each session combines learning essential job skills with practical assignments and self-reflection. A capstone assignment requires participants to develop their leadership style and action plan by addressing real-world challenges, ultimately enhancing their professional growth and contributing to network success.

Collaboration

A major benefit of being part of a large school network is the ample opportunity to collaborate and the vast number of people with whom to collaborate. The extensive experiences, knowledge, skills, and expertise of staff across The Excel Center network contributes to its ability to remain innovative and in a state of continuous improvement. School leadership teams meet on a routine basis to discuss leading and lagging indicators of school performance as well as collaborate and communicate frequently for collective problem solving as issues arise.

In addition to the routine collaboration among leaders within a school, staff across the

network collaborate through positional meetings. During these positional meetings (held by group for Directors, Lead Teachers, Lead Coaches, College and Career Specialists, Special Education ToRs, English Language ToRs, Young Learner's Child Care Managers, and Office Managers), updates are provided by those designated to lead the meetings and then teams share success stories and best practices and work together to solve problems and issues that they are seeing in their respective buildings and communities.

Furthermore, The Excel Center National Office holds an annual conference embedded with professional development strands to appeal to all positions within The Excel Center. All staff members interested in presenting at the conference must submit a proposal to The Excel Center National Office team in the weeks leading up to the conference.

Session strands typically include:

- Life Coaching best practices, highlighting proactive identification of potential barriers to student success and identifying how to best utilize community partners to provide wrap-around support for students at The Excel Center
- Instructional strategies to best engage adult learners, with specific focus on teacher evaluation tools and staff development
- Strategies to keep staff and students engaged by promoting self-growth and awareness, ultimately establishing and improving a positive school culture
- Brainstorming sessions created to provide a voice to all staff members and their ideas

As The Excel Center network has continued to grow and expand, the importance of collaboration has continued to increase while convening staff across the network has become increasingly difficult due to time constraints and distance. Face-to-face meetings, although important, remove school leaders from their buildings and lessen student access to school staff. Recognizing the importance of maintaining staff and student relationships and keeping school leaders in their buildings, The Excel Center has become increasingly more adept at utilizing technology to meet and collaborate with colleagues. Although Excel Center staff and leadership meet in person whenever necessary, providing technology solutions such as Google Hangouts and Zoom as well as informal solutions such as GroupMe, has further developed a culture of collaboration throughout The Excel Center and further enabled staff to understand and implement best practices and make needed shifts or changes quickly.

This ability to be flexible with in-person and virtual meetings has allowed GEI and The Excel Center to continue these opportunities, even in light of COVID-19 and its impact on the last three school years.

Along with network-wide support, The Excel Center – Noblesville has marked a number of successes since first opening its doors for the 2015-16 school year which support its case for renewal. The Excel Center – Noblesville takes pride in serving Hamilton County and meeting the needs of a diverse group of learners. As the student population and its needs have shifted during the time the school has been in operation, school staff has been intentional in building in professional development and community partnerships based in trauma-informed care, crisis prevention and intervention, mental health, and diversity, equity, and inclusion. For each of the school's last four years of operation, The

Excel Center – Noblesville has earned an “A” or “B” rating based on Indiana’s adult high school accountability model.

Table 1

The Excel Center – Noblesville Enrollment Overview				
	2020-21	2021-22	2022-23	2023-24
Average Enrollment	188	187	190	202
Special Education	17%	15%	9%	7%
English Learners	26%	35%	56%	73%

The Excel Center – Noblesville’s College and Career Readiness (CCR) rate has been a strong indicator of graduate quality throughout the school’s charter.

While the 2020-21 CCR rate is still very strong at 91%, this was by far the lowest CCR rate during the charter term, demonstrating the outcome was more a reflection on the impact of COVID-19 rather than the school’s performance. In the most recent school year (Table 2), 44 of the 44 graduates earned either an industry-recognized certification (4 students) or dual credits (40 students). The certifications earned come from a variety of fields of employment including Pharmacy Technician and Certified Nursing Assistant.

Table 2

The Excel Center – Noblesville Graduates and College & Career Readiness Rate				
	2020-21	2021-22	2022-23	2023-24
Number Graduates per Year	32	55	46	44
College & Career Readiness Rate	91%	96%	100%	100%

After the 2023-2024 school year, The Excel Center – Noblesville reached the milestone of helping 452 Hoosiers who had previously left high school to earn their Indiana high school diploma. Of those 452 graduates, over 95% have left the school earning a dual credit, industry-recognized credential, or both.

On the ICSB 5-year Accountability Dashboard, The Excel Center – Noblesville has earned “Exceeds Standard” on CCR Percentage of the Adult High School Accountability section for all years of the charter. The school has also received “Meets Standard” (the highest level for this section) for each component of the Organizational Compliance section of the ICSB dashboard in every year of the charter.

Section III: Proposed Changes to Charter Agreement

No proposed changes at this time

Works Cited

- Alliance for Excellent Education (2013). *The economic benefits of increasing the high school graduation rate for public school students in Indiana*. Retrieved from https://all4ed.org/wp-content/uploads/2013/09/Indiana_hs.pdf
- Bridgeland, J.M., Dilulio, J.J., & Morison, K.B. (2006). *The silent epidemic: perspectives of high school dropouts*. Washington, DC: Civic Enterprises. Retrieved from <https://docs.gatesfoundation.org/Documents/thesilentepidemic3-06final.pdf>
- Brookfield, S. (1987). *Developing critical thinkers: Challenging adults to explore alternative ways to thinking and acting*. San Francisco.
- Brough+Phillips+Turner (2023). High Schools Tailored To Adults Can Help Them Complete a Traditional Diploma and Excel in the Labor Market. Laboratory for Economic Opportunity, University of Notre Dame.
- 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 <https://files.eric.ed.gov/fulltext/ED536827.pdf>
- 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
- Indiana Department of Workforce Development. (n.d.). *DWD: Indiana's promoted industry certifications - in.gov*. Indiana's Promoted Industry Certifications. <https://www.in.gov/dwd/2852.htm>
- Jossey-Bass., Cohen, N. (1995). *Mentoring adult learners: A guide for educators and trainers*. Malabar, FL.
- Krieger, and Daloz, L. (1999). *Mentor, Guiding the journey of adult learners*. San Francisco.
- Macrotrends. (n.d.). *United States inflation rate, 1960-2023*. Macrotrends. <https://www.macrotrends.net/global-metrics/countries/usa/united-states/inflation-rate-cpi#:~:text=Inflation%20as%20measured%20by%20the,1980%201990%202000%202010%202020>
- Nadworny, E. (2024, March 10). *Chronic absenteeism in U.S. classrooms is presenting unique challenges to teachers*. NPR. <https://www.npr.org/2024/03/10/1237253998/chronic-absenteeism-in-u-s-classrooms-is-presenting-unique-challenges-to-teacher>
- National Center for Education Statistics. (2022, May 31). Press release - roughly half of public schools report that they can effectively provide mental health services to all students in need - May 31, 2022. https://nces.ed.gov/whatsnew/press_releases/05_31_2022_2.asp

Partnership for 21st Century Learning. Framework for 21st Century Learning. Retrieved from <http://www.battelleforkids.org/networks/p21/frameworks-resources>

Student Attendance & Indiana's New Early Warning Dashboard. (2023, October 24). Retrieved October 17, 2023, from <https://www.in.gov/sboe/files/10.4.23-SBOE-slides.pptx.pdf>

U.S. Census Bureau. American Community Survey, estimates released December 2017.

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

U.S Department of Education. (n.d.). *Chronic absenteeism in the nation's schools*. Chronic Absenteeism in the Nation's Schools. <https://www.ed.gov/teaching-and-administration/supporting-students/seac/supporting-student-attendance-and-engagement>

The Excel Center – Noblesville Budget Narrative

State Funding:

Fixed assumptions by ICSB have held funding at the current rate throughout the projection. The Excel Center – Noblesville does not receive state SPED. Other State Grants are the anticipated increase in per student funding over this period.

Federal Funding:

Federal funding includes funding through the Part B Federal Special Education grants. Funding within the five-year budget is projected to increase at least 1% each year. The Excel Center – may also receive some Title II funding during the projection period but was not factored in.

Other Revenue:

Budgeted Other Revenue represents the expected E-Rate Reimbursement for the internet.

Inflation:

While certain expenses are likely to increase annually due to inflation. The budget model uses fairly flat expenses (increases of 1-3%) through the 5-year period except for salary and wage costs which were assumed to increase 3% per year.

Salaries/Wages:

As noted above, salaries and wages are assumed to increase approximately 3% per year. In the current job market, we have not seen significant savings when positions turn over, so the 3% is assumed on the current staffing mix.

Instructional Supplies and Resources:

Prior year actual and current year budgets were used to develop the 5-year projection, assuming a 1-3% increase in most areas. Expenses, such as internet, were budgeted at full cost rather than the discounted e-rate expense, and the expected reimbursement was recorded in Other Income.

Support Supplies:

As described in the line, this includes operating supplies, dues, and graduation expenses. We also used prior year actual and the current year budget to calculate these amounts, assuming a 1-3% increase in most lines.

Professional or Contracted Services:

The annual financial audit as well as insurance and contracted security were all projected with slight increases over the 5-year term. All other elements were increased by 1-3%.

Facilities Expense:

The rental rate is projected to increase in Year 2 due to an anticipated need to move this location as the Landlord needs the space we currently lease back for their own use. Depreciation also jumps in Year 2 in anticipation of needing to do some build out in the new space.

Other Expenses:

Management fees to Goodwill Education Initiatives (GEI) have been reduced in Years 1 and 2 in this projection to reflect the support provided by GEI given this funding scenario.

Other Financial Considerations, Depending on Potential State Funding Changes:

If the Indiana General Assembly should make changes to state funding, GEI has several layers of support for the Bloomington Excel Center that will be enacted as needed once future funding is known. These supports include, use of GEI reserves, applying for grants from the Goodwill Foundation (part of our parent Goodwill organization – Goodwill of Central and Southern Indiana), and the sharing of some specialized staff positions between two or more of our Excel Centers.

Exhibit C

Statement of Assurances

The charter school agrees to comply with the following provisions: *(Read and check)*

- ☒ 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 Indiana Code ("IC") § 20-24.
- ☒ 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board ("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 receiving federal Charter School Program Grant funds 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*, 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 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.

Gita Baker

Name



Signature

President, GEI Board

Title

10/15/24

Date



A second chance: Adult learners complete high school diplomas and increase their options



Photo: Goodwill of Central & Southern Indiana

Key Results

- The Excel Center® is a successful, cost-effective solution for high school dropouts.
- After 5 years, graduates increase earnings by 39% compared to their peers.
- Graduates are more likely to be working and have college credits than their peers.
- All graduates - regardless of race, gender or demographics - experience similar earnings outcomes.

Context of the Issue

There is a high school dropout problem in Indiana. In 2019, more than 12% of students did not finish high school. Those who drop out have significantly worse labor market outcomes than peers. Hoosiers without a high school diploma earn, on average, less than \$10,000 per year and 37% less than those with a high school diploma as their highest credential. Adult learners have unique needs that are not one-size-fits-all, often balancing otherwise busy lives with full-time work while managing a household and caring for children. Hoosiers driven to finish high school as adults often have to choose between convenience and potential earnings. There is a solution that meets adult learners where they are, leads to higher earnings and has the evidence to prove it: The Excel Center.

Current Efforts

In 2019, almost 470,000 Hoosiers ages 25 and over had not earned a high school diploma (or equivalent). When one of these adults wants to return to school, they are typically directed to the High School Equivalency (HSE) test.¹ However, completion of an HSE is not common—in 2015, just over 6,600 Hoosiers successfully passed. Their earnings gains are minimal: students who barely pass the General Educational Development test (another high school equivalency test) see less than a 10% increase in earnings. A high school diploma will potentially trump an HSE when an employer compares two similar job applicants. A high school diploma offers something significantly different than the HSE test. In the process of completing the diploma, the student builds soft skills in such areas as attendance, persistence and interpersonal interaction. Where available,

the high school diploma can support learning for those whose educational needs cannot be met by traditional Adult Basic Education and the HSE test. Importantly, the HSE may simply evaluate whether one has skills or not, while the Excel Center experience is as much about a process of building skills as it is about completing the diploma. Despite this range of benefits, options for adults to complete a high school diploma are extremely limited.

Innovative Solution: The Excel Center

Founded by Goodwill of Central and Southern Indiana, The Excel Center is a tuition-free, public charter high school that supports adult learners in completing their state-certified high school diploma. The Excel Center provides small classes on a flexible schedule, assistance with transportation, and on-site child care in order to address the major barriers to being in class and ready to learn. Life coaches mentor students to help them navigate challenges, to assist in building soft skills necessary for the workforce, and to focus on postsecondary goals and preparedness such as credits towards an undergraduate degree or industry-recognized certifications. Goodwill of Central and Southern Indiana operates 15 Excel Center locations across Indianapolis and other parts of central and southern Indiana; there are three additional locations in northern Indiana. The collective Excel Center network includes 31 schools across five states and Washington, D.C.—all operated by local Goodwill organizations—with a goal of serving 30 total states by 2030.

¹ Indiana changed from administering the General Educational Development (GED) test to the High School Equivalency (HSE) test in 2014.

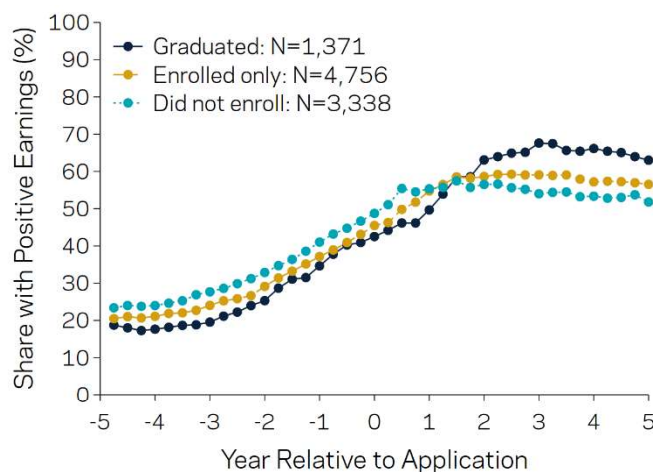
LEO's Study

LEO performed a rigorous, quasi-experimental study to evaluate the impact of The Excel Center's specialized approach. The study sample included all applicants to The Excel Center from January 2013 through June 2015. Three groups of applicants were studied: (a) those who applied to the program but did not enroll; (b) those who applied and enrolled but did not complete the program; and (c) those who both enrolled in and completed the program—with individuals in group (a) and (b) serving as a comparison group of "peers" to group (c). LEO researchers linked application records from the Excel Center with education and labor market data from the Indiana Management Performance Hub. LEO used earnings and employment data from five years after a student's application to The Excel Center in order to analyze changes in earnings over time.

Major Findings

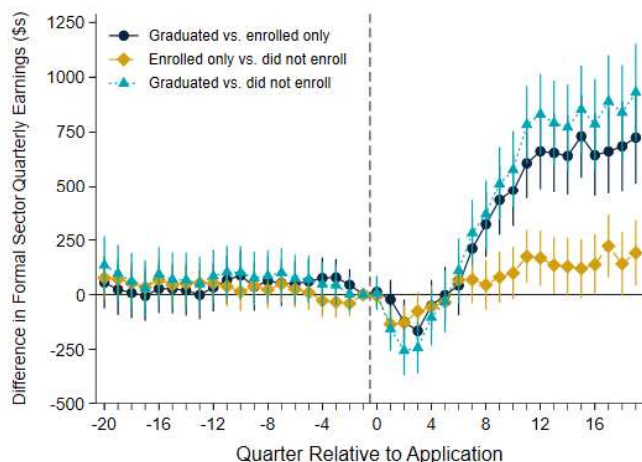
Higher employment: Excel Center graduates are 11 percentage points more likely to be employed in the formal sector than their peers (63% versus 52%).

Figure 1. Percent of Applicants with Formal Sector Employment



Higher earnings: Excel Center graduates see a 39% increase in their earnings in 5 years (\$13,028 annual income for graduates versus \$9,252 for peers), when controlling for observable characteristics.

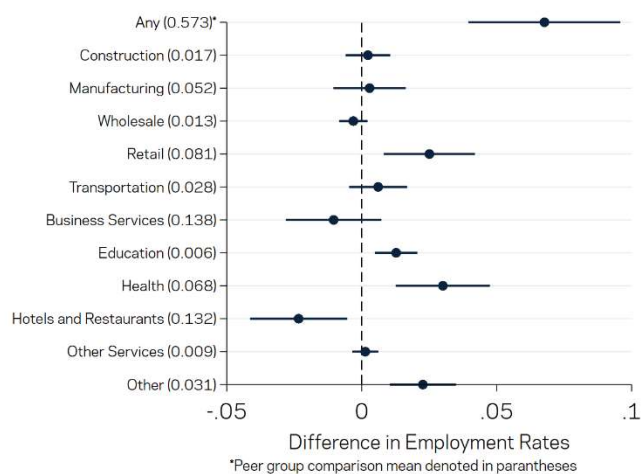
Figure 2. Differences in Annual Earnings



More college credits and certificates earned: Excel Center graduates are 18.5 percentage points more likely to earn college credits and 47.9 percentage points more likely to earn professional and course certificates.

More career opportunities: Excel Center graduates are 3 percentage points more likely to be employed in the health sector than their peers (10% versus 7%).

Figure 3. Probability of Employment in Different Sectors



No differences across groups: Excel Center graduates see similar increases in earnings regardless of gender, race, socioeconomic background, or geography.

Lasting State Benefit

At a cost of \$6,750 per student per year, the total cost for an Excel Center graduate is \$10,000. An Excel Center graduate is projected to make higher earnings over their lifetime, increasing the benefit to the individual and potentially to society through decreased use of public benefits and increased tax payments.

Key Takeaways

- Graduates of The Excel Center make more money, work in higher opportunity jobs, and earn more college credits and professional certificates more than their peers.
- The Excel Center costs the same as other charter schools, and has more advantages for adult dropouts than the common HSE alternative.
- The Excel Center is a proven model to help people who drop out of high school course-correct.

2023 Adult High School Grade Calculation - Federal Grade
(per 511 IAC 6.3 and Approved ESSA plan)

5748 Excel Center Noblesville

Graduation Rate

2022 5 Year Graduation Rate:	25.8
2022 4 Year Graduation Rate:	15.1
2022 Graduation Rate Improvement:	10.7
2023 4 Year Graduation Rate:	25

Graduation Rate (Improvement + 2023 4 Year Graduation Rate): 35.7

Graduation to Enrollment Percentage

Number of Students who graduated during 2023 School Year:	46
Number of Students under IC 20-24-7-13.5 2023 School Year Period 1:	188
Number of Students under IC 20-24-7-13.5 2023 School Year Period 2:	191
Average Number of Students under IC 20-24-7-13.5 2023 School Year:	189.5

Graduation to Enrollment Percentage: 24.3

Multiply the Graduation to Enrollment Percentage by 4: 97.2

Cap at 100 points (Graduation to Enrollment Percentage): 97.2

Graduation Calculation Score

	Points	Weight	Weighted Points
Graduation to Enrollment Percentage:	97.2	0.9	87.5
Graduation Rate:	35.7	0.1	3.6
			<hr/> 91.0

If the Graduation Qualifying Exam Passing Rate is less than 90%, then multiply the above number by the Graduation Qualifying Exam Passing Rate, otherwise multiply by 1.

Graduation Qualifying Exam Pass Rate: 100.0% Multiply by: 1.000

Graduation Calculation Score: 91.0

College & Career Readiness Score

College & Career Achievement Rate:	91.3
CCR Factor (100%/CCR Readiness Target 80%):	1.25
College & Career Score (Max 100 points):	<hr/> 100.0

Overall Summary

	Points	Weight	Weighted Points
Graduation Calculation Score:	91.0	0.4	36.4
College & Career Readiness Score:	100.0	0.6	<hr/> 60.0

Overall Points: 96.4

Overall Grade: A

With COMPREHENSIVE SUPPORT due to
Federal Graduation Rate less than 67%

2024 Adult High School Grade Calculation - Federal Grade
(per 511 IAC 6.3 and Approved ESSA plan)

5748 Excel Center Noblesville

Graduation Rate

2023 5 Year Graduation Rate:	31.8
2023 4 Year Graduation Rate:	25
2023 Graduation Rate Improvement:	6.8
2024 4 Year Graduation Rate:	25

Graduation Rate (Improvement + 2024 4 Year Graduation Rate): 31.8

Graduation to Enrollment Percentage

Number of Students who graduated during 2024 School Year:	44
Number of Students under IC 20-24-7-13.5 2024 School Year Period 1:	204
Number of Students under IC 20-24-7-13.5 2024 School Year Period 2:	199
Average Number of Students under IC 20-24-7-13.5 2024 School Year:	201.5

Graduation to Enrollment Percentage: 21.8

Multiply the Graduation to Enrollment Percentage by 4: 87.2

Cap at 100 points (Graduation to Enrollment Percentage): 87.2

Graduation Calculation Score

	Points	Weight	Weighted Points
Graduation to Enrollment Percentage:	87.2	0.9	78.5
Graduation Rate:	31.8	0.1	3.2
			<hr/> 81.7

If the Graduation Qualifying Exam Passing Rate is less than 90%, then multiply the above number by the Graduation Qualifying Exam Passing Rate, otherwise multiply by 1.

Graduation Qualifying Exam Pass Rate: 100.0% Multiply by: 1.000

Graduation Calculation Score: 81.7

College & Career Readiness Score

College & Career Achievement Rate:	100.0
CCR Factor (100%/CCR Readiness Target 80%):	1.25
College & Career Score (Max 100 points):	<hr/> 100.0

Overall Summary

	Points	Weight	Weighted Points
Graduation Calculation Score:	81.7	0.4	32.7
College & Career Readiness Score:	100.0	0.6	<hr/> 60.0

Overall Points: 92.7

Overall Grade: A

With COMPREHENSIVE SUPPORT due to
Federal Graduation Rate less than 67%



16 October 2024

Dear Members of the Indiana Charter School Board:

I am writing today on behalf of Ivy Tech Community College, Hamilton County Campus to express our support for our partner, The Excel Center – Noblesville, and their application for charter renewal.

As a free high school for adults, The Excel Center has helped thousands of students increase their earning potential by earning a high school diploma. Ivy Tech Hamilton County is proud to partner with The Excel Center, and we believe strongly in their mission. Our specific campus is co-located in the same building as Excel Center – Noblesville, and we witness daily the lives that are changed by the teachers and staff of Excel. We see nervous and cautious Excel Center students on their first day of classes, and we see those same students proud, standing among family, at their graduation ceremonies. We also witness the student journey in between their first and last day. This includes our work with students who are earning dual credit. Since 2017, Excel Center – Noblesville students have earned 1,742 college credits while also earning their high school diploma, opening many opportunities for graduates, including completing high school with the Indiana College Core – a 30-credit general education core guaranteed to transfer to any public post-secondary institution in Indiana. The Excel Center has demonstrated their commitment to quality education for all.

With a proven track record of success and with an increased need to provide all individuals in our communities with opportunities, Ivy Tech Community College, Hamilton County encourages you to favorably consider Goodwill Education Initiatives charter renewal for The Excel Center – Noblesville.

Sincerely,

Rachel L. Kartz, PhD
Chancellor
Ivy Tech Community College – Hamilton County
Cell: 317-989-5244 Email: rkartz@ivytech.edu



To whom it may concern,

My name is Barno Andrade. I am writing to express my strong support for The Excel Center - Noblesville, which has demonstrated exceptional commitment and dedication. Being a Nonprofit organization, providing education and help not only for the community, but for the immigrants and people who want to get a new chance to build a new life and career opportunity. I have had the privilege of witnessing firsthand the outstanding work and positive impact. The crew of teachers, life coaches and consultants providing essential services with their innovative approach to addressing the needs of the most vulnerable, has resulted in significant improvements in the quality of life for those they serve. They offer various programs without requiring any payment from students.

I also want to express my heartfelt gratitude to Wes Coker, Carolyn McKinney, Erica Kegley, Teht Ashmani-Longoria, Octavia Geiger, Chris Hollander for your hard work, extra time, and commitment to our education. Your efforts in providing us with engaging lessons, extra support when needed, and your patience and understanding made a world of difference in my and others learning experience. Thank you all for lighting the path to knowledge!

Sincerely,

Barno Andrade



To whom it may concern,

My name is Elijah Jao, I'm currently 17 years old and I am a graduate from the Excel Center. I came to the Excel Center because of my experience and difficulties with other local schools, and based on prior good sayings of it from friends and family I chose to go there. The impact it left on me was a positive one. I am more sure of my future and career because of it and have a lot more goals and dreams to accomplish that may have never been a thought if I never attended. The teachers, the work, and the environment are all incredible. I've never hated going to school there and actually found it enjoyable and comfortable while I attended. I think it should still exist because it's made an effort to help people and I think my experience should be an experience everyone should be able to try.

Sincerely,

Elijah Jao



To whom it may concern,

I was looking for a way to go back to school and finish my education, and eventually go to college. I found The Excel Center - Noblesville while searching online, and what immediately caught my attention is the support system they provide. They offer classes at different times, help with childcare and transportation, and even provide a coach to guide you every step of the way. You're never alone! They make sure your school fits perfectly with your schedule. And the best part is that all these services are free!!

The Excel Center - Noblesville has given me hope and the tools I need to finish my education. It's so reassuring to know that the opportunity and support you need are there when you're ready. I believe The Excel Center - Noblesville is a vital resource that should continue to be available for others seeking a new beginning in their education and future.

To anyone feeling doubtful: Take the first step, register and come to the orientation. You'll never know what you can achieve if you don't make that first move. The Excel Center has all the tools you need. The only thing missing is you!

Thank you for considering my perspective.

Jakeline Garcia



To whom it may concern,

I am Bibi Zarena Bigzad, a 2024 graduate of Excel Center. I am writing this statement about The Excel Center - Noblesville and the sacrifices they made, which completely transformed the direction of hundreds of adults' lives, including mine. I used to believe in destiny and in how powerless we are in contrast to it; however, they taught me that nothing is impossible, even if that is rewriting our destiny. It is a privilege to share my experience as an Afghan girl who has finally succeeded in achieving her school diploma but who made it possible. The Excel Center - Noblesville is a non-profit organization that dedicates their time, energy, and life to work in the direction of improving education in society. The society that is made of self-doubting and disappointed people

To whom it may concern,

My name is Grace Stuteville and I went to the excel center in August of 2023 to June of 2024. The excel center has impacted my life in a way I can not begin to explain. I am a 25 year old single mother of a beautiful boy named Anderson. I had recently lost my job as a veterinary assistant after being comfortably employed for 7 years. Losing my job really put in perspective how much I needed my highschool diploma. I was told about the Excel center by a previous doctor I worked with and was shocked when I heard it was free. I would later find out they also provided free daycare while you were in class. This gave me a solution to the overwhelming stress of how I would do something like go to school full time while being a single unemployed mother. With them being a part of Ivy tech it also gave me the opportunity to take dual credit college courses while I finished my highschool diploma. Which made me even more confident in my future and reminded me that it is never too late to start over. On top of the dual credit courses I had access to study resources through ivy tech because I was enrolled in dual credit class, such as free hours on [tutor.com](https://www.tutor.com). The staff was also very dedicated to motivating the students and making anything seem possible. Ellie Perry's senior seminar class focuses on career exploration and post secondary degrees. This class focused on planning your future that works best for you and your style of working. I felt that class really prepared me and made me want to continue my education even further and made me feel it was possible. The Excel center has given me hope, confidence, and tools to make my future better for my son and I. The Excel Center changed my life and I know it will change so many others.

Sincerely,

Grace Stuteville
Stutevillegrace@gmail.com
[317-739-9921](tel:317-739-9921)

5-Year Projected Annual Operating Budget (Fiscal Year July 1-June 30)

School Name: The Excel Center - Noblesville
Renewal Year: 2025 - 26 SY

Special Instructions for Schools Contracting with a Management Company:

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 97 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

If a line item is completed that includes the words "(please describe)" a specific description of the item must be provided in the appropriate box in Column L.
Failure to provide a description as requested will result in rejection of the submission.

REVENUES	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5	Additional Information
State Revenue - See Footnotes							Other State Grants (Row 29)
Basic Tuition Support / Adult Learners Grant - From Tab 2	\$ 1,316,250.00	\$ 1,451,250.00	\$ 1,518,750.00	\$ 1,687,500.00	\$ 1,687,500.00	\$ 1,687,500.00	Expected increase in per student rate for Adult Learners
Special Education Grant - From Tab 2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Honors Diploma/Academic Performance Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Career and Technical Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Non-English Speaking Program	\$ 14,300.00	\$ 15,767.00	\$ 16,500.00	\$ 18,333.00	\$ 18,333.00	\$ 18,333.00	
Charter and Innovation Network School Grant (\$1,400 per student)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Formative (Interim) Assessment Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
High Ability (Gifted and Talented) Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Curricular Material Reimbursement Program (\$150 per student)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Remediation Testing Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Teacher Appreciation Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other State Grants (please describe) (1)	\$ -	\$ 107,500.00	\$ 112,500.00	\$ 250,000.00	\$ 250,000.00	\$ 250,000.00	
Total State Revenue:	\$ 1,330,550.00	\$ 1,574,517.00	\$ 1,647,750.00	\$ 1,955,833.00	\$ 1,955,833.00	\$ 1,955,833.00	
Federal Revenue - See Footnotes							Other Federal Revenue (Row 41)
Public Charter School Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	ESSER III - done 9/30/2024
Charter Facilities Assistance Program Grant (2011)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
IDEA- Part B Grant (Special Education)	\$ 28,885.00	\$ 31,773.50	\$ 33,044.44	\$ 36,679.33	\$ 37,046.12	\$ 37,416.58	
Title I	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Title II	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Federal Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Federal Breakfast Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Federal Revenue (please describe)	\$ 21,002.00	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Federal Revenue:	\$ 49,887.00	\$ 31,773.50	\$ 33,044.44	\$ 36,679.33	\$ 37,046.12	\$ 37,416.58	
Other Revenue							Other Revenue (Row 50)
Contributions and Donations from Private Sources	\$ 26,895.00	\$ 26,895.00	\$ 26,895.00	\$ 26,895.00	\$ 26,895.00	\$ 26,895.00	E-rate reimbursement
Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter School Capital Grants Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Common School Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Property Tax Sharing (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Operating/Safety Referendum Sharing (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Indiana Bond Bank	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Revenue (please describe)	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	
Total Other Revenue:	\$ 32,895.00	\$ 32,895.00	\$ 32,895.00	\$ 32,895.00	\$ 32,895.00	\$ 32,895.00	
TOTAL REVENUE:	\$ 1,413,332.00	\$ 1,639,185.50	\$ 1,713,689.44	\$ 2,025,407.33	\$ 2,025,774.12	\$ 2,026,144.58	
EXPENSES							
Administrative Staff - See Footnote (3)							
Executive Administration: Office of Superintendent	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Support Staff (Row 78)
School Administration: Office of the Principal	\$ 159,633.09	\$ 164,422.08	\$ 169,354.75	\$ 174,435.39	\$ 179,668.45	\$ 185,058.50	
Other School Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Business Manager/Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Administrative Staff:	\$ 159,633.09	\$ 164,422.08	\$ 169,354.75	\$ 174,435.39	\$ 179,668.45	\$ 185,058.50	
Instructional Staff							
Teachers - Regular	\$ 327,848.50	\$ 337,683.96	\$ 347,814.45	\$ 358,248.91	\$ 368,996.38	\$ 380,066.27	
Teachers - Special Education	\$ 120,758.00	\$ 124,380.74	\$ 128,112.16	\$ 131,955.53	\$ 135,914.19	\$ 139,991.62	
Substitutes, Assistants, Paraprofessionals, Aides	\$ 33,904.00	\$ 34,921.12	\$ 35,968.75	\$ 37,047.81	\$ 38,159.25	\$ 39,304.03	
Summer School Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Instructional Staff:	\$ 482,510.50	\$ 496,985.82	\$ 511,895.36	\$ 527,252.25	\$ 543,069.82	\$ 559,361.92	
Non-instructional/Support Staff - See Footnotes							

Social Workers, Guidance Counselors, Therapists
Instructional Support Staff (4)
Other Support Staff (please describe) (5)
Nurse
Librarian
Information Technology
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)
Security Personnel
Athletic Coaches
Total Non-Instructional/Support Staff:
Subtotal Wages and Salaries:
Payroll Taxes and Benefits - From Tab 3
Social Security/Medicare/Unemployment
Health Insurance
Retirement Contributions
Other Compensation (please describe)
Total Payroll Taxes and Benefits:
Total Personnel Expenses:
Instructional Supplies and Resources - See Footnotes
Textbooks
Library/Media Services (Other than Staff)
Technology Supporting Instruction (computers, tablets, etc.)
Student Assessment
Instructional Software
Professional Development
Enrichment Programs (athletics or extra-curricular activities)
Other Instructional Supplies (please describe)
Total Instructional Supplies and Resources:
Administrative Resources
Administrative Technology - Computers & Software (not SIS)
Other Administrative Expenses (please describe)
Total Administrative Resources:
Governing Board Expenses
Legal Services
Other Governing Board Expenses (please describe)
Total Governing Board Expenses:
Purchased or Other Services (do not include staff expenses)
Audit Services
Payroll Services
Financial Accounting
Printing, Publishing, Duplicating Services
Telecommunication & IT Services
Insurance (non-facility)
Travel
Mail Services
Special Education Administration
Student Information Services or Systems
Food Services
Transportation Services
Marketing Expenses
Other Services (please describe)
Total Professional Purchased or Other Services:
Facilities Expenses (do not include staff expenses, e.g. custodian)
Facility Lease/Mortgage Payments (please describe)
Capital Improvements
Other Principal Payments
Operating Leases
Interest Expense (as accrued)
Depreciation Expense
Insurance (Facility)
Purchase of Furniture, Fixtures, & Equipment
Electric & Gas
Water & Sewage
Repair and Maintenance Services (include supply costs)
Custodial Services (include supply costs)
Waste Disposal
Security Services
Other Facility Expenses (please describe)

\$ 119,298.59	\$ 122,877.55	\$ 153,086.40	\$ 184,997.14	\$ 190,547.05	\$ 196,263.47
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 69,076.80	\$ 71,149.10	\$ 73,283.58	\$ 75,482.08	\$ 77,746.55	\$ 80,078.94
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 188,375.39	\$ 194,026.65	\$ 226,369.98	\$ 260,479.22	\$ 268,293.60	\$ 276,342.41
\$ 830,518.98	\$ 855,434.55	\$ 907,620.09	\$ 962,166.86	\$ 991,031.87	\$ 1,020,762.83
\$ 84,297.68	\$ 86,826.61	\$ 92,123.44	\$ 97,659.94	\$ 100,589.73	\$ 103,607.43
\$ 104,579.25	\$ 107,716.63	\$ 114,646.40	\$ -	\$ -	\$ -
\$ 53,869.05	\$ 55,485.12	\$ 59,054.66	\$ -	\$ -	\$ -
\$ 14,498.00	\$ 14,932.94	\$ 15,380.93	\$ -	\$ -	\$ -
\$ 257,243.98	\$ 264,961.30	\$ 281,205.43	\$ 97,659.94	\$ 100,589.73	\$ 103,607.43
\$ 1,087,762.96	\$ 1,120,395.85	\$ 1,188,825.51	\$ 1,059,826.80	\$ 1,091,621.60	\$ 1,124,370.25
\$ 5,435.00	\$ 5,489.35	\$ 5,544.24	\$ 5,599.69	\$ 5,655.68	\$ 5,712.24
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 3,725.00	\$ 3,799.50	\$ 3,875.49	\$ 3,953.00	\$ 4,032.06	\$ 4,112.70
\$ 1,000.00	\$ 1,030.00	\$ 1,060.90	\$ 1,092.73	\$ 1,125.51	\$ 1,159.27
\$ 22,585.00	\$ 22,810.85	\$ 23,038.96	\$ 23,269.35	\$ 23,502.04	\$ 23,737.06
\$ 38,000.00	\$ 39,140.00	\$ 40,314.20	\$ 41,523.63	\$ 42,769.33	\$ 44,052.41
\$ 85,745.00	\$ 87,269.70	\$ 88,833.79	\$ 90,438.39	\$ 92,084.63	\$ 93,773.69
\$ 300.00	\$ 309.00	\$ 318.27	\$ 327.82	\$ 337.65	\$ 347.78
\$ 25,600.00	\$ 26,112.00	\$ 26,634.24	\$ 27,166.92	\$ 28,710.26	\$ 288,364.47
\$ 25,900.00	\$ 26,421.00	\$ 26,952.51	\$ 27,494.74	\$ 28,047.92	\$ 288,712.25
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 1,500.00	\$ 1,900.00	\$ 1,938.00	\$ 1,976.76	\$ 2,016.30	\$ 2,056.62
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 1,200.00	\$ 1,212.00	\$ 1,224.12	\$ 1,236.36	\$ 1,248.72	\$ 1,261.21
\$ 20,624.00	\$ 21,242.72	\$ 21,880.00	\$ 22,536.40	\$ 23,212.49	\$ 23,908.87
\$ 4,000.00	\$ 4,200.00	\$ 4,410.00	\$ 4,630.50	\$ 4,862.03	\$ 5,105.13
\$ 1,500.00	\$ 1,530.00	\$ 1,560.60	\$ 1,591.81	\$ 1,623.65	\$ 1,656.12
\$ 300.00	\$ 303.00	\$ 306.03	\$ 309.09	\$ 312.18	\$ 315.30
\$ 2,500.00	\$ 2,575.00	\$ 2,652.25	\$ 2,731.82	\$ 2,813.77	\$ 2,898.19
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 750.00	\$ 765.00	\$ 780.30	\$ 795.91	\$ 811.82	\$ 828.06
\$ 2,000.00	\$ 2,100.00	\$ 2,205.00	\$ 2,315.25	\$ 2,431.01	\$ 2,552.56
\$ 14,000.00	\$ 14,280.00	\$ 14,565.60	\$ 14,856.91	\$ 15,154.05	\$ 15,457.13
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 48,374.00	\$ 50,107.72	\$ 51,521.90	\$ 52,980.81	\$ 54,486.03	\$ 56,039.19
\$ 117,144.00	\$ 117,144.00	\$ 225,000.00	\$ 225,000.00	\$ 225,000.00	\$ 225,000.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 5,544.00	\$ 5,544.00	\$ 5,544.00	\$ 5,544.00	\$ 5,544.00	\$ 5,544.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 26,922.00	\$ 26,922.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 5,424.00	\$ 5,424.00	\$ 20,000.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 5,000.00	\$ 5,000.00	\$ 2,500.00	\$ 5,000.00	\$ 5,100.00	\$ 5,202.00
\$ 1,500.00	\$ 1,500.00	\$ 25,000.00	\$ 25,750.00	\$ 26,522.50	\$ 27,318.18
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 500.00	\$ 500.00	\$ 2,500.00	\$ 2,525.00	\$ 2,550.25	\$ 2,575.75
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Drop In Center staffing
Other Compensation (Row 94)
Other Instructional Supplies and Resources (Row 108)
Dual Credit and Certification costs
Other Administrative Expenses (Row 114)
Includes Office Supplies, Graduation Expense, and GEI Fees (Back Office Admin)
Other Governing Board Expenses (Row 120)
Other Services (Row 138)
Lease, Mortgage, & Other Facilities (Rows 143, 158)

Total Facilities Expenses:	\$ 162,034.00	\$ 162,034.00	\$ 380,544.00	\$ 369,319.00	\$ 370,216.75	\$ 371,139.93
Other Expenses - See Footnotes						
Indiana Charter School Board Administrative Fee (6)	\$ -	\$ 9,871.88	\$ 10,884.38	\$ 11,390.63	\$ 12,656.25	\$ 12,656.25
Management Fee (7)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Escrow	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Expenses:	\$ -	\$ 9,871.88	\$ 10,884.38	\$ 11,390.63	\$ 12,656.25	\$ 12,656.25
TOTAL EXPENSES:	\$ 1,409,815.96	\$ 1,456,100.14	\$ 1,747,562.09	\$ 1,861,450.36	\$ 1,904,113.18	\$ 1,946,691.56
CHANGE IN NET ASSETS:	\$ 3,516.04	\$ 183,085.36	\$ (33,872.65)	\$ 163,956.97	\$ 121,660.95	\$ 79,453.02

Other Expenses (Row 167)

Footnotes:

- (1) Including, but not limited to: alternative education program grants (IC 20-30-8); educational technology plan grants (IC 20-20-13); school safety plan grants (IC 5-2-10.1-6); secured school fund grants (IC 10-21-1-2); dual language pilot program grants (IC 20-20-41-2); teacher and student achievement fund grants (IC 20-20-43-3); student and parent support services grants (IC 20-34-9); etc.
- (2) Marion, Lake, St. Joseph, and Vanderburgh counties only.
- (3) Office of Superintendent includes the Head of School, School Leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions; Office of the Principal includes Vice- and Assistant Principals; Other School Administration includes Chief Academic Officers; Directors, Deans, and Coordinators of: Curriculum, Instruction, Faculty, Students, Assessment, Student Affairs, Student Achievement, and similar positions.
- (4) Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.
- (5) Secretary, Receptionist; Attendance Clerk; Office Manager, Cafeteria Worker, and other full or part-time employees not specifically described.
- (6) Three quarters of one percent (0.75%) of the basic tuition support or adult learner grant amount received by the school.
- (7) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All amounts separate from a specific "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease payments, instructional supplies, software, technology, etc.) and described in the "Other Expenses" Column and/or in the Budget Narrative.

School Enrollment Projections
(must align with Renewal Application Enrollment Plan)

School Name: The Excel Center - Noblesville
 Location: Noblesville Schools
 Renewal Year: 2025 - 26 SY

Is the school an Adult High School (please see instructions): Select from drop-down list →

Enrollment	Current Year 2024 - 25 SY	Year 1 2025 - 26 SY	Year 2 2026 - 27 SY	Year 3 2027 - 28 SY	Year 4 2028 - 29 SY	Year 5 2029 - 30 SY	Notes & Instructions	
Kindergarten							<p>Please complete the enrollment table for the school's current year, and provide enrollment projections for the next five (5) years beginning with the Renewal Year.</p> <p>1) An "adult high school" is a charter school that has a majority of enrolled students that: (1) belong to a graduation cohort that has already graduated; or (2) are over the age of eighteen (18) years of age; at the time the student was first enrolled at the school. ICSB is prohibited from authorizing an adult high school unless the general assembly has made a specific appropriation for the high school pursuant to Indiana Code 20-24-7-13.5. If your proposal is for an adult high school, complete Row 31 only.</p> <p>2) A "virtual student" is defined as a student for whom at least fifty percent (50%) of the instructional services received from the school is virtual instruction. Virtual instruction means instruction that is provided in an interactive learning environment created through technology in which students are separated from their teacher by time or space, or both. Students receiving more than 50% of their instruction virtually generate eighty-five percent (85%) of the foundation formula amount rather than 100%. The analysis is applicable on a per student basis.</p> <p>3) The "basic" tuition support grant for K-12 schools is equal to the following formula:</p> <p align="center">(Foundation Amount X ADM) + ((Complexity Multiplier X Complexity Index) X ADM)</p> <p>The Distribution calculations are an estimate based on projected enrollment multiplied by basic tuition support in the amounts as set forth in the most recently passed (2024-25 FY) budget- Foundation = \$6,590 for the 2023-24 SY and \$6,681 for the 2024-25 SY (and beyond) and Complexity Multiplier = \$3,983 for the 2023-24 SY and \$4,024 for the 2024-25 SY. The school's actual distribution will be based on the school's ADM count of eligible pupils enrolled in the school on two count dates (in October and February) multiplied by the basic tuition support calculation. The calculation uses the Complexity Index for the school corporation in which the proposed charter school will be located- the school's actual Complexity Index amount will likely differ. The Special Education Grant amount is calculated on Tab 4 and uses the grant amount for moderate disabilities (\$2,930 for the 2024-25 SY). The grant amount for severe disabilities is \$11,695 for the 2024-25 SY).</p> <p>4) The Adult Learner Grant amount for adult high schools is \$6,750. The Adult Distribution is calculated by multiplying Total Enrollment by the Adult Grant.</p>	
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Grade 7								
Grade 8								
Grade 9								
Grade 10								
Grade 11								
Grade 12								
Total K-12 Enrollment:	0	0	0	0	0	0		
Adult Learners (1)	195	215	225	250	250	250		
Total Adult Enrollment:	195	215	225	250	250	250		
Estimated % of Students:								
Special Education								
English Learners								
Free/Reduced Priced Lunch								
Virtual Students (2)								
K-12 Distribution (3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Adult Distribution (4)	\$ 1,316,250.00	\$ 1,451,250.00	\$ 1,518,750.00	\$ 1,687,500.00	\$ 1,687,500.00	\$ 1,687,500.00		

5-Year Projected Staffing Plan

School Name: The Excel Center - Noblesville
Renewal Year: 2025 - 26 SY

The information provided herein does not, and is not intended to, constitute legal advice. Schools should consult an attorney and/or accountant for any questions about employment and employment tax matters before completing this worksheet.

- Complete all relevant Grey Shaded areas -> Name of Position, Number of Positions, Average Salary, Health Insurance, Retirement Contribution, and Other Benefits.
- Projected salary and benefits should align with Year 0 and 5-Year budgets.
- Please see footnotes below for additional information before completing the worksheet.

	Current Year			Year 1			Year 2			Year 3			Year 4			Year 5			
	Number	Average Salary (1)	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	
INSTRUCTIONAL STAFF	Lead Teacher	1.0	\$ 64,092.98	\$ 64,092.98	1.0	\$ 66,015.77	\$ 66,015.77	1.0	\$ 67,996.24	\$ 67,996.24	1.0	\$ 70,036.13	\$ 70,036.13	1.0	\$ 72,137.21	\$ 72,137.21	1.0	\$ 74,301.33	\$ 74,301.33
	College & Career Readiness Spec.	1.0	\$ 51,649.52	\$ 51,649.52	1.0	\$ 53,199.01	\$ 53,199.01	1.0	\$ 54,794.98	\$ 54,794.98	1.0	\$ 56,438.83	\$ 56,438.83	1.0	\$ 58,131.99	\$ 58,131.99	1.0	\$ 59,875.95	\$ 59,875.95
	English Instructor	1.0	\$ 53,558.00	\$ 53,558.00	1.0	\$ 55,164.74	\$ 55,164.74	1.0	\$ 56,819.68	\$ 56,819.68	1.0	\$ 58,524.27	\$ 58,524.27	1.0	\$ 60,280.00	\$ 60,280.00	1.0	\$ 62,088.40	\$ 62,088.40
	English Instructor	1.0	\$ 51,999.00	\$ 51,999.00	1.0	\$ 53,558.97	\$ 53,558.97	1.0	\$ 55,165.74	\$ 55,165.74	1.0	\$ 56,820.71	\$ 56,820.71	1.0	\$ 58,525.33	\$ 58,525.33	1.0	\$ 60,281.09	\$ 60,281.09
	Math Instructor	1.0	\$ 55,565.00	\$ 55,565.00	1.0	\$ 57,231.95	\$ 57,231.95	1.0	\$ 58,948.91	\$ 58,948.91	1.0	\$ 60,717.38	\$ 60,717.38	1.0	\$ 62,538.90	\$ 62,538.90	1.0	\$ 64,415.06	\$ 64,415.06
	Math Instructor	1.0	\$ 50,984.00	\$ 50,984.00	1.0	\$ 52,513.52	\$ 52,513.52	1.0	\$ 54,088.93	\$ 54,088.93	1.0	\$ 55,711.59	\$ 55,711.59	1.0	\$ 57,382.94	\$ 57,382.94	1.0	\$ 59,104.43	\$ 59,104.43
	Multilingual Learner Teacher	1.0	\$ 64,593.00	\$ 64,593.00	1.0	\$ 66,530.79	\$ 66,530.79	1.0	\$ 68,526.71	\$ 68,526.71	1.0	\$ 70,582.52	\$ 70,582.52	1.0	\$ 72,699.99	\$ 72,699.99	1.0	\$ 74,880.99	\$ 74,880.99
	Multilingual Learner Teacher	1.0	\$ 56,165.00	\$ 56,165.00	1.0	\$ 57,849.95	\$ 57,849.95	1.0	\$ 59,585.45	\$ 59,585.45	1.0	\$ 61,373.01	\$ 61,373.01	1.0	\$ 63,214.20	\$ 63,214.20	1.0	\$ 65,110.63	\$ 65,110.63
	Instructional Interventionalist	0.5	\$ 35,360.00	\$ 17,680.00	0.5	\$ 36,420.80	\$ 18,210.40	0.5	\$ 37,513.42	\$ 18,756.71	0.5	\$ 38,638.83	\$ 19,319.41	0.5	\$ 39,797.99	\$ 19,899.00	0.5	\$ 40,991.93	\$ 20,495.97
	Paraprofessional	0.5	\$ 32,448.00	\$ 16,224.00	0.5	\$ 33,421.44	\$ 16,710.72	0.5	\$ 34,424.08	\$ 17,212.04	0.5	\$ 35,456.81	\$ 17,728.40	0.5	\$ 36,520.51	\$ 18,260.25	0.5	\$ 37,616.13	\$ 18,808.06
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Instructional Staff:	9.0		\$ 482,510.50	9.0		\$ 496,985.82	9.0		\$ 511,895.39	9.0		\$ 527,252.25	9.0		\$ 543,069.82	9.0		\$ 559,361.91	
ADMIN & SUPPORT																			
School Director	1.0	\$ 107,441.78	\$ 107,441.78	1.0	\$ 110,665.03	\$ 110,665.03	1.0	\$ 113,984.98	\$ 113,984.98	1.0	\$ 117,404.53	\$ 117,404.53	1.0	\$ 120,926.67	\$ 120,926.67	1.0	\$ 124,554.47	\$ 124,554.47	
Manager, Office Administration	1.0	\$ 52,191.31	\$ 52,191.31	1.0	\$ 53,757.05	\$ 53,757.05	1.0	\$ 55,369.76	\$ 55,369.76	1.0	\$ 57,030.85	\$ 57,030.85	1.0	\$ 58,741.78	\$ 58,741.78	1.0	\$ 60,504.03	\$ 60,504.03	
Drop-In Center Manager	1.0	\$ 37,876.80	\$ 37,876.80	1.0	\$ 39,013.10	\$ 39,013.10	1.0	\$ 40,183.50	\$ 40,183.50	1.0	\$ 41,389.00	\$ 41,389.00	1.0	\$ 42,630.67	\$ 42,630.67	1.0	\$ 43,909.59	\$ 43,909.59	
Drop-In Center Attendant	1.0	\$ 31,200.00	\$ 31,200.00	1.0	\$ 32,136.00	\$ 32,136.00	1.0	\$ 33,100.08	\$ 33,100.08	1.0	\$ 34,093.08	\$ 34,093.08	1.0	\$ 35,115.87	\$ 35,115.87	1.0	\$ 36,169.35	\$ 36,169.35	
Lead Coach	1.0	\$ 63,332.56	\$ 63,332.56	1.0	\$ 65,232.54	\$ 65,232.54	1.0	\$ 67,189.51	\$ 67,189.51	1.0	\$ 69,205.20	\$ 69,205.20	1.0	\$ 71,281.35	\$ 71,281.35	1.0	\$ 73,419.79	\$ 73,419.79	
Coach	1.0	\$ 55,966.03	\$ 55,966.03	1.0	\$ 57,645.01	\$ 57,645.01	1.0	\$ 59,374.36	\$ 59,374.36	1.0	\$ 61,155.59	\$ 61,155.59	1.0	\$ 62,990.26	\$ 62,990.26	1.0	\$ 64,879.97	\$ 64,879.97	
Coach	0.0	\$ 50,000.00	\$ -	0.0	\$ 51,500.00	\$ -	0.5	\$ 53,045.00	\$ 26,522.50	1.0	\$ 54,636.35	\$ 54,636.35	1.0	\$ 56,275.44	\$ 56,275.44	1.0	\$ 57,963.70	\$ 57,963.70	
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Admin & Support Staff:	6.0		\$ 348,008.48	6.0		\$ 358,448.73	6.5		\$ 395,724.70	7.0		\$ 434,914.61	7.0		\$ 447,962.05	7.0		\$ 461,400.91	
		Rate/Per Employee Expense	Total Expense			Rate/Per Employee Expense	Total Expense			Rate/Per Employee Expense	Total Expense			Rate/Per Employee Expense	Total Expense			Rate/Per Employee Expense	Total Expense
BENEFITS																			
Health Insurance (2)		\$ 6,971.95	\$ 104,579.25		\$ 7,181.11	\$ 107,716.63		\$ 7,396.54	\$ 114,646.40		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	
Retirement Contributions (3)		\$ 3,591.27	\$ 53,869.05		\$ 3,699.01	\$ 55,485.12		\$ 3,809.98	\$ 59,054.66		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	
Social Security		6.2%	\$ 51,492.18		6.2%	\$ 53,036.94		6.2%	\$ 56,272.45		6.2%	\$ 59,654.35		6.2%	\$ 63,143.98		6.2%	\$ 66,877.30	
Medicare		1.45%	\$ 12,042.53		1.45%	\$ 12,403.80		1.45%	\$ 13,160.49		1.45%	\$ 13,951.42		1.45%	\$ 14,801.06		1.45%	\$ 15,652.06	
Unemployment		2.5%	\$ 20,762.97		2.5%	\$ 21,385.86		2.5%	\$ 22,690.50		2.5%	\$ 24,054.17		2.5%	\$ 25,477.80		2.5%	\$ 26,962.07	
Other Compensation (4)			\$ 14,498.00			\$ 14,932.94			\$ 15,380.93			\$ -			\$ -			\$ -	

	Current Year			Year 1			Year 2			Year 3			Year 4			Year 5		
	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense
SUMMARY																		
Total Staff	15.0			15.0			15.5			16.0			16.0			16.0		
Total Salaries:	\$ 830,518.98			\$ 855,434.55			\$ 907,630.09			\$ 962,166.96			\$ 991,031.87			\$ 1,020,762.83		
Total Benefits:	\$ 257,243.98			\$ 264,961.30			\$ 281,205.43			\$ 297,659.94			\$ 300,589.73			\$ 303,607.43		
Total Salaries + Benefits:	\$ 1,087,762.96			\$ 1,120,395.85			\$ 1,188,835.51			\$ 1,259,826.90			\$ 1,291,621.60			\$ 1,324,370.25		
Student/teacher ratio	22:1			24:1			25:1			28:1			28:1			28:1		
Student/staff ratio	33:1			36:1			35:1			36:1			36:1			36:1		

Footnotes:

A note about classifying workers:

Generally, an individual who performs services for you is your "employee" if you have the right to control what work will be done and how it will be done. An individual who performs services for you is an "independent contractor" if the you have the right to control or direct only the result of the work, but not what will be done and how it will be done. This is an important distinction because an employee's wages are subject to employment tax withholding while an independent contractor's earnings are subject to self-employment tax. However, there are many factors used by the IRS to determine whether an individual is an employee or independent contractor. See: <https://www.irs.gov/businesses/small-businesses-self-employed/independent-contractor-self-employed-or-employee>. Please note that the IRS has issued a number of rulings and advisory opinions holding, based on the specific facts, that an individual rendering services as a substitute teacher should be considered to be an employee and not an independent contractor. Misclassification of an employee as an independent contractor may result in additional payroll taxes due, as well as possible interest and penalties. Please consult your attorney before classifying an employee. Payments made to "independent contractors" should be listed as "Other Compensation" on Row 58, and explained in the budget narrative. Do not include payments made to independent contractors on Rows 15-47.

- Amounts paid to "employees" regardless of whether they are full-time, part-time, or limited-time should be listed in the **Average Salary** column (Rows 15-47) for each year. All pay provided to an employee for services performed should be included, including salaries, vacation allowances, bonuses, stipends, commissions, and taxable fringe benefits. For more information, see <https://www.irs.gov/publications/p15>.
- Health Insurance** includes Group Life Insurance, Group Health Insurance, Group Accident Insurance, Other Authorized Group Insurance, and Workers Compensation Insurance.
- Retirement Contributions** includes Severance/Early Retirement Pay, Public Employees Retirement Fund, Teachers Retirement Fund, Public Employees Retirement Fund (Optional Contribution), Teacher Retirement Fund (Optional Contribution).
- Other Compensation** - Includes any other benefits not otherwise classified above, including payments made to independent contractors. This cell should reflect the sum total of all Other Compensation for the year.

Enrollment Plan for Adult High Schools Authorized by the Indiana Charter School Board

1. Please complete all appropriate grey cells. The first seven (7) lines are required.
2. The Enrollment Plan Approval Date on line 13 is the date the initial Enrollment Plan was approved as part of a Charter Application.
3. Enrollment Plan Amendments list the amendments, effective year, and approval date of those amendments to the school's Enrollment Plan that are approved pursuant to ICSB's Enrollment Plan Amendment Policy.

Charter School Network:	Excel Centers for Adult Learners
Name of Charter School:	The Excel Center - Noblesville
Designated Representative:	Betsy Delgado
Contact Information:	bdelgado@goodwillindy.org, (317) 524-4280
Grade Span (Format: "X-X"):	AHS
Maximum Enrollment:	250
Year 1 (Format: "YYYY"):	2024
Initial Approval Date:	

Yearly Enrollment By Grade Level

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Maximum
9						
10						
11						
12						
AHS	195	225	250	250	250	250
Total Enrollment (School):	195	225	250	250	250	250

Approved Amendments
(Completed by ICSB)

Approval Date:

Amended Enrollment			
0	0	0	0

Amendment Notes

--