



## Exhibit B: Renewal Application

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 - Shelbyville

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**Charter School Address:** 117 N. Harrison St. Shelbyville, IN 46176

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**Designated Representative and Contact Information (Phone & Email):** Betsy Delgado, (317) 524-4280, bdelgado@goodwilleducation.org

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**Mission Statement:** The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and post-secondary education while developing career paths that offer greater employment and career growth opportunities. Our schools "meet students where they are" in their education by providing flexible structure and supportive relationships to help students manage their work, life, and family concerns as they achieve their education goals.

**School Leader/Principal:** Shonda Russell

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Current Board of Directors		
Officers:	Members:	Honorary Directors
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Laura Pickett, Vice Chair	Don Palmer	Fred C. Tucker III
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Betsy Delgado, Vice President	Patricia Castaneda	
Ex Officio: Kent Kramer	C. Perry Griffith, Jr.	

**Identify ESP or partner Organization (if applicable):** Goodwill Education Initiatives, Inc.

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### 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

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## **The Excel Center - Shelbyville**

Application for Charter Renewal  
October 2025

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

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## **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 with 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 “meets 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 serve as the organizer for future 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 15 other Goodwill organizations and supporting a total of 50 Excel Center campuses across the country, with more organizations and schools in the pipeline.

GEI began exploring the opportunity of opening an Excel Center in Shelbyville, Indiana, in 2012 based on community needs in South Central Indiana. This included conversations with former

Shelbyville Mayor Tom DeBraun and local employers expressing the need to create a strong workforce pipeline in Shelby County. The school was opened in 2016 and since then has graduated 320 students. The Excel Center Shelbyville was one of the first Excel Centers to serve students in rural communities.

## **Community Need**

Across the state, there are more than 450,000 working-age Hoosiers without a high school diploma.<sup>1</sup> The Excel Center has the ability to offer a significant number of these individuals an opportunity to improve their educational attainment. In Shelby County, 9.6% of the population (over 4000 adults) do not have a high school diploma.<sup>2</sup> 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.<sup>3</sup> 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.<sup>4</sup>

When expanding our reach to nearby counties and cities, we see a continuing need for adult education pathways. While Johnson County's high school attainment data is higher than surrounding counties, their county seat, Franklin, Indiana, is facing the challenge of a growing labor market that still includes adults in need of a high school diploma. According to American Community Survey data, approximately 1424 adults in Franklin do not hold a high school diploma. In nearby Rush County, over 1,100 adults lack a high school diploma. Within Rush County, the city of Rushville's high school attainment level is lower than the rest of Rush County, with 537 adults in Rushville alone in need of their high school diploma - this figure represents approximately 11% of the overall population. Similarly, in Greenburg, Indiana, in nearby Decatur County, over 11% of adults 18 and up (1067 adults) have not yet attained their high school diploma. These communities illustrate how the lack of a high school credential can create long-standing disruptions in the transition to the workforce. These gaps translate into lower median earnings and a higher likelihood of needing public assistance, precisely the barriers that The Excel Center Shelbyville addresses.

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.<sup>5</sup> 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 The Excel Centers operated by GEI have graduated over 10,000 graduates. In

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

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

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

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

<sup>5</sup> 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](https://all4ed.org/wp-content/uploads/2013/09/Indiana_hs.pdf)

the most recent school year, 100% of all graduates earned either dual credit or an industry-recognized credential, with many earning both. This achievement underscores GEI's dedication to providing students with not only a high school diploma but also the skills and credentials needed to succeed in today's workforce.

To ensure ongoing improvement and transparency, GEI partnered with independent research institutions to evaluate the long-term impact of The Excel Center Model. These third-party assessments consistently demonstrate significant and sustained gains in both earnings and employment among graduates.

In 2017, an external review found that Excel Center graduates experienced notable increases in employment and wages within six months of graduation - 70% were employed, earning 50% higher wages than before enrollment, which confers a wage and re-employment effect premium of \$9,828 per graduate. 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.<sup>6</sup>

Further validation came from a study conducted by the Lab for Economic Opportunities (LEO) at the University of Notre Dame. The LEO study identified several key findings that demonstrate the lasting and equitable impact of The Excel Center model:

- a) Increased Earnings & Employment: Excel Center graduates experience a 39% increase in quarterly earnings compared to similar Excel Center applicants who did not enroll, and a 20% greater workforce participation than their peers.
- b) Sustained Long-Term Impact: 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) Equitable Outcomes: Excel Center graduate employment and wage benefits are experienced equitably across gender, race, socioeconomic status, and geographical groups.

Additionally, LEO's research showed that Excel Center graduates often transition from retail or hospitality roles into higher-wage sectors such as healthcare and manufacturing. A return-on-investment analysis submitted by MIT further 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.<sup>7</sup>

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<sup>6</sup> Center for Evaluation & Education Policy (March 2017). "The Excel Center Research Report". Indiana University. Bloomington, Indiana.

<sup>7</sup> 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://leo.nd.edu/assets/592854/brough\\_phillips\\_turner\\_aej\\_policy2024](https://leo.nd.edu/assets/592854/brough_phillips_turner_aej_policy2024)

These findings provide compelling evidence that The Excel Center model delivers meaningful, equitable, and lasting outcomes, improving the lives of individuals while contributing to the broader economy.

At the local level, The Excel Center Shelbyville exemplifies these results. In every year of operation, The Excel Center Shelbyville has earned an “A” rating under Indiana’s adult high school accountability model, further reinforcing its effectiveness and strong case for charter renewal.

The Excel Center – Shelbyville’s College and Career Readiness (CCR) rate has been a strong indicator of graduate quality throughout the school’s charter. For six out of their nine years in operation, The Excel Center-Shelbyville achieved 100% CCR rate. In the most recent school year, (Table 1), 37 of the graduates earned either an industry-recognized certification (29 students) or dual credits (8 students). The certifications earned come from a variety of fields of employment, including Emergency Telecommunicator Certification, Certified Nursing Assistant, and Veterinary Medical Assistant.

**Table 1**

<b>The Excel Center – Shelbyville Graduates and College &amp; Career Readiness Rate</b>							
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Number Graduates per Year</b>	38	46	41	34	35	40	37
<b>College &amp; Career Readiness Rate</b>	100%	80%	98%	100%	100%	98%	100%

Since opening in 2016-2017, graduates have transitioned into skilled, sustainable careers through clear credential-to-career pathways. A sampling of The Excel Center Shelbyville’s recent graduate success includes a graduate who completed the OSHA 10 certification and entered a paid construction apprenticeship with a local partner, another earned the Certified Clinical Medical Assistant credential and now works at Franciscan Health Network. A third graduate obtained a Pharmacy Technician certification and is employed as a pharmacy technician at MHP MedWorks.

After the 2024-2025 school year, The Excel Center-Shelbyville reached the milestone of helping 320 Hoosiers who had previously left high school to earn their Indiana high school diploma. Of those 320 graduates, over 97% have left the school earning a dual credit, industry-recognized credential, or both.

On the ICSB 5-year Accountability Dashboard, The Excel Center – Shelbyville 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.

The full charter renewal of The Excel Center – Shelbyville will continue to open new paths to educational attainment and post-secondary opportunities for its students, which, in turn, will build a stronger community as graduates move into college, training, and employment.



## Section I: Performance Review

### Performance Dashboard Summary Measures Not Meeting Standard

The Excel Center - Shelbyville is committed to addressing areas marked in the ICSB Accountability System Dashboard as “does not meet standard”. There were three academic areas where The Excel Center - Shelbyville received a rating of “does not meet standard” - attendance rate, in-cohort graduation rate and grade 12 graduation rate. There were also four financial indicators marked as “does not meet standard” - primary reserve ratio, cash flow, multi-year cash flow, and debt service coverage ratio.

#### 1) Academic Metric - Student Attendance Rate

The first area of focus identified in the dashboard is attendance, where The Excel Center - Shelbyville's attendance rate is compared to that of the local traditional school district. Although adult learners are not subject to compulsory attendance laws, consistent participation remains a significant factor in determining academic achievement and overall student success.

Addressing attendance within the adult education model presents unique challenges. Students often balance multiple priorities, including employment, family responsibilities, and other factors, without the external accountability structures found in traditional K–12 settings. Additionally, the availability of readily accessible employment opportunities with competitive wages in lower-skilled positions has provided a financial incentive that directly competes with student attendance. Furthermore, rural barriers such as limited transportation options and chronic absenteeism compound the issue and impact sustained engagement.

While incremental progress has been made, consistent growth in attendance rates has been lower than anticipated. In response, The Excel Center - Shelbyville has implemented a comprehensive strategy that places wrap-around services and community partnerships at the center of its model priorities to address employment challenges, remove barriers, and strengthen student attendance. The first step in this strategy is to leverage the school's Community Advisory Team (CAT), an advisory group composed of business and nonprofit leaders. The CAT collaborates to problem-solve community challenges, share resources, and identify new initiatives to support enrollment and student retention. Additionally, the team collaborates with Goodwill's Rural Career Pathways Stakeholder Team to align educational supports with local workforce needs. Here are a couple of initiatives developed through the partnership:

- Programs such as *Built to Succeed*, facilitated by the Indiana Careers in Construction Association (ICCA), provide students with streamlined access to union apprenticeships and sustainable career pathways to encourage continuous engagement and post-secondary success.
- WorkOne regularly presents a workforce development presentation in Senior Seminar, connecting students with employers that provide a flexible schedule to encourage work-life balance.
- Ryobi and Major Health Partners offer workplace tours to help students align industry-recognized credentials with available career pathways.

Through these partnerships, The Excel Center Shelbyville can address the need for work, offer alternative opportunities, and align the benefits of diploma completion with future work. This strategy prioritizes proactive solutions to keep students engaged. However, The Excel Center-Shelbyville also recognizes that many attendance challenges stem directly from personal barriers that require direct intervention. The second strategy focuses on enhancing wrap-around services by allocating dedicated barrier removal funds. Through this initiative, supported by additional philanthropic dollars and partnership across GCSI and GEI, Excel Center staff are able to address critical student needs such as transportation, food insecurity, housing, and more.

These examples demonstrate how wrap-around services help address immediate challenges but also strengthen student attendance and persistence. A recent student survey found that nearly 40% of students said having community resources available within the school supports their attendance, while 57% identified transportation and childcare as the most significant obstacles. The combination of each strategy plus data collection reflects successful change and the need for innovative solutions for more significant barriers. However, The Excel Center-Shelbyville will continue to address student obstacles and meet them where they are. By taking a holistic approach to interventions, school attendance will improve, as well as long-term success for students.

## **2) Academic Metric - Cohort Graduation Rate and Grade 12 Graduation Rate**

The second and third areas identified are Cohort Graduation Rate and 12th Grade Graduation Rate. As part of the adult high school accountability model established in Indiana code, 90% of the school's graduation 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. Once enrolled, however, students benefit from a model intentionally designed to meet them where they are, creating a clear pathway to graduation and post-secondary success.

Using the Indiana Adult High School Accountability System, The Excel Center - Shelbyville has earned an "A" school grade since its opening. The Excel Center Shelbyville's grads to enrollment ratio has consistently increased over the past 4 years and remained over 22%. In the Adult Accountability model this percentage puts the schools graduate outcomes above the percentage required for an A. Additionally, throughout the charter term, the College and Career Readiness rate has averaged 98%-100% for six of seven school years, dipping to 80% in 2019-2020 during COVID. Despite the setback, the school recovered quickly, reinforcing its commitment to college and career readiness and post-graduation success. These outcomes demonstrate strong and consistent results in helping students reach their goals at the time of graduation.

This success comes from intentional data reviews and regularly adjusted individualized graduation plans. Throughout the year, students meet with their Life Coach to talk about

post-secondary course options and local job opportunities. The College and Career Specialist supports students with understanding labor market data and accessing employers within the surrounding counties. Within their required course, Senior Seminar, students complete at least two Career Discovery Meetings. Recent sessions included Goodwill Talent Source, IVY Tech Community College, and WorkOne.

Each term, the school also hosts a Career Day, where employers from healthcare, manufacturing, and the military meet with students to share opportunities. Community partners such as Turning Point, Versiti, the U.S. Army, the Indiana National Guard, Universal Technical Institute, and Built to Succeed also join to connect students to resources and supports.

Although many students enroll at The Excel Center-Shelbyville already out of their cohort, their opportunity for completing a high school diploma and post-graduation success remains strong. Through targeted strategies, students are provided the chance to reach their full potential by exposing them to post-secondary opportunities and long-lasting pathways. The combined efforts reinforce the school's commitment to college and career readiness and self-sufficiency for adult learners, regardless of when they began.

### **3) Financial Accountability Metrics**

#### **Primary Reserve Ratio**

The Excel Center - Shelbyville 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 shortfall.

#### **Cash flow and Multi-year cash flow**

Per the independent financial audits performed on The Excel Center - Shelbyville, 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)  
2025- \$202,725 (decrease in cash of \$130,296)

The Excel Center - Shelbyville has had positive cash flow over most years and the decrease in cash in FY25 can be attributed to the combination of the end of ESSER funding and the decrease in enrollment.

#### **Debt Service Coverage Ratio**

The most notable reason for the decrease in this ratio is the decrease in the change in net assets. The Excel Centers have been operating without an increase in per student funding since 2017. When combined with the increase in costs since COVID, it is difficult for a small school model to be able to get much to the bottom line. The Excel Center - Shelbyville has no external debt, except for the building lease, and will continue to be supported by the Goodwill Education Initiatives network.

## **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 – Shelbyville'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 15 other Goodwill territories, demonstrates a proven track record of success. Over The Excel Center - Shelbyville'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 - Shelbyville'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 - Shelbyville 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 - Shelbyville convenes a local Community Advisory Team (CAT) including partners like Ivy Tech Community College, Ryobi, Work One, Major Health Partners, and ASPIN. The stakeholder team is composed of local business leaders and professionals who can directly connect graduates to skills training, credential pathways, and career openings that advance their professional goals.

The purpose of the CAT is threefold:

- 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 - Shelbyville 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 Shelby County and the surrounding areas, etc. Moreover, the CAT provides a community voice to the school.

#### **b) Leadership Team**

The Excel Center - Shelbyville employs a leadership team of high-quality leaders with extensive experience. Both the Lead Teacher and the School Director have worked for the Excel Center - Shelbyville for a combined 15 years and have helped shape the student-centered culture in evidence today. Several members of The Excel Center - Shelbyville team have participated in GEI's Director Leadership Series and Next Level Leadership Series and have served as mentors for other teams in the network. These series aim to:

- Increase awareness and competency in key leadership functions.
- Build a strong talent pipeline and succession plan for school leadership.
- Foster a culture of continuous improvement across all Excel Centers.

Each participant completes a capstone project addressing real-world challenges, applying their leadership style and action plan to contribute to both school- and network-level success.

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 organizational 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 – Shelbyville is comprised of:

- School Director: Shonda Russell
- Lead Teacher: Jennifer Heagy
- Multi-Language Learners Teacher of Records: Jessica Lane
- College & Career Readiness Specialist: Abrina Baker

On top of the school-based leadership team, The Excel Center Shelbyville 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 - Shelbyville 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 - Shelbyville will receive support from the Lead Teacher on staff, GEI's Lead Teacher Liaison, and the Regional Director, all of whom work with schools on specific initiatives. Teachers are an integral part of curriculum development and revision each year as the 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 - Shelbyville will focus on the following specific initiatives over the charter term:

- Classroom engagement strategies aiding the retention of students
- 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 - Shelbyville 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 - Shelbyville 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 - Shelbyville continues to sustain academic achievement, The Excel Center - Shelbyville will:

##### Engage with a Live Data Dashboard

Using 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 position 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 - Shelbyville team will engage in conversations utilizing network-wide data. An effective review with all stakeholders includes 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 graduates
  - 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 - Shelbyville will engage in a collective approach to analyzing, problem-solving, and innovating, which allows leaders across 19 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 follows:

- 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 - Shelbyville 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 - Shelbyville 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 - Shelbyville 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
- FAFSA Completion and Career Discovery Meeting
- Financial Health

## **2) Overcoming Challenges**

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

### **a) Enrollment Shift**

The Excel Center - Shelbyville has experienced a recent decline in enrollment. As the school approaches its tenth year of operation, we recognize the importance of continually renewing and strengthening our community connections. Over time, community relationships and local leadership naturally evolve, making it essential for us to re-engage partners, refresh outreach efforts, and rebuild awareness of our mission and services.

We continue to assess the internal and external factors that are influencing this drop in enrollment. While there have been some shifts in the overall minor student and multi-lingual student population, the team continues to engage in weekly student

recruitment opportunities and maintains regular conversations with community partners. In addition, the Director and the College and Career Readiness specialist are working to bring school to the workplace. The school is connecting with employers to host orientations and information sessions for employees who do not have a high school diploma. The CAT, which is a group of local business and nonprofit leaders who advise the school and support student opportunities, helps identify potential employer hosts. This approach reduces transportation and scheduling barriers for working adults and can create a reliable enrollment pipeline.

Additionally, The Excel Center Shelbyville is engaging with the broader community to re-establish partnerships and build new partnerships in Shelby County and in the surrounding counties including Rush, Decatur, Johnson and Hancock counties. Meetings with elected officials, local school districts, local non-profits, and businesses are underway to work towards increasing awareness and student enrollment. The Excel Center Shelbyville also plans to build broader access to enrollment pipelines through its internal relationships with Goodwill stores and mission programs.

#### **b) Overcoming Non-Academic Barriers**

During the 2024-2025 school year, The Excel Center network implemented building level student surveys in each school, giving students the opportunity to reflect and share their enrollment and day-to-day experiences as an Excel Center student. Surveys were deployed electronically and then followed up on through smaller focus groups. Feedback on The Excel Center Shelbyville reflected the need for consistent opportunities for students to share their experiences and suggestions. Student responses stated they would feel more connected to the school and increase participation if there was more student voice reflected across all school initiatives. Utilizing these survey results, The Excel Center Shelbyville began the process of building a culture where students feel seen, heard, and connected. With those goals in mind, The Excel Center Shelbyville team implemented a series of new initiatives: Student Ambassadors welcome and mentor newly enrolled students, assist staff during community service events, and support graduation ceremonies. “Dine with the Director” gives students the opportunity once a term to meet with the school Director over lunch in a relaxed setting to share what is working at the school and what needs improvement. Finally, student interest-centered Clubs further strengthen belonging and leadership. Every staff member sponsors a club that meets during lunch. Recent offerings include:

- Social Media Journalism
- All About Anime
- ExcelMart - designed to support student enterprise
- Drivers Education
- Lords of the Boards - a board game club
- Young Writers Club
- The Multilingual Learning Lab

In order to continuously monitor and measure outcomes from these initiatives, during the

2025-2026 school year, each term students complete a brief survey about their learning experience at The Excel Center Shelbyville. Survey questions include identifying one thing a teacher does well, suggestions for ways to make learning more engaging, a ratings scale that indicates whether the student feels supported academically and personally, and the opportunity to share one way a teacher or coach could improve their service to our students. Student responses are shared with staff anonymously, so there is a common understanding of how students are experiencing the school and their individual classrooms. To date, most responses are positive. For example, one student wrote that a teacher has exceptional patience and enthusiasm for the subject and that this translates well into teaching. When negative feedback appears, it is addressed directly. For example, one student recommended more hands-on activities and fewer videos. The teacher used this feedback to redesign lessons to include more learning by doing for students who prefer kinesthetic approaches. In this way, survey results lead to concrete changes in instruction and reinforce practices that students value.

### **Section III: Proposed Changes to Charter Agreement**

No proposed changes at this time.

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### 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 IC § 20-24.
3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by ICSB and IDOE. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments* of 1972, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
7. Recipients will comply with all provisions of the *Elementary and Secondary Education Act* of 1965, as amended by the *Every Student Succeeds Act* of 2015 ("ESSA"), including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act ("FERPA") and assessments.

8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
10. Recipients will indemnify and hold harmless 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 ICSB may revoke the charter if ICSB deems that the recipient is not fulfilling the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter.

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]

Signature

9/23/25

Date



## **The Excel Center – Shelbyville Budget Narrative**

### **State Funding:**

Fixed assumptions by ICSB have held funding at the current rate throughout the projection. The Excel Center – Shelbyville is not eligible to receive state SPED. NESP is now part of state funding and has been included in proportion to enrollment projections.

### **Federal Funding:**

Federal funding includes funding through Part B Federal Special Education grants. Funding within the five-year budget is projected to increase at least 1% each year. The Excel Center – Shelbyville is also eligible to receive Title II funding during the projection period which has been included in proportion to enrollment projections.

### **Other Revenue:**

Budgeted Other Revenue represents the expected E-Rate Reimbursement for internet service provided at the school.

### **Inflation:**

While certain expenses are likely to increase annually due to inflation. The budget model uses fairly flat expenses (increases of 1-3%) throughout the 5-year period except for salary and wage cost 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 budget were used to develop the 5-year projection, assuming a minimal 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. As part of the model, the Excel Centers can incur significant dual credit and certification costs. These costs are included in Other Instructional Supplies and are calculated at \$1,000 per expected graduate each year of the projection.

### **Support Supplies:**

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

### **Professional or Contracted Services:**

The annual financial audit was projected flat over the 5 year projection as the total expense is prorated based on enrollment projections, and any increases would be offset by the revised enrollment for The Excel Center – Shelbyville. Insurance and contracted security costs are similarly distributed, and although they are projected with slight increases over the 5-year term,

this location should not see much, if any, overall increase. Barrier removal expenses are listed in Other Services and are completely funded by Goodwill's "Round Up" program.

**Facilities Expense:**

This area has been held fairly flat throughout the projection as the lease, utilities (from the landlord), and depreciation are flat or with defined increases. Custodial services is an area that has been identified for RFP, with the expectation we can reduce this overall cost due to the sized of the space in relation to other Excel Centers.

**Other Expenses:**

Only ICSB administrative fees have been planned in this area.

**Other Financial Considerations, Depending on Potential State Funding Changes:**

If the Indiana General Assembly should not make changes to state funding, GEI has several layers of support for the Shelbyville 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.

GEI continues to advocate for additional. By next legislative biennium, it will have been 10 years since adult high schools received an increase in state funding. As GEI prepares the next legislative biennium, the hope is to increase funding to at least be in line with the annual percentage traditional schools receive.



October 17, 2025

Dear Indiana Charter School Board,

Goodwill Education Initiatives (GEI) oversees 18 Excel Centers, Indy Met and The Excel Center National Office which supports other Goodwill's licensing our Excel Center model with an additional 32 Excel Center campuses across the country. Of the 18 GEI Excel Centers, ICSB authorizes 11 GEI Excel Centers.

As a model serving communities across the state, we take a collective approach to ensuring the fiscal sustainability of each individual school. As a benefit of being part of the larger Excel Center Network, The Excel Center Shelbyville will be able to meet its financial goals with the backing of Goodwill Education Initiatives.

Sincerely,

A handwritten signature in black ink, appearing to read 'Betsy Delgado', with a stylized flourish at the end.

Betsy Delgado  
Senior Vice President  
Chief Mission and Education Officer  
Superintendent  
Goodwill Education Initiatives



# 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 38% compared to their peers.
- Graduates are more likely to be working and have college credits than their peers.
- Graduates are more likely to be employed in the health sector than their peers.

### 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.<sup>1</sup> 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 16 Excel Center Locations across Indianapolis and other parts of central and southern Indiana; there are four additional locations in northern Indiana. The collective Excel Center network includes 41 schools across nine states and Washington, D.C. — all operated by local Goodwill organizations—with a goal of operating 85 campuses by 2030.

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

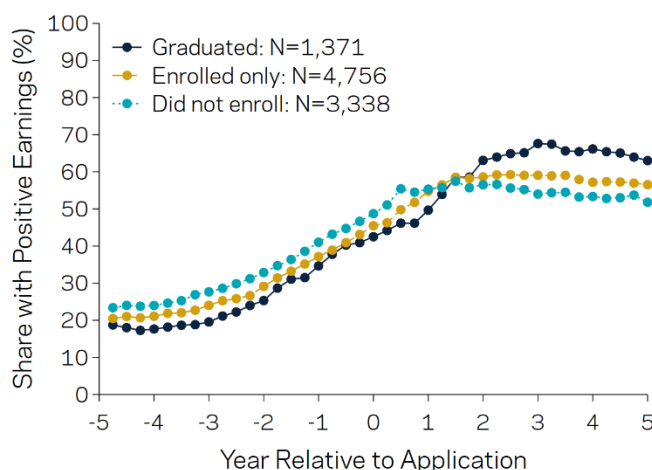
## LEO's Study

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

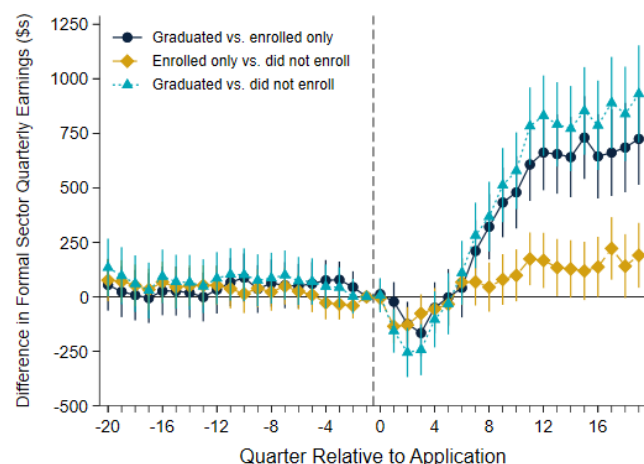
Higher employment: Excel Center graduates are 12.2 percentage points more likely to be employed in the formal sector than their peers.

**Figure 1. Percent of Applicants with Formal Sector Employment**



Higher earnings : Excel Center graduates see a 38% increase in their earnings in 5 years (\$12,300 annual income for graduates versus \$8,900 for peers), when controlling for observable characteristics.

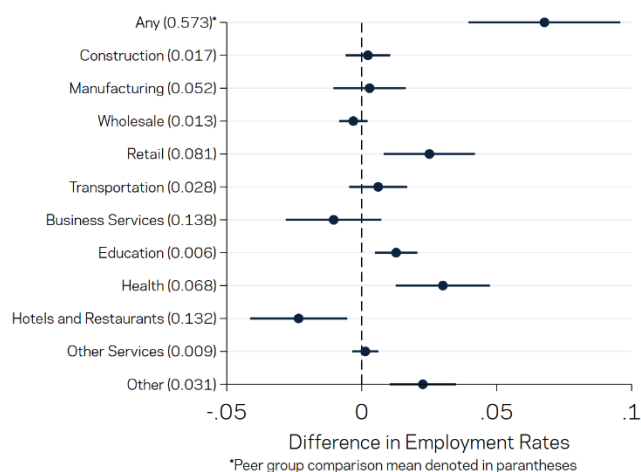
**Figure 2. Differences in Annual Earnings**



More college credits and certificates earned: Excel Center graduates are 43 percentage points more likely to earn a certificate and 21 percentage points more likely to earn college credits than non-graduates.

More career opportunities : Excel Center graduates are 53% more likely to be employed in the health sector than those who did not graduate.

**Figure 3. Probability of Employment in Different Sectors**



## 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.

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

School Name: Excel Center Shelbyville  
Location: Shelbyville Central Schools  
Renewal Year: 2026 - 27 SY

Is the school an Adult High School (please see instructions):

Adult High School?

Complete Rows 32 and 37-40 only.

Enrollment	Current Year 2025 - 26 SY	Year 1 2026 - 27 SY	Year 2 2027 - 28 SY	Year 3 2028 - 29 SY	Year 4 2029 - 30 SY	Year 5 2030 - 31 SY	Notes & Instructions
Kindergarten							<p><b>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.</b></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 32 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 style="text-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 (2025) budget- Foundation = \$6,967 for the 2025-26 SY and \$7,071 for the 2026-27 SY (and beyond) and Complexity Multiplier = \$4,001 for the 2025-26 SY and \$4,015 for the 2026-27 SY (and beyond). 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 (\$2,913 for the 2025-26 SY). The grant amount for severe disabilities is \$11,592 for the 2025-26 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)	160	115	135	145	160	175	
Total Adult Enrollment:	160	115	135	145	160	175	
Estimated % of Students:							
Special Education							
English Learners							
Free/Reduced Priced Lunch							
Virtual Students (2)	0%	0%	0%	0%	0%	0%	
K-12 Distribution (3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Adult Distribution (4)	\$ 1,080,000.00	\$ 776,250.00	\$ 911,250.00	\$ 978,750.00	\$ 1,080,000.00	\$ 1,181,250.00	

School Name: Excel Center Shelbyville  
Renewal Year: 2026 - 27 SY

5-Year Projected Staffing Plan

No 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 law matters before completing this worksheet.

• Complete all relevant Gray 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 use footnotes below for additional information before completing the worksheet.

INSTRUCTIONAL STAFF																		
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	
Lead Instructor	1.0	\$ 74,988.00	\$ 74,988.00	1.0	\$ 77,053.00	\$ 77,053.00	1.0	\$ 79,168.00	\$ 79,168.00	1.0	\$ 81,745.00	\$ 81,745.00	1.0	\$ 84,197.00	\$ 84,197.00	1.0	\$ 86,723.00	\$ 86,723.00
English Instructor	1.0	\$ 55,795.00	\$ 55,795.00	1.0	\$ 60,488.00	\$ 60,488.00	1.0	\$ 62,939.00	\$ 62,939.00	1.0	\$ 64,172.00	\$ 64,172.00	1.0	\$ 66,097.00	\$ 66,097.00	1.0	\$ 68,060.00	\$ 68,060.00
English Instructor	1.0	\$ 60,275.00	\$ 60,275.00	1.0	\$ 62,083.00	\$ 62,083.00	1.0	\$ 63,945.00	\$ 63,945.00	1.0	\$ 65,864.00	\$ 65,864.00	1.0	\$ 67,840.00	\$ 67,840.00	1.0	\$ 69,975.00	\$ 69,975.00
Math Instructor	1.0	\$ 54,538.00	\$ 54,538.00	1.0	\$ 54,196.00	\$ 54,196.00	1.0	\$ 55,729.00	\$ 55,729.00	1.0	\$ 57,401.00	\$ 57,401.00	1.0	\$ 59,223.00	\$ 59,223.00	1.0	\$ 60,899.00	\$ 60,899.00
Special Education Instructor	1.0	\$ 62,036.00	\$ 62,036.00	1.0	\$ 63,897.00	\$ 63,897.00	1.0	\$ 65,814.00	\$ 65,814.00	1.0	\$ 67,789.00	\$ 67,789.00	1.0	\$ 69,822.00	\$ 69,822.00	1.0	\$ 71,917.00	\$ 71,917.00
Business Learning Instructor	0.8	\$ 80,000.00	\$ 64,000.00	0.7	\$ 80,000.00	\$ 56,000.00	0.7	\$ 80,000.00	\$ 56,000.00	0.8	\$ 80,000.00	\$ 7,500.00	0.4	\$ 80,000.00	\$ 12,000.00	0.8	\$ 80,000.00	\$ 22,500.00
Reserve Staff	1.0	\$ (13,345.00)	\$ (13,345.00)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
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School Name: Excel Center Shelbyville  
Renewal Year: 2026 - 27 SY

School Name: Excel Center Shelbyville  
Renewal Year: 2026 - 27 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 168 (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 N. 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 28)
Basic Tuition Support / Adult Learners Grant - From Tab 2		\$ 1,080,000.00	\$ 776,250.00	\$ 911,250.00	\$ 978,750.00	\$ 1,080,000.00	\$ 1,181,250.00	
Special Education Grant - From Tab 2		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Honors Diploma/Academic Performance Grant		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Career and Technical Education		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Non-English Speaking Program		\$ 6,000.00	\$ 1,000.00	\$ 1,750.00	\$ 3,000.00	\$ 4,500.00	\$ 6,000.00	
Charter and Innovation Network School Grant (\$1,400 per student)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Formative (Interim) Assessment Grant		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Curricular Material Reimbursement Program (\$150 per student)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Remediation Testing Grant		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Teacher Appreciation Grant		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other State Grants (please describe) (1)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total State Revenue:		\$ 1,086,000.00	\$ 777,250.00	\$ 913,000.00	\$ 981,750.00	\$ 1,084,500.00	\$ 1,187,250.00	
Federal Revenue - See Footnotes								Other Federal Revenue (Row 40)
Public Charter School Program Grant		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter Facilities Assistance Program Grant (2011)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
IDEA - Part B Grant (Special Education)		\$ 19,039.00	\$ 15,000.00	\$ 18,000.00	\$ 20,000.00	\$ 22,000.00	\$ 25,000.00	
Title I		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Title II		\$ 1,723.00	\$ 1,500.00	\$ 1,750.00	\$ 2,000.00	\$ 2,250.00	\$ 2,500.00	
Federal Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Federal Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Federal Revenue:		\$ 20,762.00	\$ 16,500.00	\$ 19,750.00	\$ 22,000.00	\$ 24,250.00	\$ 27,500.00	
Other Revenue								Other Revenue (Row 54)
Contributions and Donations from Private Sources		\$ 44,904.00	\$ 255,500.00	\$ 140,750.00	\$ 145,000.00	\$ 91,250.00	\$ 80,000.00	
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)		\$ 7,200.00	\$ 7,500.00	\$ 7,750.00	\$ 8,000.00	\$ 8,200.00	\$ 8,500.00	
Total Other Revenue:		\$ 52,104.00	\$ 263,000.00	\$ 148,500.00	\$ 153,000.00	\$ 99,450.00	\$ 88,500.00	
TOTAL REVENUE:		\$ 1,158,866.00	\$ 1,056,750.00	\$ 1,081,250.00	\$ 1,156,750.00	\$ 1,208,200.00	\$ 1,303,250.00	
EXPENSES								
Administrative Staff - See Footnote (3)								
Executive Administration: Office of Superintendent		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
School Administration: Office of the Principal		\$ 131,400.00	\$ 134,828.00	\$ 138,873.00	\$ 143,038.00	\$ 147,329.00	\$ 151,750.00	
Other School Administration		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Business Manager/Director of Finance		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Administrative Staff:		\$ 131,400.00	\$ 134,828.00	\$ 138,873.00	\$ 143,038.00	\$ 147,329.00	\$ 151,750.00	
Instructional Staff								
Teachers - Regular		\$ 256,523.00	\$ 259,730.00	\$ 267,341.00	\$ 276,682.00	\$ 289,257.00	\$ 308,075.00	
Teachers - Special Education		\$ 62,036.00	\$ 63,897.00	\$ 65,814.00	\$ 67,789.00	\$ 69,822.00	\$ 71,917.00	
Substitutes, Assistants, Paraprofessionals, Aides		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Summer School Staff		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Instructional Staff:		\$ 318,559.00	\$ 323,627.00	\$ 333,155.00	\$ 344,471.00	\$ 359,079.00	\$ 379,992.00	
Non-Instructional/Support Staff - See Footnotes								Other Support Staff (Row 82)
Social Workers, Guidance Counselors, Therapists		\$ 164,070.00	\$ 115,432.00	\$ 118,895.00	\$ 122,462.00	\$ 152,136.00	\$ 183,480.00	
Instructional Support Staff (see description) (4)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Support Staff (please describe) (5)		\$ 46,504.00	\$ 47,899.00	\$ 49,336.00	\$ 50,816.00	\$ 53,362.00	\$ 55,262.00	
Name		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Librarian		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Information Technology		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Security Personnel		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Athletic Coaches		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Non-Instructional/Support Staff:		\$ 210,574.00	\$ 163,331.00	\$ 168,231.00	\$ 173,278.00	\$ 215,498.00	\$ 248,742.00	
Subtotal Wages and Salaries:		\$ 660,533.00	\$ 621,786.00	\$ 640,259.00	\$ 660,787.00	\$ 721,906.00	\$ 780,484.00	
Payroll Taxes and Benefits - From Tab 3								Other Compensation (Row 98)
Social Security/Medicare/Unemployment		\$ 67,044.10	\$ 63,111.28	\$ 64,986.29	\$ 67,069.88	\$ 73,273.46	\$ 79,219.13	
Health Insurance		\$ 76,267.00	\$ 75,285.20	\$ 77,542.90	\$ 80,238.00	\$ 91,487.20	\$ 100,954.50	
Retirement Contributions		\$ 38,888.75	\$ 35,138.80	\$ 36,187.40	\$ 37,442.25	\$ 42,685.30	\$ 47,111.25	
Other Compensation (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Payroll Taxes and Benefits:		\$ 182,199.85	\$ 173,535.28	\$ 178,716.59	\$ 184,750.13	\$ 207,445.96	\$ 227,284.88	
Total Personnel Expenses:		\$ 842,732.85	\$ 795,321.28	\$ 818,975.59	\$ 845,537.13	\$ 929,351.96	\$ 1,007,768.88	
Instructional Supplies and Resources - See Footnotes								Other Instructional Supplies and Resources (Row 108)
Curricular Materials		\$ 4,525.00	\$ 3,600.00	\$ 4,200.00	\$ 4,350.00	\$ 4,800.00	\$ 5,250.00	
Library/Media Services (Other than Staff)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Technology Supporting Instruction (computers, tablets, etc.)		\$ -	\$ 2,000.00	\$ 2,500.00	\$ 40,000.00	\$ 2,500.00	\$ 20,000.00	
Student Assessment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Instructional Software		\$ 7,000.00	\$ 8,250.00	\$ 8,250.00	\$ 8,250.00	\$ 8,250.00	\$ 8,250.00	
Professional Development		\$ 2,000.00	\$ 500.00	\$ 750.00	\$ 750.00	\$ 1,000.00	\$ 1,250.00	
Enrichment Programs (athletics or extra-curricular activities)		\$ 2,825.00	\$ 1,650.00	\$ 1,850.00	\$ 1,950.00	\$ 2,100.00	\$ 2,250.00	
Other Instructional Supplies (please describe)		\$ 25,850.00	\$ 17,250.00	\$ 20,250.00	\$ 21,750.00	\$ 24,000.00	\$ 26,250.00	
Total Instructional Supplies and Resources:		\$ 42,200.00	\$ 33,250.00	\$ 37,800.00	\$ 77,050.00	\$ 42,650.00	\$ 63,250.00	
Administrative Resources								Other Administrative Expenses (Row 118)
Administrative Technology - Computers & Software (not S&S)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Administrative Expenses (please describe)		\$ 5,200.00	\$ 3,613.00	\$ 3,763.00	\$ 3,838.00	\$ 3,950.00	\$ 4,063.00	
Total Administrative Resources:		\$ 5,200.00	\$ 3,613.00	\$ 3,763.00	\$ 3,838.00	\$ 3,950.00	\$ 4,063.00	
Governing Board Expenses								Other Governing Board Expenses (Row 124)
Legal Services		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Governing Board Expenses (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Governing Board Expenses:		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Purchased or Other Services (do not include staff expenses)								Other Services (Row 142)
Audit Services		\$ 1,500.00	\$ 1,200.00	\$ 1,500.00	\$ 1,750.00	\$ 2,000.00	\$ 2,250.00	
Payroll Services		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Financial Accounting		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Printing, Publishing, Duplicating Services		\$ 2,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	
Telecommunication & IT Services		\$ 19,000.00	\$ 20,000.00	\$ 20,400.00	\$ 20,808.00	\$ 21,224.00	\$ 21,649.00	
Insurance (non-facility)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Travel		\$ 2,000.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	
Mail Services		\$ 750.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	
Special Education Administration		\$ 1,000.00	\$ 1,500.00	\$ 1,500.00	\$ 1,750.00	\$ 1,750.00	\$ 2,000.00	
Student Information Services or Systems		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Food Services		\$ 1,000.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	
Transportation Services		\$ 3,150.00	\$ 1,725.00	\$ 2,025.00	\$ 2,175.00	\$ 2,400.00	\$ 2,625.00	
Marketing Expenses		\$ 21,500.00	\$ 16,250.00	\$ 12,625.00	\$ 16,750.00	\$ 16,750.00	\$ 17,000.00	
Other Services (please describe)		\$ 10,433.00	\$ 10,500.00	\$ 10,750.00	\$ 11,000.00	\$ 11,250.00	\$ 11,500.00	
Total Professional Purchased or Other Services:		\$ 62,833.00	\$ 55,175.00	\$ 52,800.00	\$ 58,233.00	\$ 59,374.00	\$ 50,674.00	
Facilities Expenses (do not include staff expenses, e.g. custodian)								Lease, Mortgage, & Other Facilities (Rows 147, 161)
Facility Lease/Mortgage Payments (please describe)		\$ 86,945.00	\$ 86,945.00	\$ 86,945.00	\$ 86,945.00	\$ 86,945.00	\$ 86,945.00	
Capital Improvements		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Principal Payments		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Operating Leases		\$ 4,812.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	
Interest Expense (as accrual)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	



Depreciation Expense	\$ 23,049.00	\$ 21,500.00	\$ 21,500.00	\$ 21,500.00	\$ 21,500.00	\$ 21,500.00
Insurance (Facility)	\$ 4,000.00	\$ 2,750.00	\$ 2,888.00	\$ 3,032.00	\$ 3,183.00	\$ 3,343.00
Purchase of Furniture, Fixtures, & Equipment	\$ 4,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Electric & Gas	\$ 15,000.00	\$ 15,000.00	\$ 15,450.00	\$ 15,914.00	\$ 16,391.00	\$ 16,883.00
Water & Sewage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Repair and Maintenance Services (include supply costs)	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Custodial Services (include supply costs)	\$ 24,000.00	\$ 20,000.00	\$ 20,600.00	\$ 21,218.00	\$ 21,855.00	\$ 22,510.00
Waste Disposal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security Services	\$ 3,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,750.00	\$ 2,750.00	\$ 3,000.00
Other Facility Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Facilities Expenses:</b>	<b>\$ 167,306.00</b>	<b>\$ 158,195.00</b>	<b>\$ 159,383.00</b>	<b>\$ 161,359.00</b>	<b>\$ 162,624.00</b>	<b>\$ 166,181.00</b>
<b>Other Expenses - See Footnotes</b>						
Indiana Charter School Board Administrative Fee (6)	\$ 10,463.00	\$ 8,100.00	\$ 5,821.88	\$ 6,834.38	\$ 7,340.63	\$ 8,100.00
Management Fee (7)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Escrow	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Other Expenses:</b>	<b>\$ 10,463.00</b>	<b>\$ 8,100.00</b>	<b>\$ 5,821.88</b>	<b>\$ 6,834.38</b>	<b>\$ 7,340.63</b>	<b>\$ 8,100.00</b>
<b>TOTAL EXPENSES:</b>	<b>\$ 1,130,734.85</b>	<b>\$ 1,053,654.28</b>	<b>\$ 1,078,543.46</b>	<b>\$ 1,152,851.51</b>	<b>\$ 1,205,290.58</b>	<b>\$ 1,300,036.88</b>
<b>CHANGE IN NET ASSETS:</b>	<b>\$ 28,131.15</b>	<b>\$ 3,095.72</b>	<b>\$ 2,706.54</b>	<b>\$ 3,898.49</b>	<b>\$ 2,909.42</b>	<b>\$ 3,213.12</b>

**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 20-34-5) 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.

### 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 - Shelbyville
Designated Representative:	Betsy Delgado
Contact Information:	(317), 524-4280, bdelgado@goodwilleducation.org
Grade Span (Format: "X-X"):	AHS
Maximum Enrollment:	175
Year 1 (Format: "YYYY"):	2026

Initial Approval Date:

#### Yearly Enrollment By Grade Level

Grade Level	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Maximum
9						
10						
11						
12						
AHS	115	135	145	160	175	175
Total Enrollment (School):	115	135	145	160	175	175

Approval Date:

#### Approved Amendments (Completed by ICSB)

Amended Enrollment				Amendment Notes
0	0	0	0	



## KLR Medical Certification Training School

Learning. Training. Growing. Empowering.

October 22, 2025

**On behalf of KLR Medical Certification Training School,**

I write today to express our support for the funding increase requested by The Excel Center adult high schools in the 2025–2026 state budget. The Excel Centers and their students have been incredible partners and assets to our business and community, and we respectfully request that you support their funding request.

As we all know, securing a reliable workforce pipeline in the State of Indiana has been a challenge, and cultivating a workforce of educated individuals who hold a high school diploma, workforce certifications, dual credits, and beyond is crucial to ensure the continued success of KLR Medical Certification Training School. While there are many educational paths that potential employees and members of the workforce may take, individuals who have obtained a high school diploma—and specifically graduates of The Excel Center—are people we seek to hire. Ensuring that The Excel Centers can continue to serve more individuals in our community is a crucial element to growing Indiana's workforce and filling critical jobs.

The Excel Center specifically has a special place in my heart as I am a 2014 Excel Center graduate. I grew up with parents who were drug addicts and alcoholics, and with little to no support at home, I found myself pregnant with my first child at the age of 13. My father unenrolled me from school with promises to the school that I would be homeschooled, a promise he never saw through. Fast forward several years, after spending years working dead-end jobs and not being able to make ends meet, I found The Excel Center and was enrolled the next day. I earned 42 credits and 2 certifications, including the Pharmacy Technician Certification. Directly after graduation, I utilized that certification to work my way up the ladder in both retail and hospital pharmacy, eventually leading into education. Twelve years later, I am the CEO and Founder of KLR Medical Certification Training School, which is a team of 16 instructors offering multiple different courses to individuals in 28 different states. The Excel Center changed my life and the lives of my children.

In conclusion, in making your final funding determinations for the 2025–2026 state budget, please consider Indiana's workforce needs and the need of businesses in our state to employ individuals with a high school diploma. The ability to hire individuals who hold a full high school diploma is critical to our business and community, and for that reason, the funding request made by The Excel Centers has our full support.

Sincerely,

**Katie Reigelsperger, CPhT, CBCS, CCMA, In-D, CPT**

Chief Executive Officer & Founder

KLR Enterprises & Holdings, LLC

KLR Medical Certification Training School

Direct Line: 765-610-6451

[katie@klronlinecertifications.com](mailto:katie@klronlinecertifications.com)

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

10/15/2025

To whom it may concern,  
I am writing this letter to inform you that Shelbyville Excel Center is absolutely amazing. The staff makes me feel so welcome and any-time I ever need assistance, they are there to support me full force! I sadly could not finish school as a teenager so I felt my hopes and dreams were forever destroyed.

My dream has always been to graduate. Now being 35 years old, I grabbed life by the horns and took control! I will graduate! I am determined, because my children and I deserve this.

The Excel Center is very convenient in many ways, especially for parents with children.

Shonda is such an amazing leader. She is very knowledgeable and genuine. Shonda is about business that's for sure! I do not believe another person could fill her shoes in the role she has. Thank you for your time.  
X'ara Hug

From:

Lindy McHenry

871 Windstar Blvd.

Franklin Indiana 46131

October 21, 2025

To whom it may concern,

My name is Lindy McHenry, I am a 36-year-old mother of 4, and a proud 2020-2021 graduate of The Excel Center in Shelbyville Indiana. I'd like to take a moment to reflect on my time spent with The Excel Center and how the opportunities and skills I gained from being a student there have forever changed my life.

Let's begin in 2006, I was 17 years old, I was living on my own in my friend Sarah's basement that her parents graciously let me rent from them. I went to an alternative high school in Bloomington Indiana called Aurora. Our schedules allowed us to go to school from 8-12 each day so we could hold jobs in the afternoon. Upon finding out I was expecting my first child going to school became a challenge for me due to extreme morning sickness. However the staff rallied around me and helped me finish my junior year.

In May 2006 at my 20 week anatomy ultrasound scan my son was diagnosed with Hypoplastic Left Heart Syndrome, the left side of his heart didn't form. We were told he would need three open heart surgeries before he was 2. He was born Aug 24<sup>th</sup> 2006 and had his first open heart surgery at 7 days old, his second at 9 months old, and his third at 14 months old. Between being a mom to a critically ill child, not having a support system to provide childcare, finishing high school was put on the back burner so I could focus on being the best advocate and mom I could be for my son.

While shopping at Goodwill in 2019 a commercial came on the radio for The Excel Center. I dug a pen out of my purse and wrote down the name so I could research it when I got home. At the time I was a teaching assistant in our local developmental preschool so I wasn't sure how I would be able to make school work with my schedule but I knew I needed to try.

Insert Covid Lockdown. In March 2020 our local schools closed and made everything virtual. I was out of a job and had tons of time on my hands. I was able to get in touch with Hope at The Excel Center in Shelbyville and enroll in Online / hybrid classes.

Shortly after signing up for classes I ended up needing to have surgery on my right ankle from an injury that required a tendon transfer.

I was certain this would keep me from being able to keep up with my work and that school maybe just wasn't for me. Surgery was scheduled 3 weeks into the new school year.

Much to my surprise everyone at The Excel Center went above and beyond to make sure I had everything I needed in place to be able to miss a few days of class and get my work caught back up while I was recovering and taking care of my 4 children who were now home doing virtual school themselves.

This encouragement and support never eased during the duration of my senior year at The Excel Center. I was able to complete the medical assistant program The Excel Center partnered with at Major Hospital in Shelbyville. During my class I was offered a paid position in place of my externship in the pediatrics department at MHP hospital. I graduated in June with my High School Diploma, my Certified Clinical Medical Assistant national certification, and a full time job with benefits.

I'm proud to say that 5 years later I am a tech in the Riley Hospital For Children Newborn Intensive Care Unit and plan to start nursing school next fall. Because of my determination and The Excel Center I was able to go from being the 17 year old NICU mom with an unsure future to now working in that same hospital in the NICU where I once sat and dreamed of having a job in health care.

Without schools like The Excel Center, adults like myself who are raising families and trying to do better in life have little resources available to them. I am a frequent Goodwill shopper and every time I am asked if I would like to round up my total to go towards adult education I say yes and then go on to tell the cashier or anyone around me how The Excel Center changed my life.

I hope testimonies like mine can help The Excel Center stay open so others in our community can have the same opportunities I was given.

Thank you for your time.

Sincerely,

*Lindy McHenry*



October 24, 2025

To Whom It May Concern:

It is my privilege to submit this letter of support as The Excel Center Shelbyville seeks the renewal of its charter as a high school for adults.

As a member of Goodwill of Central and Southern Indiana's TalentSource team, I have been serving students and graduates at The Excel Center Shelbyville since April 2024 as a Rural Career Pathways Grant Coordinator and Career Coach. Prior to working in that role, I served the school from June 2016-July 2022 as an English teacher, life coach, and college and career readiness specialist. Not only as a GCSI employee, but also as a resident of Shelby County, I have witnessed firsthand the many positive impacts of The Excel Center Shelbyville's presence in our community.

The renewal of The Excel Center Shelbyville's charter and the commitment of funds to support it will allow the school to continue to thrive as an adult education provider in Shelby County and as a partner of Goodwill TalentSource. Cultivating a workforce of educated individuals who hold a high school diploma, workforce certifications, and dual credits is crucial to ensure the continued success of the Shelbyville community. The Excel Center Shelbyville's adult diploma seekers have access to the ability to attain a high school education and quality local training opportunities while benefiting from the wisdom of workforce development officials and consistent wraparound support for the removal of barriers they may encounter on their educational and career journeys.

As a GCSI employee, an educator with 32 years of experience, and a resident of the Shelbyville community, I recognize the critical importance of The Excel Center Shelbyville's contributions to the educational and career pursuits of adult learners and workers of our community. I am proud to support the renewal of its charter and its request for funding.

Sincerely,

*Susan M. Sheets*

Susan M. Sheets

Goodwill TalentSource Rural Career Pathways Grant Coordinator/Career Coach





INDIANA REGION **5**  
WORKFORCE BOARD, INC.

836 S State Street, Greenfield, IN 46140  
317-467-0248

October 21, 2025

To Whom It May Concern:

On behalf of the Region 5 Workforce Board, I am writing to express our support for the programs of the Goodwill Excel Center in Shelbyville which enable individuals to become productive members of our communities. The Excel Center has proven to be an invaluable partner equipping individuals with the tools they need to overcome barriers and achieve lasting success.

As you know, many adults in Shelby County and Central Indiana face significant challenges, including poverty, housing instability, limited access to childcare, and a lack of educational opportunities. The Excel Center's unique model directly addresses these barriers by providing a supportive and flexible environment where individuals can earn a high school diploma, access life coaching, and connect to essential resources such as childcare and career readiness programs. These services empower students to build brighter futures for themselves, their families, and their communities.

The Excel Center is not just an investment in education for the workforce, but also a vital step toward breaking cycles of poverty and fostering community resilience. The graduates of The Excel Center return to their neighborhoods not only as employable educated individuals but also as role models, contributors, and agents of positive change. Ensuring the school can continue to serve more adults who seek to better their lives is critical for strengthening Shelby County and Central Indiana's communities.

Continuing the reach of The Excel Center will provide more adults with the tools they need to overcome challenges, access employment opportunities, and contribute to thriving neighborhoods. Your support will ensure that more adults have access to the education and resources they need to transform their lives and uplift our communities.

Sincerely,

Lance D. Ratliff  
Executive Director  
Region 5 Workforce Board, Inc.





**Affiliated Service Providers of Indiana, Inc.**

To Whom It May Concern:

On behalf of Affiliated Service Providers of Indiana, Inc. (ASPIN), I am writing to express our strong support for The Excel Centers and their charter renewal.

The Excel Centers and their students have been invaluable partners in the success of our education and training programs. A well-educated workforce, equipped with high school diplomas, workforce certifications, and dual credits, is essential to ASPIN's mission. Among the various educational pathways available, we have found graduates of The Excel Center to be particularly well-prepared for training and certification as Community Health Workers. Their continued success is directly tied to our ability to grow Indiana's workforce and meet the demand for critical jobs in the health and human services sector.

We respectfully urge you to support The Excel Centers' charter renewal, which is vital to expanding opportunities for individuals across our communities and strengthening the state's workforce pipeline.

Sincerely,

A handwritten signature in black ink that reads "Lacey Lewis". The signature is written in a cursive, flowing style.

Lacey Lewis

Behavioral Health Workforce Educator Coordinator

Affiliated Service Providers of Indiana, Inc.



Ryobi Die Casting (USA), Inc.  
800 W. Mausoleum Rd. | Shelbyville | IN | 46176

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October 15<sup>th</sup>, 2025

Dear Members of the Indiana General Assembly,

On behalf of Ryobi Die Casting, I am pleased to share our continued support for The Excel Centers and the students they serve. The partnership we have developed with The Excel Centers has proven to be invaluable—both for our company and for the individuals who graduate ready to enter Indiana’s workforce. We respectfully urge you to support their funding request so this important work can continue.

At Ryobi Die Casting, our success depends on a reliable pipeline of educated and motivated workers. Graduates of The Excel Center consistently demonstrate the dedication, persistence, and skills that employers like us are seeking. Their achievement of a high school diploma, often alongside workforce certifications or dual credits, provides a strong foundation for success in advanced manufacturing and other technical fields.

Sustained funding for The Excel Centers directly supports employers across Indiana who rely on a well-prepared workforce. The opportunity these schools provide not only changes individual lives but also strengthens our state’s economy and talent base.

In closing, Ryobi Die Casting remains committed to hiring individuals who hold a full high school diploma—many of whom are graduates of The Excel Center—and to supporting their continued growth through our Apprenticeship Program. We strongly encourage your support of The Excel Centers’ funding request.

Sincerely,

James E. Velez  
Manager, Operations Training  
317.421.8637  
james.velez@ryobi.com

October 16, 2025

Dear Members of the Indiana Charter School Board,

On behalf of Jane Pauley Community Health Center, I write today to express our support. The Excel Centers and their students have been incredible partners and assets to our community, and we would respectfully request that you support their funding request.

Cultivating a workforce of educated individuals who hold a high school diploma, workforce certifications, dual credits, and beyond is crucial to ensure the continued success of the community, specifically, combating poverty cycles and creating opportunities to give back to the local community. While there are many educational paths that potential employees and members of the workforce may take, individuals who have obtained a high school diploma, and specifically graduates of The Excel Center, are well known within the community as candidates to hire. Ensuring that The Excel Centers can continue to serve more individuals in our community is a crucial element to growing Indiana's workforce, filling critical jobs, and greatly benefits our patients.

In conclusion, The Excel Center's mission is critical to our partnership in serving the community and we support their funding request.

Sincerely,

*Marc Hackett*

Marc Hackett

Chief Executive Officer

Phone: 317-934-0778



Dear Members of the Indiana Charter School Board,

On behalf of Knauf North America, I write today to express our support. The Excel Center and their students have been incredible partners and assets to our community, and we would respectfully request that you support their charter renewal.

Cultivating a workforce of educated individuals who hold a high school diploma, workforce certifications, dual credits, and beyond is crucial to ensure the continued success of the broader community. Ensuring that The Excel Center can continue to serve more individuals in our community is a crucial element to growing Indiana's workforce and filling critical jobs.

Knauf has been proud to support The Excel Center in a variety of ways. Our employees have actively contributed by serving on committees within The Excel Center, helping to guide programming and decision-making on key topics. Additionally, we have supported their programming through monetary donations and volunteer time, including participating in mock interviews to help prepare students for future career opportunities. Knauf has also donated food to The Excel Center's food pantry program, ensuring that students and their families have access to essential resources. Furthermore, we have welcomed The Excel Center's students to visit our Shelbyville plants, providing them with valuable insights into potential career opportunities within our organization.

In conclusion, the ability to hire individuals who hold a full high school diploma is critical to Knauf, and we strongly support The Excel Center's charter renewal. Their work is vital to the growth and success of our community and the state of Indiana.

Sincerely,

A handwritten signature in black ink, reading "Bill Matthias", with a stylized flourish at the end.

Bill Matthias  
CFO, Knauf North America



Dear Members of the Indiana Charter School Board,

On behalf of Lincoln Tech Indianapolis, I write today to express our support. The Excel Centers and their students have been incredible partners and assets to our business and school, and we would respectfully request that you support their renewal.

Cultivating a workforce of educated individuals who hold a high school diploma, workforce certifications, dual credits, and beyond is crucial to ensure the continued success of Lincoln Tech. While there are many educational paths that potential employees and members of the workforce may take, individuals who have obtained a high school diploma, and specifically graduates of The Excel Center, are people we seek to hire. Ensuring that The Excel Centers can continue to serve more individuals in our community is a crucial element to growing Indiana's workforce and filling critical jobs.

In conclusion, the ability to hire and train individuals who hold a full high school diploma is critical to our school foundation, we support their renewal.

Sincerely,

**Michael Harsley**

High School Admissions

Cell Phone: 317-408-6570

[To request more information \*\*CLICK HERE\*\*](#)

[To Learn more about Lincoln Tech \*\*CLICK HERE\*\*](#)

[Click Here for Lincoln Tech Digital Brochure](#)

Indianapolis Campus

7225 Winton Dr Building 128

Indianapolis, IN 46268



**OFFICE OF THE MAYOR**

Mayor Scott Furgeson  
44 West Washington Street Shelbyville, IN 46176  
P: (317) 398-6624 | C: (317) 401-1412 | F: (317) 392-5143  
mayor@cityofshelbyvillein.com

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October 14, 2025

Re: The Excel Center Shelbyville Charter Renewal

Dear Members of the Indiana Charter School Board:

On behalf of the City of Shelbyville, I write today to express our support. The Excel Center Shelbyville and their students have been incredible partners and assets to our community.

Cultivating a workforce of educated individuals who hold a high school diploma, workforce certifications, dual credits, and beyond is crucial to ensure the continued success. While there are many educational paths that potential employees and members of the workforce may take, individuals who have obtained a high school diploma, and specifically graduates of The Excel Center Shelbyville, are people we seek to hire. Ensuring that The Excel Center Shelbyville can continue to serve more individuals in our community is a crucial element to growing Indiana's workforce and filling critical jobs.

In conclusion, the ability to hire individuals who hold a full high school diploma is critical to our community.

Sincerely,

CITY OF SHELBYVILLE

A handwritten signature in black ink, appearing to read "Scott A. Furgeson", written over the printed name.

Scott A. Furgeson  
Mayor

October 15, 2025

Dear Members of the Indiana Charter School Board,

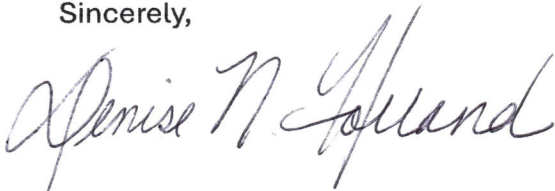
On behalf of Major Health Partners, I am writing to express our support for the charter renewal and funding request of the Excel Centers. The Shelbyville Excel Center is a vital community asset. It prepares students to be educated and productive citizens and provides an opportunity for individuals to achieve their personal goals of completing their high school diplomas.

The relationship between educational attainment and health is well-documented. Pro-health behaviors (such as not using tobacco, eating fruits and vegetables, and engaging in physical activity) increase as educational attainment increases. Health literacy is greater among high school graduates than non-graduates. This increases an individual's ability to understand health information and medical instructions.

The collaboration between the Shelbyville Excel Center and Major Health Partners helps develop the healthcare workforce for Major Hospital and healthcare in Shelby County. Students prepared with high school diplomas and quality certificates and who are equipped for post-secondary education and employment are essential for workforce development in Shelby County and in Indiana.

Major Health Partners looks forward to our continued collaboration with the Shelbyville Excel Center. We support the Excel Centers charter renewal and respectfully ask that you endorse this and their funding request to allow for their continued investment in the communities of Indiana.

Sincerely,



Denise N. Holland  
Community Liaison, Major Health Partners



October 14, 2025

Dear Members of the Indiana Charter School Board,

On behalf of Major Health Partners, I write today to express our support. The Excel Centers and their students have been incredible partners and assets to the Shelby County Community, and we would respectfully request that you support their funding request.

Cultivating a workforce of educated individuals who hold a high school diploma, workforce certifications, dual credits, and beyond is crucial to ensure the continued success of Major Health Partners and the Shelby County Community. While there are many educational paths that potential employees and members of the workforce may take, individuals who have obtained a high school diploma, and specifically graduates of The Excel Center, are people we seek to hire. Ensuring that The Excel Centers can continue to serve more individuals in our community is a crucial element to growing Indiana's workforce and filling critical jobs.

In conclusion, the ability to hire individuals who hold a full high school diploma is critical to Major Health Partners, we support their funding request.

Sincerely,



Stephen D. Black, MS, PT  
Vice President of Business Development & Strategy



October 16, 2025

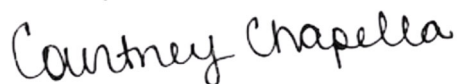
Dear Members of the Indiana Charter School Board,

On behalf of the Shelby County Chamber of Commerce, I write today to express our support. The Excel Centers and their students have been incredible partners and assets to our Shelby County Chamber members and the Shelby County community, and we would respectfully request that you support their funding request.

Cultivating a workforce of educated individuals who hold a high school diploma, workforce certifications, dual credits, and beyond is crucial to ensure the continued success of Shelby County. While there are many educational paths that potential employees and members of the workforce may take, individuals who have obtained a high school diploma, and specifically graduates of The Excel Center, are people we seek to hire. Ensuring that The Excel Centers can continue to serve more individuals in our community is a crucial element to growing Indiana's workforce and filling critical jobs.

In conclusion, the ability to hire individuals who hold a full high school diploma is critical to our [name of business], we support their funding request.

Sincerely,



Courtney Chapella, Executive Director  
Shelby County Chamber of Commerce



# Shelby County Court Services

Community Corrections Division  
10 W. Polk Street  
Shelbyville, IN 46176  
Phone: 317-392-6492

Probation Division  
20 W. Polk Street, Suite 100  
Shelbyville, IN 46176  
Phone: 317-392-6490

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October 15, 2025

Dear Members of the Indiana Charter School Board

On behalf of Excel Center located in Shelbyville, Indiana, I write today to express our support. The Excel Centers and their students have been incredible partners and assets to our department and the individuals we supervise, and we would respectfully request that you support their renewal application.

Cultivating a workforce of educated individuals who hold a high school diploma, workforce certifications, dual credits, and beyond is crucial to ensure the continued success of the community and individuals we supervise. While there are many educational paths that potential employees and members of the workforce may take, individuals who have obtained a high school diploma, and specifically graduates of The Excel Center, are people we seek to hire. Ensuring that The Excel Centers can continue to serve more individuals in our community is a crucial element to growing Indiana's workforce and filling critical jobs.

In conclusion, the ability to hire individuals who hold a full high school diploma is critical to our community and the individuals we supervise, we support their renewal application.

Sincerely,

Alison Everhart  
Director of Court Services  
email: [aeveryhart@co.shelby.in.us](mailto:aeveryhart@co.shelby.in.us)

October 10th, 2025

To whom it may concern,

The Excel Center is an extremely important school because it helps individuals who didn't get their diploma for any reason to go back and earn one. It's also important because it is a smaller school; therefore, the students who attend get more 1:1 help, which is extraordinarily beneficial. Additionally, The Excel Center is extremely inclusive. They don't judge you, and the staff work their hardest to work with you and towards your personalized individual goals and graduation plan. Getting to attend school there was an impeccable experience.

When I first attended TEC, I had transferred from a school that was unsupportive, uncooperative, and, in other words, a very harmful environment. The Excel Center was extremely welcoming and inclusive from the first day I walked into the building, the complete opposite of where I started. The staff members are understanding, respectful, and a simply outstanding group of people. The staff worked with me tremendously and helped me skyrocket my GPA from where it was. They provide a mix of online classes with in-person classes to get you your diploma as quickly as they can. Even allowing students to graduate up to a year or more early than their original graduation date. (for students under 18). All of this goes into consideration as to why The Excel Center is highly important and needed, and to how it helped so many people, me included.

Sincerely,

Aspen Willis

[aspenwillis630@gmail.com](mailto:aspenwillis630@gmail.com)

(317)-512-6052

To whom it may concern,

My name is William Tracy, and I graduated from the Excel Center in Shelbyville, Indiana, on February 23, 2024. I came from a town in Nebraska called Fairbury, where I dropped out of 10th grade. At that time, I had just turned 16 years old and didn't know how important education was until years later, when I realized that I had made a mistake. So, when I moved to Indiana to be with my daughter, son-in-law, and my grandkids, my daughter thought I should go back and finish high school. When my granddaughter graduated in 2019, that's when I started to think that I should go back and get my diploma. So I went to check out the school, and I was amazed by what I saw there. When school started, I was a little nervous at first. Most of my classmates were younger than me. At that time, I was 63 years old, but after a month, I got settled in and did what I had to do. My experience there at the Excel Center was truly amazing. The staff there was very helpful and very understanding, especially in math like algebra 1A and 1b, and algebra 2, plus my 3 college courses that I took while there. The resources they offer like flexible schedules, childcare, and gascards are so valuable for students. They get help in life so they can learn. I've been telling everyone all about how wonderful the Excel Center is to me. I tell them that if they need their high school diploma, go to and check out The Excel Center because the staff there will get you where you need to be. When I was there, I had fantastic teachers, and my life coach was fantastic. I couldn't ask for a better school than the Excel Center and Goodwill of Central and Southern Indiana for putting on a good program.

Sincerely,  
William Tracy

October 16, 2025

To Whom It May Concern,

I understand that The Excel Center is going before a board to determine funding for the upcoming year, and I wanted to share my personal experience with the school and the impact it has had on my family.

I'm a mother of six—four biological children and two bonus children. Of the four I birthed, three have attended the Shelbyville Excel Center. Two of them were in accelerated classes from third grade through middle school.

My eldest daughter, now 22, graduated during the height of the COVID-19 pandemic. When schools shifted to virtual learning, she began struggling with focus and completing assignments. Returning to in-person learning brought on severe anxiety—rushing between classes, dealing with gym and other non-core subjects, and frequent illness from stress. She was often too sick to stay in school for a full day. At just 15, she wasn't yet eligible to enroll in The Excel Center, so she completed a year of online academy. Once she turned 16 and enrolled at Excel, it was a huge relief for both of us. The smaller class sizes, individualized attention, and supportive teachers made a world of difference. She felt comfortable asking for help and ultimately graduated a year and a half early by completing the required Core 40 curriculum.

My second daughter, now 20, also graduated a year and a half early. She struggled with bullying, anxiety, and depression during high school, which led to self-harm—something I didn't know about until later. Enrolling her in The Excel Center was the best decision I could have made. The supportive environment, caring teachers, and focus on each student's well-being helped her heal and thrive.

My son, who is 17 and set to graduate in February, also faced challenges. The transition from virtual learning back to in-person classes was difficult. He played football in 8th grade but never felt like he fit in. He was later diagnosed with Gilbert's disease, which affects his liver and causes frequent stomach issues, leading to many absences. This raised concerns about his attendance, but The Excel Center provided the flexibility and understanding he needed to succeed. He's now excited to graduate and move on to the next chapter of his life.

Without the Shelbyville Excel Center, I honestly don't know where my children would be today—or if they would have even earned their diplomas. The life coaches, teachers, and

staff have been a tremendous blessing to our family. They ensured that my three oldest children were able to walk across the stage and receive their diplomas with pride.

I hope my three younger children won't face the same obstacles—like COVID or anxiety—that made traditional school so difficult for their siblings. But if they do, I will absolutely enroll them in The Excel Center to ensure they receive the quality education they deserve.

Thank you for taking the time to read about our experience with The Excel Center of Shelbyville. It has truly changed our lives.

Sincerely,

Christina Mann

Mother of:

Jayden Beyer – Class of 2021

Erika Ceasar – Class of 2023

Logan Ceasar – Class of 2025/2026

It has been over 30 years since I attended high school. There has been time after time that I would feel uneasy - like I let myself down because I didn't have a diploma. I really was embarrassed and avoided talking about it all together, felt like I was missing something.

I was welcomed into The Excel Center of Shelbyville with kindness and everyone I met seemed like they were super understanding. I soon overcame my self-consciousness. I almost feel like this is my positive place for right now. The Excel Center has given me the skills that I have been missing for a long time. Where I can finish my education and get certified! I feel like I belong to this great school but it's a family too! I have made all friends in just this short time that I have been enrolled here. I can say I am very fortunate to have the opportunity to be a student at The Excel Center of Shelbyville.

Sincerely,

Darla Tyree

A handwritten signature in cursive script that reads "Darla Tyree". The signature is written in black ink and is positioned below the printed name.

October 15, 2025

Dear Friend,

I am James Deerwester, a current student at the Excel Center Shelbyville, and I am writing a letter of support for renewal. The Excel Center is a fantastic program to help people get to new heights. I come from a background where I had no schooling my entire life and now I am halfway to getting my diploma, and if it was not for The Excel Center, I probably would not have been able to pursue one at all. This is not exclusive to me, there are many disadvantaged people such as troubled youth, adult parents and non-native speakers, all of which may not have the opportunity to pursue a high school diploma without the resources that the Excel Center provides (such as childcare). To me, the Excel Center is a beacon of hope and resource that is integral to the community, and I hope you consider it for renewal.

Sincerely,

A handwritten signature in black ink that reads "James Deerwester". The script is cursive and fluid, with the first name "James" and last name "Deerwester" clearly legible.

James Deerwester



Shelbyville, IN October 10, 2025

To Whom It May Concern

My name is Julia Castillo, and I am a proud 2024 graduate of the Excel Center, Shelbyville, IN. I am writing to express my strong support for the Excel Center and to share the tremendous positive impact it has had on my life and the lives of so many people in our community.

I moved to Shelbyville in 2021 with the goal of a better quality of life, so I had to learn a new language. At the Excel Center, I had the opportunity to learn English and graduate from high school. It helped me achieve new goals.

I now have my own business, which I have been able to build thanks to the learning experience at the Excel Center. The entire team that works there helped me achieve this goal.

The Excel Center is not just about earning a diploma, but about building a better future for myself, my family, and my community. I have seen many graduates emerge from this program as role models and leaders, showing others that it is never too late to change your life. This school is truly changing lives, one student at a time.

Sincerely,

Julia Castillo

[guillen.julia.09@gmail.com](mailto:guillen.julia.09@gmail.com)

Mobile: (317) 604- 0301