

The Excel Center Application



**A charter proposal by:
Goodwill LEADS, Inc.**



Sponsored by:
Goodwill Industries of Michiana, Inc.

- Locations for Schools:**
- 1. Gary, Indiana**
 - 2. East Chicago, Indiana**
 - 3. Elkhart, Indiana**

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CHARTER APPLICATION BY GOODWILL LEADS INC

Proposal Overview

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

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

Name of proposed Charter School: The Excel Center- Gary; The Excel Center- East Chicago; The Excel Center- Elkhart

Proposed Charter School location*: Black Oak neighborhood, Gary; Indianapolis Blvd. neighborhood, East Chicago; City of Elkhart

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

School district of proposed location: Lake Ridge New Tech Schools; School City of East Chicago; Concord Community Schools

Legal name of group applying for Charter: Goodwill LEADS, Inc.

Designated representative: Randy Beachy

Contact Information (Phone & Email): (574) 314-5560; RBeachy@ExcelCenterHS.org

Planned opening year for the school: 2017 (Gary); 2017 (East Chicago); 2019 (Elkhart)

Model or focus of proposed school: The Excel Center® model (adult high school)
(e.g., arts, college prep, dual-language, etc.)

Proposed Grade Levels and Student Enrollment

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

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	9-12	250/350 (per school)
Year 2	9-12	275/350 (per school)
Year 3	9-12	300/350 (per school)
Year 4	9-12	325/350 (per school)
Year 5	9-12	350/350 (per school)
At Capacity	9-12	350 (per school)

Target student population (if any): Students ages 18+, with no previous high school diploma

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

Yes No

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

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

Authorizer(s): Indiana Charter School Board

Submission date(s): Fall 2016

For Experienced Operator Applications:

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

If Yes, please provide the following information:

Identify the ESP or partner organization: Indiana Network of Independent Schools

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

If yes, provide the name and location of at least one school where the model is in use. The Excel Center- South Bend (2721 Kenwood Ave., South Bend); The Excel Center- Michigan St. (1635 W. Michigan St., Indianapolis)

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

- Indiana Charter School Board- (317) 232-7585
- Indianapolis Mayor's Office of Education Innovation- (317) 327-5563
- Texas Education Agency* – (512) 463-9575
- Shelby County Schools* (Memphis, TN) – (901) 416-5589
- District of Columbia Public Charter School Board* – (202) 328-2660

*ESP does not operate schools authorized by these authorizers, however, the ESP licenses The Excel Center® model to entities which have received charter authorization from these authorizers.

Signature of Applicant's Designated Representative

Randy Beachy
Signature

September 12, 2016

Date

Charter School Proposal

Executive Summary

Goodwill LEADS, Inc. (GLI, doing business as The Excel Center- Northern Indiana), proposes to operate three charter schools: one in Gary, Indiana, one in East Chicago, Indiana, and one in Elkhart, Indiana. The schools (Excel Centers) will adopt the successful Excel Center® model under a license from Goodwill Education Initiatives, Inc. (GEI).

Mission and Vision

The mission of GLI is to provide adults the opportunity and support to earn a high school diploma and pursue post-secondary education while developing career paths that offer greater employment and career growth opportunities. Excel Centers “meet students where they are” in their education by providing a flexible structure and supportive relationships to help students manage work, life, and family concerns as they achieve their educational goals.

The vision of GLI is to provide education, support, and career potential for adult high school students. Thousands of individuals drop out of high school each year, crippling their career potential as employers seek workers with higher skills and specialization. As part of a commitment to enhance career potential and access to high-growth jobs for high school dropouts, GLI provides adult high school students in northern Indiana with accelerated learning, opportunities for post-secondary education, and individualized career planning.

Education Need and Target Population

Among the school corporations in Lake County that struggle with the lowest graduation rates are School City of East Chicago (70.2%), Gary Community School Corporation (82.1%), and School City of Hammond (81.4%), which represents at least 300 students who left high school in 2015 without a diplomaⁱ. In these three high-need cities alone, nearly 29,000 adults (51,760 in the county) do not have a high school diploma or equivalentⁱⁱ. These are also areas of high poverty (39% in Gary; 36% East Chicago); high unemployment (6.1% Gary; 8.7% East Chicago); and high violent crime (768 per 100,000 people in Gary; 489 in E. Chicago).ⁱⁱⁱ

In Elkhart County, 23.9% of the adult population (28,920 individuals) do not have a high school diploma or equivalent.^{iv} This is also an area of high poverty (28.5% Elkhart; 22.7% in Goshen) that suffers from high unemployment with every economic downturn due to heavy reliance on the RV industry.^v In both East Chicago (46%) and Elkhart (16%), a large part of the population speaks English as a second language.^{vi}

A report by Civic Enterprises (2006) suggests that “circumstances in students’ lives and an inadequate response to those circumstances from the schools led to dropping out.” As adults, 76% of dropouts would enroll in an adult high school if they could; 47% say that not having a diploma makes it hard to find a good job.

The report goes on to state that the “dropout epidemic in the United States disproportionately affects young people who are low-income, minority, urban, single-parent children attending large, public high schools in the inner city. Dropouts are much more likely than their peers who

graduate to be unemployed, living in poverty, receiving public assistance, in prison, on death row, unhealthy, divorced, and ultimately single parents with children who drop out from high school themselves” (Bridgeland, Dilulio & Morison, 2006, pp. iii-2).^{vii}

The Gary, East Chicago, and Elkhart communities each have a significant need for an Excel Center to increase educational attainment among their residents. A high school diploma has the potential to raise an individual’s annual median income \$9620; some post-secondary education can raise it \$12,740. The chances for unemployment are cut in half with an Associate’s Degree, which can’t be achieved without a diploma.^{viii} A large portion of Lake and Elkhart Counties, representing more than 80,000 adults, do not have a high school diploma or equivalent and are unprepared to participate in the 21st century workforce – one that will require additional skills beyond high school, whether through an industry certification or post-secondary degree.

According to the Alliance for Excellent Education (2013), 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.^{ix} Increasing educational attainment among adults with few options in Gary, East Chicago, and Elkhart has the potential to increase economic growth in areas of the state that need it the most.

Community Engagement

Community interest in The Excel Center has grown through conversations with local leaders as members of the applicant team have shared its success in South Bend. In Gary, which has been inundated with charter schools, community leaders have demonstrated sincere interest in an adult high school that serves those who have previously dropped out of high school, enabling them to graduate with a Core 40 diploma and post-secondary credentials.

Representatives from the applicant team have met with several organizations in Lake County and Elkhart County to engage the community and have met with enthusiastic responses regarding the positive potential of The Excel Center to impact their residents. Without exception, representatives of the following organizations expressed support for The Excel Center and have provided opportunities to connect with individuals and organizations of influence in the community.

Lake County

- Mayor of Gary
- Gary Police Department
- Gary Chamber of Commerce
- City of Gary Redevelopment Commission
- Gary for Life (violence reduction initiative)
- Ivy Tech East Chicago
- WorkOne Northwest Indiana
- School City of East Chicago
- Lake Station Community School Corporation
- Lake Central High School
- The Crossings (credit recovery program)
- Boys and Girls Clubs of Northwest Indiana
- A Positive Approach to Teen Health (youth development program)
- Legacy Foundation of Lake County
- Foundations of East Chicago
- Bethel Church
- TradeWinds Services (vocational rehabilitation)
- The Arc Northwest Indiana (vocational rehabilitation)

Elkhart County

- Greater Elkhart Chamber of Commerce
- Economic Development Corporation of Elkhart County
- Horizon Education Alliance
- Concord Community Schools
- Elkhart Area Career Center
- WorkOne Northern Indiana
- Life Center (job skills training)
- United Way of Elkhart County
- Community Foundation of Elkhart County
- Faith Mission
- Interfaith Hospitality Network (homeless services)
- DJ Construction
- Hart City Properties
- Hoogenboom-Nofziger Corporation (real estate development)
- SEA Financial Group
- WPJ Consulting

State Representative Dale DeVon has voiced support for The Excel Center during recent Indiana legislative sessions and continues to be a champion for the model. Additionally, services provided by Goodwill Industries of Michiana, Inc. (GIM), parent organization of GLI, in the Lake County and Elkhart County regions, target people with disabilities, ex-offenders, at-risk and out-of-school youth, young mothers, and un-/underemployed individuals. Through these contacts and partnering social service organizations, The Excel Center will provide a unique educational opportunity to a segment of the population with few options to progress toward academic, career, and economic goals without a high school diploma.

Based on these conversations, each school will be designed with community needs in mind. For example, in Gary, where more than half of families are headed by single mothers^x, drop-in childcare capacity will be expanded to meet needs. In East Chicago, ELL staff will be increased to accommodate the large percentage of native Spanish speakers. In Elkhart County, evening classes may need heavier staffing to accommodate those employed by the RV industry.

Education Plan/School Design

GLI will seek to enroll students 18 years and older who have not completed a high school diploma. The Excel Center provides a structured environment that meets the particular needs of adult students as they work towards a high school diploma. Adult learners often face non-academic barriers to their educational success, reflecting reasons that students dropped out of school in the first place, such as family or income needs. Effective educational opportunities for adults must provide support and flexibility to promote student achievement, maintain a positive learning environment, and help students overcome various challenges to their continued progress. The flexible structure of The Excel Center allows students to enter at a variety of skill and credit levels and create a realistic path toward educational and career success.

The Excel Center model has three main pillars: a secondary-level academic platform that fits needs of non-traditional students, a college and career readiness focus on viable careers, and a coaching program that works with students to identify barriers and proactively plan ways to remain engaged in their education.

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The Excel Center provides an accelerated schedule that allows students to earn course credit at a faster pace than a traditional high school. The Excel Center's instructional program includes team-taught courses, fixed-length teaching, and credit recovery in non-essential courses. Students who demonstrate the necessary skills are encouraged to take college-level coursework, resulting in dual credit and post-secondary credits that encourage continued education.

The Excel Center curriculum is rigorous and aligned with Indiana College & Career Readiness Standards. A Career Transition Counselor works directly with graduating students to identify particular industries and occupations with above-average growth potential, helping students explore careers and career pathways that offer a livable wage.

Coaching in The Excel Center model is an attempt to address the life barriers and issues that may prevent students from being successful. The Excel Center life coaches are responsible for keeping students engaged and motivated in the school. Coaches work with students to identify potential barriers to students' continued education, whether short-term barriers (such as housing and childcare) or long-term challenges (including student self-efficacy and self-confidence).

The Excel Center operates year-round and, as students graduate or leave the school, spaces are filled by students on the waiting list. As a result, the Excel Center does not operate with discrete grade levels. The Excel Center will maintain a size of 300 - 350 students in order to preserve a small, intimate environment where staff can establish meaningful relationships with students.

The Excel Center® is a nationally proven school model founded by Goodwill Industries of Central Indiana, Inc. (GICI), based on work by Stephen D. Brookfield, regarding developing critical thinking, and by Dr. Norman H. Cohen and Laurent A. Daloz, regarding mentoring adult learners, as well as recommendations in the 2011 report by Complete College America, *Time is the Enemy*.^{xi} To date, The Excel Centers have produced more than 2,000 graduates with 82% of graduates receiving industry-recognized credentials in local job sectors with above-average growth potential, and 75% either employed or in college immediately after graduation. GLI, through this charter application and corresponding efforts, intends to build upon the success of The Excel Center to positively impact and improve the academic achievement for adults throughout the state of Indiana.

Vision for Growth.

The vision for growth for The Excel Center of Northern Indiana is to open two charter schools in Lake County in 2017 and a charter school in Elkhart in 2019, each with a capacity enrollment of 350. In 2020, with 5 years' experience administrating 4 Excel Centers, GLI will determine whether there are additional communities in northern Indiana that would benefit from the Excel Center model to increase educational attainment of local adult residents. As opportunities may arise in unusual places (such as satellite blended learning sites) over the next five years, the leadership team will evaluate the costs and benefits of expanding The Excel Center model.

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Network Governance and Leadership.

The Excel Center Northern Indiana will be overseen by Randy Beachy, Executive Director (ED), and current School Director (SD) of The Excel Center- South Bend (TECSB). The GLI Board of Directors consists of 10 individuals representing various business and nonprofit sectors, each with leadership experience and a concern for education and community improvement, as well as GIM's CEO, Debie Coble. Every effort will be made to maintain a diverse board membership representing the communities where The Excel Center is located, yet based out of GLI headquarters' city, South Bend. This structure, in combination with the support of GEI through INIS, will provide stable, effective governance and leadership over the long term.

Section I: Evidence of Capacity

Governance

- 1) Key Members of the Applicant Group for Goodwill LEADS, Inc.(GLI):
 - Debie Coble- President/ CEO of Goodwill Industries of Michiana, Inc. (GIM); Ex-officio Board Member of GLI
 - Randy Beachy- ED of The Excel Center- South Bend (TECSB)
 - Terri Burks- Chief Financial Officer of GIM
 - Ben Szumial- Accountant for GIM, serving solely GLI
 - Guy Fisher- Vice President of Mission Advancement at GIM
 - Carrie Lee- Grant Writer at GIM
 - Juliann Jankowski- Chair of GLI Board
 - Rolla Baumgartner- Former Chair of GLI Board
 - Jeff Lozer- Senior Director of Indiana Network of Independent Schools (INIS)
 - Kim Reier- Director of Network Development and Advancement at Goodwill Education Initiatives (GEI)
 - Jeff Hoover- Senior Director of The Excel Center Network (TECN) and Operations
 - Justin Zobrosky- Associate Director and Lead Teacher at TECSB
 - Jessica Lacay- Lead Coach at TECSB

- 2) Qualifications for and experience with establishing a high-quality charter public school in Indiana and assuming stewardship of public funds:

Debie Coble has her Master's degree in Public Community Services Management and initiated the original charter application for TECSB in 2014. She is an ex-officio member of the Board and has experience in finances, performance management, community engagement, facilities management, and legal compliance.

Randy Beachy has been the administrator for TECSB since April 2015 and was involved in the planning and implementation of GLI's first Excel Center, including facility and school design, and hiring and training of staff. He oversees instruction, spending, and school performance. He also has more than 30 years' experience in higher education.

Terri Burks has been a part of GIM's accounting department for 16 years and CFO for four years, overseeing financial resources for a \$30-million-dollar organization, including stewardship of public funds, corporate compliance, financial analysis, and legal compliance for accounting and grant management.

Ben Szumial has his MBA and is a certified internal auditor. He has experience in finance, auditing, and previously worked in University of Notre Dame's Office of Research, providing grant management and ensuring fiscal compliance for award recipients. He has been responsible for all accounting functions for TECSB from planning and implementation and will continue to provide fiscal management for new Centers.

Guy Fisher has a Master's in Administration and has experience in finance, performance management, parent and community engagement, and school administration in fund development and financial aid. Prior to his current role, he served as Director of Financial Aid for Bethel College for more than 25 years.

Carrie Lee is completing a Master's of Grant Writing, Management, and Evaluation, and worked in the public school system for three years. She has written proposals securing contracts and awards up to one million dollars in the areas of workforce development and education. She has experience in parent and community engagement as a long-time Elkhart resident.

Rolla Baumgartner earned his doctorate in education and retired as Dean of Davenport University. He has experience in school administration, curriculum, instruction, performance management, community engagement, and legal compliance. He has been a teacher, principal, superintendent, and curriculum coordinator in public and private schools, from elementary through post-secondary. He served as Chair for the GLI Board during planning and implementation and the first year of operation for TECSB.

Juliann Jankowski has a Master's in Administration and has experience as the Campus Dean and ED of Enrollment Services for Davenport University South Bend, as well as the Project Manager for Industrial and Business Training for Ivy Tech. She has had experience in human resources and performance management, and has engaged community leadership through her position at The Chamber of Commerce of St. Joseph County.

Jeff Lozer has experience developing new organizations, and managing evolving organizations with complex sets of stakeholders. He has led a large law practice, and has expertise in organizational development, private foundation management and corporate law. Jeff leads GEI's efforts that have provided school support services to schools owned and operated by GICI and more than 40 independent schools. Jeff develops business, negotiates and executes contracts, and oversees the delivery of services such as state reporting and compliance, finance and accounting, and special education administration.

Kim Reier has been a leader in GEI for more than 3 years and has held previous roles at the Indianapolis Mayor's Office of Education and Innovation and the Indiana Department of Education. At GEI, Kim assists with the development and growth of TECN nationally and has managed the school approval process for 8 schools during her tenure at GEI. Kim also has experience in grant writing, community engagement, education policy and compliance, and relationship development.

Jeff Hoover has a Masters' of Education and nearly 30 years' experience in education as a secondary teacher and administrator, including School Director of The Excel Center- Lafayette and INIS Director. He has experience in school leadership, administration, governance, curriculum, instruction, and assessment; community engagement, and facilities management. In his current role with TECN, he works to improve performance, enhance programs, and inspire systematic change.

Justin Zobrosky has 7 years' experience as a certified social studies teacher and contributed to the Indiana Department of Education standards review in 2013. Justin was instrumental in raising academic standards at Xavier School of Excellence, and was selected as a semifinalist for Indiana teacher of the year. As Lead Teacher at TECSB, he has been instrumental in the planning and implementation of GLI's first school, including selection of curriculum, formation of policies, school leadership, administration, and student engagement.

Jessica Lacay has 3 years' experience as a college admissions counselor, developing relationships with applicants and parents to determine eligibility for admissions and financial aid. As Lead Coach at TECSB, she set the standard for providing academic assistance and support services to new students, developing a sense of community and a peer support network. She has also been active in community engagement and has been key in the development of policies and procedures to encourage student success.

3) See **Attachment 1** for full résumés (including contact information) for each member of the applicant group including all current and proposed governing board members, key staff members, and consultants involved in the application or the development, governance and operation of The Excel Center- Gary (TECG), The Excel Center- East Chicago (TECEC), The Excel Center- Elkhart (TECE).

4) TECG, TECEC, and TECE will not have independent governing boards, but will be governed by an existing, single network-level board based out of South Bend. The current GLI Board consists of nine individuals representing financial, educational, nonprofit, legal, faith-based, community, and healthcare organizations. In order to ensure there will be active and effective oversight of these new schools, GLI will include members of each of the community where Excel Centers are located as Board members. Accommodations, such as rotating meeting sites and teleconferencing, will be made to serve a diverse geographic population.

With these measures in place, as well as the guidance of INIS, there will be active and effective oversight of the new and established Excel Centers in GLI's portfolio. See **Attachment 2** for completed and signed Board Member Information Forms for each current governing board member.

5) No formal advisory bodies or councils will be formed, although community or student councils may be formed if there is sufficient interest. The roles and duties of these informal groups, as well as their relationship to the Board of Directors will vary based on their reasons for convening. Although the Board assumes sole governing authority over each Center in the Northern Indiana network, it will engage members of each of the communities where Centers are located, including students, to inform school direction and policies.

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6) In the event that a student has an objection to a governing board policy or decision, administrative procedure, or practice at the school, the issue will be forwarded to the local SD. If the Director is unable to resolve the objection, the student is able to take that request to the ED, and if necessary, the Board. In the event of a concern related to expulsion not resolved through a formal hearing, the next step of conflict mediation would be to seek restitution in the courts.

Documents related to the meetings of the GLI Board are available to any interested party. All enrolled students receive a student handbook that outlines the policies and procedures of the school, and have access to their transcript free of charge.

7) The current SD of TECSB, Randy Beachy, also serves as ED of The Excel Centers- Northern Indiana (TECNI) to design, launch, and oversee the new GLI charter schools. In his first year as SD, he enrolled more than 450 unique students and had 7 able to complete their diplomas and earn college credit within nine months. His extensive experience in higher education and successful launch of the first Northern Indiana Excel Center demonstrates his capacity to lead these schools until local SDs are selected.

The local SDs who will be responsible for the operations of TECG, TECEC, and TECE have not yet been selected. Upon charter approval in November, the recruitment and selection process will begin, with two SDs for Lake County to be hired by February 2017. At that time, the selected SDs will devote their work to preparing the schools to open in Gary and East Chicago in July 2017. In 2019, the recruitment and selection process will begin for the Elkhart SD.

All school leadership positions will be in the employ of GLI and selected by the ED with oversight by the Board. The selected SDs will make staff hiring decisions with oversight from the ED. The SDs will ensure that instructors and school curriculum are applied according to the principles of The Excel Center model and that school is meeting desired educational and student outcomes.

Essential functions of Excel Center SDs include: supervision and management of faculty and staff, creating and maintaining a safe and secure educational environment for up to 350 students, and managing the fiscal activities of the school. The SDs will report to the ED and will be required to hold a Bachelor's degree in a relevant field, although a Master's degree is preferred. Other Director qualifications include:

- Indiana Secondary Administrator's License (preferred but not required)
- 5+ years in a school-related leadership role
- Prior experience managing groups of professionals
- Effective presentation and communication skills
- Solid planning and organizational skills

8) The ED, Randy Beachy, will lead development of the new schools between the time of authorization and opening. Mr. Beachy will be supported by INIS and TECN during school start-up activities. Upon charter approval, TECSB Associate Director Justin Zobrosky will become SD, and Mr. Beachy will serve as administrator over all four schools and any future schools added to the network.

9) Randy Beachy is the ED for TECNI. He has an MBA and M.S. in College Student Personnel Services, and has more than 30 years' experience in recruiting, admissions, marketing, data analysis, and staff development in post-secondary education. His responsibilities will be to train SDs and ensure compliance with all State, ICSB, and Excel Center policies, procedures, and guidelines.

Management

1) The GLI Board does intend to contract with an ESP for school management services.

2) TECG, TECEC, and TECE intend to contract with INIS (INIS) as an Educational Service Provider for school management services.

a) The selected ESP is INISchools, managed by GEI, and affiliated with GICI. GEI was established in 2004 to operate charter schools, to enable youth and adults to enhance their success in life and work. GEI also operates TECN, a network of schools that leverages the collective expertise of school leaders, teachers, and staff from all over the country. By participating in common online systems, professional development, and peer-to-peer sharing, best practices are shared from community to community.

INIS was created in 2013 to provide support functions for GEI's 12 schools (1 traditional-age high school and 11 Excel Centers in Central Indiana), including data and performance management, finance and accounting, state reporting, and special education. INIS supports Excel Centers through Goodwill organizations in South Bend, IN; Austin, TX; Memphis, TN; and Washington DC, and is working to develop schools with Goodwills in Arkansas and Hawaii. INIS has also provided administrative services to more than 40 public, private, and charter education agencies across the state. INIS is operated under a nonprofit designation, and supported generously by the Walton Foundation.

INIS' leadership consists of:

- Betsy Delgado, VP of Mission and Education Initiatives
- Jeff Hoover, Senior Director of TECN and Operations
- Anne Davis, Senior Director of Education Initiatives
- Jeff Lozer, Senior Director of INIS
- Kim Reier, Director of Network Development and Advancement
- Markous Jewett, School Development Director
- Tonya Taylor, Director of Special Education
(see **Attachment 1** for résumés).

b) INIS was selected as the new Centers' ESP to continue school management services for additional schools added to TECNI, after providing services for TECSB school for the past two years. The Excel Center model has grown from 1 school serving nearly 300 students in 2010 to serving more than 4,000 nationally as of this writing. Since its inception, The Excel Centers have graduated more than 2,000 students with their high school diploma. As an affiliate of GEI, a \$25-million-dollar organization, INIS is financially healthy and stable.

The new schools will adopt The Excel Center name under license from GEI and operate the school with fidelity to the school model. INIS will not have a management role in the new Centers' daily operations. Due to INIS' proven track record of effectively supporting Excel Centers as they serve adult students, and because the school model is proprietary to GEI, no other ESPs were assessed.

c) See **Attachment 3** for term details regarding the proposed management contract, setting forth a proposed duration of the contract that aligns with the ICSB's 5-Year charter term.

d) See **Attachment 3** for a draft of the proposed management contract.

e) There are no existing or potential conflicts of interest between members of the GLI Board and GEI or INIS or any affiliated business entities.

f) See **Attachment 3** for evidence that INIS is authorized to do business in Indiana.

g) GLI and INIS provide the following assurances:

- The GLI Board is structurally independent from INIS.
- The GLI Board shall set and approve school policies for the new Centers.
- The terms of the service contract will be reached by GLI and INIS through arms-length negotiations in which GLI is represented by separate and independent legal counsel.
- GLI legal counsel does not also represent INIS.

2) See **Attachment 4**, Governance and Operational Structure, which defines board, ESP, network, and school-level decision making as it relates to key functions, indicating where primary authority for each function resides.

Network Vision, Growth Plan and Capacity

See **Attachment 5**, a 5-year business plan addressing the organization's plan for network expansion in Indiana.

Section II: School Design

Education Plan

Innovation

The Excel Center model is innovative by providing adult students with the supports and flexibility needed overcome the various challenges to their continued education. It is a unique model in its hands-on approach that acknowledges the needs of the whole student through wrap-around supports.

1) The traditional model for adult high school completion is to take a High School Equivalency test (formerly GED, now TASC in Indiana). According to the National Educational Longitudinal Survey (2008), high school dropouts are persistent in trying to further their education,^{xii} yet face limited options to achieve their goals. Studies have challenged the long-term benefits of earning an HSE over a high school diploma, the latter of which leads to higher wages, higher college completion rates, and higher acceptance into the military. Researchers maintain that the process of completing school (rather than a test) demonstrates persistence, motivation, and reliability to employers.^{xiii} Nationally, only 10% of high school dropouts ages 18-24 actually pass an HSE exam.^{xiv} This indicates that the HSE may not be the best avenue for all adults seeking to complete their high school education.

School design. Excel Centers are designed for the committed, adult student and are structured to meet adult needs such as transportation assistance, flexible schedules and free child care. Students enroll in one coherent program during iExcel (student orientation) and receive substantial help from life coaches, teachers, and other staff to understand their path to earn a high school diploma and post-secondary credentials.

Students build relationships with other students and teachers in a small school environment. In addition, life coaches work to ensure that students remain engaged in the school's academic program and feel like they belong in the school's culture. Coaches will work with students to identify and mitigate potential barriers to students' continued education, and encourage them to continue when the work becomes difficult.

The Excel Center Drop-In Center gives students the ability to focus on their classes while their children are cared for in a safe environment nearby. This service is offered free of charge and gives children opportunities to learn and develop skills while their parents are attending classes.

Curriculum. The Excel Center curriculum is designed to meet students where they are. Transcripts indicate prior credit attainment; assessments indicate level of mastery. Both are considered when creating an education plan for the student that will allow them to earn a high school diploma and prepare for post-secondary opportunities.

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For example, English 1 and 2/ Math A and B, allow students to earn elective credit, helping students connect their remedial work to the goal of earning credits towards their high school diploma. Other classes are co-curricular, allowing students to earn a Language Arts and Social Studies credit in one class, for example, by incorporating writing standards into a history class. Additionally, students can earn dual high school and post-secondary credits by taking college-level coursework through Ivy Tech Community College (ITCC).

Instructional Strategies. Instructional strategies are limited only by the imagination of the teacher, and are customized for the students in each class. They are continuously evaluated and updated for effectiveness.

The Excel Center purposefully introduces students to high growth, high demand fields where the prospects of career development and stable employment are significant. In order to prepare students for self-sufficiency, they are expected to earn at least one credential beyond their diploma, which is increasingly essential in the modern job market.

Uses of technology. Students have access to computers and internet to complete assignments, perform research, and access email. These include mobile classroom laptops that are used during class time as needed, and a 30-station computer lab open 48 hours a week. Students often communicate with staff and other students through email and texting, and are able to submit assignments and access grades online. Software programs allow for a combination of remedial skills building and high school credit attainment (as a supplement to face-to-face classes), as well as standardized testing.

As a nationally proven school model, TECN provides a platform to share evidence-based learning and best practices from school to school. With 15 current Excel Centers nationwide and at least 5 in process, knowledge sharing has the potential for further replication of this model through livestream classes and other blended learning possibilities.

Approaches to time. The Excel Center is listed on the ICSB website as an example of a school model taking innovative approaches to time. Classes operate for at least 90 minutes each day, with 6 class periods each day, Monday through Thursday, 9am to 8pm. Fridays are available to access school resources, and receive tutoring or complete makeup work. Students can select what time of day to attend class, schedules are fixed for each 8-week term, and students can enroll at the start of any of the 5 terms during the school year, unless there is a waiting list. Unlike a traditional high school, this provides opportunities to earn credits at an accelerated rate, or at whatever pace fits the student's circumstances.

2) The curricular foundation of The Excel Center is based upon significant evidence that its model meets the educational needs of adults.^{xv} Research by The Gates Foundation (2006) indicates that life factors are at least equal to academic factors as related to dropout rates/ reasons. 35% of those surveyed dropped out because they were failing school; 32% had to get a job; 26% had become a parent; 22% had to help their family^{xvi}. These challenges also affect the structure of how students continue their education.

Complete College America's report, *Time is the Enemy* (2011), highlights how the pace of traditional college programs is a detriment to adults' lasting success. The following recommendations by the report have been incorporated into the design of The Excel Center to accommodate students who are balancing commute times, family obligations, work, and school:

- Use block schedules with fixed and predictable classroom meeting times.
- Allow students to proceed at a faster pace, with shorter academic terms, less time off between terms, and year-round scheduling.
- Simplify the registration process.
- Form peer support and learning networks.
- Embed remediation into the regular educational design, so that students don't waste time before they start earning credits.^{xvii}

3) It is anticipated that ICSB will hold the new Excel Centers and GLI to the same accountability standards to which it holds all ICSB-authorized adult high schools through alternative accountability metrics, as it has for the existing 6 Excel Centers (located in Anderson, Kokomo, Lafayette, Noblesville, Richmond, and South Bend) authorized by ICSB.

Curriculum and Instructional Design

1) On the following page, please note the graphic that illustrates the framework for the proposed instructional design that reflects the needs of adult high school students and will ensure all students meet Indiana Academic Standards. The Excel Center model was designed with 3 R's as foundational to its strategy: Relationships, Relevance, and Rigor.

Relationships. Adult learners benefit from strong relationships with peers and staff; these relationships provide consistent support for student education, strengthen motivation to achieve goals, and build resiliency to overcome obstacles that might impede progress.

Relevance. Students who have dropped out require flexibility in their educational programs; students will enroll at various skill levels and will balance their educations with many life obstacles, including work and family obligations. Instruction is designed to be relevant to students' experiences, current circumstances, and life goals.

Rigor. The primary focus is to develop each student's ability to be successful in post-secondary environments and to develop skills required in the modern workforce. Curriculum exceeds the Indiana College and Career Ready Academic Standards (ICCRAS) adopted by the Indiana State Board of Education (ISBOE).

a) The basic learning environment is largely classroom-based, although online classes are utilized for credit recovery and some electives. The school is designed to benefit adult learners within a mature environment of open discussion, self-directed learning, and personal accountability.

Students participate in fixed-time classes where they cover key academic subjects in language arts, mathematics, social studies and science. Reading, math, and skills labs are available for those who need remediation. Courses often integrate material from multiple disciplines, allowing students to demonstrate learning standards in an integrated, accelerated format.

b) Classes will include between 10 and 15 students in each course, allowing for small teacher to student ratios and increased individual attention. Class structure will depend on the course content, enrolled student, and the instructor, but will encourage open discussion and peer learning.

c) The Excel Center's education plan has three main pillars: (1) an academic philosophy that meets the goals and needs of adult students, (2) a concentrated focus on College and Career Readiness, and (3) a coaching platform designed to address barriers that may impede a student's continued educational success. This plan is incorporated into the curriculum. Please see the graphic on the following page.

d) Academic instruction for students who have dropped out requires flexibility in the design of the educational program. Students will enroll in The Excel Center at various skill levels, have different numbers of credits to achieve, and many will balance work and family obligations. Therefore, The Excel Centers use a "one student at a time" method where each student establishes his or her educational goals and moves at his or her own pace to achieve learning goals. Every student will have a unique educational plan, crafted to fit his or her specific needs.

The Excel Center curriculum covers key academic subjects to prepare students for post-secondary education through opportunities relevant to their educational and career goals. Students will cover the basic requirements to receive a high school diploma and enroll in some form of post-secondary education, whether a certificate or credential program or a track moving towards an associate's degree. In addition, students who have demonstrated high skill levels (as shown on by high scores on the ACCUPLACER exam) are be eligible to enroll in dual credit courses, thereby beginning their post-secondary education while still in high school.

e) Technology features prominently in the design and delivery of academic content. Coursework is presented in multimedia formats, reaching different learning styles and personalities. In addition, students are able to participate in computer-based instruction for online credit recovery, diagnostic assessment, and for tutoring-based work. Students are also able to upload assignments and check grades online, as well as communicate with teachers and coaches on a regular basis.

The Excel Center Model

Key Pillars:

Secondary-Level Education

- Accelerated pace of learning and credit attainment
- Instruction by both licensed instructors and tutoring by unlicensed resource staff
- Classroom instruction paired with online credit recovery
- Resource Area provides intensive support to students in need of additional assistance
- Credits can be earned for valid and relevant work experience
- Student testing used to measure

Postsecondary Education and Career Pathways

- Strong relationship with local community college provider
- *Test-approved* students able to enroll while still taking high school classes
- Dual credit course offerings available for students
- Students can work towards certificates and associates degrees
- Extensive preparation & follow along for students in college
- Partnering with industries to present career options for

Coaching

- Goal to promote continued retention of students by addressing life barriers
- Students placed into cohorts and meet one-on-one with a coach
- Coaching addresses life skills, locating community resources, and creating future plans
- Proactive barrier removal for critical life / work issues
- Effective selection of coaches as a key barometer of success

Structures and practices for student success

- Flexible scheduling available to meet needs of working and busy adults
- Available transportation and easy access for non-driving students
- Child care provided for students with children
- Facility has sufficient space for a resource area, classrooms, cohort and one-on-one meeting spaces
- Mature learning environment: Student population is a mix of younger and older students

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f) Hiring a high quality, highly effective school staff is critical to the success of any new school. To ensure access to the most qualified individuals, TECNI Centers will do the following:

- Recruit from current GLI and GEI networks
- Leverage the talent and expertise of GIM and GEI's Human Resources departments
- Focus on increased awareness of The Excel Center within communities where new schools are starting (Gary, East Chicago, Elkhart)
- Customize staff recruitment efforts to focus on the unique aspects of The Excel Center, including the adult population, motivated students, creative instruction, and an extended school schedule and calendar
- Continue to develop partnerships with organizations that assist with teacher placement and source staffing candidates via networking, website job postings and event participation
- Offer salaries and benefits competitive with other local schools
- Provide adequate professional development prior to school openings, including learning from TECSB staff members

g) The evidence for The Excel Center method of adult instruction is based on Stephen Brookfield's work in *Critical Teaching*, which "begins with developing students' powers of critical thinking so that they can critique the interlocking systems of oppression embedded in contemporary society" (2005, p. 353).^{xviii} Students who have spent their adult lives trying to get ahead without a high school diploma need to learn how to think in order to be successful. This is why open discussion, student-to-student interaction, and personal accountability is encouraged.

2) Instructional strategies that the school will implement to support the education plan are well-suited for adult high school students. The academic environment and culture of the school are driven by student motivation to increase educational attainment and create better opportunities to enter living wage careers. The Excel Center's individualized and self-directed approach will require highly motivated students who can develop the initiative to use the school's various resources and instructional methods in the way that best fits their unique needs. Teachers and coaches will monitor and meet with students regularly to provide encouragement and keep students' motivation at high levels.

Since Excel Centers meet students where they are, instructional strategies will differ from person to person and classroom to classroom, in order to meet the needs of all students. For example, students who enroll in The Excel Center with partial credits may complete certain courses via the standards-based online learning program, Plato Courseware, with a teacher facilitator. Students whose placement exams indicate a reading, writing, or mathematics competency level that is lower than a 9th grade equivalent are placed into remediation courses for high school credit, allowing them to access grade level content by building key skills. On the other hand, students whose placement tests indicate high aptitude may be placed in advanced math or literature classes. Special education, English Language Learners, and those in need of tutoring receive additional assistance on a weekly basis.

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Classes meet in extended blocks and in face-to-face settings, with small class sizes, permitting teachers to establish relationships of trust and respect with students. Courses are often team-taught among several instructors, blending coursework across multiple domains to increase the relevance of education and to encourage students to think critically about interdisciplinary ties in the curriculum. Open discussion is encouraged to foster deeper understanding, link knowledge to former experiences, and develop creative thinking.

Life coaches encourage a student community which inspires peer support. Life coaches also provide encouragement, individual attention, and assistance in meeting life challenges to maintain student engagement. The 8-week schedules accelerate the pace in which a student can attain course credit, making progress toward a high school diploma more tangible. Students have the freedom to choose morning, afternoon, evening, and online classes to fit their work and family schedules.

3) The only key educational features that may differ in the new Centers are based on high growth careers that are unique to each community. Every site of The Excel Center explores what potential careers exist in their local community, and includes a focus on those industries that will benefit local jobseekers. In Gary and East Chicago, the focus will be on Advanced Manufacturing and Health Care careers. In Elkhart, the focus will be on Advanced Manufacturing and Hospitality careers. As a component of its Advance Manufacturing focus, The Excel Centers have established working relationships with Conexus Indiana, an initiative to capitalize on emerging opportunities in advanced manufacturing and logistics, aligning resources and expertise to make Indiana a leader in these growing industries.

The Excel Center's curriculum has two overall goals: 1) teach the necessary content to graduate with a high school diploma and 2) develop proficiency in the skills - both technical and 21st-century - required to be successful in modern careers. The Excel Center's curriculum provides an individualized road map to student success, and serves as a customizable guide that assists in planning each student's instructional program, allowing for the best possible education and career outcomes. The objective of the curriculum is to ensure that specific skills are taught and mastered in a timely manner and in ways consistent with ICACRS. The school blends coursework in engaging and interesting ways that also allow students to learn what they need and progress through proficiency of subjects rather than discrete grade levels.

4) Please see **Attachment 6** for a high school-level core curriculum scope and sequence by subject, that demonstrates clear alignment with Indiana's Academic Standards.

5) The majority of The Excel Center's course offerings will be taught via direct instruction. Technology will be used for online credit recovery, diagnostic assessment, and for tutoring-based work. The Excel Center does not meet the definition of a virtual charter school.

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Pupil Performance Standards

1) The Excel Center's academic content is aligned with the ICCRAS and uses these standards throughout its coursework and lesson plans. All standards were deconstructed and opportunities for integrating courses were utilized to make the content explicit and meaningful. See **Attachment 7** for The Excel Center's Academic and Exit Standards.

2) Due to the nature of students entering the school at a variety of different skills levels and course needs (pursuant to their transcript), and those skill levels not necessarily matching credits previously earned, The Excel Center does not operate using distinct grade levels. Instead, students progress through the curriculum at an accelerated pace, ensuring they build the requisite skills to enter the next course in Excel Center course progression, and completing all credit and graduation requirements prior to graduation.

Although it can be useful in conventional academic situations with traditional student populations, a grade level categorization would have little benefit to a typical adult student. For example, the "freshman" label on an adult learner might create the mistaken belief that it will take several years to complete the work in The Excel Center, even though the student's self-directed pace may mean that he or she could complete requirements before that time. Instead of discrete grade levels, students will only be measured on the amount of credits they need in order to graduate from the school.

Students routinely meet with their individual life coaches to assess where they are academically and where they need to be in order to meet all of their academic and career goals as well as where they need to be in order to graduate. Graduation criteria are also listed in the student handbook.

High School Graduation Requirements

1) To graduate, a student at The Excel Center must fulfill the graduation requirements for the State of Indiana as established by the Department of Education. Students will work towards a Core 40 diploma, earning credits with the following requirements:

- English / Language Arts: 8 Credits
- Mathematics: 6 Credits
- Science: 6 Credits
- Social Studies: 6 Credits
- Directed Elective: 5 Credits
- Physical Education: 2 Credits
- Health and Wellness: 1 Credit
- General Electives: 6 Credits

Students will earn credit hours by successfully demonstrating mastery over the standards established in each course. Teachers assess mastery by monitoring student work and evaluating their growth. By integrating coursework across domains, scheduled classes may allow students to earn multiple credits through the work of one class. Each class is mapped to indicate which credits apply toward a Core 40 diploma. Students earn credit by demonstrating satisfactory completion of a course and earn a passing grade higher than a D in that course.

Student transcripts from other schools will also be reviewed to determine if any coursework completed prior to enrolling at The Excel Center may also apply to the Core 40 diploma requirements. In addition, students who can demonstrate proficiency through ECA testing can also earn credits for courses in which they have already demonstrated knowledge. Students may also earn credit by enrolling in dual-credit programs at a local community college. In these instances, these credits are listed as transfer credits and not as credits explicitly granted by The Excel Center. Some courses that are required for the Core 40 will be available for students to take via online credit recovery courses.

Student grade-point averages (GPA) are calculated based upon the grades that students earn in each course, using a traditional scale and averaged upon the points earned for each credit. In courses that are awarded multiple credits, the student's letter grade applies the same point for each of those credits earned. For blended courses, a student earns a GPA based upon their performance for that particular domain within the course and earns credit for that portion of the classroom setting.

Student transcripts include the school's contact information, the student's contact and demographic information. In addition, the transcript details the time period (in terms) during which the student was enrolled at the school, and his or her record of courses taken and credits earned. Each course includes the grade earned and grade-point equivalent for that class. Transcripts also include the student's performance on standardized testing, including GQE (for older students) and ECA scores.

The Excel Center offers elective courses that meet the educational needs of students. Most of these electives prepare the student to explore the viability of a career in an industry of a given program. Electives (and potential certifications) that may be offered based on demand include:

- Advanced Manufacturing (MSSC)
- Apartment Maintenance
- Business Communications (CBP, TSIA CSP-1)
- CADD Technician (AutoCad)
- Career Planning and Success Skills
- Certified Production Technician (MSSC)
- Childhood Development (ECE)
- CNC Machining (NIMS)
- Computer Applications (A+, CINS, MOS, MTA)
- Construction Technology
- Current Problems, Issues, and Events
- Emergency Medical Services (EMT)
- Film Literature
- Health Education (PHTE, CMA, CNA, Phlebotomy)
- HireTech A& B (APICS, CLA, Safety)
- Hospitality Management (CGSP)
- Logistics (CLA)
- Marketing
- Material Handling (OSHA Forklift)
- Medical Terminology (Coding)
- Professional Career Internship
- Psychology
- Science Research
- Speech
- Tractor Trailer Operation (CDL)
- Welding Technology (AWS)

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Even though it is not an Indiana graduation requirement, an Excel Center graduation requirement includes at least one career pathway or dual credit course. This requirement encourages the pursuit of a post-secondary education for greater career opportunities. These are offered in cooperation with Ivy Tech Community College.

Students work towards a Core 40 diploma. They earn credits and meet all the requirements to earn that diploma. In some cases, students are better suited to seek a General Education diploma due to their unique situation, such as special education status. These students are encouraged to earn work-related certification while a student at the Center, in order to improve lifelong employability.

Maintaining the Indiana Core 40 standard allows Excel Center students to receive the same accreditation as a traditional high school student. This credential allows them to apply to college, post-secondary programs, military, and employment opportunities, demonstrating they had the persistence and motivation to complete their diploma.

In order to graduate successfully, students must also pass End of Course Assessments (ECAs). The Excel Center purposely structures significant time into coursework to prepare for ECA exams. For many students, the limited testing windows of ECA means that students may have completed all of their credits only to wait until ECA testing is again possible. For these students, The Excel Center encourages them to begin enrollment in post-secondary courses until they can complete testing.

The additional Excel Center graduation requirement of post-secondary coursework not only gives students a taste of college and their ability to complete college-level work, but often provides a transferable credential in a high-demand career field, increasing employment opportunities. Through dual credit classes, students can begin their post-secondary career with earned credits toward their degree.

2) The Excel Center model provides a number of supports for students at-risk of dropping out or not meeting graduation requirements, since it is designed to meet the needs of students who have already dropped out of a high school. The curricular focus is around accelerating the pace at which a student can earn a high school diploma, gaining exposure to new careers (and post-secondary education required to enter those careers), and becoming reengaged in the educational system. Students who continue to make consistent academic progress – no matter the pace – will be encouraged to continue working towards their high school diploma.

Additionally, the use of life coaches in The Excel Center model is an attempt to address the life barriers and issues that prevent students from being successful. The Excel Center life coaches are responsible for keeping students engaged and motivated in the school. The relationship that coaches create with each student is a critical factor in student success, as that relationship will provide security, confidence and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage. Coaches will work with students to identify potential barriers to students' continued education and develop action plans to balance family, work, and school responsibilities.

School Calendar and Schedule

The Excel Center calendar operates year-round with minimal breaks. The proposed 2017-2018 academic calendar for the Gary and East Chicago Centers, as well as the proposed weekly schedule of classes is included as **Attachment 8**. The proposed 2019-2020 academic calendar for the Elkhart Center will follow the same general structure.

Academic and Non-Academic Programs. Since the primary goals of adult students are increased educational attainment and career opportunities, programs are largely academic, without the distractions of athletic teams or music groups. Course offerings are developed upon review of the courses needed by the students enrolled at the school. The Excel Center is designed to be adaptable to student needs and the course schedule and offerings are often changed each term in order to meet student needs. Furthermore, this means that the course schedule and specific courses offered each term vary from one Center to another. A variety of activities will take place in the facility throughout each school day, including classes, one-on-one tutoring, self-directed study, and coaching activities.

Interactions with life coaches may or may not be focused on academic activities, but more often provide support in balancing school and outside activities. Additionally, any extra-curricular activities are student-led, such as the student council at TECSB, which organizes spirit days and began fundraising for an outdoor study area.

Instructional Days. During full years of operation, TECNI Centers will operate with 170 days of accelerated, scheduled instruction and an additional 38 days of instruction available to students, as needed, on Fridays, functioning year-round. A typical school week includes four days of fixed-time classroom instruction (Monday through Thursday) and one day of self-directed student learning (Friday). Fridays are available for teachers and staff to prepare for classes, hold case conferences, staff meetings, and one-on-one tutoring sessions and meetings with students.

The school calendar is designed to reinforce educational success by accelerating the pace at which students can earn credits. The school's class schedule operates on 8-week terms. This structure gives students the ability to earn credits at a faster pace than in a traditional 15-week semester. After an 8-week cycle is completed, students are then assigned into a new schedule with new coursework.

Instructional Hours. Classes consist of extended teaching times of 90 minutes each, with some courses merging periods together for 3-hour blocks. Classes are scheduled from 9:00am until 8:00pm, Monday through Thursday. Not all students will be enrolled in classes for all 6 periods each day, but will attend classes when their schedules allow, fitting coursework in together with work or family responsibilities. Each day of fixed-time instruction provides up to 9 hours of instructional time available for students. Each week includes up to 36 hours of fixed-length instruction.

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Center staff will adjust classroom schedules to meet the students' credit needs and their ability to attend classes for each term. On Fridays, students are able to continue on their online credit recovery courses, take diagnostic or formative examinations, work with a tutor or meet with their instructors in one-on-one meetings.

Because of the variability of student schedules within the 8-week terms, a student may not take time in all four subjects during a given school day. As a result of flexible scheduling to meet student body credit needs, some courses (including basic skills instruction) will be offered every term, while others (higher-level math and English courses) offered less frequently but at least every other term. For a student enrolled in any one of these classes, however, he or she would have minimum instructional times for the following subjects (chart at right).

- Language Arts: 1 ½ hours (90 minutes)
- Mathematics: 3 hours (180 minutes)
- Science: 3 hours (180 minutes)
- Social Studies: 1 ½ hours (90 minutes)

School Culture

1) The Excel Center culture is based on values included in their 3 R's: Relevance, Rigor, and Relationships.

Relevance. Students who enroll in The Excel Center after previously dropping out of school have demonstrated a clear motivation to continue their education, having recognized the challenges of life without a high school diploma. In recognition of the maturity and motivation of Excel Center students, the school's format reflects a school culture that benefits adult learners, including open discussion, self-directed learning, and personal accountability.

The environment within Excel Centers are designed to meet adults' learning needs by encouraging them to see the relevance and importance of their education, while providing flexibility to individuals who must balance, work, life, and family concerns with their education goals. The design of classrooms, public spaces, and resource areas are more closely aligned with a community college than with a traditional high school, allowing for freedom to choose study environments and study groups in an adult environment.

The Excel Center model provides a variety of academic opportunities that fit students' credit needs and learning styles. Students, with direction from staff, determine the pace and content of their academic program, allowing them the freedom to explore life, education, and career goals. Because programming is student-driven and tailored to the local community, the Excel Center culture embraces racial, ethnic, linguistic, and cultural diversity. The Center relies on student input and feedback to plan its course offerings each term, including Career and Technology Education (CTE) paths toward post-secondary certifications.

Rigor. The Excel Center's academic environment is designed to prepare students for post-secondary education, which requires self-direction, initiative, and personal discipline, but also provides supports by helping overcome life barriers and set realistic goals to continue their progress. Underlying the high expectations for personal accountability and achievement is the attitude that students are fundamentally competent to achieve their goals. This is communicated by teachers, coaches, and staff, and is shared among students who actively support one another.

This is especially important to reinforce student intellectual and social development for individuals who “failed” once before in completing a high school diploma.

Relationships. The basis of the life coach model is that people are more likely to be successful in meeting goals with the support and encouragement of at least one other adult. Adult learners benefit from strong relationships with peers and staff which provide consistent support for education, strengthen motivation to achieve goals, and build resiliency to overcome obstacles. Coaches will help students address life barriers and issues that prevent students from being successful in school. Life coaches are also a critical part of establishing a positive, success-oriented school culture.

Excel Center staff are therefore selected based not only on educational credentials but also on their emotional intelligence and ability to build relationships with adult students. Adults in particular respond better in a learning environment that respects the perspectives, experiences and views that they bring to the classroom.

Because the staff work with a unique population, non-academic staff development will focus on the ways in which staff can interact with students in creative and productive ways. Staff will also make use of TECN to share ideas and best practices on means of promoting student engagement and success. This process will be repeated at the beginning of the new academic year in July, allowing staff to recalibrate and prepare for a new academic year.

2) A typical school day for a student

Each Excel Center student has a unique schedule and course progression. To highlight the variety of ways that different students can access The Excel Center’s resources, two sample schedules are included for two students with different life situations.

Sample Student Schedule 1

Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	American Studies A	American Studies A	American Studies A	American Studies A	<i>Off</i>
Period 2					
<i>Break</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	
Period 3	Financial Foundations	Financial Foundations	Financial Foundations	Financial Foundations	Tutoring and Credit Recovery
Period 4	Math B	Math B	Math B	Math B	
<i>Break</i>	<i>Off</i>	<i>Off</i>	<i>Off</i>	<i>Off</i>	<i>Off</i>
Period 5					
Period 6					
Child Care	<i>Not needed</i>				

This student attends school from 9:00am until 4:00pm each day. This student’s schedule includes classes in American Studies A, Financial Foundations and Math B (remediation). The student also works with tutors and completes online credit recovery classes on Fridays.

Sample Student Schedule 2

Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					<i>Off</i>
Period 2	English 2	English 2	English 2	English 2	
<i>Break</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	
Period 3	Math A	Math A	Math A	Math A	
Period 4	<i>Off</i>	<i>Off</i>	<i>Off</i>	<i>Off</i>	
<i>Break</i>					
Period 5	Health	Health	Health	Health	
Period 6					
Child Care	10:30am - 2:30pm	10:30am - 2:30pm	10:30am - 2:30pm	10:30am - 2:30pm	<i>Not needed</i>

This schedule accommodates a student with a young child who needs to use the drop-in center for childcare while she attends classes. During this time, the student is able to attend basic skills instruction (English 2 and Math A). Since her mother keeps her child after work, the student returns to the Center to take an online Health class, and goes home at 6:30. On Fridays she comes school for tutoring as needed.

3) A typical school day for a mathematics teacher

- A teacher will arrive at school around 8:00am. He reviews plans for the day’s classes until class begins at 9:00am.
- From 9:00am to 12:05pm the teacher leads an Algebra IA course.
- The teacher takes a 50-minute lunch break.
- At 12:55pm, the teacher leads a Math A course which lasts until 2:25pm.
- The teacher then observes a credit recovery course where students conduct online credit recovery and answers student questions from 2:30pm until 4:00pm.
- From 4:00pm until 5:00pm, the teacher reviews the day’s work, grades, and data, and prepares for tomorrow’s courses.

Supplemental Programming

1) The Excel Center’s calendar operates year-round with less than 2 weeks break between the end of the last term of the school year in June and the start of the first term in July. The pace and structure continue during the summer term as during the rest of the school year, operating at full capacity with complete participation of students and staff.

2) The Excel Center does not offer school-sponsored extra- or co-curricular activities, since its target population is adults who are already balancing school with life, work, and family concerns. Although school resources will not be devoted to athletic teams, music groups, or clubs, students are encouraged to create any interest groups they might choose.

3) A unique feature of The Excel Center is its focus on the whole student, including family and work responsibilities, and day-to-day challenges such as housing, transportation, probation meetings, and doctor appointments. Life coaches play the primary role in acting as academic advisor, counselor, mediator, advocate, and resource coordinator for Excel Center students. Teachers also coordinate with coaches to address student needs and concerns in order to promote success. Likewise, coaches are the primary liaison between school and the families of Excel Center students, assisting in communications when necessary and including family members whenever possible in celebrating students' successes.

4) A primary student-focused program that is integral to educational plans is the drop-in child care center which accepts children ages 6 weeks through 12 years (as space allows). This program not only gives students with children the opportunity to focus on their education by providing free on-site care, but gives their children a head start on their education through use of the HighScope curriculum. Parents may utilize the drop in child care any time they are in the Center and must provide their own care materials (formula, diapers, snacks, etc.).

The Excel Center also provides transportation assistance to students as needed in the form of free bus passes for local public transportation. Students must maintain attendance and academic levels and financially qualify for transportation assistance. These two programs have been key to provide adult high school students the necessary support to complete their high school education.

Special Populations and At-Risk Students

1) The Excel Center's unique curricular format, instructional methods, and class structure provide ample support for special student populations, meeting students "where they are." Since academically low-achieving students, students with disabilities, and other at-risk students have higher rates of dropping out of high school than the general population,^{xix} it is expected that many of The Excel Center's students will fall into a special population category. Students who were considered at-risk to drop out of high school (and did) are the primary target population.

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

The self-paced nature of the program serves both those with learning disabilities or limited English ability who may need to take one class at a time and those who are gifted and want to accelerate through the program in the least amount of time possible. The relevance of a high school education that leads to valuable career and dual-credit options for post-secondary education increases the chance for employment success for anyone along the spectrum, from those who may need on-the-job coaching assistance to those who have a graduate degree as part

of their career plan. The Excel Center maintains high expectations for all of its students in order to adequately prepare them for successful careers after graduation.

2) Students with disabilities will be placed in the least restrictive environment (LRE) possible and will be able to access the accommodations that best suit their abilities. Students receiving services spend a majority of their instructional day participating in fixed-length classes alongside the general student population, in small classes which allows an increased level of instructor attention. The remainder of the day they may utilize supplementary services as indicated in their IEP or Section 504 plan. Accessibility options with online curriculum allow students to access the same learning material as other students and work at their own pace.

a) Center staff will identify students with special education needs, beginning with the enrollment application process, complying with IDEA Child Find activities for all students up through age 21. This will include reviewing transcripts, talking with prospective students during application and enrollment, and contacting previous schools for a copy of the most recent IEP (if applicable). Excel Center will also use the Response to Intervention (RTI) process to better identify and support students with learning and behavior needs. If there is a concern by a student, family, teacher, or other staff member regarding a need for special education services, the RTI team will evaluate students and identify those who qualify as students with disabilities under federal and state criteria.

b) The Excel Center's goal is to provide individualized special services that address each person's strengths and abilities, empowering them to reach their full potential. During orientation, students with a history of special education services will meet with their Teacher of Record (TOR) and special education staff to discuss any services that may be needed.

Individualized services will be identified based on the needs of each student to allow each student remediation and supports as needed to access the general education curriculum and allow them to make progress toward goals outlined in his or her IEP or Section 504 plan. These individualized services may include small group instruction, extended time for instruction or tests and a reduced school day schedule, among other options. Specialized learning environments will also be structured as needed to meet the unique requirements of students with disabilities. Other services that may be made available as it relates to the learning environment include speech and language, occupational, and physical therapy.

The RTI team will serve as the Section 504 Committee within The Excel Center. The committee will develop written Section 504 plans for each student with a disability, stating the nature of concerns, the specific modifications and the related support services that will be provided to the eligible student. Each student will play an active role in the implementation of his/her IEP. The TOR is responsible for the implementation of each individualized service the student receives, communicating all accommodations and/or medications to other teachers and staff. Life coaches will work closely with the TOR to identify any additional resources necessary to ensure academic success.

c) Students with disabilities will be discussed during the RTI team meetings that take place each Friday to evaluate student progress and address special concerns such as lack of academic

progress, counter-productive behaviors or attitudes, or a lack of success with the current IEP/ Section 504 Plan. These plans will be monitored by life coaches and will be distributed by the coach to each instructor who teaches that student. Plans are required to be reviewed annually; however, a plan can be reviewed and amended at any time if the TOR, coach, or student deems it necessary. Each student's life coach will help students manage their learning plans and check in with students to monitor their progress.

In the rare cases when a student is unsuccessful in making progress toward IEP goals, the RTI committee will meet with the student and family (if applicable) to determine a plan to ensure the student's success in an alternative environment.

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

In the process of earning their high school diploma, Excel Center students learn social skills and job skills needed for the 21st century workplace. Clearly identified transitional services and activities are part of each IEP/ Section 504 plan, including assessments to identify student interests and aptitudes as well as necessary post-secondary or workplace supports that may be needed. The TOR will also connect students to needed supports and assistance after graduating high school, including vocational rehabilitation as applicable. Eligible students may utilize these services through GIM if they choose to do so. Through vocational rehabilitation, students have access to college assistance, internships, work experience, job coaches, and job placement.

e) Teachers. The Excel Center's special education teachers will be licensed as special education providers, and will demonstrate understanding of the unique needs of students with disabilities and special needs. Teachers acting as the TOR will need to be able to use a student-centered approach to tailor learning and service strategies, such as one-on-one instruction, remediation techniques, self-paced lessons and computer-based tutorials, and will be expected to employ creativity and innovation in their educational approaches. Special education staff will also be required to demonstrate experience with behavior modification techniques, such as coping strategies, social skills, or anger management.

Life Coaches. Trained and compassionate professionals will be hired as Excel Center life coaches. These coaches will work with each student to address life barriers and issues that may have caused their decision to drop out of school, and maximize their potential of being successful in their educational program. The life coaches' goal is to keep students engaged and motivated, and constantly moving toward completion of their credits to earn their high school diploma. They work with students to identify potential short-term barriers – such as housing, child care, transportation, etc. – as well as long-standing issues, such as a lack of self-confidence. Coaches and TORs work closely as a team to facilitate learning plans, activities and services for all students, including those with an IEP or Section 504 Plan.

Because students all have flexible calendars based upon their unique situations, it is common to adjust plans to accommodate students with identified eligible disabilities. In fact, due to each student having a unique education plan, special education students may not be identified to classmates as such, and may avoid the stigma such students have in a traditional school. All accommodations for students with disabilities are put in place to allow students better access to the general education classroom and curriculum. Instruction strategies will be adjusted to meet the needs of all students, for example, by providing interventions to students by pulling them for small group work during class, and reviewing class and test data to make adjustments on a case-by-case basis.

3) The Excel Center will meet the needs of English Language Learners (ELL) through Sheltered Instructional Observation Protocol (SIOP), an instructional method which focuses on developing English language skills by interacting with course content.

a) ELL students are first identified as part of their enrollment application process. Students complete a Home Language Survey and can self-disclose any languages spoken at home other than English.

b) Students who indicate any languages spoken at home other than English take the World-class Instructional Design and Assessment (WIDA) to indicate their English language proficiency. This assessment results will indicate the amount of need for ELL support and measure progress on an annual basis.

ELL students with Lexile scores below 1000 will be enrolled in remedial English courses and progress through basic English skills instruction as they gain mastery. These students will access System 44, a proven foundational reading program, and Read 180 that is used for remedial reading with general education students to help them develop the reading skills necessary to enter into high school-level courses.

With the use of SIOP, teachers will plan explicitly for content adaptations for students who are learning English, building background knowledge, creating comprehensible explanations and stacked learning experiences. ELL students will also have access to additional review opportunities prior to mastery assessments.

Additionally, whenever possible, bilingual life coaches will be provided to ensure adequate communication of expectations, progress, and challenges. This will be especially important in East Chicago, where 50% of the residents speak Spanish, and 46% speak English as a second language.^{xx}

c) The Excel Center holds high expectations for ELL student achievement and continuously monitors ELL student progress through their classwork, formal and informal assessments, and test results, adjusting instructional planning as applicable based on student progress. When a student is able to achieve English language skills at a Lexile level 1000 on the Reading Inventory (RI), they will exit ELL services. Collective data on diagnostic and formative assessments, credit attainment and intermediate grades will be used to determine whether the school is providing sufficient supports for English Language Learners.

d) The Excel Center will provide professional learning opportunities to increase teachers' capacity to enrich language development. Teachers will support and learn from each other in a way that recognizes the interdependency of language proficiency and content instruction. Teachers whose students include ELLs will also receive professional development in the SIOP Model, which helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. In addition to content objectives, complementary language objectives address what language is needed for students to know in order to engage with the academic content.

Comparison of Content and Language Objectives^{xxi}

	Content Objectives	Language Objectives
Overall focus	Based upon ICCRAS for the content areas in the given subject.	Address what language skills a student needs to engage the content objectives, perform tasks, and achieve objectives.
Hint verbs and resources	Recognized by verbs related to knowledge of the content area: <i>identify, analyze, rank, construct, graph, divide, solve, visualize, design.</i>	Language resources include key vocabulary, language functions or ways students use language in the lesson, grammar or language structures, and language learning strategies: <i>read, write, listen, list, tell, discuss, journal, record, persuade, debate, draft.</i>

Whenever possible, bilingual teachers will be hired in communities where the concentration of ELLs are particularly high.

4) A student who enrolls in an Excel Center having dropped out of another school may continue to face many of the risk factors that led to leaving school the first time. Grade level groupings have little bearing on how a student progress through The Excel Center. By definition, almost all of the students may be “below grade level,” whether dropping out of school left a student far behind his or her cohort, or time away from school has left a student “out of practice” with academic material.

Many students will arrive at The Excel Center in need of significant remediation at levels far below high school-level work. Using standardized assessments, as well as review of student transcripts (as applicable), The Excel Center staff will identify the learning needs of students. Diagnostic assessments administered at intake in The Excel Center Network reveal that 70% of students test below a sixth grade skill level in math, and 45% score below a sixth grade level in reading.

The Excel Center utilizes RTI, a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity. This involves determining whether students are learning and progressing optimally in areas of academics, social interactions, emotional growth, and behavior. Identification of the level of intervention needed by each student is based on standardized assessments, such as the RI for reading and the Excel-Designed Math Assessment (EDMA), a custom math assessment developed by GEI.

Tier I interventions provide evidence-based, differentiated instruction to meet the needs of all students. Teachers ensure that 80-90% of all students are academically successful with universal interventions. If fewer than 80% of students are successfully mastering the course content, Center teachers, in cooperation with INIS, will evaluate the core curriculum and instructional practices.

Students who are demonstrating below 80% proficiency of standards with core instruction alone are prioritized for Tier II intervention. Teachers provide small group supplemental instruction and other additional interventions as needed to this population which generally makes up 5-10% of students, monitoring their academic progress more closely than Tier I students.

Tier III interventions are reserved for 1-5% of students who require intense interventions. Teachers may need to provide individualized instruction focused on specific skill deficits to these students in addition to core instruction, with increased monitoring of academic progress.

Tier III coursework relies heavily on computer-integrated resources, including System 44 and Read 180 for English 1 & 2 and the EDMA-based Math A & B. Each of these courses provide personal learning progression for students and data on skill development for teachers. These programs are aligned with ICCRAS, ready students for secondary level coursework, allow students to earn elective credits.

Continued interventions are offered as long as they contribute to academic progress. If students are unable to demonstrate academic growth through ongoing assessments over two terms, even after extensive intervention, they may be referred to an outside provider for Special Education testing.

5) Students who enter The Excel Center with high levels of academic achievement (as measured by diagnostic assessments at intake) may be considered intellectually gifted. The needs of intellectually gifted students include the ability to exercise critical thinking skills, express creativity, and share ideas.^{xxii}

a) Gifted students will be encouraged to explore educational options at the post-secondary level through dual credit classes offered in cooperation with ITCC. This requires students to take the ACCUPLACER Placement Exam. As long as the student is co-enrolled, his or her college tuition will be covered by The Excel Center. Dual enrollment allows for an accelerated progression through post-secondary coursework which increases the likelihood of degree completion. Advanced coursework will also meet the intellectually gifted individual's need for academic challenges. As with other students, instructional strategies will be customized to encourage gifted students to explore their potential for challenging careers, including internships.

b) The life coach is a critical support to ensure all students are academically successful, which includes ensuring they are properly challenged to maintain motivation to complete classwork. The life coach work with instructional staff to provide educational opportunities that fit a gifted student.

c) The progress of intellectually gifted students will be assessed and monitored through standardized assessments, including ACCUPLACER. College-bound students will also be supported in post-secondary assessment tests such as the ACT and SAT, and encouraged to accumulate as many college credits as possible as they complete their high school diploma.

Student Recruitment and Enrollment

1) At full capacity, each of The Excel Center sites will enroll 350 students. The Excel Center's individualized approach works best in a small-school environment, giving adult students flexibility to learn at his or her own pace and providing an intimate setting designed to promote meaningful relationships of support between staff and students. Staff are also able to engage in consistent communication in order to operate effectively and efficiently.

Although access to Excel Centers will be available to any adult who would like to complete their high school diploma, research shows that minority (African-American and Hispanic) and foreign-born student groups are more likely to drop out of school. Children of low-education parents, academically low-achieving students, students with disabilities, and other at-risk youth all have higher rates of not completing school than others.^{xxiii} With its focus on adults who have not graduated from high school, The Excel Center will intentionally seek out prospective students from these under-represented groups. With thousands of individuals lacking a high school diploma in each of GLI target areas, the pool of prospective students to fill 350 available seats is substantial.

Each Excel Center will develop the schools' marketing plans based on previous experience of GLI and GEI in opening Excel Centers. The SD and staff will be responsible for student recruitment for the school but will be assisted by the marketing/communications staff of GIM and GEI in the development and execution of the school's marketing plan.

GLI anticipates recruiting through a number of new and existing community channels:

- Outreach to current and prospective partner organizations. Several meetings have been held with key political and educational stakeholders in Gary, East Chicago, and Elkhart to explain the aim of The Excel Center and its target student population. These meetings have laid the groundwork for future collaborative discussions through the planning, implementation, and operational phases of each new school. Additional connections are being made with GIM's workforce development programs and their social service partners in each community. Once its charters are approved, GLI will share The Excel Center concept with a broader number of organizations with special emphasis on new partners in business, government, education, and faith-based networks whose work focuses on underserved populations. This will expand the ability to place students in the appropriate setting to meet their current needs and future training and/or matriculation goals.
- News media releases. Information announcing The Excel Center as a new school option, school enrollment and application requirements will be released to all local media channels, including television, radio and print media. In addition to regular news coverage, The Excel Center will seek guest spots on the news, talk shows, and feature

segments. Radio and television ads will also be purchased in the Chicagoland and South Bend markets.

- Public information meetings. To supplement other strategies, a number of community-based informational meetings will be held to allow direct interaction with prospective students and allow them to meet staff, ask questions and pick up enrollment application materials. Target locations for public information meetings will include libraries, community centers, and on-site open houses.
- Social media. GLI will update its current website to include information regarding new locations, academic program descriptions, enrollment information, application forms, and frequently asked questions. Prospective Excel students are able to apply online. Facebook and email blasts will be utilized to disseminate opening dates and enrollment information.
- Word of mouth. Since its inception in 2010, strong word of mouth by successful Excel Center graduates and their families has been the most successful recruitment tool for attracting student applicants.

The Excel Center will market itself as a tuition-free adult high school, with benefits that exceed that of the traditional HSE. It will also market the free drop-in child care center and public transportation assistance.

2) Please see **Attachment 9** for The Excel Center's Enrollment Policy, which includes admission and orientation requirements, enrollment deadlines based on term start dates, lottery procedures and waiting lists, and policies regarding withdrawals and re-enrollment.

Student Discipline

1) Since The Excel Center is an adult high school, in which students choose to enroll (as opposed to being required by law), student discipline is less of an issue than in a traditional high school. Adult students are expected to demonstrate personal accountability and consideration for others at all times, as will be expected in college and workplace environments. The purpose of disciplinary action at the Excel Center is to ensure that both individual students and the school community remain focused on growth and learning.

If a conduct issue arises, progressive discipline will be used to assist the student in understanding that a performance problem and opportunity for improvement exists, and to assist the student in demonstrating improved behavior. Violence and illegal activities will not be tolerated in order to protect the safety of students and integrity of the school. Serious infractions will be thoroughly investigated and require a hearing prior to disciplinary action. All corrective actions will be monitored by the school director to ensure legal and policy compliance.

2) Please see **Attachment 10** the school's Discipline Policy. Adult students are trusted to follow policies and procedures unless evidence is produced that indicates otherwise. Positive behavior is promoted with attendance and performance incentives; which reward classes with strong attendance with pizza parties and advertise publicly the accomplishments of those who pass their

ECAs. Staff members, especially life coaches, recognize the importance of celebration of successes combined with the earnest nature of seeking a high school diploma.

Parents and Community

1) The Excel Center is a unique education option for adult students to attend high school and earn a high school diploma, offering on-site classroom education to adult students. The Excel Center model has been proven more than 6 years to produce successful graduates in Indiana communities. High school completion options for adults are limited, and the following table represents options Lake County adult residents currently have to complete a high school diploma or equivalent.

	Enrollment	Letter grade	Delivery	Algebra ECA pass rate	English ECA pass rate	Graduation rate
Gary Middle College	284	N/A*	Blended	39.5%	38.8%	8%
Hoosier Academy Virtual Charter	4151	F	Online	53.3%	75%	17.2%
Lake Ridge Adult Education	Unk.	N/A	Blended**	N/A	N/A	N/A

* Student population too small^{xxiv}

** HSE and ASC classes

2) In Gary, there are 10,900 adults who lack a high school diploma. In East Chicago, there are 5,700; in Elkhart, 8,700. This is a large population who would benefit from an Excel Center in their community. Although an HSE or credit recovery program provides needed credentials to a small percentage of high school dropouts, The Excel Center offers an educational experience that prepares students for post-secondary programs and/or increased career opportunities. In South Bend, 12,000 adults lack a high school diploma^{xxv}. TECSB has a projected enrollment of 300 for its second term, exceeding its goal of 275 in the second year. In the same way, it is very likely that schools in Gary, East Chicago, and Elkhart will be able meet their enrollment projections.

3) Since The Excel Center is an adult school, it is doubtful that many parents of students will be directly involved in the school. Engagement activities, such as open houses, will be focused on prospective students looking for a second chance to complete their high school education. With student permission (or if a student has a legal guardian), family members may be encouraged to meet with teachers and coaches to collaborate on solutions to academic and non-academic barriers to success. Family members will also be encouraged to participate in celebration events such as graduation. Additionally, any member of the community may apply to volunteer as a tutor at an Excel Center.

4) The Excel Center provides free drop-in child care resources to any student who is a parent or legal guardian of a child ages 12 and under. Transportation assistance is also offered in the form of free public transportation bus passes in cases where transportation issues may prevent student

attendance. Life coaches are very resourceful and quickly connect with community agencies on behalf of their students, no matter what barriers to family well-being or student success arise.

As an affiliate of GIM, Excel Center staff will be able to work with workforce development staff who run programs serving ex-offenders, at-risk youth, first-time mothers, and other underserved populations to find solutions to non-academic challenges. Additionally, GLI will be able to build on GIM-established partnerships with local businesses for job training and placement, and access social service organizations to provide housing, counseling, legal aid, and other needs.

GLI also plans to partner with ITCC, as well as Indiana University and Purdue University affiliates in or near Gary, East Chicago, and Elkhart to increase educational opportunities for students. Future relationships with community organizations or individuals will be pursued as available, such as the pending invitation to join the Education Committee of the Gary Chamber of Commerce.

5) Please see **Attachment 11** for evidence of community demand, engagement, and support from local social service agencies. The attached letters reflect meetings with community leaders in the three target communities that have demonstrated a genuine interest and support for the potential positive impact Excel Centers will have in their communities. Please see pages 2 and 3 in the Executive Summary for a complete list of community contacts.

Community partners will be critical to the school's success. To date, The Excel Center has garnered significant community support for the school and will continue to engage with the community. A detailed plan to accomplish successful community engagement during the school's pre-opening period and leading into the school's first year is outlined in **Attachment 16, Start Up Plan**.

Performance Management

1) To support student progress, The Excel Center will create a supportive environment that promotes flexible and individualized learning while adult learners manage the various demands and challenges of work and life. GLI anticipates that Excel Centers located in Gary, East Chicago, and Elkhart will be held to the same performance standards as TECSB, as well as other Excel Centers authorized by ICSB. The anticipated student population faces significant academic and non-academic challenges. School-specific goals mirror the particular challenges of working with this target population. Due to the uniqueness of The Excel Center model, the ISBOE has approved alternative accountability metrics in order to hold Excel Centers accountable to high performance standards.

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The table, below, outlines the academic performance goals of the school.

Academic Performance Goal	Measure
The Excel Center will enable students who have dropped out of school or who are at high risk of dropping out to earn a high school diploma.	The school will have at least a 70% graduation rate (as measured by ISBOE’s approved modified, non-cohort-based graduation rate*).
Students at The Excel Center will meet the same rigorous standards for achievement and high school graduation as students in a traditional high school setting.	At least 90% of all graduates will have passed all mandatory state assessments, graduating without a waiver.
Students who graduate from The Excel Center will demonstrate the ability to succeed in post-secondary academic environments.	At least 80% of The Excel Center’s graduates will graduate having either earned college credit or an industrial certification.

*Calculated by taking the number of graduates in a given school year divided by the school’s average ADM count for that year, multiplied times four years of traditional high schools

The Excel Center school will not organize data at the cohort level. A student who has dropped out of school and then returned no longer has a cohort; students arrive and finish at various times at The Excel Center. Performance goals reflect the mission of the school by focusing on rapid student progress, graduating from high school, and connecting students to post-secondary education.

On an ongoing basis, school-wide data indicators will be used to monitor whether the school environment is providing sufficient academic opportunities for students who enroll in the school. School-wide attendance metrics, credit attainment, and assessment scores are all used to ensure that the school is operating effectively and that there are not any major performance difficulties affecting the school. Annual indicators – the total number of graduates for the given year, and the percentage who obtain college credits or certifications – provide an ongoing metric of how many individuals have achieved The Excel Center’s primary goal of graduating students who have not previously succeeded in completing high school. The post-secondary enrollment metrics indicate whether students are prepared for either the workforce or continuing their education beyond The Excel Center.

On an annual and term-wide basis, The Excel Center measures the progress that students make in reaching their educational goals. In addition to higher-level attendance analysis, the school director will lead the staff in evaluating the pace that students are earning credit, including their progress in current courses and toward graduation, noting that a consistent pace of credit attainment towards graduation indicates progress. The long-term success of individual students is related to whether students are able to graduate (as measured by credit attainment and passing end-of-course assessments) and whether students enroll and complete and/or persist in post-secondary education. Staff will also measure graduation attainment and make every attempt to monitor the post-secondary success of students who graduate.

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2) The Excel Center will administer regular testing to assess student learning needs and monitor academic growth, beginning with administering baseline placement assessments upon enrollment. Placement assessments in humanities include the RI and the Phonics Inventory (PI) for students whose Lexile measure is below 600; Placement assessments in mathematics include the GEI-created EDMA. The WIDA will also be administered to ELL students to assess the need for English language services.

Course placement will be determined based on these assessments and a review of previous high school transcripts. Each student's education plan will detail any basic skills development that should take place in order for students to perform at or above a high school level. For those who are engaged in remedial work, assessments will be made each term to determine student progress. For those already taking high school-level coursework, students will focus on the ECAs required for graduation, just as traditional high school students do.

3) Students with dual enrollment at ITCC or who are planning enrollment at other post-secondary institutions, must pass the ACCUPLACER assessment test. The collection, analysis, and sharing of data is critical to the success of The Excel Center and its students. Teachers, staff, and leaders will use Harmony Solutions as the school's student information system (SIS) to collect and enter student data for the school. As part of the iExcel orientation process, staff will collect student demographic information, record transcripts, and organize student data. As classes are underway, teachers will record attendance and grades through Harmony.

Management of student data is the responsibility of TECN's registrar, based out of Indianapolis. The registrar is solely devoted to Excel Center operations. The registrar reviews data entered by each location for quality and completeness and requests changes made by staff at the local level in cases where data are incomplete or entered incorrectly

The Excel Center will receive data services through INIS to provide advanced analytics of school performance. The SD will generate reports necessary for staff to perform ongoing assessments of school performance, highlighting attendance, grades, and credit attainment at both school-wide and class groupings. The registrar will submit all required state reports on a timely basis. Data reports will be available to the school community as upon request.

4) The information system the school will use to manage student performance data is Harmony, a nationally recognized SIS. Data from Harmony is linked to the data warehouse, allowing Center staff to use the reporting interface and analytical tools that available to all TECN schools, under license from INIS.

The SD will be responsible for interpreting assessments and reports for classroom teachers and coaches, providing data via dashboards and ad-hoc reports that provide additional insights to patterns and indicators, making it easier for teachers and the school leader to make data-informed adjustments to the school's academic program. The dashboards provide an easy-to-follow presentation of current performance.

INIS maintains this warehouse in a custom Structured Query Language (SQL) database that selects relevant data from the Harmony database. The warehouse then uses Tableau Software®

to present the data in dashboards, and in canned and user-defined reports, a process guided by GEI's Director of Data Services.

The data warehouse dashboards were designed by Excel Center teachers and school personnel to meet the specific needs of The Excel Center model, allowing staff to analyze key factors that drive academic performance across a multiple of variables (test scores, student demographics, attendance, discipline, etc.). Data analysis within the Excel Centers have been used to identify which students were in danger of not passing classes, allowing teachers and coaches to reallocate resources to ensure student success.

5) INIS will support the training and implementation of the data warehouse in Excel Centers, instructing all teachers in how the data warehouse and Tableau software can be navigated to make data-informed decisions on academic progress, identify student groups who may require alternate instruction, and evaluate the effectiveness of the current curriculum and instructional practices.

TECN will be available to answer questions related to school performance across the entire network, comparing performance across locations, and doing deep analysis into why certain schools perform better than others or suggesting ways to improve performance among special student populations. The summary results of these reports will be shared with every school in the network, giving school leaders insights on where high-performing best practices may be found.

It is a key priority of the professional development plan to equip school staff to use and analyze data to improve instruction. TECN will also train Center staff in the use of data management to inform the RISE Evaluation and Development System. Teachers will learn how to use assessment data to plan their curriculum, track student data, and analyze progress. They will then be evaluated on their ability to use data to develop and improve their instructional practices.

6) Data will be used to monitor progress at the individual student, classroom, and school levels. In the event that progress falls short of Center, ICSB, or Indiana goals, an array of strategies may take place to improve student outcomes.

Student. Assessment data will reveal if student progress is off track in meeting grade expectations or progress. In these cases, staff will meet to discuss alternate ways of providing supports for students, including increasing the amount of one-on-one attention a student receives; altering the balance of online credit recovery and classroom instruction; working with the coach to identify life barriers that may be impeding academic progress; or altering the pace at which the student is learning.

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Classroom. Poor performance indicates that instructional staff have not been successful at encouraging student growth, or that current instructional methods are not effective. If data indicate students are not demonstrating mastery, then the instructor is in need of additional supports to bring students up to standards. In the rare instance of extremely poor performance, it may be necessary to move a teacher into another assignment and have alternate staff work on achieving better outcomes.

School. Consistently poor performance may be the result of a number of factors, including organizational culture, poor process orientation, and leadership deficiencies. At the request of the SD or ED, INIS has the ability to assess whether a Center is operating in fidelity to The Excel Center model, and what particular tools may be needed to improve school performance. The team from TECN may be able to schedule intensive trainings, peer mentoring among SDs, and hands-on management for the school if performance is not successful. In cases where a school consistently falls short of expectations, the Board or ED may deem it necessary to find other leadership to operate the school or renegotiate terms of service with INIS.

Section III: Implementation Plan

Legal Status and Governing Documents

- 1) Please see **Attachment 12** for copies of governance documents for GLI, Inc., including a 501(c)(3) Determination Letter, Articles of Incorporation, Board Bylaws, and the Code of Ethics/Conflict of Interest policy.
- 2) Please see Article X of GLI's Articles of Incorporation, which includes a dissolution clause, in **Attachment 12**.
- 3) Please see **Attachment 13** for completed Statement of Assurances form, signed by Randy Beachy, authorized representative of GLI.

Human Capital

School Staffing Structure

- 1) Please see **Attachment 14** for an organizational chart for all TECNI schools at full capacity (Year 1 of Elkhart will be Year 3 for Gary and East Chicago). The chart identifies all administrative, operational, instructional and non-instructional personnel, as well as specialty teachers.
- 2) GLI currently operates one Excel Center in South Bend, Indiana. The vision for growth for The Excel Center of Northern Indiana is to open two charter schools in Lake County in 2017 and a charter school in Elkhart in 2019, each with a student enrollment of 350 at capacity. Please see **Attachment 15** for information relating to projected staffing needs for the entire school network (including South Bend) over the next five years.

School Leadership & Staff Hiring, Management and Evaluation

- 1) The Excel Center will begin recruiting School Directors upon receiving charter approval. Until each new SD is selected, the ED will provide leadership over the school opening process. New SDs will then participate in the recruiting, hiring, and training process for new teachers. In accordance with the requirements of IC 20-24-6-5, INIS staff verify the licensing of all of the teaching staff that are presented as candidates.

Key selection criteria for new teachers will be:

- history of high performance either as a teacher or education student
- social science background and/or a demonstrated compassion for the underserved
- interest in and/or aptitude for adult education, including high emotional intelligence
- experience in and/or knowledge of a variety of instructional strategies
- creative problem solving and critical thinking skills
- ability to adapt quickly to new environments or circumstances
- desire for continuous learning and improvement
- positive attitude and history of encouraging others

To hire high quality staff, The Excel Center's initial strategy will be to recruit individuals with a track record of high performance from within The Excel Center network. TECN will seek to develop a pipeline of qualified individuals to direct the operations of future schools, providing professional growth opportunities, and partnering with GLI as it opens schools in Northern Indiana. The Excel Center will also use traditional recruitment strategies such as job posting on the IDOE job bank, GIM's website, Indeed, LinkedIn, and other job sites; and attending career fairs at local colleges and universities. New staff will be selected after interviews with school leadership and peer panels.

2) The staffing plan provides teachers with easy access to instructional experts and streamlines the academic program of the school, essential for the school to operate effectively in 8 week terms. The SD will provide overall leadership, accountability, and access to data. The Lead Teacher will act as the academic leader and mentor teacher to other instructional staff, providing expertise in curriculum and instruction strategies as well as accountability. Working in both interdisciplinary and departmental teams, teaching staff will be best prepared to receive immediate feedback on their instructional practices and develop appropriate strategies to best serve students.

Coaches will support teaching staff by providing student feedback and participating in education planning. Staff will also regularly meet to discuss student data to identify areas that need improvement and to make quick adjustments during the school year. This combination of teamwork, process improvement, and adaptability will ensure that every student at each Center has access to excellent teaching.

The Excel Center model is an innovative adult education solution. It incorporates technologies through a comprehensive data warehousing system which allows staff to evaluate individual and class data to improve outcomes. Teachers and staff take on roles not normally found in traditional schools. Teachers co-teach interdisciplinary classes and adjust instructional techniques to address student needs. Coaches provide wrap-around support, helping students meet academic and non-academic challenges. Support staff, such as the special education coordinator, work with teachers and coaches in ensure the best possible student outcomes.

3) The Excel Center network utilizes the RISE teacher evaluation rubric as a means of monitoring the effectiveness of best practices in the classroom. All instructional staff are evaluated at a minimum of five times per school year (at least once per term) with the summative scores from these evaluations determining the instructor's annual raise, bonus, and rehire eligibility for the upcoming school year. School administrators will conduct at least 2 formal observations throughout the school year; informal evaluations will be frequent and based on observations and self-reporting of progress through a term, and will be more frequent as a new Center opens. If a teacher requires a performance improvement plan due to a low score on any of the five evaluations, they may be subjected to further evaluations throughout the school year. Instructors, regardless of evaluation status, may request more observations throughout the school year.

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

The RISE evaluation for classroom instruction can be broken up into four key components measuring different aspects of teacher effectiveness. Each Center has the discretion to use professional judgement in how they implement the RISE rubric. It is important that teachers are evaluated using multiple measures, such as instructional observations, student achievement, and school-wide learning measures.

- Purposeful planning, including the use of data when creating lesson plans
- Classroom instruction, engagement, and behavior management
- Teacher leadership within the school and willingness to collaborate with peers
- Core professionalism such as attendance, punctuality, adhering to school policy, and respect for students, peers, and school administration.

Teachers are also asked to develop Class Learning Objectives and Targeted Learning Objectives to collect student growth data and differentiate instruction to ensure the success of all students. Teachers will be evaluated based on student growth measured at the end of the term through summative assessments such as teacher- designed finals, ECAs, or a certification exam. The instructor will also be evaluated by the school's accountability rating by the IDOE.

As the ED is responsible for ensuring that all Centers are running effectively, efficiently, and producing high student performance results, GLI's Board of Directors ultimately holds the ED accountable. The ED bears the responsibility of holding each SD accountable for the performance of their Excel Center site; the SD ensures performance of teachers at his or her Center.

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

All employees are required to work in consort with The Excel Center's basic principles and in accordance with the employee handbook. Failure to abide by The Excel Center's standards of conduct will lead to disciplinary action, including termination of employment.

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

School leadership members utilize evaluation data to determine the professional development needs of individual instructors, as well as areas of growth for their entire instructional team. Continuous learning is a value of The Excel Center model, and staff members will be encouraged to pursue professional development and share best practices within their teams and TECN.

5) Employees of The Excel Center will be employed by GLI. They will be at-will employees and not use contracts. Base-level salaries for TECNI positions are listed below. The salaries for staff will be on par and competitive with the salaries of the local school corporations where each Center is located.

Position	Base-Level Salary
School Director	\$65,000
Lead Teacher	\$55,000
Teacher	\$42,000
Special Education Instructor	\$42,000
Lead Coach	\$40,000
Life Coach	\$35,000
Office Manager	\$32,000
Drop in Center Coordinator	\$35,000
Childcare Attendant	\$20,800

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

- Comprehensive Health Plan (2 options)
- Employee Life Insurance
- Comprehensive Dental/Vision Plan
- Section 125 Plan
 - Pre-tax Health & Dental/Vision Plan premiums are available when you enroll
- Retirement:
 - 403(b) Retirement Savings Plan
 - Teacher Retirement Fund
- Employee Assistance Program (EAP)
- Tuition Reimbursement
- PTO/ Vacation Days

The Excel Center incentive program aims to reward high-performing teachers by increasing their compensation. Teachers who are identified as “highly effective” during their RISE evaluation are eligible for a performance-based bonus, as funds are available; “effective” and “highly effective” teachers are eligible for merit-based raises.

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Professional Development

1) The SD ultimately ensures the implementation of the professional development plan and facilitates the professional learning process. The ED, with the assistance from TECN and with input from SDs, will craft professional development plans, materials and resources based on local school needs as determined by teacher evaluation and student achievement results. Lead teacher(s) at the school will assist the director in facilitating and modeling professional learning experiences and providing feedback as teachers implement novel practices.

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

2) When a new SD is hired, he or she will undergo a series of professional development trainings, including time spent in TECSB as well as veteran Excel Centers in Indianapolis. This initial training series provides an overview of the school model, including its mission, vision, and core values. School and class observations will give new SDs a clear sense of student needs, roles of staff members, and school culture as well as course and classroom structure compared to a traditional school environment. SDs will also develop an awareness of the data tools and resources available to schools within TECN.

The SD will attend an iExcel to better understand the school opening and student orientation process and participate in available trainings developed by TECN. Additionally, SDs will be invited to attend any of the monthly director meetings with other Excel Center leaders and INIS support staff. This collaboration will ensure that all sites are implementing best practices, while also looking to grow school leaders professionally.

Randy Beachy, the ED, will meet every two weeks with the SD to discuss performance metrics, responsibilities, staffing, budget, data metrics, opportunities for improvement & development. After the first year, these meetings may decrease to monthly, based on the competency and experience of the SD.

3) Excel Center professional development is designed to help teachers improve instruction and relationships with their student population. Both objectives are important to create a flexible yet rigorous educational program that promotes the achievement and success of each student enrolled, no matter where they start their journey.

- 4) At the beginning of the new school year, new staff will undergo a two-week orientation:
- **Day 1:** Adult student population & poverty simulation
 - **Days 2/ 3:** Staff retreat and team-building
 - **Day 4:** Orientation to The Excel Center, staff and student handbooks
 - **Day 5:** Tour of GIM and key areas; Training on online credit recovery

- **Day 6:** Operational introductions (IT, online testing, transcripts)
- **Day 7:** Coaching practices, Special Education, and ELL
- **Day 8:** Curriculum training and blended courses
- **Day 9:** Contextualized learning and career pathways
- **Day 10:** Tours of industry partners and staff collaboration

During the ten days of professional development, teachers will work with experienced Excel Center instructors and coaches to learn about the unique social, cognitive, personal dimensions of the students. Teachers will learn about the gradual release of responsibility instructional strategy, and become deeply familiar with their curricula and best practices for content delivery. During the first ten days, teachers will familiarize themselves with school policies and learn how to use the student information and learning management systems.

The intensive ten days of professional learning will prepare all teachers and staff for a highly productive school year. All professional learning experiences are participant-centered and provide time for interaction, questions, and the development of strategies and materials that may be immediately implemented in the classroom. TECN, in coordination with INIS, will assist GLI in developing a schoolwide professional development plan.

5) During the school year, an additional nine days are dedicated to professional development related to the school curriculum and instructional practices, teacher collaboration and planning, and refinement of practices for the purposes of continuous improvement. These professional development days will be dedicated to addressing any issues that arise throughout the school year and following routine data analysis of student achievement results, including credit attainment, performance on assessments, performance in the classroom, and attendance.

Teachers do not have scheduled classes on Fridays, and may use that time for teacher preparation and staff collaboration. There are 38 Fridays scheduled as planning days in the proposed 2017-2018 school calendar, and they are designated for staff to hold meetings, plan lessons, establish collaborative plans, hold special education conferences, and meet one-on-one with students.

Lead teachers and lead coaches routinely lead data meetings to discuss school-wide, caseload, and individual student results. Because the lead teacher does not teach a full course load, he or she has time to prepare data and create meeting agendas for maximum effectiveness. The SD and lead teacher facilitate the instructional improvement meetings, and prepare focused, data driven, highly effective learning experiences for teachers.

6) The professional development program will be evaluated based on school-wide and classroom achievement measures, as well as student improvement on interim assessments. Additionally, staff members will be encouraged to provide feedback on the effectiveness of professional development in improving their ability to promote student success.

Start-Up and Operations

1) Please see **Attachment 16**, for a detailed start-up plan for the period leading up to the first day of student attendance for the proposed school, including planning tasks and individuals responsible for each task. The projected start date for Gary and East Chicago schools is July 17, 2017. Elkhart will start in July of 2019.

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

Biking/ Walking. Each new school that opens will be located in areas with significant need. For example, the census tract in which TECSB is located in an area where 53.7% of the population is below poverty level, 29.6% over the age of 25 have below a high school education, and 82% of the population are minorities.^{xxvi} This allows The Excel Center to be within walking or biking distance of many student's homes and work locations.

Public Transportation. The school will be located on or near to at least one bus line. In Gary, the Gary Public Transit Corporation has 6 regional routes and 5 city routes that operate from 5:00 am to 9:30 pm. GPTC connects with East Chicago Transit, which offers 3 routes and connection to the South Shore train, providing services at no charge. The Elkhart Interurban Trolley also provides public transportation between Goshen and Elkhart and connects with South Bend Transpo. For students with income limitations (less than 185% of federal poverty guidelines), bus passes will be provided as needed.

Private Vehicles. As adults, many students will either own cars or have access to them and will be able to transport themselves to and from school. The close-knit student community also lends itself to carpool arrangements.

The new schools do not anticipate scheduling extracurricular events like field trips or athletic events, although college visits will be encouraged. Although the MVHAA does not apply to adults, staff members will connect any student with supports needed to maintain school enrollment, including housing assistance and bus passes. All public transportation services utilized by current and proposed TECNI schools run ADA-compliant Paratransit services, which meets IDEA requirements. The special education coordinator will ensure transportation is adequate and note any supports in the IEP or Section 504 plan.

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3) The safety and security of students, staff, the facility, and all school property is a top priority for Excel Centers, and school leadership will take every step necessary to ensure that students and staff are prepared for any foreseen or unforeseen emergency, disaster, or threat. To that end, TECN has developed an Emergency Response Procedure Handbook which outlines the school's plans and procedures in the event of a fire or other environmental disaster, tornado, earthquake, nuclear or chemical contamination, any event concerning guns/weapons, a hostage situation, bomb threat, suspicious vehicle, riot/civil unrest, or other emergency situation requiring a school lockdown or evacuation. As required by law, each Center will participate in mandatory fire, tornado, and lockdown drills. A copy of The Excel Center's Emergency Response Procedure Handbook is provided to all staff and available to ICSB at any time upon request.

Each school will have a full-time security officer who will monitor the entrance and scan active security camera feeds located throughout the school. The Excel Center will employ both an employee- and student acceptable use policy concerning technology and internet use, which will be communicated in the staff and student handbooks. The purpose of school-provided Internet access is to facilitate communications in support of research and education, and the acceptable use of electronic resources will be monitored by staff.

4) The Excel Center does not meet the ICSB definition of a blended learning of virtual charter school.

5) Please see **Attachment 17 for** an estimate from an insurance agent for property and casualty insurance coverage that aligns with ICSB insurance requirements.

Facility Plan

1) For East Chicago and Elkhart, GLI is in the process of identifying facilities. A potential site is a former administration building for SCEC at on 144th Street, also around the corner from ITCC. GLI had identified a second site, a School City of East Chicago (SCEC) middle school building located on Indianapolis Blvd. that had been closed due to low enrollment. In August, an SCEC elementary school relocated into the middle school. This location is across from the high school and a mile from ITCC.

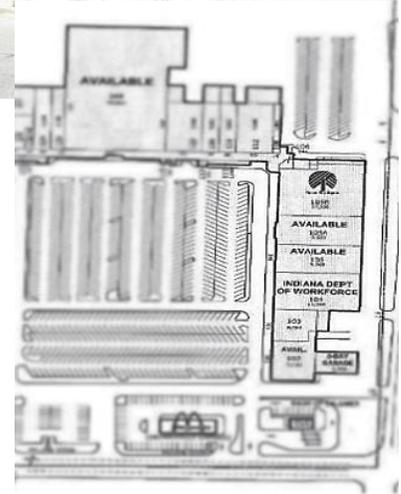
In Elkhart a potential site has been identified on US 33, a part of Peddler's Village, on the north side of Goshen, 3 miles outside of Elkhart city limits, in Concord Community School District. A second site has been identified, a former bank building located in downtown Elkhart, in Elkhart Community School District. Goshen-based real estate developer Hoogenboom-Nofziger will assist in procuring an acceptable site prior to 2019.

Any renovations that may be needed in selected school sites will be financed through a loan with GIM and incorporated into the cost of the lease, when applicable. In the same way that GLI managed compliance with state and local health and safety requirements when managing a \$1.2 million build-out for TECSB, transforming a former engineering building into an adult school equipped to serve 350 adults, it will have the capacity to manage compliance with any such requirements for all new schools. The experience will also inform projections for all facility-related costs.

2) For Gary, a facility has been located at 3596 Village Court, as part of the Village Shopping Center located on the corner of Grant St. & 37th Avenue. This facility already houses WorkOne Gary, where GIM operates a WIOA-funded out-of-school youth program. It is located in Lake Ridge New Tech School District. Ascend Realty is assisting with the details of the leasing contract, including balancing the lease rate with renovation costs. These costs are reflected in the budget.



Once built out, the proposed 18,020 sq. foot facility (combined space between Dollar Tree and WorkOne) will reflect the current space in South Bend, including 13 classrooms, a computer lab, a drop-in child care, a student lounge, 3 large group meeting rooms, and 8 offices. Handicapped parking is available and everything is located on the ground floor.



Budget and Finance

- 1) As an affiliate of GIM, GLI has a designated accountant to manage accounting, purchasing, payroll, and the required annual audit, supported by GIM's CFO and support staff. INIS will also provide administrative support and best practices. The same strict controls that the CFO has kept in place for GIM for the past 16 years will be in place to ensure long-term financial viability.
- 2) Please see **Attachment 18** for a detailed 5-Year Pro-Forma Budget for the schools and a network-level budget. (no template is provided).
- 3) Please see **Attachment 19**, for a budget narrative that aligns with the 5-Year business plan.
- 4) GLI has been a nonprofit since 2015 and will be the charter holder and governing entity for these 3 new schools. Please see **Attachment 20** for the most recent internal financial statements including balance sheets and income statements for both GIM and GLI, and **Attachment 23** for the last three years of audited financial statements and management letters for GIM, GLI's parent organization.

Section IV: Portfolio Review and Performance Record

- 1) See **Attachment 21** for a summary of every charter school managed by INIS as ESP, as prepared by GEI with available data, including demographics, ECA results, and number of graduates. INIS has acted as ESP for these organizations since its inception in 2013.
- 2) Because The Excel Centers are the only high-performing adult high schools in Indiana, evidence regarding TECN as a whole is provided below.
 - a) The Excel Centers in Indiana have experienced many positive results. To date:
 - Students, on average, earn a high school diploma within 2 years;
 - The Excel Centers in Indiana have produced more than 2,000 graduates;
 - 82% of graduates have received an industry-recognized credential before graduating; and
 - 75% of graduates are employed or enrolled in college immediately after graduating.

A research study conducted in Indiana looked at state-level wage data and determined that there are significant benefits to employment levels and earnings for Excel Center students. Graduates (compared to their high school dropout cohort) created a total benefit of \$9,330 per student, and students who attended but did not graduate had a benefit of \$835 per student. ^{xxvii}

- b) The uniqueness of The Excel Center model, which is based on scientifically-based evidence, including staff who work actively to eliminate students' academic and non-academic barriers, contributes to positive results in personal, academic, and professional growth for students.
- c) The biggest challenge Excel Centers face is that all students haven't completed high school, making them automatically at-risk. Additionally, since it is a unique student population, traditional educational approaches and assessments are often not applicable, and must be customized to student populations who vary from class to class and school to school.
- d) The Excel Center started as a self-paced blended learning model, but discovered it was insufficient to meet the needs of the adult high school population, especially since the reading level (9th grade) was above most students' abilities. Additionally, talented teachers needed to teach, not merely act as proctor to an online program. Remediation courses were created and technology-based curriculum was used as a support rather than a sole source of instruction. Shorter terms (8 weeks) were implemented to increase the pace of credit attainment.

After two years, Excel Center leadership recognized that students involved in college and career readiness classes had increased success earning their diplomas. These classes were made part of all students' course progression, and dual enrollment courses were added, mandating at least some post-secondary. Two years ago, SDs noticed the lack of high-wage career opportunities available to graduates and focused on high demand industries for post-secondary credentials.

Over the past six years, through trial, error, and consistent documentation of effective practices and strategies, each new school in TECN starts with an increased chance of success. Excel Centers continue to be student-centered and employ strategies that encouraged increased buy-in from students.

3) Gary Middle College (GMC) is the closest school with similar demographics to the target student population for The Excel Center- Gary. GMC is a high school that serves ages 16 and older. During the 2013-2014 school year, they had an enrollment of 284: 98% were minorities; 31% received free or reduced lunches. Although GMC's enrollment was too small to receive an accountability grade, the school performance is relatively low.

a) Results which may indicate that performance is unsatisfactory are the attendance rate (75%), the dropout rate (43%), the ECA passing rate (40% Algebra, 39% English), the percent who earned dual credits (4%), the graduation rate (8%) and the number who enroll in college after graduation (33%).^{xxviii}

b) Gary Middle School serves a difficult population. Many students may have been expelled from other schools or just dropped out. However, the following may be reasons the school has not been as successful as hoped:

- Mixed ages. Traditional aged high school students have a different set of challenges than adults. Not only does this make instructional strategies difficult, it hampers the sense of community adults have in working together.
- Blended learning. Founders of The Excel Center model discovered early on that relying heavily on online-based instruction is difficult for individuals who may have difficulties with self-direction and discipline.
- Large class sizes. Gary Middle College has 2 staff members who provide counseling and social service services, and 5.5 who are licensed teachers. This is a 1:22 ratio of staff to students, including the custodian.
- Time commitment. Although Gary Middle College offers evening classes as well as day classes, their minimum requirement of 4 hours a day may make it difficult for students to stay with the program while working or caring for family.

Specific strategies that TECSB employs to improve performance are:

- Adult-focused education. Every student who comes to The Excel Center having failed high school completion and having a desire to further their education. They attend school because they want to and they support one another in the endeavor.
- Direct classroom instruction. With the exception of online remediation programs to assist students in reaching grade-level skills, all classes are delivered face-to-face in a classroom environment. Open discussion and critical thinking are encouraged.
- Individual attention. TECSB has 13 licensed teachers and 5 life coaches. Classes consist of 10-15 students, and teachers can adjust instructional strategies as needed. Each student is assigned a life coach to support them and keep them accountable to attend classes and keep up with their work.
- Flexible schedules. Although TECSB encourages students to schedule as many classes as possible, students may be allowed to take as little as one 90-minute class per term, if that is as much as they can complete proficiently while balancing life and work with school. Classes are available year-round.

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- c) Satisfactory performance for TECSB, TECEC, and TECE is to meet the minimum performance metrics, including at least a “B” on the IDOE accountability scale, an 70% graduation rate (by adjusted SBOE measures), and 80% of graduates earning college credit or a technical certificate. For these expectations to be met, it is important that supports are in place to maintain student engagement and growth, and to meet students where they are to help them get to where they want to be.
- 4) No contracts with charter schools have been terminated by either GLI or TECSB.
- 5) There are no charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/nonopenings of schools operated by GLI.
- 6) There are no performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by GLI in the last three years.
- 7) There is no current or past litigation, including arbitration proceedings, that has involved GLI or TECSB.

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Submission of Full Application

Please see **Attachment 23** for a PDF file that contains all application components, including the Proposal Overview, the Proposal Narrative, and all required Attachments.

Appendix A: Guide to Acronyms

ACT- American College Testing	IN- Indiana
ADA- American Disabilities Act	INIS- Independent Network of Indiana Schools
ADM- Average Daily Membership	ISBOE- Indiana State Board of Education
AM- Ante Meridiem	IT- Information Technology
APICS- American Production and Inventory Control Society	ITCC- Ivy Tech Community College
AWS- American Welding Society	LEADS- Learn, Educate, Advance, Develop Students
BSU- Ball State University	LRE- Least Restrictive Environment
CADD- Computer-Aided Design and Drafting	MBA- Master's of Business Administration
CBP- Certified Business Professional	MLA- Modern Language Association
CDL- Commercial Driver's License	MOS- Microsoft Office Specialist
CEO- Chief Executive Officer	MS- Master's of Science
CFO- Chief Financial Officer	MSSC- Manufacturing Skills Standard Certification
CGSP- Certified Guest Service Professional	MTA- Microsoft Technology Associate
CINS- Computer Information and Networking Services	MVHAA- McKinney-Vento Homeless Assistance Act
CLA- Certified Logistics Associate	OSHA- Occupational Safety and Health Administration
CMA- Certified Medical Assistant	PHTE- Pharmacy Technician
CNA- Certified Nursing Assistant	PI- Phonics Inventory
CSP- Customer Service Provider	PM- Post Meridiem
CTE- Career Technology Education	RI- Reading Inventory
DC- District of Columbia	RISE- Redefining Investment Strategy Education
DJ- Don and Joe	RTI- Response to Intervention
ECA- End of Course Assessment	RV- Recreational Vehicle
ECE- Early Childhood Education	SAT- Scholastic Assessment Test
ED- Executive Director	SD- School Director
EDMA- Excel Designed Math Assessment	SEA- Sound Experienced Advice
ELL- English Language Learner	SIOP- Sheltered Instruction Observation Protocol
EMT- Emergency Medical Technician	SIS- Student Information System
ESP- Educational Service Provider	SQL- Structured Query Language
FOCUS- Flexible Options to Communities with Underserved Students	TASC- Test Assessing Secondary Completion
GED- General Educational Development	TECE- The Excel Center- Elkhart
GEI- Goodwill Education Initiatives	TECEC- The Excel Center- East Chicago
GICI- Goodwill Industries of Central Indiana	TECG- The Excel Center- Gary
GIM- Goodwill Industries of Michiana	TECN- The Excel Center Network
GLI- Goodwill LEADS, Inc.	TECNI- The Excel Center Northern Indiana
HSE- High School Equivalency	TECSB- The Excel Center- South Bend
IC- Indiana Code	TN- Tennessee
ICCRAS- Indiana College and Career Readiness Academic Standards	TOR- Teacher of Record
ICSB- Indiana Charter School Board	TSIA- Technology Services Industry Association
IDEA- Individuals with Disabilities Education Act	TX- Texas
IDOE- Indiana Department of Education	VP- Vice President
IEP- Individual Education Plan	WIDA- World-class Instructional Design and Assessment
	WIOA- Workforce Innovation and Opportunity Act
	WPJ- William P. Johnson

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ANN CAROL NASH

EDUCATION

Notre Dame Law School, Notre Dame, Indiana
Juris Doctor, 1987

Registered Mediator

IUPUI Public Policy Civil Mediation Course, January 2008.
St. Joseph County Bar Association Domestic Course, May 2008.

Elmhurst College, Elmhurst, Illinois

Bachelor of Arts, 1983 - History, Secondary Education

EXPERIENCE

Ann Carol Nash, LLC - 2008 to present, full time since 2014

Practice focus on family and municipal law, mediation.

Assistant City Attorney, City of South Bend - 1995 to 2014

Public safety, licensing, nuisance abatement, counsel for boards.

Lecturer, Professional and Continuing Legal Education Courses

Indiana Association of Cities and Towns, Indiana Municipal Lawyers Association, St. Joseph County Bar Association, Indiana Association for Community and Economic Development.

Adjunct Professor, Ivy Tech Community College 2008 - 2012, 2014

Paralegal Studies

Associate Attorney, Konopa and Murphy, P.C. - 1992 - 1995

Civil litigation.

Judicial Clerk - 1987 - 1992

Hon. Robert L. Miller, Jr., U. S. District Court

Hon. Michael E. Dodge, Cass County Circuit Court

Co-Author, Indiana Practice - 1990 to present

Family Law, Volumes 14, 15 and 15A, Second Ed. 2009

ACTIVITIES AND INTERESTS

Indiana Municipal Lawyers Association, Board and Past President;
Indiana and St. Joseph County Bar Associations; Judges and Lawyers Assistance Program Volunteer; Northern Indiana Historical Society Board



Anthony J. Allison
CPA - Partner

330 East Jefferson Blvd. PO Box 7
South Bend, IN 46624-0007

www.crowehorwath.com

Profile

Tony is a partner in the Crowe Audit Services group with over 30 years of experience in dealing extensively with privately held businesses.

Professional and Industry Experience

Tony has worked with numerous clients in the areas of assurance, accounting, cash flow planning, tax planning and strategic planning. He also specializes in accounting systems, acquisitions, fraud protection and internal controls.

Publications and Speaking Engagements

Tony has presented internal and external seminars relating to various accounting, auditing and tax topics including presentations at the annual AICPA Automotive Conference and various state new car dealer association preparations. He is also a co-moderator of Crowe's popular mega group CFO roundtable.

Professional Affiliations

- American Institute of Certified Public Accountants
 - Indiana Certified Public Accountant Society
-

Education and Certifications

- Bachelor of Science - Accounting
- Ball State University | Muncie, IN
- Certified Public Accountant (IN)

Client Focus:

Services:

- Audits
- Reviews
- Agreed Upon Procedures
- Internal Controls Consulting
- Cash Flow Planning
- Tax Planning

Industries:

- Retail Dealerships

Community Involvement:

- Goodwill Industries of Michiana | Chairman of the Board of Directors
- YMCA of Michiana | Past Member of the Board of Directors
- Indiana Motor Truck Association Allied Industry Committee | Past Committee Member

Bishop Eddie L. Miller

South Bend, IN 46628

Email: [REDACTED]

EXPERIENCE

FAITH APOSTOLIC TEMPLE INC. - SOUTH BEND, INDIANA

Founder & President September 1979 - Present

- Conduct prayer meetings and maintain routine hospital visits with the sick and/or shut in.
- Prepare sermons, teach, counsel members, preside over weddings, funerals, and baby dedications.
- Confer with board members, organization officials, and staff members to discuss issues, coordinate activities, or resolve problems.
- Review reports submitted by staff members to recommend approval or to suggest changes.
- Preside over or serve on boards of directors, management committees, or other governing boards.
- Prepare bylaws approved by elected officials and ensure that bylaws are enforced.
- Represent organizations or promote their objectives at official functions or delegate representatives to do so.
- Analyze operations to evaluate performance of the company and the staff in meeting objectives or to determine areas of potential cost reduction, program improvement, or policy change.
- Oversee all aspects of financial decisions, goals, and objectives.

BOARD OF PUBLIC SAFETY FOR SOUTH BEND - SOUTH BEND, INDIANA

Board Member January 2008 - Present

- Analyze and understand the local and national implications of proposed legislation.
- Appoint nominees to leadership posts, or approve such appointments.
- Develop expertise in subject matters related to committee assignments.
- Confer with colleagues to formulate positions and strategies pertaining to pending issues.

GROUP VIOLENCE INTERVENTION STRAGIES - SOUTH BEND, INDIANA

Co-Chair with Police Chief Ron Teachman January 2014 - Present

- *Analyze all aspects of public safety.*

SOUTH BEND HERITAGE FOUNDATION - SOUTH BEND, INDIANA

President of Board January 1997 - December 2014

- Evaluated the work of staff and volunteers to ensure that programs are of appropriate quality and that resources are used effectively.
- Held the Position of President of the Board.

FIRST SOURCE BANK - SOUTH BEND, INDIANA

Board Member January 2012 - December 2012

- Established and implemented departmental policies, goals, objectives, and procedures, conferring with board members, organization officials, and staff members as necessary.

Resume

Joseph T. Barkman

[REDACTED]
Mishawaka, Indiana 46545

Objective-

Seeking a responsible and challenging position in a growth oriented progressive organization.

Professional Experience

Oaklawn Psychiatric Center, Goshen Indiana

CFO 12/12 to Current

- Responsible for all financial affairs of the Organization.

Jurgonski & Fredlake, South Bend, Indiana

Partner 12/09 – 12/12

- Responsible for the not for profit clients of the firm

Audit Manager – 12/02 – 12/09

- Responsible for completing audit jobs of not for profit clients

Family & Children's Center, Mishawaka, Indiana

Executive Vice President/CFO 5/87 – 12/02

- Responsible for all financial affairs of the Organization

Crowe Chizek, South Bend Indiana

Audit Staff 5/82 – 5/87

- Responsible for preparing audits of various clients

Education and Certification

Clarkson College, Potsdam, New York

BA in Accounting 9/80 – 5/82

Broome Community College, Binghamton, New York

Associates in Accounting 9/78 – 5/80

Certified Public Accountant in Indiana

Professional Memberships

American Institute of Certified Public Accountants

Indiana Society of Certified Public Accountants

Juliann L. Jankowski

Executive Summary:

- Over 25 years leadership experience
- Master's Degree in Not-for-Profit Administration
- Proven ability to set and achieve goals
- Personal gifts/beliefs include: orientation toward action; strong desire to make a difference; ability to collaborate with and lead diverse groups of individuals; problem solving skills; commitment to continually learn, grow, and serve others; true belief in the importance of leadership and how it can change our community, our nation, and our world.

Education:

University of Notre Dame -

Master of Science in Administration – magna cum laude

Michigan State University

Bachelor of Arts in Telecommunications, Minor in Theatre Arts– cum laude

Work Experience:

Chamber of Commerce of St. Joseph County

Executive Director, Leadership South Bend/Mishawaka

- Responsible for overseeing four leadership programs.
 - Organize all board activity including orientations, retreats, board and committee meetings.
 - Coordinate all marketing initiatives including website, yearbook, and brochures.
 - Responsible for alumni fundraising and events.
 - Organize all special events and commencement activities.
 - Was successful in meeting or exceeding budgeted goals each year through strong financial management practices and development/fundraising activities.
- ##### **Interim Executive Director, CONNECT – The Coalition for Educational Success (2004-2005)**
- Worked with the board on evaluating future viability of the organization while overseeing all educational initiatives including WorkKeys, Covering Kids and Families, and annual education recognition luncheon.

Davenport University

University Executive Director of Enrollment Services - Indiana/Adjunct Faculty

- Trained university employees in Indiana and Michigan on new policies and procedures.
- Recommended and implemented policies and procedures regarding conversion from terms to semesters and the unification of curriculum for 23 campuses.
- Created and implemented new lead tracking system.
- Member of six person team that set enrollment strategy for the university.
- Exceed university goals for enrollment for all campuses under my jurisdiction.
- Taught courses in public speaking, marketing, sales, management, and college success skills.

Campus Dean – South Bend/Goshen

- Managed budget of over two million dollars.
- Oversaw all operational areas including: academics, admissions, financial aid, marketing, facilities, business office and student services.
- Spearheaded initiative to grant bachelor's degrees at the South Bend campus. Achieved accreditation for bachelor degree status in 2000.
- Worked with the North Central Association of Colleges and Schools and the Commission on Proprietary Education to ensure compliance on regulatory issues.
- Oversaw and implemented campus strategic planning process.

Director of Enrollment – South Bend Campus

- Consistently exceeded budgeted goals for enrollment.
- Developed and implemented marketing strategy for the campus.
- Oversaw admissions, financial aid and front desk staff.
- Worked with the campus dean on market analysis and logistics to successfully open a new campus in Goshen in 1998.
- Developed outreach activities for programs at the Charles Martin Youth Center.

Ivy Tech State College

Project Manager for Business and Industry Training

- Developed customized training programs for local businesses.
- Performed gap analysis to assess needs of businesses.
- Developed training objectives and curriculum.
- Personally conducted training in team building, project management and supervisory skills.

WNIT Television

Auction Manager

- Consistently exceeded gross and net revenue goals.
- Recruited and led a volunteer cabinet and overall team of 1,000 volunteers.
- Served as the producer for the eight day on-air event.
- Led the campaign to secure underwriting support and over 4,000 auction donations from local companies and individuals.
- Wrote scripts for underwriter promotional spots and auction items.
- On-air host for membership drives.

College Positions

WKAR Television, Development Associate

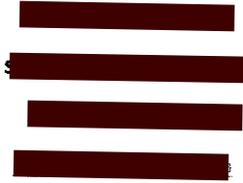
Department of Telecommunications, Internship Advisor for Undergraduates

MTV Networks- New York City, VJ Office Intern

Select Activities/Awards:

Board Member and Past President, Indiana Leadership Association (2010-2015); Board Member, National Association of Leadership Programs (2012-Present); Notre Dame Community Leaders Advisory Council (2009-present); Rotary Club of South Bend (2005-present); College Success Coalition Steering Committee (2010-Present); Michiana Diversity Leadership Initiative steering committee and facilitator (2008-present); Junior Achievement volunteer; Leadership South Bend/Mishawaka Class XXIV; CONNECT – Coalition for Educational Success – Leadership Award Recipient, Vice Chair - Board of Directors, Community Affairs Council, Co-Chair.

Marguerite A. Taylor



WORK EXPERIENCE

Assistant Adult Program Director

Robinson Community Learning Center, University of Notre Dame

Jan 2001 – Current

- Plan and execute marketing programs for the recruitment of adult members from the North East community.
- Recruit and train volunteers for community projects.
- Act as liaison with community partners, area churches and schools.
- Develop and execute community events.
- Provide staff support for the RCLC Resident Advisory Board,
- Serve as Community Based Learning Coordinator.
- Act as Liaison between RCLC and other community based organizations.

Human Resources Coordinator

Head Start Program, South Bend, Indiana

Feb 1977 – Oct 2000

- Responsible for overall Personnel Management System.
- Screen applicants, interview, and hire staff.
- Maintain employee records, conduct pay reviews, staff evaluations, and appraisals.
- Prepare monthly and yearly budget reports.
- Assist with payroll, insurance data, time cards, and salary changes.

Director

A.C.T.I.O.N, INC,-Northeast Neighborhood Center, South Bend, Indiana

May 1971 – Feb 1977

- Responsible for planning and developing programs on the neighborhood level.
- Involved with community development by working with residents, churches, schools, businesses, and various neighborhood organizations and groups.
- Performed the job of the community information and referral agent for the center.

Employment Specialist

A.C.T.I.O.N., INC.-Northeast Neighborhood Center, South Bend, Indiana

Dec 1968 – May 1971

- Accomplished door-to-door contact with area residents by keeping abreast of programs and activities offered, not only in the agency, but also within the City and State.
- Performed role of social worker by counseling and advising clients, making referral and follow ups.
- Contact perspective employers with the intent of developing jobs and referring clients with specific qualifications.
- Responsible for knowing all health and education programs available in St. Joseph County as well as making appointments for clients.

Packaging Specialist

Avionics, Inc., South Bend, Indiana

Nov 1967 – Apr 1968

- Responsible for the packaging of company's product.

Delivery Room Technician

St. Joseph Hospital, South Bend, Indiana

Nov 1960 – Nov 1962

- Responsible for the prenatal care and post-natal care of the patients.

EDUCATION

Personnel Management, Attended Indiana University at South Bend, South Bend

John Adams High School, South Bend, Indiana

COMMUNITY ORGANIZATION AND MEMBERSHIPS

- Northeast Neighborhood Council-Vice President
- Real Services Advisory Board
- South Bend Heritage-Member/Secretary
- NNRO- Member/Secretary
- Neighborhood Housing Association-Board Member past member
- NAACP-Member
- NAEYC-Member
- First A.M.E. Zion Church-Member/Former Trustee of The Board,
- Indiana Head Start Association-Former Member
- Stanley Clark PTO-Former Member
- Citizen Energy Coalition-Former Member
- Big Brothers, Big Sisters-Former secretary for the Board of Directors
- Private Industrial Council-Former Member
- Education Committee Human Rights Commission City of South Bend-Former Member
- Kwanza community leadership award
- Inducted into the South Bend Alumni Association Wall of Fame 2011

Mary Pat Latowski

Experience September 2000- Present SYM Financial Advisors South Bend IN

Financial Advisor

- Wealth and portfolio management for high net worth clients
- Compliance Work Director

July 1990- September 2000 Wells Fargo Bank South Bend IN

Trust Officer 1997--2000

- Manage 401(k), trusts, estates, foundations, guardianships
- Compliance program management

Administrative Assistant 1990-1997

- Trust administration
- 401(k) plan allocation
- Tax preparation for complex trusts and estates

Education IUSB Paralegal Program South Bend IN

Paralegal Certificate

Holy Cross College Notre Dame IN
Associate of Arts Magna Cum Laude

Community Involvement

South Bend Museum of Art: Board President 2014—Present,
South Bend Museum of Art Board Treasurer 2012-2014
South Bend Museum of Art Board treasurer 1998-2004
Boy Scouts, LaSalle Council Advisory Board Investment Committee 2004-Present
Boy Scouts, LaSalle Council Advisory Board Investment Committee Chair 2010-2012
Economic Club of Michiana Board Member 2001-2006, President 2005

PAUL SCHLOTTMAN, Ed. S.**PROFESSIONAL OBJECTIVE**

To exemplify character, integrity, effectiveness and transformational decision-making as an educational leader. To ensure learning, a guaranteed curriculum, efficient monitoring and capable leadership so all students achieve their fullest potential and become responsible and successful citizens.

EDUCATION and CERTIFICATION

Oakland University Rochester, Michigan
Education Specialist Degree K-12 Educational Administration

Wayne State University Detroit, Michigan
Master of Education Degree Educational Leadership

Western Michigan University Kalamazoo, MI
Bachelor of Science Secondary Education

Indiana Licenses

			Highest Degree Earned: Specialist
Superintendent	Basis: REPA	Grades: Pre-K to 12	Expires: 2/3/2017
Director of Curriculum and Instruction	Basis: REPA	Grades: Pre-K to 12	Expires: 2/3/2017
Building Level Administrator	Basis: 2002	Grades: Pre-K to 12	Expires: 6/28/2020

Michigan License

Administrative Certificate Post-Masters Certificate Oakland University

PROFESSIONAL EMPLOYMENT

Superintendent/Executive Director **1/1/2014 – Present**
Career Academy South Bend/Success Academy South Bend **South Bend, Indiana**

- Passionate educational and cultural entrepreneur committed to workforce development
- Systemic thinker, innovator and tenacious education reformer
- Recognized by Bizvoice as one of the Indiana's most innovative schools
- Realized K-12 workforce development vision focusing on high demand, high income careers in Engineering/Design, Information Technology, Bio Medical, Welding, and Adv. Manufacturing
- Providing comprehensive health care, mental health, counseling, special education and social work services to remove barriers to learning for all students
- First Microsoft Academy providing all MS, CISCO and CompTia industry certifications
- Only school with complete Project Lead the Way (PLTW) Engineering Design, Information Technology and Biomedical, Gateway to Technology and Launch programs
- Doubled enrollment in eight months to become one of the fastest growing schools in the Midwest
- Designed, developed and opened new K-6 campus in 28 week timeline
- Initiated comprehensive school reform, accountability and AdvancEd accreditation processes
- Supervise all operations, staff, programming, compliances and school improvement functions
- Provide leadership in budgeting, climate, culture, curriculum, instruction and operations
- Evaluate and improve all school development, operations, policies and processes
- Supervise all Board, community, parent, staff, student relationships and partnerships
- Develop and conduct staff evaluations, hiring and employment functions
- Ensure the effective and safe daily operations of our schools

**Principal, Boone Grove Middle School
Porter Township School Corporation**

2006 – 2014

Boone Grove, Indiana

- Consistently earned exemplary progress with annual improvement rates up to 5.8% - “A” rating
 - Completed two AdvancEd Quality Assurance Reviews and Accreditation with no required actions
 - Assisted in the development and implementation of IDOE approved Online instructional days
 - Assisted in the development of our 1-to-1 instructional technology plan
 - Dramatically improved school climate, culture, diversity acceptance and empathy toward others
 - Created transformational leadership team to promote transparent and shared decision-making
 - Decreased discipline referrals 53% with staff development Positive Discipline (Nelson) and PBIS
 - Implemented comprehensive academic remediation and RTI intervention programs
 - Implemented new instructional strategies: 6+1 Writing Traits (Culham), and Working on the Work (Schlecty), Differentiated Instruction (Allen, Tomlinson), Understanding by Design (Wiggins, McTighe), and Thinking Maps, Career Exploration and Service Learning
 - Assessments: NWEA, ACT Engage, Acuity, in depth ISTEP data analysis and A+ Learning Link
 - Developed scope and sequence curriculum and instruction strategies to ensure a guaranteed curriculum mastery of academic standards by all students
-

Assistant Principal, Lake Shore High School

2003 – 2006

Lake Shore Public Schools St. Clair Shores, MI (urban suburb of Detroit)

- Directed all Career and Technical Education programs, budgets and transportation
 - Successfully completed two Federal Perkins Career Technical grants and audits
 - Developed dual enrollment, virtual high school, distance learning, off campus programs
 - Developed university articulation agreements, business partnerships and community outreach
 - South East Macomb Career Tech Consortium representative (class scheduling, regional coordination, student transportation, and south-county liaison)
 - Developed Michigan Model High School Reform Plan and 8th - 9th grade transitions
 - Developed and implemented district community service and service learning programs
 - Implemented Thematically Integrated Instructional Curriculum to increase student engagement
 - Action research: attendance, school climate, student engagement, and professional development
 - Coordinated staff development and evaluations (evaluated 60% of total staff)
 - Student discipline, school safety and school security (decreased disciplinary referrals by 22%)
 - Developed instructional curriculum and scheduling in all curricular areas
 - Supervised state testing and increased participation from 88% to 99% always making AYP
 - Organized and chaired committees: Student Code of Conduct, Enrollment and Accountability, Community Service, Service Learning, Staff and Public Relations, and School Improvement
-

K-12 Visual and Performing Arts Coordinator

1995 – 2003

Ferndale Public Schools Ferndale, MI (urban suburb of Detroit)

- Developed one of the finest and most comprehensive fine arts programs in the Mid-West
 - Managed budgets, inventories, capital projects and RFPs and negotiated vendor contracts
 - Assessed, developed and implemented curriculum for all Arts areas
 - Developed and implemented K-12 Master Schedules for all schools
 - Administrated department of twenty-one visual, performing and dramatic arts teachers
 - Posted, screened, interviewed, negotiated, and recommended for hire fourteen teachers
 - Developed staff development and school improvement plans and evaluations
 - District committees: Ferndale Arts Council, Bond, Facility Design and Implementation, Ferndale Education Association, Program Development, Restructuring, Student and Staff Advisory
-

SPECIALIZED TRAINING AND EXPERIENCE

2013-Present Indiana Fallen Heroes - Founder

2013	Indiana School Safety Academy and National Incident Management Certification	
2012	Indiana RISE Teacher Evaluation Training	Union Township, IN
2012	Indiana Legislative and Lobbyist Training	Indianapolis, IN
2011, 2006	AdvancEd (NCA) Quality Assurance Review	Boone Grove, IN
2011	AdvancEd Preparing for your QAR Training	Middleberry, IN
2011	CPI School Safety, De-escalation and Restraint Training	Valparaiso, IN
2011-Present	Leadership Northwest Indiana Education Panelist	Valparaiso, IN
2010	Indiana Aspiring Superintendent Seminar	Indianapolis, IN
2009-2011	Response to Intervention (RTI) Training	Hammond, IN
2008	Assoc. for Supervision and Curriculum Dvlp. Nat'l Conference	New Orleans, LA
2006	Presenter - Model High School Reform	Michigan Assoc. of Sec. School Principals –Conference
2006	Presenter - Model High School Reform	Michigan Acad. of Sciences, Arts and Letters - Conference
2005-2006	Macomb Intermediate School District (MISD) High School Reform Steering Committee	
2005-2006	Royal Oak Curriculum Advisory Committee	Royal Oak, MI
2005-2006	Michigan Community Service and Service Learning Program	Macomb Inter. School Dist.
2005	United States Secret Service School Safety Training	Macomb Inter. School Dist.
2005	Creating Small Learning Communities Training (DeFour)	Macomb Inter. School Dist.
2005	Restorative Practices with Positive Discipline Training	Oakland Schools
2005	Disciplining Students with Disabilities Legal Training	Macomb Inter. School Dist.
2005	Redefining Michigan's High School: Beginning the Process	MDOE, Lansing, MI
2005	MDOE Focus Panel – Teacher Certification Standards	MDOE, Lansing, MI
2005	Rethinking Michigan's High Schools – Willard Daggett	Macomb Inter. School Dist
2004	MDOE Teacher Certification Administrative Advisory Committee	Lansing, MI
2004–2006	Best Practice Master Scheduling Training – Pearson	Macomb Inter. School Dist.
2004-2006	Career Development and Career Academies Develop. Training	Macomb Inter. School Dist.
2004	Career Technical Education Federal Program Audit	Macomb Inter. School Dist.
2002-2006	School Bully-Proofing Training	Ferndale, MI
2001	Author - Michigan Academic Standards - MI CLIMB	MDOE, Lansing, MI
1997–2000	President of Oakland Schools Arts Council	Oakland Schools
1998–2001	Students in the Middle Conferences	MDOE, Lansing, MI
1998–2000	Multiple Intelligence Training by Dr. Howard Gardner	Detroit, MI
2000	Differentiated Instruction Training	Ferndale, MI

PROFESSIONAL MEMBERSHIPS

2015 – Present	Board of Directors – St. Joe CEO
2014 – Present	Board of Directors – Goodwill Excel Center
2012 – Present	Indiana School Safety Academy & National Incident Management Certification (NIMS)
2012 – 2014	Board of Directors – Porter County Youth Service Bureau
2012 – Present	Board of Directors – Positive Approach to Teen Health - PATH
2012 – Present	Leadership Northwest Indiana and Lake Shore News – Class 31 and frequent guest
2006 – 2014	National Assoc. of School Principals and Indiana Association of School Principals
2006 – 2014	Valparaiso University Professional Educators Partnership
2003 – 2006	Michigan Association of Secondary School Principals
1998 – Present	Association for Supervision and Curriculum Development

Vita

Rolla W. Baumgartner

Education:

B. M. , University of Michigan 1958
M.S. in Ed., Indiana University 1962
Ed. D., Indiana University 1966

Professional Experience

1958-59 – Teacher, Niles JHS, Niles, MI
1959-64 - Teacher, Nuner School, South Bend, IN
1964-65 - Teaching Associate, Indiana University, Bloomington,

IN

1965-67 - Principal – Tyner HS, Harold Urey JHS, Tyner, IN
1967-69 - Curriculum Coordinator, U.S. Dependent Schools,
Karlsruhe, Germany
1969-72 - Principal, London Central HS, London, England
1972-73 - Asst. Supt., Mediterranean Region, Naples, Italy
1973-75 – Dept. Supt. – Southern Germany Region, Stuttgart,
Germany
1975-83 - Superintendent, West Point Elementary Schools,
West Point, NY
1983-94 - Superintendent, Fort Benning Schools, Fort Benning,
GA
1994-96 - Asst. Dean for Academic Affairs, Davenport College,
South Bend, IN
1996-99- Dean, Davenport College, South Bend, IN
1999-2000 Dean, Davenport College, Kalamazoo, MI
2000-2002 – Co-Dean, Davenport University, South Bend, IN
2002 Retired

Personal:

Born - January 9, 1937
Graduate – Niles High School – 1954
Married – former Liliane Vrydaghs – June 8, 1963
Children – Mary Jones , 50, living in New York City
John, 49, living in South Bend, Indiana
Matthew, 46, living in South Bend, Indiana
Joseph, 34, living in Michigan City, IN

Ben W. Szumial, MBA, CIA



Senior Accounting Professional & Certified Internal Auditor

Multifaceted and accomplished Accounting & Audit Professional with comprehensive experience in accounting and audit processes. Innovative problem-solver experienced with advising clients in risk mitigation, compliance, fiscal protection, and business processes. Conscientious leader and tactful communicator possessing a high degree of professionalism and client confidentiality.

CORE COMPETENCIES

Risk Assessment ◆ Audits ◆ External Loan Review Audits ◆ Portfolio Management & Documentation
Fixed Asset Management ◆ Tax Returns ◆ Financial Statements & Reports ◆ Payroll ◆ Financial Planning
Budgets & Analyses ◆ Accounts Payable & Accounts Receivable ◆ General Ledger ◆ Insurance Claims
Fiscal Management ◆ Negotiations ◆ Leadership & Training ◆ Relationship Building ◆ Information Systems

EXPERIENCES AND ACHIEVEMENTS

GOODWILL INDUSTRIES OF MICHIANA, INC

2015 – CURRENT

Accountant, Goodwill LEADS, Inc dba The Excel Center-South Bend

- ◆ Responsible for the accounting and fiscal management of Goodwill LEADS, Inc. This includes a variety of accounting duties including payroll, data entry, maintaining subsidiary ledgers, general ledger accounts, reconciliations, preparations and/or posting of journal entries, budgets, account analysis, report preparation.
- ◆ Responsible for the Accounts Payable function.
- ◆ Research and prepare numerous up-to-date analysis reports on a regular basis to inform senior management of the current progress on budgets and cash flows to assist in the decision making process.
- ◆ Responsible for documenting, updating and maintaining Accounting procedures, policies as needed.
- ◆ Cross train in all areas of accounting.

UNIVERSITY OF NOTRE DAME, South Bend, IN

1994 – 2015

Assistant Director, Research Contracts and Awards, Office of Research • 2011 – 2015

- ◆ Responsible for receiving, reviewing, approving, and establishing a defined portfolio of all University sponsored program awards that currently total over \$120 million annually
- ◆ Provided assurance that the fiscal protection that all awards complied with University requirements
- ◆ Maintained information and documentation in the electronic research administration system which interfaced with grants management staff for financial and programmatic award management
- ◆ Generated subcontracts and research consulting agreements and assisted project closeout and reporting
- ◆ Reviewed and negotiated terms and condition of grants and contracts
- ◆ Approved pre-award spending and advance accounts based upon supporting documentation
- ◆ Tracked receipt of incremental funding for existing awards and issued award modifications to sub-recipients while assisting with sub-award risk assessment requirements
- ◆ Successfully developed a template/procedure for reporting requirement compliance in accordance with the Federal Funding Accountability and Transparency Act (FFATA) that provided the identification and accuracy for timely report submission on all sub-awards subject to the appropriate requirements
- ◆ Reviewed compliance issues that were relevant for award acceptance such as grant accounting, conflict of interest, human and animal subjects, FFATA, and cost sharing funding

Assistant Director, Post-Award, Office of Research • 2007 – 2011

- ◆ Provided grant management in all aspects of externally supported sponsored program awards that included grant and contract administration, compliance, budgets, sub-awards and grant reporting
- ◆ Consulted and advised faculty and administrators on details of post-award activity in accordance with policies and regulations affecting sponsored projects
- ◆ Maintained and reconciled cost-share funds and tracked allocations for distributions
- ◆ Successfully developed a cost-share forecasting model to track annual distributions which improved commitment monitoring and budgetary projections

BEN W. SZUMIAL, MBA, CIA

Resume, Page 2

- ◆ Led training sessions as an invited workshop speaker
- ◆ Reviewed and approved budget revisions and no-cost project extensions based upon policy/sponsor guidelines and provided consulting services on award terms, compliance inquiries, and budgetary issues
- ◆ Performed research on complicated compliance issues as needed
- ◆ Assisted in the implementation and conversion to new electronic research administration systems

Accountant, Research Sponsor Programs Accounting • 1994 – 2007

- ◆ Administered post award finances including more than 380 funds for compliance and fiscal management of grants and contracts awarded from federal, state/local government, and private funding agencies
- ◆ Ensured that expenditures complied with award terms, IRS regulations, cost accounting standards, accounting principles, and all pertinent Federal regulations and circulars with expenditures totaling over \$70 million during fiscal year 2007
- ◆ Prepared financial reports, invoice/billings, and fund reconciliations
- ◆ Reviewed transactions determining appropriate allowances and allocations according to costing standards
- ◆ Successfully developed templates to monitor internal cost-share funds for award allocations and to provide financial projections to effectively monitor budgets, financial planning, and variance analysis, while recommending appropriate actions in these matters as needed
- ◆ Advised research staff on compliance issues as well as communicated potential problems such as cost overruns, unallowable charges, cost transfers, and other audit concerns
- ◆ Managed cash balances and cash management duties including draw-downs, billings, and reconciliations
- ◆ Maintained strong collaborative relationships with the Office of Research, budget managers, award recipients, and funding agencies
- ◆ Assisted in the implementation and transition to new business information system

SOCIETY BANK (KEYBANK), South Bend, IN**1985 – 1994****Loan Review Manager • 1988 – 1994**

- ◆ Evaluated the quality of bank's loan portfolio and its lending activities to assess the inherent risk in a \$288 million loan portfolio
- ◆ Audited commercial and consumer credit/collateral files to ensure completeness and accuracy of loan documentation for verification of established underwriting practices
- ◆ Analyzed borrower financial statements to determine repayment capabilities and creditworthiness
- ◆ Served on loan committees in that granted and evaluated loans to existing and new customers
- ◆ Supervised support staff of 2 and assisted external auditors
- ◆ Reviewed compliance to internal policies/procedures, and applicable laws and regulations
- ◆ Analyzed financial statements on current and new customers using ratios, trends, cash flows, and industry comparisons to determine loan quality based on an internal risk-rating matrix
- ◆ Performed collateral valuations verifying proper lien perfections
- ◆ Prepared and communicated loan quality and trend analysis reports to management
- ◆ Participated in external loan review audits and analyzed loan loss reserves

Loan Auditor • 1985 – 1988

- ◆ Performed operational and financial audits to independently evaluate the effectiveness and adequacy of governance, risk assessment, internal controls while testing the accuracy of financial balances as it related to loan portfolios including the planning, fieldwork, audit report, and follow-up reviews
- ◆ Conducted various audit procedures that included test of controls, analytical, and substantive testing in addition to reviewing compliance with internal controls, laws, and regulations
- ◆ Reported audit results with recommended improvements and/or corrective actions to management and audit committee
- ◆ Provided audits in the Trust Division and Insurance Agency
- ◆ Assisted external auditors as part of year-end audit and other scheduled examinations

SIMON BROTHERS (CLARK FOOD SERVICES), South Bend, IN**1982 – 1985****Accountant**

- ◆ Assisted Controller with accounting functions including payroll preparation, general ledger, accounts payable, and processing insurance claims
- ◆ Managed fixed assets and bank reconciliations preparing tax returns and financial statements

BEN W. SZUMIAL, MBA, CIA

Resume, Page 3

EDUCATION AND CERTIFICATIONS

Masters of Business Administration, Accounting, Indiana Wesleyan University, Marian, IN (GPA 3.94)
Bachelor of Science, Business Administration, Indiana Tech, Fort Wayne, IN (GPA 3.87/Magna Cum Laude)
Associates of Science, Accounting, Indiana Vocational/Technical College, South Bend, IN

Certified Internal Auditor (July 2013/Certificate No. 122530) - Current
Currently Preparing for CPA Examination

TECHNICAL SKILLS

Microsoft Word, Excel, PowerPoint, Financial Edge and PHStat2

CARRIE A. J. LEE

SKILLS

- High level research and data analysis
- Formal and informal evaluation of programs
- Creative problem solving
- Strategic planning
- Technical writing

WORK EXPERIENCE

Grant Writer 04/2011 - Present

Goodwill Industries of Michiana, Inc., South Bend, IN USA

- Research grant funders and requests for proposals for program matches
- Design projects appropriate for funding opportunities and write proposals
- Perform labor and market research for potential organization partners and opportunities
- Meet with local workforce development leaders to develop creative solutions to unemployment
- Communicate cross-departmentally to gather data, write proposals, and manage grants

Media Specialist 04/2012 - 10/2014

Elkhart Community Schools, Elkhart, IN USA

- Provided excellent book selection and location services for students and teachers
- Maintained inventory of over 20,000 items, not including textbooks for 7 grades.
- Led success groups to encourage high level critical thinking in 4th graders and develop reading comprehension skills in 1st graders
- Purchased new books with students' interests and literacy needs in mind
- Created reading level system to assist students in choosing books they could read successfully

Director of Admissions 03/2005 - 02/2011

Golden LivingCenter- Elkhart, Elkhart, IN USA

- Assessed prospective patients for admission into skilled nursing facility
- Provided tours and information for prospective families and residents
- Communicated resident needs to nursing and administrative staff
- Ensured all admission paperwork was read, signed, and shared with appropriate parties
- Tracked admission and discharge trends and participated in marketing initiatives

EDUCATION

Concordia University Chicago, IL USA 2015 - Present
Grant Writing, Management, & Evaluation, GPA: 4.0
18 credits toward M.A.

Anderson University Anderson, IN USA 1993 - 1996
B.A. in Psychology, Christian Ministries, GPA: 3.88

OBJECTIVE

Aspiring Chief Innovation Officer with experience in labor market research, career pathways, sector partnerships, organizational psychology, prospect scouting, thought leadership, data management and evaluation, project design and evaluation, creative solutions, mentoring, and grant writing.

Debie M. Coble

Career Summary

For the past 23 years, I have progressed through the ranks at Goodwill Industries of Michiana, Inc. I graduated from the Goodwill Industries International Executive Development program in 2007. I have continued to increase responsibilities in the organization as a means to prepare for a President and CEO position. From Store Manager to President/CEO sounds unreal; however, this journey has given me a solid understanding of the entire organization and an advantage to leading this organization into the future with innovative and effective ideas that meet the needs of the community.

Experience Summary

- ✓ **President/CEO**, Goodwill Industries of Michiana, Inc., South Bend, IN November 12, 2013 to present
- ✓ **Vice President, Workforce Development Services**, Goodwill Industries of Michiana, Inc., South Bend, IN 1996 to November 11, 2013
- ✓ **Director of Employment Services**, Goodwill Industries of Michiana, Inc., South Bend, IN 1994 to 1996
- ✓ **Case Coordinator**, Goodwill Industries of Michiana, Inc., South Bend, IN 1992 to 1994
- ✓ **Employment Specialist**, Goodwill Industries of Michiana, Inc., South Bend, IN 1990 to 1992
- ✓ **Store Manager**, Goodwill Industries of Michiana, Inc., South Bend, IN 1990
- ✓ **Financial Planner**, IDS Financial Services, South Bend, IN, 1989 to 1990
- ✓ **Assistant Customer Service Manager/Customer Service Manager**, Venture Department Store, Mishawaka, IN 1988 to 1991

Education Summary

- ✓ **University of Notre Dame**, Nonprofit Executive Fund Development Certificate Program
- ✓ **University of Notre Dame**, Nonprofit Executive Leadership Certificate Program
- ✓ **Goodwill Industries International**, Executive Development Program
- ✓ **Indiana University**, South Bend, IN, **M.A.**, Concentration: Public Community Services Management

Community Service

- ✓ **Association for Fundraising Professionals**
 - President Elect 2014
 - Board Member 2013 to present
 - Member 2011 to present
- ✓ **Michiana Goodwill Boosters**, Board Member, 2010 to 2013
- ✓ **Re-Entry Taskforce of St Joseph County**, Member of Steering Committee, 2009 to 2014
- ✓ **Drug Court Advisory Board**, Board Member, 2007 to 2014
 - Chairperson, 2013 to present
 - Vice Chairperson, 2011 to 2012
- ✓ **Family Justice Center**, Board Member, 2007 to 2010
 - Board Chairperson, 2009
- ✓ **Bridges Out of Poverty**, Board Member, 2006 to 2012
- ✓ **Disability Awareness Committee**, 1996 to present
 - Chairperson, 2008 to present
- ✓ **Gun Violence initiative Taskforce Member**, 2014 to present

President & CEO

Roles and Responsibilities

- ✓ *Implementation of the policies established by the Board of Directors in such a way that the intents and purposes of the Articles of Incorporation and the Bylaws are faithfully and effectively carried out.*
- ✓ *Act as a non-voting member of the Board of Directors and as a technical advisor to the Board.*
- ✓ *Keep the Board informed as to performance of the Corporation and make suggestions for policy changes*
- ✓ *Monitor Goodwill's Corporate Compliance Program and provide periodic and regular report to the Board of Directors on matters pertaining to the program*
- ✓ *Assess all subpoenas, search warrants, investigations and other legal actions and proceed in a lawful manner*
- ✓ *Formally designate the Corporate Compliance Officer (CCO)*
- ✓ *Actively manage and administer, directly or through staff, all the activities of Goodwill.*
- ✓ *Develop a responsive and functional organization and delegate responsibility and empower corresponding authority*
- ✓ *Define responsibilities of staff members with regard to programs, and communicate such responsibility to them*
- ✓ *Keep staff personnel informed on all corporate matters related to their work*
- ✓ *Keep informed about progress of programs for which the President and staff are responsible*
- ✓ *Work with the staff to develop programs and prepare the operating budget and strategic plans for presentation to the Board of Directors*
- ✓ *See the accreditation standards are maintained*
- ✓ *Provide suitable plant facilities and equipment for Goodwill's professional services and training programs*
- ✓ *Maintain and improve the corporations manufacturing facilities, retail stores, and vehicles*
- ✓ *Safeguard all monies and assets of the Corporation, being particularly attentive to fiduciary responsibilities, and assuring that a sound system of internal controls is actively managed*
- ✓ *Develop and promote a mutually beneficial relationship between Goodwill and the Indiana Vocational Rehabilitation Division and all other purchasers of Goodwill's services and institutions providing grants, to further the Workforce Development Services efforts of Goodwill*
- ✓ *Make sure a succession plan is in place for Senior Staff and key employees.*

Accomplishments

- ✓ *Recipient of the Father Jack Hickey Award in March 2012 due to work with ex-offenders*
- ✓ *Let the State of Indiana in achieving the Work Participation Rate for IMPACT clients.*
- ✓ *Assisted in exceeding \$850,000 in fund raising for 2012*
- ✓ *Successful in securing 5 consecutive 3-year CARF accreditations*
- ✓ *Expanded workforce services from 3 counties to 10 counties*
- ✓ *Conducted a Community Needs Assessment to determine gaps in services in the communities where Goodwill Michiana serves*
- ✓ *Successfully created and implemented an ex-offender program, 2nd Chance @ Work*

SUMMARY

Management professional with unique blend of experience in academic, service, and sports industries. Problem solver with proven ability to train, organize, lead, sell and motivate others to achieve common objectives. Work ethic, intuitive interpersonal skills, leadership by example.

Process Improvement	Budget Planning	Public Speaking
Operations / Leadership	Federal Regulatory	Marketing Communications
Development	Recruiting / Sales	International Experience
Fund Raising	Facilities Management	Public Relations
Data Analysis	Lending	Strategic Planning

EXPERIENCE

Goodwill Industries of Michiana, South Bend, IN

Vice President of Mission Advancement, January 2014 – Present

Public Relations and Mission Marketing

- Responsible for development of Mission messaging as well as public image and representation for the company
- Developed media and print material for Mission campaign

Development

- Responsible for fund raising and friend raising efforts.

Advancement

- Work with President and Senior Staff on special projects and events

Bethel College, Mishawaka IN

Director of Financial Aid, 1987 – 10/2013

Operations

- Maintained revenue generation capacity by managing \$20 million annual student financial aid process:
 - Achieved zero non-conformance record for internal audits and federal program reviews government regulations and reporting requirements;
 - Grew aid program from \$1.5 million to \$20 million;
 - Developed and expanded internal scholarship programs.
- Increased efficiency and consistency of program operations by creating policy and procedural manuals.
- Reduced labor cost by balancing diverse simultaneous functions:
 - Increase productivity 40% by cross-training team members while reducing staff FTE;
 - Increased customer service and decreased outstanding receivables.
- Increased enrollment and customer service by mentoring other departments to guide Financial Aid.
- Supported organizational mission through targeted recruitment by directing financial resources.

Marketing and Enrollment Management

- Supported recruiting efforts by presenting at speaking events.
- Saved 60% operational costs by reducing physical print material and applications:
 - Pioneered internet communications with perspective students by developing process with Sallie Mae Loan Corporation;
 - Improved customer service response time by developing interactive on-line processes.
- Increase student enrollment 31% by establishing tuition discounting practices.
- Increased student retention 9% by implementing financial aid strategies that improved academic quality and financial strength.
- Decreased account receivables over 50% and increased diversified student body by restructuring International Student scholarships.

GUY A. FISHER

- Coached up to 2,300 students and families per year in financial planning strategies.

Business and Fund Development

- Increased endowed scholarships over \$400,000 by securing private donors for targeted scholarship programs.
- Added \$250,000 in available funds through cultivating donor relationship.
- Improved donor relations by restructuring endowed scholarship accounting process to determine appropriate earnings and repairing donor relationships.
- Generated goodwill and created additional solicitation opportunities by establishing scholarship luncheon program to connect donors with student recipients.
- Raised \$700,000 in nursing scholarships by developing grant proposals for federal funded programs.

Public Relations and Promotions

- Increased funding and enrollment through community outreach and public speaking events with up to 400 attendees.
- Developed marketing and communications materials for financial aid programs.
- Led international student task-force teams to Latin America, South America, and the Caribbean.
- Discovered substantial potential by exploring new market and business development opportunities in Puerto Rico.
- Increased enrollment up to 500 by developing cutting-edge accelerated degree programs.
- Increased strategic communication by served on retention, enrollment, academic, and presidential transition committees.

Men's Soccer Coach, 1989 - 2002

- Coached team to 2000 NCCAA National Championship.
- Coordinated recruiting and scouting strategy.
- Designed and implemented individual and team training sessions.
- Coordinated game scheduling and travel logistics for up to 25 college male athletes.
- Covered 25% operating costs by fostering partnerships with private sponsors for financial support.
- Expanded international experiences for athletic teams via Task Force Program.
- Instructed at soccer camps and clinics including staff instructor at University of Notre Dame.

Barclays American Financial, South Bend IN

Branch Account Representative

Teachers Credit Union, South Bend IN

Member Services Representative

EDUCATION, AFFILIATIONS, and LICENSURE

University of Notre Dame, Notre Dame IN, *Masters Science Administration (MSA)*
Bethel College, Mishawaka IN, *B.A., Communications*
NASFAA Development Workshops
ISFAA High School Financial Aid Night Regional Coordinator
NASFAA Conference Presenter on Customer Service Best Practices
Texas Guarantee Loan Corporation College Relations Advisory Committee Charter Member
Crown Financial Workshops

Jessica Lacay

EDUCATION

Bethel College, Mishawaka, IN

December 2010

Bachelor of Arts

Major: Youth Ministry and Adolescent Studies

EXPERIENCE

The Excel Center, South Bend, IN

July 2015-present

Lead Coach/College Counselor

- Direct Supervisor to life coaches by providing daily, weekly, and monthly initiatives (was promoted to supervisor position within 1 month of working at The Excel Center)
- Participate in leadership meetings, vision, and decisions
- Guide students for class schedule to maintain Indiana Core 40 High School diploma
- Counsel and assist students through academic and life barriers
- Communicate and collaborate with other Excel Centers to start up academic and career programs
- Coordinate with outside organizations and institutions to provide academic and career programs
- Organize and strategize scheduling for over-all school and individual students according to the requirements of the Indiana Core 40 diploma
- Guide students onto college pathway by teaching how to fill out applications, apply for FAFSA and scholarships, and distinguishing major of interest.
- Proctor testing to students to evaluate reading and math skills
- Manages Accuplacer testing for students taking Dual-Credit classes.

Bethel College, Mishawaka, IN

July 2012-present

Admission Counselor

- Maintain systematic and consistent communication with inquiries, applicants and parents from assigned recruitment regarding admission standards, financial aid, college programs, and various enrollment processes
- Assist students and parents with financial aid inquiries, loan information, and application procedures
- Package federal, state, and institutional financial scholarships and awards to students including student files, understanding implementation policy and procedures
- Presentations relating to financial aid for prospective students.
- Supervise and lead student caller program by training and equipping student workers with communication skills to call prospective students
- Process, read, interpret, and evaluate students' academic credentials while using established college admissions standards to make admission decision
- Develop relationships with guidance counselors, church leaders, and other constituents for the purpose of promoting the college and enrolling students
- Coordinate and implement local and extended (including Hawai'i) recruiting visits to schools, churches, and other educational institutions within recruitment territory to reach prospective students, parents, guidance counselors, church leaders, and other constituents
- Conduct and participate planning in on and off campus presentations, appointments, and tours for campus visitors
- Assist coaches and student-athletes in recruiting and financial aid matters
- Monitor student applications from application to enrollment
- Represent Bethel at college fairs, church events, receptions, campus, etc.
- Input and retrieve applicant data and reports on CX administrative database

The O.C Carmichael Center Boys & Girls Club, South Bend, IN

December 2011-June 2012

Program Assistant

- Educated 6-8 year old students through use of lessons, music classes, daily activities, and mentoring
- Lead program called “Mitch’s Kids” that helped students reach educational goals
- Organized “Career Days” by reaching out to guest speakers in the community

Camfel Productions, Irwindale, CA

August 2010-May 2011

Media Technician/Motivational Speaker

- Served as an assembly speaker for introductions/conclusions in schools throughout the U.S. for a 10-month tour.
- Acted as media technician for audio and projection.
- Completed secretarial work while located at home-base in Irwindale, CA.

PROFESSIONAL DEVELOPMENT

- North American Coalition for Christian Admissions Professionals (2013, 2014)
- Ruffalo Cody Telecounseling Supervisor Workshop (2013)

SKILLS

- NACAC-National Association for College Admission Counseling
- IACAC- Indiana Association for College Admission Counseling
- NACCAP- North American Coalition for Christian Admissions Professionals

ACHIEVEMENTS

- North American Coalition for Christian Admissions Professionals “Rookie of the Year” Award (2014)
- Bethel College “GREATer Employee” Award (2014)

VOLUNTEER SERVICE

- Leader of Young Adult Bible Study at St. Mark Missionary Church
- Worship Leader at St. Mark Missionary Church

Justin L. Zobrosky

CAREER OBJECTIVE

Provide students and teachers with the necessary skills to be successful, productive members of society. Implement scaffolding, project based learning, and language arts as tools to not just teach the curriculum, but also equip students with social and academic tools necessary for life.

EDUCATION

Indiana University, School of Education, Bloomington, IN (08/2005 - 05/2009)
Bachelor of Science in Social Studies Education, Overall GPA 3.2/4.0

CERTIFICATION

Indiana Teacher's License and certification in secondary school Geography, History, and Political Science (expires 07/05/2018)

TEACHING AND LEADERSHIP EXPERIENCE

The Excel Center – South Bend, South Bend, IN (07/2015 – Present)
Associate Director (07/2016 – Present)
Manage day-to-day operations as well as perform all tasks of “Lead Teacher”
Lead Teacher (07/2015-07/2016)

- Serve as the assistant director, school test coordinator, develop and evaluate teachers using the RISE 2.0 rubric, facilitate collaboration between teachers and life coaches to remove barriers.

Xavier School of Excellence, South Bend, IN
Director of Curriculum, Instruction and Assessment and Team Leader (08/2014 – 07/2015)
Grade Level Chairperson – Department Head and Teacher (08/2013 – 06/2014)
Middle Grades Social Studies Teacher (08/2011 – 06/2014)
General Ed. 6th Grade Teacher (Spring 2011)
Teacher's Aide (Fall 2010)

American Quality Schools, Chicago, IL (10/11/2013)
Play-Based Learning Instructor

- Led a regional, multi-state instruction on play-based learning and how to build a lesson plan that incorporates play-based learning.

Boys and Girls Club of St. Joseph County, IN (08/2009 – 12/2010)
Part-time Teacher at Liberty Elementary, Mishawaka, IN

- Created and executed math lesson plans for grades K-6 after school
- Communicate with parents, teachers, and students on a daily basis

**Student Teaching - Union-North School Corporation,
LaVille Jr./Sr. High School, Lakeville, IN**

(01/2009 - 04/2009)

ACTIVITIES AND HONORS

- Contributed to the turnaround of a failing school. Under my instructional leadership, Xavier School of Excellence raised its school grade from two consecutive F's to a D in 2015, a year in which most school grades dropped across the state due more rigorous standardized testing.
- Indiana State Teacher of the Year – Semifinalist (2014)
- Indiana DOE Social Studies Standards Review Committee Member (2013)
- Xavier School of Excellence Teacher of the Year (2013)
- South Bend Tribune Indiana Coaching Staff of the Year member (Clay High School Varsity Baseball (2013)
- Service Learning Project Leader – partnered with Pearson Foundation (2012)
- Clay High School Varsity Pitching Coach (2011 – 2013)
- Xavier School of Excellence Department Chair (2013 – 2014)
- Xavier School of Excellence Athletic Director (2012 – Present)
- Xavier School of Excellence Girls Basketball Coach (2011 – Present)
- Xavier School of Excellence Boys Basketball Coach (2010 – Present)
- Assistant and Head Little League Coach, South Bend, IN (2008-2010)
- Volunteer, Community Partners in Reading Program, Bloomington, IN (2008)

RANDALL S. BEACHY

PROFILE

- Seasoned marketing professional with experience championing private, higher education and collaborating with campus leadership
- Creative marketing strategist who thrives on new challenges and complex scenarios
- Effective communicator with extensive experience delivering high-level presentations to diverse audiences
- Data driven decision maker, utilizing appropriate research to inform development of strategic plans
- Proficient project manager with a track record of taking projects from concept to completion
- Successful hiring manager building cross-functional teams that meet mission-critical objectives
- Experienced manager overseeing large-scale projects and budgets

EDUCATION

Master of Business Administration - May 2007

College of Business and Social Sciences, Bethel College, Mishawaka, IN

Master of Science - May 1988

College Student Personnel Services

College of Education, Miami University, Oxford, OH

Bachelor of Business Administration – August 1980

Finance and Management

College of Business, McMurry University, Abilene, TX

PROFESSIONAL EXPERIENCE

Executive Director – The Excel Center (04/15 – current)

- Senior administrator for a charter high school providing a degree completion program for adults age eighteen and older in classroom instruction
- Develop and implement plan for up to five Excel Centers in a fifteen county region
- Connect with foundations to secure grant funding
- Hire staff including teachers, counselors and child care workers
- Manage budget
- Create marketing plans to recruit and enroll students
- Develop relationships with area social service agencies, community civic and business leaders and colleges

Assistant Vice President for Marketing and Communications – (01/13 – 03/15)

- Proposed and supervised the creation of the first graphic standards for the college, a new institutional identity campaign, new athletic logo marks and mascot
- Improved efficiency of operations by implementing best practices including developing in-house creative reducing reliance on freelance creative
- Managed the redesign of the college web site based on a strategic plan identifying target markets
- Developed program to launch newly created brand identity to internal constituents
- Implemented project management software to improve communication, monitor project progress and increase creative process
- Consult on-campus clients regarding marketing and advertising needs; develop multi-channel communication solutions and related budgets.
- Conduct research and review analytics to evaluate the effectiveness of campaigns and messaging

RANDALL S. BEACHY

- Initiated and manage the college licensing program providing a new revenue source
- Manage the alumni magazine, media relations, web site content, advertising campaigns and social media
- Supervise in-house creative staff of designers, writers, account managers and student interns
- Creative director for marketing materials related to external constituencies
- Develop strategic marketing plans to promote college programs and improve awareness in the community
- Leveraged strengths in cost-effective marketing management and vendor negotiations
- Develop and manage annual budgets (operations, capital, salaries)
- Award winning alumni magazine, admission print collateral and mascot logo art

Assistant Vice President for Enrollment and Marketing – Bethel College, Mishawaka, IN (10/03 – 01/13)

- Five years of record enrollment of new students including the largest number of both freshmen and transfer students in the same year
- Initiated a strategic communication plan for developing the prospective student data base and communication plan to enroll students
- Developed concept for summer academic camps for elementary and middle school students
- Initiated proposal for the first honors program in the history of the College
- Maintained a financial aid discount rate more than 10% below the national rate
- Maintained the lowest average cost to recruit a student among CCCU member schools in the Great Lakes Region for five years
- Developed an annual enrollment report and integrated strategic marketing plan for the college
- Supervised eighteen staff in the Offices of Admission and Marketing and Communications
- Coordinated management of the admission database and college web site development
- Developed and managed annual budgets (operations, capital, salaries)
- Coordinated new student registration program
- Created staff development and training program
- Established new initiatives for publications to focus on building a campus identity
- Developed the first dual enrollment program for the college

Account Executive – RHB, South Bend, Indiana (9/01 – 10/03)

- Provided service to higher education and non-profit clients as their marketing consultant
- Developed integrated marketing communication plans for clients
- Coordinated and conducted on-campus research and constituent surveys for clients and presented findings
- Consulted clients with development of best business practices in admission and development operations
- Wrote proposals in response to prospective client requests
- Developed new business leads and created a new prospective client presentation
- Represented the agency at various professional association conferences
- Assisted design team in the development of communication solutions in various media

Vice President of Recruitment and Marketing – Illinois College, Jacksonville, Illinois (5/00 – 9/01)

- Member of the President's cabinet
- Initiated best practices for the recruitment and scholarship programs resulting in an increased enrollment of ten percent within two years
- Developed an annual enrollment report and integrated strategic marketing plan for the College
- Directed operations for the Offices of Admission and Financial Aid
- Managed admission and financial aid operating and scholarship budgets
- Coordinated management of the admission database and web site development
- Created staff development and training program

RANDALL S. BEACHY

- Established new initiatives for publications, telecounseling and financial aid leveraging
- Developed contacts with high school counselors, counseled students, evaluated applications

Director of Enrollment Development - Butler University, Indianapolis, Indiana (7/94 – 4/00)**Senior Associate Director of Admission (9/92 - 6/94)**

- Supervised freshman, graduate, international and transfer admission staff and programs
- Increased enrollment of new students by 142% within 7 years (350 to 847)
- Supervised sixteen staff (systems, counseling, customer service and clerical staff)
- Developed a comprehensive enrollment report and strategic marketing plan
- Designed a series of data reports for research and market strategy development
- Managed \$1.6 million admission operating budget and developed annual budget proposals
- Developed annual short and long range capital expense proposals to maintain operations
- Supervised admission database development to manage communication flow to prospective students
- Supervised the development of the admission web site
- Served on PeopleSoft and admission CRM implementation team
- Coordinated admission publications and advertising with the Public Relations Office
- Project coordinator for all student prospect programs - developed lead generation strategies including correspondence, print collateral and geodemographic analysis for population segmentation
- Developed early intervention recruitment plans for middle school and high school underclassmen
- Assisted Vice President and Financial Aid Director with financial aid policies including scholarships, discounting and award practices
- Wrote successful proposal for Butler to become a select member of the Common Application group
- Developed a successful campaign for the University to become a National Merit Sponsor
- Coordinated workspace plan for \$2 million renovation of admission offices
- Developed contacts with high school counselors, interviewed students, reviewed applications

Associate Director of Admission - Denison University, Granville, Ohio (6/88 - 8/92)

- Coordinated data research by programming reports and provided summary analysis
- Created the annual recruitment activity research report and summary evaluation
- Implemented new geographic recruitment model with emphasis on personalization
- Assisted with budget development and marketing plan
- Liaison to Computer Services and assisted in the development of the database support structure
- Supervised seven staff
- Coordinated correspondence and population segmentation associated with student prospecting
- Liaison to the Financial Aid Office, Life Sciences and Mathematical Sciences departments
- Assisted with training and activities of the nationwide Denison Alumni Recruitment Team
- Co-coordinated staff training and mentor program
- Coordinated three scholarship programs and designed recruitment strategies
- Supervised staff travel to secondary schools regionally and nationally
- Developed contacts with high school counselors, interviewed students, evaluated applications

Assistant Director of Admission - McMurry University, Abilene, Texas (6/80 – 5/82; 6/84 - 5/86)

- Assisted the director with the development of the annual recruitment plan
- Co-directed New Student Orientation and pre-registration programs
- Developed, designed and implemented a Parent's Orientation program
- Designed and coordinated a program to recruit non-traditional students
- Designed and coordinated an alumni volunteer network program for recruitment
- Directed the student foundation and selected, trained and supervised the members
- Reviewed and evaluated all transfer and international student applications
- Organized arrangements for student visitation weekends

RANDALL S. BEACHY

- Summarized various ACT and SAT summary reports to support marketing plans
- Assisted the Office of Development at Annual Fund and church events
- Developed contacts with high school counselors, interviewed students, evaluated applications

Restaurant Manager - Aldon Corporation - West Jefferson, Ohio (6/82 - 5/84)

- Managed family business: coordinated employee training, bookkeeping and inventory

PROFESSIONAL DEVELOPMENT – Memberships, Committees and Workshops

Advertising Club of Michiana

American Association of Collegiate Registrars and Admission Officers (AACRAO)

- National Conference Local Arrangements Committee - Publication Chairperson

American Marketing Association

- Symposium on Higher Education

College Board

- Student Search Service Advisory Committee, Midwestern Region

Council for Advancement and Support of Education

Council for Christian Colleges and Universities

Harvard Admission Institute

Illinois Association for College Admission Counseling (IACAC)

- Conference Advisory Committee

Indiana Association for College Admission Counseling (IACAC)

- Admission Policies and Practices Committee - Chairperson
- Conference Advisory Committee
- Long Range Planning Committee

National Association for College Admission Counseling (NACAC)

- National Conference Local Arrangements Committee: Physical Arrangements Co-Chairperson
- National Conference Registration Committee

North American Coalition for Christian Admission Professionals (NACCAP)

Ohio ACT Assembly

- Executive Committee
- Indiana College Planning Speakers Bureau
- Ohio College Planning Speakers Bureau
- Staff Development Committee - Chairperson

Ohio Association for College Admission Counseling (OACAC)

- Executive Board - Constitution Committee, Chairperson
- Conference Program Committee, Annual Conference
- Admission Policies and Practices Committee
- Presidential Task Force: Review High School Visit Policies and Procedures

Public Relations Society of America

St. Joseph County Chamber of Commerce

Texas Association of Collegiate Registrars and Admission Officers (TACRAO)

- Annual Conference Local Arrangements Committee

PROFESSIONAL PRESENTATIONS

ACT

National Enrollment Planners Conference

- Direct Mail – An Integral Part of Your Marketing Plan, co-presenter - Chicago, IL
- Teamwork in Developing and Admission Marketing Plan, co-presenter - Chicago, IL

Ohio ACT Assembly

- Advancement Within Your Organization and the Profession- Columbus, OH

RANDALL S. BEACHY

- Technology As Your Silent Partner on the Admission Team, presenter - Columbus, OH
American College Personnel Association National Conference
- Making Meaning in Organizations: a New Perspective on Leadership, co-presenter - Miami, FL
Ashland University: Leadership Education and Development Program
- Stress Management: Practical Suggestions For Beating Stress, presenter - Ashland, OH
Association for College Admission Counseling Annual Conferences
Indiana
 - Selecting a Consultant, co-presenter - Indianapolis, IN
 - The Case for Christian Colleges, co-presenter - Indianapolis, IN
 - Technology as a Benefit in Admission, co-presenter - Indianapolis, IN
- National
 - Developing the First Marketing Plan for Admission, presenter - Chicago, IL
 - Admission Middle Management Institute - Albuquerque, NM
- New York
 - Beyond Branding: CoherenceSM, co-presenter - Buffalo, NY
- Ohio
 - Computer Software in Admission, pre-conference workshop presenter - Cleveland, OH
 - Post-Secondary Enrollment, Transfer Modules & Other Hot Topics, facilitator - Cleveland, OH
- Texas
 - Issues and Concerns of the First Year Admission Representative, facilitator - Dallas, TX
College Board Midwestern Regional Conference
 - Communicating to Students with Technology/World Wide Web, co-presenter
 - The Integration of the Enrollment Planning Service for Research: A Model, co-presenter
Mentor High School: Quest College Program
 - The Importance of a College Preparatory Curriculum, presenter - Mentor, OH
Texas Association of College Registrars and Admission Officers Annual Conference
 - College Videos: How to Enhance Your Recruitment Efforts, presenter - Galveston, TX

TEACHING EXPERIENCE

- Bethel College - Adjunct business professor for traditional and adult student programs
- Entrepreneurship, Sales and Selling, Introduction to Marketing , Introduction to Advertising
- Indiana Wesleyan University – Adjunct business professor
- Miami University – Graduate teaching instructor
- College and Career readiness

COMMUNITY INVOLVEMENT

- Fairfield Christian Church
- Deacon
- Granger Missionary Church
- Church Board
 - Pastoral Search Committee
 - Youth Group Sponsor
- Kiwanis – Abilene, TX
- Mishawaka Christian Athletic Club – *athletic program for home school athletes*
- Board of Directors – Secretary
 - Assistant Athletic Director
 - Coach
- YMCA - South Bend, IN
- Board of Directors

TERRI BURKS

Career Summary:

I have been with Goodwill Industries of Michiana, Inc., a \$30 million not for profit company, for fourteen years, progressing from Accounting Specialist to the position of Chief Financial Officer. During my career years at Goodwill, I have moved forward with automating and streamlining processes, provided stewardship of organizational assets ensuring that Goodwill remains in accordance with legal and regulatory requirements as well as with Goodwill Industries International and the Commission on Accreditation of Rehabilitation Facilities from an accounting, finance and corporate compliance perspective. I successfully balance short-term concerns and pressures such as managing cash, liquidity and profitability, while promoting long-term vision and sustainable organizational success. I drove the achievement of becoming a low-risk auditee, have maintained unqualified audits annually, and developed an efficient department. As a duty of my position, I have also helped Goodwill continue to budget appropriately ensuring the financial health and sustainability of the organization by encouraging revenue growth and cost reductions, thereby allowing more support to go towards our mission.

Core Competencies

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> ▪ Accounting & Finance Management ▪ Controllership & Decision Support ▪ Financial Analysis & Reporting ▪ Loss Prevention and Control | <ul style="list-style-type: none"> ▪ Corporate Compliance ▪ Performance Measurement ▪ Internal Controls ▪ Analytical Problem Solving | <ul style="list-style-type: none"> ▪ Budgeting ▪ Policy & Procedure ▪ Risk Management ▪ Interpersonal Skills |
|---|--|--|
-

Professional Summary:

Goodwill Industries of Michiana, Inc.

2/2000 to Present

Chief Financial Officer (1/2012 to Present)

Manage the efficient operation of the Accounting/Finance Department with eight employees having a weekly in-house payroll of over \$250,000 for nearly 700 individuals. Facilitates organizational accountability and transparency by implementing and monitoring effective reporting and internal controls, on-going monitoring of all policies and procedures ensuring conformance with generally accepted accounting, operational and administrative practices regarding corporate compliance. Safeguards all assets of the organization, monitors effectiveness of risk management and insurance plans to make sure we are adequately covered to mitigate risk, prepares and or supervises preparation of financial and non-financial information and analysis deemed necessary by the President/Chief Executive Officer and Board of Directors.

Position Summary:

- **Controller** (12/2007 – 1/2012) – Continued the job functions of Director of Finance as well as maintained the corporation's internal controls qualifying Goodwill as a low-risk auditee.
- **Director of Finance** (6/2005 – 12/2007) – Managed the Accounting/Finance Department, facilitated banking and auditor relationships, financial reporting and ensured compliance with bond covenants.
- **Information Technology Services Consultant** (1/2000 – 6/2005) – Provided accounting and software support, wrote reports using Crystal Reports, maintained accounting software, ADP/Kronos time clock software - E-Time and Casio point of sale register software – CAS-lite.
- **Accounting Specialist** (2/2000 – 11/2000) – Implemented accounting procedures, bank reconciliations, journal entries, inventories, prepaids, store audits, Indiana & Michigan sales and withholding taxes, fixed assets and end of month reporting.

TERRI BURKS

Page 2

RSM McGladrey, Inc. (formerly McGladery & Pullen, LLP)

3/1998 – 2/2000**IT Consultant**

Specialized in software support, implementation and training of Sage's ERP 100 (MAS90) and Crystal Reports. Assisted in project planning and installation of MAS90 on servers and workstations, upgraded/updated MAS90, ran conversions from old data to new version and trained clients on how to use MAS90 software. In addition, assisted clients with implementing third party packages such as; Kissinger's ACH Direct Deposit Software, Macabe Enhancement Software and DM2's Petroleum Software.

Creative Software Services (acquired by McGladery 03/1998)

1/1997 – 3/1998**Position Summary:**

- **IT Support** (8/1997 – 9/1998)
Provided telephone helpdesk support of Sage's MAS90 and SCO UNIX.
- **Receptionist** (1/1997 – 8/1997)
Directed phone calls to the appropriate parties, accounts receivable/payables, responded to basic support questions.

Education and Credentials:

- **Bachelor of Science, Accounting with honors** - Indiana Institute of Technology, Elkhart, IN
- **Associates in Microcomputer Applications** - Jordan College, Berrien County, MI
- **Sage Certified Support Specialist** – Certified to provide support on Sage's ERP 100 (MAS90)
- **Microsoft Certified Systems Engineer (MCSE)** - Completed training
- **Professional Association** – The Association of Accountants and Financial Professional in Business member

Additional Training: Sage ERP 100, Crystal Reports, Advanced Crystal Reports, Microsoft Suite, Fixed Assets, Customer Relationship Manager, Loss Prevention, Documentation Retention and Destruction, Business Etiquette, SCO OpenServer5

Affiliations:

Michiana Goodwill Boosters (2005 – Present): Treasurer until 2013, now a voting Board Member. Michiana Goodwill Boosters was formed to promote employee recognition at Goodwill Industries of Michiana, Inc.

Brown Mackie College (2010 - Present): Program Advisory Committee member

The Brian Parker Memorial Foundation (2004 - 2007): Volunteer golf outing photographer

Park Commissioner (1999 – 2001): Voting member of the Niles Township Park Board, Secretary of the Board in 2001

JEFFERY W. HOOVER

Improving Performance • Enhancing Programs • Inspiring Systemic Change

Student-Centered Leader, Lifelong learner and Licensed Administrator with a Master's Degree coupled with 25 years of experience instructing and leading in secondary education, securing resources, and implementing effective programs.

SUMMARY OF QUALIFICATIONS

- An **enthusiastic, creative, and passionate educator**, who believes that all children can learn and thrive in a learning environment that is consistent, challenging, and safe.
- Utilizes a **visionary approach** that looks into the future and sees the organization not as it is...but as it can become.
- **Specializations include** - School Safety Specialist
- **Instructional Leadership** – Student centered, teacher driven, and high expectations
- **Engage Parents** – Work closely with parents to secure a high level of parental involvement.
- **Leverage Resources/Strategic Collaborations** – Work closely with district leaders and community partners to encourage parental involvement and strong community alliances.

HIGHLIGHTED PROFESSIONAL EXPERIENCES

GOODWILL EDUCATION INITIATIVES, INC. – Senior Director, The Excel Center Network and Operations, Indianapolis, IN 2016 – Present

- Manages strategic partnerships with other Goodwills.
- Provides overall direction and management for strategy, guidelines, and procedures concerning best practices, systems, and methodology as it applies to The Excel Center model.
- Partners with leadership to understand strategic business objectives and organizational culture in order to develop and execute strategies to meet current and future needs.
- Creates standards of performance related to customer service for internal and external customers.

INDIANA NETWORK OF INDEPENDENT SCHOOLS– Director, National Office of The Excel Centers February, 2016 - August, 2016

- Provided continued monitoring and support to schools to ensure quality control, accountability, and best practices.
- Provided input to staff evaluation system towards best practices and school performance metrics.
- Worked with the school leadership to create, develop, and maintain employer partnerships to bridge relationships and increase student placement opportunities.

GOODWILL EDUCATION INITIATIVES, INC. – Lafayette Excel Center, Lafayette, IN 2014 – Present

Director

- Developed new community partnership with Subaru (SIA) and other manufacturers.
- Guided the staff through site based professional development and evaluation processes.
- Recruitment of students.
- Provided ongoing professional development based on student data and staff needs.
- Ensured the safety and security of all students and staff by implementing regularly scheduled safety drills.

Highlighted Achievements

-
- Exceeded building level enrollment and graduation rates from previous year.
 - Earned an “A” on school accountability in the trial basis year for Adult High Schools.
 - Improved the curriculum and procedures in the DIC (drop-in center) to better meet student needs, including the addition of a preschool curriculum

ROSSVILLE HIGH SCHOOL, Rossville, IN

2009 –2014

High School Principal

- Monitored the development and implementation of curriculum aligned to state standards.
- Provided professional development that supports the continued growth of staff and improvement of student achievement.
- Conducted staff evaluations to improve classroom instruction.
- Guided the analysis of student data in order to assist staff in making instructional decisions.
- Allocated financial resources in a fiscally responsible manner.
- Ensured the safety of all student and staff by promoting and maintaining student discipline.

Highlighted Achievements

- Led Rossville High School to 4-STAR status twice, in 2009-2010 (the first time in 9 years) and 2012-2013.
- Recognized by the IDOE for a significant increase in the number of students passing AP exams (2010-2011).
- Developed an RTI framework and organized intervention training for staff.
- Led the staff in developing curriculum mapping which aligned high school curriculum vertically and horizontally.
- Achieved highest graduation rates in the past decade (98% for 2013 cohort).
- Received “A” grade the past three years (2011-2012, 2012-2013 and 2013-2014).
- Served on the IDOE AP Advisory Council (2009-2011)
- Created an effective collaboration time for staff to have grade level, department, and SIP meetings.
- Improved student attendance rate by developing effective attendance policies.
- Recognized by Boone-Clinton-North West Hendricks Joint Services (Special Education Coop) for outstanding support and involvement above and beyond the call of duty with regard to special education students (2010)

NORTHWESTERN HIGH SCHOOL, Kokomo, IN

2006 –2009

Assistant High School Principal

- Received the National Blue Ribbon from the USDOE (2006)
 - Maintained student discipline through firm, fair, and consistent policies.
 - Monitored student attendance and chaired an effective attendance review committee.
 - Supervised student activities on a weekly basis, including athletic and extra-curricular activities.
 - Assisted in the organization of staff development activities
 - Conducted staff evaluations to improve classroom instruction.
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-

NORTHWESTERN MIDDLE SCHOOL, Kokomo, IN 1988 –2006
Seventh Grade Science Teacher

- Seventh Grade Team Leader, Parent Liaison, and Activities Director
- Developed and implemented intervention program for at-risks students
- Member of district steering team for Junior High to Middle School alignment

PORT HURON HIGH SCHOOL, Port Huron, MI 1987- 1988
High School Science & Health Teacher

- Taught in a an urban high school with 1800 students in grades 9-12
- Initiated and led the school’s first Science Olympiad Team and Odyssey of the Mind Team

COMMUNITY SERVICE

Board of Directors - Clinton County United Way
Executive Board - SHOCAP of Howard County
Clinton County School Safety Commission

EDUCATION

M.Ed., Educational Leadership & Supervision, Ball State University, Muncie, IN - 2006

B.S., Education, Central Michigan University, Mt. Pleasant, MI – 1987

ASSOCIATIONS & CERTIFICATIONS

National Association of Secondary School Principals
Indiana Association of School Principals
RTI Action Network
Association for Supervision and Curriculum Development
Indiana Department of Education AP Advisory Council

Jeffrey M. Lozer

Professional Profile

Jeff Lozer has substantial experience developing new organizations and lines of business, and in managing mature, yet evolving organizations with complex sets of stakeholders. He has developed and managed revenue-generating service relationships with over forty schools on behalf of Goodwill Education Initiatives, Inc. He has also led a large agency law practice, and has subject matter expertise in organizational development, private foundation management and corporate law. He has identified, recruited, hired and led subject matter experts to develop a comprehensive state agency law practice of 130 attorneys throughout 92 counties. He partnered with the DCS Director in the organizational development of a new state agency. He led the grant making of a private foundation and has advised numerous nonprofit organizations in private practice. Throughout his career he has been a respected and trusted leader and advisor to governmental agencies, private foundations, public charities, and educational institutions.

Areas of Proficiency

- Business Development and Leadership
- Corporate/Nonprofit Organization Law
- Program and Organizational Design
- Contract/License Negotiation
- Legislative and Administrative Rule Promulgation
- Charter schools and school governance
- Grantor/Grantee Relations
- Public/Media Relations

Professional Experience

March 2013 – present, Senior Director Indiana Network of Independent Schools and The Excel Center Network (Goodwill Education Initiatives) Indianapolis, IN – Lead Goodwill’s efforts to provide school support services to the twelve (12) schools owned and operated by Goodwill and twenty-one (21) independent schools. Develop business, negotiate and execute contracts and oversee the delivery of services such as state reporting and compliance, finance and accounting, special education administration, and other services. Work with charter school applicants and applicants seeking replication throughout the application and authorization process. Oversee Goodwill’s licensed arrangements with licensees of The Excel Center Model (Austin, TX, Memphis, TN, Washington D.C., and South Bend, IN). Supervise three Director-level direct reports.

June 2008 – March 2013, General Counsel, Indiana Department of Child Services Indianapolis, IN - Led DCS’s legal operations throughout Indiana’s 92 counties and an agency central office; provided ultimate oversight to 130 staff attorneys responsible for trial court and appellate litigation, the drafting of legislation and administrative rules, the performance of an administrative law function, and compliance with state and federal laws. Directed non-routine litigation efforts, including the recently settled federal litigation regarding DCS’ rate setting. Provided continuing counsel and support to the DCS Director. Supervised all appellate litigation, which averaged 150 active appeals. Promoted DCS’ practice to judicial and trade associations. Ensured that DCS’ practice was properly advocated and enforced through legal proceedings at the local and appellate court levels. Supervised efforts to ensure federal compliance and respond to Freedom of Information Act and Indiana Open Records requests, as well as requests for information specific to child welfare law. Served as chief ethics officer for DCS.

February 2007 – June 2008, Special Counsel to the Director, Indiana Department of Child Services Indianapolis, IN – Performed Chief of Staff function and advised the Director of the Department on a variety of issues central to the reform of Indiana’s child services system. Directed and coordinated the efforts of the agency’s deputies to achieve the agency’s vision and mission. Implemented and directed management reforms, media strategy, and legislative strategy. Secured resources to sustain the agency’s efforts, including real estate site selection of offices in all Indiana counties.

November 2006 – January 2007, Private Practice Indianapolis, IN – Provided legal and consulting services to a variety of educational and human service organizations, including private and charter schools and private foundations.

September 2003 – October 2006, Counsel, Ice Miller LLP Indianapolis, IN – Co-chaired nonprofit practice group of leading Indianapolis law firm. Advised private foundations, including Dekko Foundation, and Lumina Foundation on various legal issues. Provided tax advice, performed legal audits and developed assessment and evaluation programs for several private foundations and public charities. Represented various Indiana charter schools, educational service providers, and associations in the evolving K-12 education sector.

September 2001 – September 2003, Senior Associate, Johnson, Grossnickle and Associates, Inc. Franklin, IN – Provided organizational and development consultation for private foundations, including Lilly Endowment and Foellinger Foundation. Proposed, secured and fulfilled new business focused on providing high quality organizational assessments to growth oriented nonprofit clients including Fairbanks, and the Indianapolis Children’s Choir.

August 1998 – September 2001, Director – Community Relations, Assistant Secretary, Christel DeHaan Family Foundation ("CDFF"); Indianapolis, IN

- Managed annual grant budget exceeding \$4 million and a grant portfolio exceeding \$7 million;
- Developed and implemented the foundation’s first philanthropic budget and a system to track philanthropic investments by giving category and grantee;
- Established aggressive operating plan that decreased grant turnaround times;
- Helped lead an education initiative (“Project E”) to educate Indiana residents about the need for improving Indiana’s K-12 education system that included gross media purchases of over \$2.5 million for advocacy spots to build support for charter schools and other reforms;
- Developed and implemented strategy and budget for CDFF’s investment in complementary education reform organizations;
- Managed legal affairs, and monitored compliance with 501(c)(3) restrictions on lobbying and other non-exempt activities.

June 1994 – July 1998, Resort Condominiums International, LLC (“RCI”), Indianapolis, IN.

February 1997 – July 1998, Vice President, Resort Services – Responsible for national account management of five RCI preferred clients, each generating annual revenue between \$1 million and \$9 million.

March 1996 – January 1997, Manager, Resort Services – Developed a national account servicing strategy to market RCI’s various capabilities (timeshare exchange, travel, resort computers, marketing, etc.) as a single solution set for resort clients.

June 1994 – February 1996, Associate Attorney – Participated in and directed complex multi-million dollar negotiations with RCI resort affiliates and vendors. Authored uniform standard contract language for RCI’s global member and resort affiliation agreements and managed the worldwide implementation of these standard agreements. Managed the legal relationships of RCI’s international subsidiaries and its computer services subsidiary, RCC, (Resort Computer Company).

May 1993 – June 1994, Law Clerk, Foley & Pool, Indianapolis, IN – Interviewed clients and drafted motions, trial briefs and appellate briefs related to business and real estate litigation.

Fall 1993, Civil Practice Clinic, Legal Services Organization of Indiana, Indianapolis, IN – Represented indigent clients in matters involving Medicaid, family law and unemployment law. Presented two matters at administrative hearings and obtained victories for both clients.

Summer 1992, Law Clerk, Public Defender’s Office, Marion Superior Court, Juvenile Division, Indianapolis, IN – Researched and drafted various motions and trial briefs. Interviewed clients and assisted in defense preparation.

Education

Indiana University School of Law, Indianapolis, IN

- JD May, 1994, *Cum Laude*
- *Indiana Law Review*
- Harold H. Woodard Fellowship

Davidson College, Davidson, NC

- BA History, May 1989
- Varsity Division 1 baseball. Four year letterman and team captain

Brebeuf Preparatory School, Indianapolis, IN - May 1985

Current Professional and Civic Memberships

- Indiana State Bar, Attorney Number 18054-49
- Board of Directors, Indiana Bulls Baseball Club
- Coach, Indiana Mustangs Baseball Club

Past Civic Activities and Memberships

- Stanley K. Lacy Leadership Class XXVI (2001-02)
- Indianapolis Bar Association
- Indianapolis Children's Choir
- Indianapolis Rotary
- Central Indiana Regional Arts Advisory Council
- Indiana Grantmakers Alliance – Program Committee
- Indiana Youth Institute – Statewide Advisory Council
- Past Chairman, Play Ball Indiana
- Judging Chair and Member of Steering Committee, Indiana Achievement Awards
- Board Chair, Irvington Community School

Presentations

- *Charter School Board Governance, Compliance and Applied Knowledge*, GEI Technical Leadership Series, December 2014, October 2015.
- *Indiana's Title IV-E Rate Litigation Experiences and Path Forward*, Annual Meeting of American Association of Public Welfare Attorneys, September 2011 (Oklahoma City, OK).
- *Applied Professionalism, DCS Attorney Relationships with Third Parties*, April 2010.
- *Fostering Connections and Increasing Adoptions Act of 2007, Indiana's Response*, Indiana CASA Annual Conference, October 2009.
- *Public Charities*, Lorman Education Services, April 2006
- *Update on Indiana Nonprofit Law*, Indianapolis Bar Association, January 2006
- *Indiana Nonprofits: Tax and Business Answers*, National Business Institute, December 2005
- *Partnerships and Collaborations*, 2004 Indiana Achievement Awards, June 2004
- *The Dos and Don'ts of Grantmaking*, Indiana Grantmakers Alliance, June 2004
- *What Advancement Staff Can Learn from Foundation Officers and Vice Versa*, AFP Annual Conference, September 2003
- *Evaluation: The Buck Stops Here*, Indiana Grantmakers Alliance Conference, October 2002
- *Connecting with Grantmakers*, Indianapolis AFP Annual Conference, September 2001
- *How to Effectively Engage the Foundation Board*, Indiana Grantmakers Alliance, March 2001
- *Creating a Winning Proposal – Olive LLP Annual Nonprofit Conference*, June 1999
- *Effective Grant Applications – a Donor's Perspective*, Indianapolis AFP, October 1998

KIMBERLY REIER

Recognized as a trusted, results-oriented, and energetic leader with a proven track record of success. Demonstrated ability to lead by influence and develop strategic relationships in a fast-paced environment. Experience in development, teambuilding, and cross-functional project management.

Core Qualifications & Skills

- Exceptional oral and written communication skills
- Results- and detail-oriented
- Multi-task management
- Creative problem solving
- Relationship building
- Ability to work cross-functionally
- Grant writing and development
- Quick learner

Work Experience

GOODWILL EDUCATION INITIATIVES, INC. • Indianapolis, IN • March 2013 – Present

A non-profit organization affiliated with Goodwill Industries of Central Indiana, Inc. Operating 12 schools, Goodwill Education Initiatives (GEI) is the largest charter school operator in Indiana. GEI is rapidly growing as it is nationally licensing its adult high school model (The Excel Center®) and providing back office services to client school across Indiana through GEI's business arm, INIschools.

Director of Network Development & Advancement (June 2014 – Present)

Responsible for developing, implementing, and scaling new and existing initiatives within Goodwill Education Initiatives (GEI), including: (1) expand and grow The Excel Center national network; (2) support the delivery of services to The Excel Center network schools; (3) expand and grow the portfolio of INIschools clients; (4) plan new initiatives related to expanding and improving the reach of GEI; and (5) secure funding and resources to implement new initiatives and lower the operating costs of existing initiatives.

- Develop and grow The Excel Center national network, managing the charter approval of 4 Excel Centers outside of Goodwill Industries of Central Indiana's territory
- Manage the charter approval and activation process of 3 schools within GEI's network
- Develop and grow GEI's business arm, INIschools, resulting in more than 20 new clients
- Oversee cross-functional development efforts leading to over \$3 million in grants
- Secure over \$500,000 in projected revenue in the next fiscal year for client-related work, with many other revenue-generating projects in the pipeline

Lead Services Manager (September 2014 – June 2014)

- Responsible for school start-up and account management of network charter schools
- Oversaw and coordinated all aspects of services provided to clients and proactively offer ideas and insights to improve clients' issues and challenges
- Worked closely with partner schools' leadership teams and INIschools staff to develop school improvement plans, coordinate services and track implementation of plans
- Assisted in proposing and securing new partnerships
- Led communication efforts with stakeholders, including launching and managing social media efforts
- Served as a client relationship management function of INIschools
- Served as a project management function of INIschools

Transitional Lead Admissions and Outreach Coordinator (March 2013 – September 2013)

- Oversaw the successful transition system from a paper-based student enrollment system to an online-based student enrollment, affecting nearly 3,000 students across 9 school sites

INDIANAPOLIS MAYOR'S OFFICE, OFFICE OF EDUCATION INNOVATION • Indianapolis, IN • March 2012 – March 2013

A nationally renowned charter school authorizer, with oversight of over 30 schools in Marion County, Indiana. The Indianapolis Mayor's Office was the first mayor in the nation with the authority to authorize charter schools.

Academic Performance Analyst

- Responsible for creating and managing metrics related to school performance and evaluating the Mayor's portfolio of charter schools against those metrics
- Developed partnerships with community and national organizations
- Maintained communication with school leaders and school boards to conduct quarterly compliance meetings with each Mayor-sponsored charter schools
- Collected, interpreted, analyzed and maintained performance data to identify trends, strengths, and shortcomings
- Coordinated the necessary parties within the Mayor's office, Mayor-sponsored charter schools, and external parties to assess the academic needs of more than 200 schools
- Produced annual performance reports for each Mayor-sponsored charter school

- Recommended charter school applicants to the Mayor based on the evaluation of applications against pre-established criteria in areas of academic performance
- Observed all legislative issues affecting K-12 education and provide testimony on behalf of the Mayor's Office

INDIANA DEPARTMENT OF EDUCATION • Indianapolis, IN • February 2007 – March 2012

An over 250-employee state agency charged with implementing state rules, laws, and policies related to K-12 education.

Accountability and Data Specialist (May 2010 – March 2012)

- Assisted with the development of Indiana's statewide school accountability system, maintained communication and relationships with senior leadership and external stakeholders to collaboratively develop new policies and reforms
- Coordinated communication efforts with school and district administrators related to school accountability through oral and written communications, including creating and making presentations
- Analyzed and evaluated programs across the Department, identify trends and issues, and work with senior leadership and appropriate parties to improve the overall efficacy of those programs, as needed
- Made and implemented policy recommendations for improving existing state and federal school accountability systems
- Provided guidance to school and district leadership across the state regarding accountability systems and measures using various methods of communication
- Oversaw program evaluation activities and the implementation of 3 new programs related to data management and quality
- Provided assistance in managing the Department's collaborative role with the Indiana Workforce Intelligence System (IWIS)

Program Specialist (February 2007 – May 2010)

- Designed and implemented Indiana's Alternative Education accountability system
- Developed monitoring systems for 4 state and federal programs
- Conducted annual statewide evaluations for state and federal programs
- Aided in securing over \$5 million in federal grant funds
- Revamped Indiana's administrative spending on IDEA, Part B through the development of statewide special education resource centers

Education

Butler University, Indianapolis, IN, Bachelor of Arts, May 2009

Major: Political Science

Minors: Peace Studies and French

Recognitions & Affiliations

- Elected by executive staff to participate in Goodwill's Established Leaders Series • October, 2015
- Received Indiana Department of Education's "Best Idea Wins" Award for submitting an idea projected to save the department more than \$250,000 annually Series • October, 2015
- Indiana Network of Knowledge (INK) – formerly Indiana Workforce Intelligence System (IWIS), Advisory Board Member • January 2012 – April 2015
- University of Phoenix College of Education, Advisory Board Member • April 2013 – April 2014

Presentations & Publications

(as Kimberly Clement)

- Barrett, K., Clement, K., & Gosa, K. (2011). Revising Collections to Reduce Burden & Increase Data Quality. Presented at the 2011 P-20W Best Practices Conference, Arlington, VA.
 - Clement, K., Patton, M., & Roewe, B. (2010). Changing Cultures from Annual Reports to Real-Time Tools. Presented at the 2010 SLDS P-20 Best Practices Conference, Washington, DC.
 - Bickell, M., Clement, K., Houde, D., & Howard, L. (2010). Leading Your Statewide Longitudinal Grant through Political Transitions. Presented at the 2010 SLDS P-20 Best Practices Conference, Washington, DC.
 - Clement, K., Chamberlin, M., & Foxx, S. (2009) 2007-2008 survey of students in alternative education programs. Analysis conducted for the Indiana Department of Education (*publication no longer available online*)
 - Chamberlin, M. & Clement, K. (2008). Accountability for confirming success: Indiana's profile project. Presented at the 2008 Superintendent's Summer Institute, Portland, OR.
 - Chamberlin, M. & Clement, K. (2007). 2005-2006 statewide evaluation of supplemental educational services in Indiana. Evaluation conducted for the Indiana Department of Education (*publication no longer available online*)
-

Markous E. Jewett

EDUCATION

Earlham College Richmond, IN Aug 2002-May 2007
Major: Psychology
Minor: N/A
Bachelor of Arts: May 2007

EXPERIENCE

Indiana Network of Independent Schools Indianapolis, IN May 2016-Present
School Development Director- Excel Center National Office

- Responsible for comprehensive development and continuous improvement of 3-5 Excel Center network schools.
- Create and deliver ongoing professional development opportunities for all Excel Center staff
- Continued monitoring and support to all TEC Network Schools, ensuring quality control, accountability, and best practices.
- Create and modify curricular and instructional materials as needed

Goodwill Education Initiatives Richmond, IN Feb 2015-May 2016
Director

- Oversee a staff of 16 employees in all day to day operations
- Develop and cultivate recruitment and retention strategies
- Track all necessary data to ensure measurable outcomes for all students & key stakeholders
- Plan & coordinate professional development opportunities for TEC-Richmond & entire Excel Center network

Goodwill Education Initiatives Richmond, IN Jul 2013-Feb 2015
Lead Teacher

- Assist Director in creation of professional development opportunities/goals
- Create data tracking systems to measure fidelity of implementation
- Assist in teacher evaluations using RISE rubric
- Instructional coaching support for teachers

Richmond Community Schools Richmond, IN Aug 2009-Present
Behavior Specialist

- Plan and develop curricula for district-wide staff development
- Create data tracking systems using PowerSchool to measure fidelity of program implementation
- Develop skill building activities to help guide struggling administrators and teachers
- Complete on-site observations to measure curricula implementation success and shortfalls

Department of Child Services Richmond, IN Nov 2007-Aug 2009
Family Case Manager II

- Investigate and assess concerns of child abuse/neglect
- Maintain continual contact with families and service providers ensuring children's safety
- Manage 20-25 assessments simultaneously
- Supervise 15-18 children and families to ensure progress in family plans

Certifications, Trainings & Awards

Crisis Prevention Intervention Trainer- (June 2009 – Current)
Fred Jones: Tools for Teaching Trainer – (June 2010 – Current)
Steps to Respect: Trainer – (June 2009 – Current)
GICI: Established Leadership Series Participant – (2014-2015)
GEI: Technical Leadership Series Participant – (2015)
Wayne County Area Chamber of Commerce: Educator of the Year (2016)
GEI Leadership Award (2016)

ACTIVITIES

Richmond YMCA Board of Directors: Member since January 2013
Complete College Wayne County Board Member: Since Feb 2015
Wayne County Business Education Team Member: Since Feb 2015
Wayne County Literacy Coalition Board Member: Since July 2015
Mayor's Committee for Economic Vitality: Since July 2015

Exhibit C

Charter School Board Member Information Form

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose board of directors you intend to serve:
Goodwill LEADS, Inc. dba The Excel Center
2. Your full name:
Ann Carol Nash
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. Please do not include a resume in both Attachment #1 and #2.
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

I have no previous charter school board experience. I have served on boards for Sa
Samaritan Counseling Center, Prince of Peace Church & Northern Indiana Historical Society

5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees Yes
2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Not applicable I/we do not know any such persons Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable I/we have no such interest Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable I/we or my family do not anticipate conducting any such business Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

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

None Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
<p>Name and Title Ann Carol Nash, Attorney</p> <p>Signature </p>	<p>Date August 19, 2016</p>

Exhibit C

Charter School Board Member Information Form

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose board of directors you intend to serve:

EXCEL

2. Your full name:

BISHOP Eddie L. MILLER

3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).

Resume is attached. Please do not include a resume in both Attachment #1 and #2.

High School Graduate AND honor student: PASTORING FOR 37 YRS.

4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

*Past board member for South Bend HERITAGE 18 YEARS
PAST BOARD MEMBER FOR LINCOLNWAY steering committee
PRESENT BOARD MEMBER FOR South Bend BOARD OF PUBLIC SAFETY*

5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know any such trustees Yes

2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

NONE

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Not applicable I/we do not know any such persons Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable I/we have no such interest Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable I/we or my family do not anticipate conducting any such business Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

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

None Yes

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

Name and Title Bishop Eddie L. Miller

Date

Signature Bishop Eddie L. Miller

8-31-16

Exhibit C

Charter School Board Member Information Form

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Background

1. Name of charter school on whose board of directors you intend to serve:
Goodwill LEADS, Inc. dba The Excel Center
2. Your full name:
Debie McCart Coble
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

See attachment

5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees Yes
2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Not applicable I/we do not know any such persons Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable I/we have no such interest Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable I/we or my family do not anticipate conducting any such business Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

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

None Yes

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

Name and Title

Debie M Coble

Signature



Date

09/01/2016

Debie Coble attachment

#4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

I have served on the Goodwill LEADS Board from the very beginning. As President/CEO of Goodwill Industries of Michiana, Inc., I am responsible for starting the process of applying for the charter, establishing the LEADS 501 (3)(C), as well as bringing the first board together. I served on the committee to hire the Executive Director of the Excel Center and provide oversight as needed in daily operations.

As my resume reflects, I have experience in serving on several boards with a wide variety of missions.

Disclosures

2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

We are currently using businesses that Goodwill has utilized or is utilizing. When and if a board member's service is used, such information is fully disclosed on the 990. If there is a bidding process required, the board member notifies the board of the conflict of interest and is recused from the meeting(s).

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Because the Excel was started by the Goodwill located in Indianapolis, there was already a relationship due to the nature of the Goodwill enterprise. Also, because we have been contracting with GEI as the Education Service Provider with our current Excel Center, we have had the opportunity to become acquainted and work with additional staff members of this organization.

Exhibit C

Charter School Board Member Information Form

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Background

- Name of charter school on whose board of directors you intend to serve:
Goodwill LEADS, Inc. dba The Excel Center
- Your full name:
JOSEPH THOMAS BARKMAN
- Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**
- Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.
SERVED ON SEVERAL OTHER NON PROFIT BOARDS, ALSO MY ANTS PARTNER OF NON PROFIT BOARDS.
- Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

- Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees Yes
- Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Not applicable I/we do not know any such persons Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable I/we have no such interest Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable I/we or my family do not anticipate conducting any such business Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

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

None Yes

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

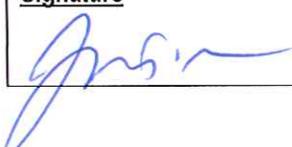
Name and Title JOSEPH T. BARKMAN CPA - Treasurer	Date 8/22/16
Signature 	

Exhibit C

Charter School Board Member Information Form

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose board of directors you intend to serve:
Goodwill LEADS, Inc. dba The Excel Center
2. Your full name:
Juliann Lockey Jankowski
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.
I teach board governance to leadership participants as well as groups in the community. I serve and have served on numerous boards including state and national boards.
5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees Yes Rolla Baumgartner, former work colleague at Davenport University
2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Not applicable I/we do not know any such persons Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable I/we have no such interest Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable I/we or my family do not anticipate conducting any such business Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

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

None Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
Name and Title	Juliann L. Jankowski Executive Director, Leadership SB/Mishawaka
Signature	<i>Juliann L. Jankowski</i>
	Date 2/1/16

Exhibit C

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Background

1. Name of charter school on whose board of directors you intend to serve:
Goodwill LEADS, Inc. dba The Excel Center
2. Your full name: *Marguerite A. Taylor*
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.
Education is very important to me and I bring common sense.
5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees Yes
2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Not applicable I/we do not know any such persons Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable I/we have no such interest Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable I/we or my family do not anticipate conducting any such business Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

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

None Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
<p><u>Name and Title</u> <i>Marguerite A. Taylor</i> <u>Signature</u> <i>Marguerite A. Taylor</i></p>	<p><u>Date</u> <i>8-30-16</i></p>

Exhibit C

Charter School Board Member Information Form

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose board of directors you intend to serve:
Goodwill LEADS, Inc. dba The Excel Center
2. Your full name:
Mary Pat Latowski
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

~~I have served on the board of the South Bend Museum of Art off and on for over 20-~~
See ATTACH(C)

5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure — **Ann Carol Nash, a current BOARD MEMBER, is an acquaintance of mine**

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees Yes
2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Not applicable I/we do not know any such persons Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable I/we have no such interest Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

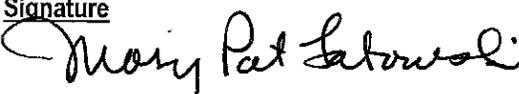
Not applicable I/we or my family do not anticipate conducting any such business Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

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

None Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
<p>Name and Title Mary Pat Latowski</p> <p>Signature </p>	<p>Date August 31, 2016</p>

Marguerite Taylor attachment

Answer to Background Question #4

I have served on the board of the South Bend Museum of Art off and on for over 20 years. During this time I have served exclusively on the Executive Committee as Treasurer, President and now as Past President. I have also served for about 10 years on the Investment Committee for the LaSalle Council Boy Scouts, chairing the committee for two years. I am also a Past President of the Economic Club of Michiana. I have raised four boys in the South Bend area who attended local public schools. I believe I can bring financial and organizational knowledge as well as my perspective as a parent of public school children. Additionally I was a single mother who supported her children and understand how challenging that role can be.

Exhibit C

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Background

1. Name of charter school on whose board of directors you intend to serve:
Goodwill LEADS, Inc. dba The Excel Center
2. Your full name:
Paul Schlottman
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

Boards served on: St. Joe CEO, Excel Center, Porter County Youth Service, PATH

5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees Yes
2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Not applicable I/we do not know any such persons Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable I/we have no such interest Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable I/we or my family do not anticipate conducting any such business Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

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

None Yes

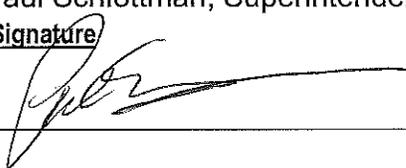
I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
<p>Name and Title Paul Schlottman, Superintendent</p> <p>Signature </p>	<p>Date 8-19-16</p>

Exhibit C

Charter School Board Member Information Form

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

- 1. Name of charter school on whose board of directors you intend to serve:
Goodwill LEADS, Inc. dba The Excel Center
- 2. Your full name:
Rolle William Baumgartner
- 3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).

Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**

- 4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

I served for 19 years as a public school Supt. working for a board. - Served on Excel Board South Bend

- 5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

- 1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know any such trustees Yes

Have served on and chaired Excel Board for Two years. Know all members

- 2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

None

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Not applicable I/we do not know any such persons Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable I/we have no such interest Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable I/we or my family do not anticipate conducting any such business Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

Board member - Goodwill Industries of Michiana.

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

None Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
Name and Title	<i>Rolla W Baumgartner, Ed.D. Board Member</i>
Signature	<i>Rolla W Baumgartner</i>
	Date <i>19 Aug. 2016</i>

Exhibit C

Charter School Board Member Information Form

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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Background

1. Name of charter school on whose board of directors you intend to serve:

Goodwill LEADS, Inc. dba The Excel Center

2. Your full name:

Anthony J. Allison

3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).

Resume is attached. **Please do not include a resume in both Attachment #1 and #2.**

4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.

I HAVE SERVED ON THE BOARD OF GOODWILL INDUSTRIES OF MICHIANA FOR 8 YEARS, INCLUDING 3 AS CHAIRMAN. I PREVIOUSLY SERVED ON THE BOARD OF THE YMCA OF MICHIANA. IN MY PROFESSIONAL LIFE AS A CPA, I WORK WITH BUSINESS OWNERS DAILY.

5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know any such trustees Yes

2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship

Not applicable I/we do not know any such persons Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable I/we have no such interest Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

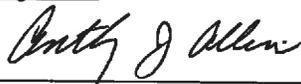
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Does not apply to me, my spouse or family Yes

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

None Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
<u>Name and Title</u> Anthony J. Allison	<u>Date</u>
<u>Signature</u> 	8/19/16

Education Service Provider Information

Term Sheet (Draft Licensing and Services Agreement)

i. Goodwill LEADS, Inc. (GLI) will maintain oversight of the school's governance and shall not concede control of the School to any other entity outside of the Board, including INISchools (INIS). GLI will evaluate the performance of INIS, permitting the Board to hold INIS accountable under its services agreement. GLI will have continuous communication with INIS and hold it accountable to all terms of the written performance agreement. Further, GLI will monitor school performance to determine whether the technical assistance being provided is having a significant impact on the school's academic and organizational performance.

Performance evaluation measures will be based on INIS ability to fulfill its obligations under its service agreement, including meeting applicable performance criteria outlined in the Accountability Plan between GLI and the ICSB. GLI will evaluate INIS quarterly following the start of the service contract to assure all required reports and documentation are submitted to ICSB on a timely basis.

ii. The GLI Board is responsible for all high-level decision-making regarding the operations of The Excel Centers that it will operate. The GLI Board will oversee and be responsible for school-level policy development and organizational development (such as development and maintenance of community partnerships, student and partner engagement and other day-to-day matters). This structure will enable broad community support, attentiveness to school performance and accountability, and the support and guidance available to school staff who will manage school operations and make day-to-day instructional and administrative decisions. INIS will provide the school with assistance in its start-up operations and help ensure the school is operating The Excel Center® school model effectively.

iii. INIS will provide content and services licensed under The Excel Center model, including curriculum, educational software, data and performance management, instructional strategies, special education, professional development, technical assistance, state reporting, IT support; and guidelines for graduation requirements, teacher evaluations, and school culture. INIS will offer consulting services as needed in the areas of facility location and management, finance and accounting, human services, marketing, staff and student recruiting, vendor selection, and community relations.

iv. Start-up fees for each new school are \$50,000 for the first year, and the 14.5% of Education Revenue for each year after, or \$320,000 in years 2-5, if that is a lesser amount. These fees cover both management charges and pass-through expenses.

v. INIS will assist GLI in handling all school accounting and financial reporting in a manner consistent with the requirements set forth in the charter agreement, and maintain ongoing school

accounting and financial reporting for the duration of the contract. INIS reserve the right to require standards of financial viability from GLI to maintain the contract.

vi. The GLI Board may form sub-committees, on an “as needed” basis to provide oversight, evaluation, or general guidance and recommendations as areas of the school’s functions are assessed or issues arise. Sub-committees will always include members of the GLI Board, and may include additional individuals from the school staff and/or students, community, or experts in the field related to the particular topic of the sub-committee. The responsibilities of sub-committees include:

- Gathering information and data to inform Board decisions;
- Providing oversight or evaluations (written or verbal), as needed;
- Providing actionable recommendations to the Board; and
- Performing all functions, as assigned, by the Board of Directors.

The GLI Board will review INIS contract prior to the opening of each new Center to ensure agreement with the terms and provide continued oversight of the contract. In the event the terms of the contract are not met by INIS, the GLI Board will provide written notice to its ESP, giving 30 days to come into compliance or risk contract termination.

vii. Both GLI and GEI are nonprofit organizations; there are no investments to disclose.

viii. The contract shall be for the 5-year ICSB charter authorization, and may be renewed annually thereafter. The contract may be terminated by either party if the terms of the contract are breached, with 30 days’ notice, or if either party ceases to exist as a nonprofit entity, or by mutual consent.

d) Proposed Management Contract (This draft is based on the current ESP contract between INIS and Goodwill Industries of Michiana, Inc. for The Excel Center- South Bend)

f) Authorization to do business in Indiana

- INIS’ filed and accepted Articles of Organization
- INIS’ Operating Agreement
- GEI’s Vendor Application filed with the Indiana Auditor of State’s Office

Governance and Operational Structure

Function	Governing Board (Goodwill LEADS)	ESP (INIschools)	Network (Northern Indiana)	School (The Excel Centers)
Performance Goals	X		X	X
Curriculum		X		X
Professional Development		X	X	X
Data Management and Interim Student Assessments		X	X	X
Grade Level Promotion Criteria		X	X	X
Culture	X		X	X
Budgeting, Finance, and Accounting	X		X	
Student Recruitment			X	X
School Staff Recruitment and Hiring	X		X	X
HR Services (payroll, benefits, etc.)			X	
Development	X		X	
Community Relations	X		X	X
Information Technology		X	X	X
Facilities Management			X	X
Vendor Management / Procurement			X	
Other Operational Functions, if any			X	X

Five Year Business Plan

a) Goodwill LEADS, Inc. (GLI)'s strategic vision is to provide education, support, and career potential for adult high school students, empowering them to pursue the full benefits of competitive employment. The desired impact is an increased level of educational attainment and resulting increased household income among the residents of the highest need communities in Northern Indiana. GLI plans to open and operate three new Excel Centers over the next three years in Gary (2017), East Chicago (2017), and Elkhart (2019), in addition to the existing school in South Bend. In late 2019, the GLI Board will evaluate the effectiveness of current schools and assess the need for another adult high school in Northern Indiana. The following table illustrates the five-year growth plan for Excel Centers operated by GLI.

	2016	2017	2018	2019	2020	2021
Number of new high schools	0	2	0	1	0	0
Total schools	1	3	3	4	4	4
Projected student enrollment	275	800	875	1200	1275	1350

Geographies that were targeted for the opening of Excel Centers were high population metropolitan areas of low educational attainment, high poverty, and high unemployment within Goodwill Industries of Michiana, Inc. (GIM)'s northern Indiana territory which includes Cass, Elkhart, Fulton, Jasper, Kosciusko, Lake, LaPorte, Marshall, Miami, Newton, Porter, Pulaski, St. Joseph, Starke, and Wabash Counties. The table below depicts the largest cities in this territory in relation to the target criteria, based on facts from the US Census Bureau.ⁱ

Targeted Geographies	Adult Population	No diploma or HSE (%)	Below poverty level (%)	Unemployment rate (%)
South Bend	74,323	16.3	21.7	4.7
Gary	51,571	18.9	33.8	6.1
East Chicago	21,437	28.3	25.7	8.7
Elkhart	37,100	23.9	20.3	4.0
For Comparison				
Hammond	57,956	21.1	18.8	6.6
Mishawaka	36,535	13.0	16.7	4.4
Portage	28,519	12.5	12.2	6.0
Merrillville	26,038	10.9	12.5	6.9
Valparaiso	24,689	7.5	13.7	4.6
Goshen	22,951	24.1	18.7	3.1
Michigan City	24,697	16.6	20.4	5.9
Indianapolis	640,115	16.3	17.2	4.2
Indiana	5,013,181	13.1	12.7	4.6

The need for educational options for adults across Northern Indiana is high. Due to a high level of community buy-in and support, GLI chose to open its first Excel Center in the South Bend community and is developing a similar level of community support in Lake County. Because this is an adult high school, a second chance at earning a high school diploma, every credit earned is a measure of student achievement.

b) GLI will operate and sustain these schools as an affiliate of Goodwill Industries of Michiana (GIM), a long-standing, financially stable, growing organization. GIM has a history of successfully starting and operating new programs that empower high-need youth and adults through education, job training, and job placement, and is well-poised to support the operations of new Excel Centers in the Gary, East Chicago, and Elkhart communities.

With the support of INIschools, the use of the proven Excel Center model, as well as experience with The Excel Center- South Bend, under the leadership of an experienced education administrator, GLI will support and ensure the quality and long-term success of new Centers in Gary, East Chicago, and Elkhart.

c) GLI's key staff, including marketing, accounting, and technical support, have the experience, passion, and demonstrated success to replicate the capacities it has developed in planning and operating The Excel Center- South Bend. GLI will also build upon its support in the communities it serves to generate widespread demand and partnerships for each Excel Center. Various education and workforce development organizations have been engaged and are in support of this effort. Additionally, GLI will rely on INIschools as a consultant and provider of school management services during the start-up phase and throughout operations.

The Excel Centers continue to see positive results. To date:

- Students, on average, earn a high school diploma within 2 years;
- The Excel Centers have produced 2000 graduates;
- 82% of graduates received an industry-recognized credential before graduating; and
- 26% of graduates received college credit before graduating.

d) As with any new venture, Goodwill LEADS anticipates some challenges associated with starting a new school. These challenges include:

Attracting and recruiting top talent. Hiring a high quality and highly effective school staff is critical to the success of any school, particularly a new school. This will be a challenge in markets with a declining educational workforce. However, experience has demonstrated that quality staff may contribute to the success of a school through a variety of backgrounds, including primary and post-secondary levels of education. Goodwill LEADS will recruit through current partnerships in education and social services as well as traditional job sites.

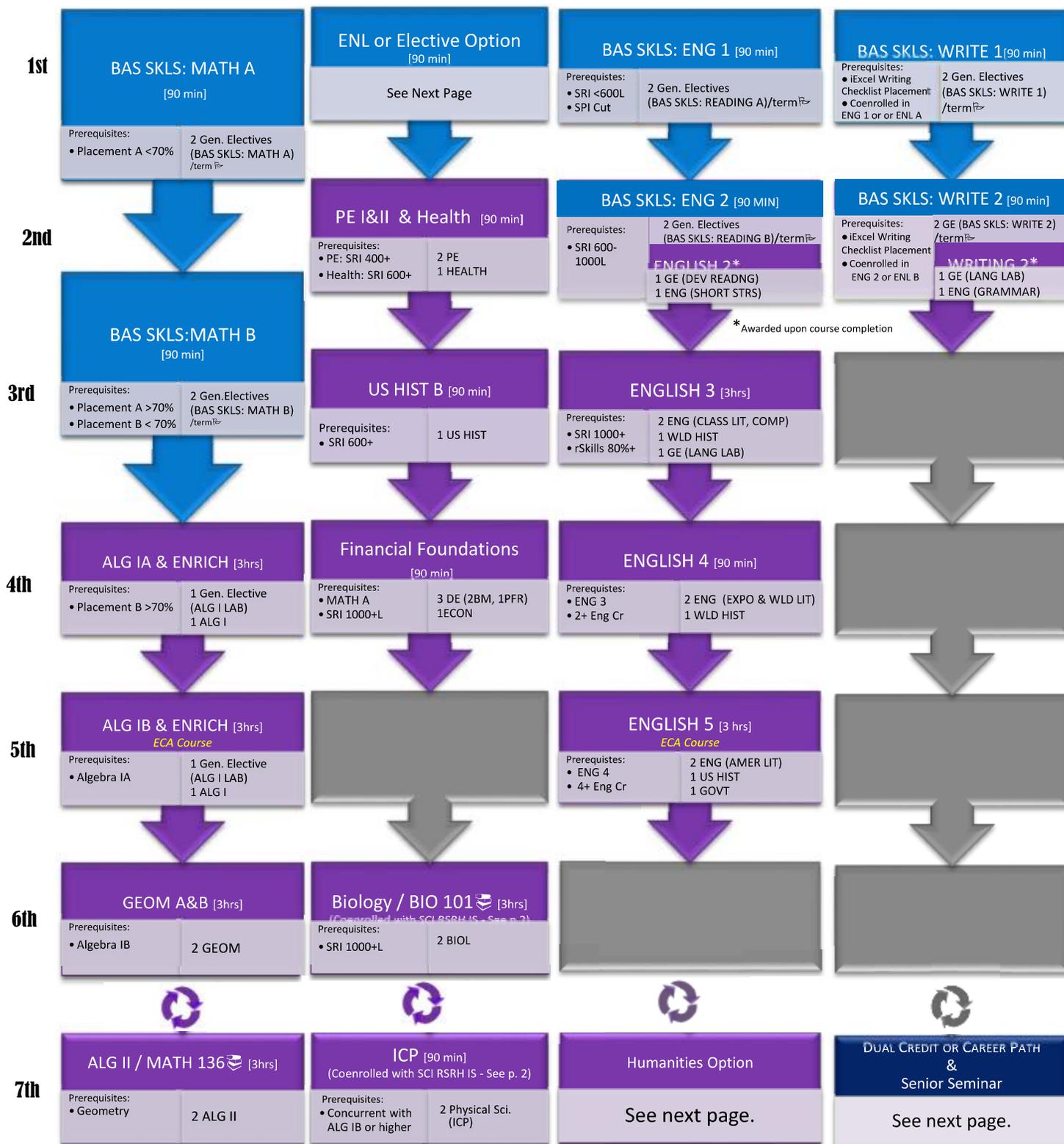
Recruiting students. Goodwill LEADS and Excel Center staff members will be responsible for student recruitment for the school and will be assisted by GIM marketing and communications staff in developing and executing a marketing plan. Methods that have worked with The Excel Center- South Bend include billboards, radio ads, GIM employee and constituent communications, and partnerships with local social service agencies.

Start-up Logistics. Facility location, leasing agreements, remodeling, furniture and technology acquisition, as well as training and professional development will all have to take place prior to the start of any school. As exhibited by The Excel Center- South Bend, collaboration, flexibility, and ingenuity have demonstrated the successful execution of a proven school model.

As GLI's parent organization, GIM will provide the financial and human capital to mitigate any and all risks in launching three new Centers in Northern Indiana. GIM is fully committed to the success of The Excel Center and plans to provide significant supports and services to ensure the organizational success and financial viability of the school, including accounting, facilities maintenance, development, executive management, marketing, human resources, and information technology services.

New GLI Centers will also receive support and best practices as a member of GEI's National Excel Center Network and will be able to leverage the experience and expertise of GEI in start-up and operation activities.

ⁱ United States Census Bureau American Fact Finder (2014). *Population Under 18 Years by Age; Educational Attainment; Poverty Status in the Past 12 Months by Age by Language Spoken at Home for the Population 5 Years and Older. 010-2014 American Community Survey 5-Year Estimates.*



- THE FOLLOWING COURSE OFFERINGS VARY BY SCHOOL -

ADDITIONAL SCIENCE ELECTIVE OPTIONS			ADDITIONAL HUMANITIES OPTIONS		
COURSE:	PRE-REQUISITES	CREDITS	COURSE:	PRE-REQUISITES	CREDITS
Environmental Science <i>[Varies by school]</i>	SRI 600+L	2 Science Electives • ENVSCI	SPEECH <i>[90 min]</i>	SRI 1000+	2 English • SPEECH
Science Research <i>[Varies by school]</i>	SRI 900+L	1 Science Elective/ project (2 credit max) • SCI RSRH IS	Film Literature <i>[90 min]</i>	SRI 1000+	2 English • FILM LIT • CREAT WRIT
			Contemporary Literature <i>[Varies by school]</i>	SRI 1000+	1 English • CONTEMP LIT
			ENGLISH 6 <i>[90 min]</i>	ENG 5	2 ENG (ENG 12) 1 US HIST 1 DE (DIG APPS RESP)

ADDITIONAL GENERAL & DIRECTED ELECTIVE OPTIONS		
All courses hours vary by school		
COURSE:	PRE-REQUISITES	CREDITS
Seminar for Success (SFS)	SPED A	2 General Electives • BAS SKLS: STUDY • CARR INFO
Computer Basics	None	1 General Elective • BAS SKLS: COMP 1 Directed Elective • DIG APPS RESP
Peer Tutoring	Instructor Recommendation	1 General Elective • PEER TUTR
Current, Problems, Issues, & Events	SRI 1000+	1 General Elective • CPIE
World language option for non-native speakers	Director's approval Contact GEI	1 Direct Elective /per course

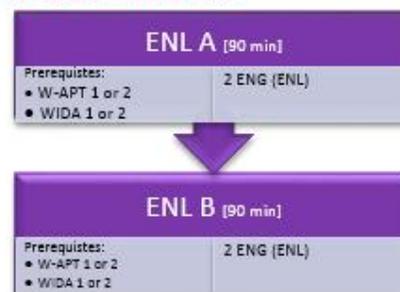
Senior Seminar
[90 MIN]

Required by all students their final term

1 DE (PREP CC)
1 GE (CARR INFO)

College Courses	Pre-requisite	Weighted HS Credits Awarded
MATH 136	ACCUPLACER 74 in Elem Alg 1 CLM	2 General Electives or Math for Acad. Honors • ADV MATH CC
BIOL 101 <i>Meets Science Elective Requirement</i>	ACCUPLACER 80 in Sentence Skills 76 in Reading 40 in Elem Alg or 60 ARITH	2 Science Electives • BIO II CC

ENL STUDENTS ONLY



Remediation or elective course

Course contains Core 40 credit(s)

Career & College Pathway course

INDUSTRY CERTIFICATIONS AND CAREER PATHWAY DUAL CREDITS

An Excel Center graduation requirement includes at least one career pathway or dual credit course. This requirement may have been met in a previous school.

DUAL CREDIT PROGRAMS	PRE-REQUISITE	CERTIFICATION EXAM(S)	HS CREDITS AWARDED	COLLEGE CREDITS AWARDED
HIRE Tech IA	1000+L	Dual credit final exams	2 Direct Electives <ul style="list-style-type: none"> 1- INT ADV MFTG 1- ADV CTE CC 	MPRO 100, 106
HIRE Tech IB	1000+L	MSSC: Certified Logistics Associate APICS: Logistics APICS: Operations APICS: Safety	4 Direct Electives <ul style="list-style-type: none"> 1- INT ADV MFTG 1- ADV CTE CC 2- ADV MFTG I 	
Early Childhood Education ECE (non-college credit) ECECC (college credit)	1000+L For CC, ACCUPLACER 60 in Sentence Skills	ECE Pre-Pac Dual credit final exams	5 Direct Electives <ul style="list-style-type: none"> 1- CHLD DEV 1- ADVCHLDDEV 3- ECE I 	ECED 101, 103, 105
CDA Internship for ECE CDA WBL	55 in Reading		4 Direct Electives <ul style="list-style-type: none"> 2- ECE II 2-ED PROF I 	ECED 105
Aviation AVI (non-college credit) AVICC (college credit)	1000+L	Assembly Mechanic Certificate	10 Direct Electives <ul style="list-style-type: none"> 6 - AV MAINT 2 - ADV MFTG I 2 - ADV MRTG II 	ADMF 101, 102 AVIM 101, 110, 111, 112

	Certification Exam	HS Credits Awarded	Certification Programs	Certification Exam	HS Credits Awarded
CMA	451	8 Direct Electives <ul style="list-style-type: none"> 2- HSE II ST 3- HLTH ED I: CMA 3- HSE II NURS 	Associated Builders & Contractors Core Curriculum ABCCC		6 Direct Electives <ul style="list-style-type: none"> 3-CONST TECH I 3-CONSTR TECH II
CNA	nurse	8 Direct Electives <ul style="list-style-type: none"> 2- HSE II ST 3- HLTH ED I: CNA 3- HSE II NURS 	Certified Apartment Maintenance Technician AMTI		9 Direct Electives <ul style="list-style-type: none"> 6- BF MANT I 3- WBL TRADE 9 Direct Electives
Dental Assisting		8 Direct Electives <ul style="list-style-type: none"> 2- MED TERMS 	AMTII		<ul style="list-style-type: none"> 6- BF MANT II 3- WBL

DENT ASSIST		<ul style="list-style-type: none"> 6- HLTH ED I: DENT
Emergency Medical Technician EMT	EMT	6 Direct Electives <ul style="list-style-type: none"> 3- EMS 3- HLTH ED I: EMT
Medical Coding MED CODE	429 (medical coding certificate)	8 Direct Electives <ul style="list-style-type: none"> 2- MED TERMS 6- HLTH ED I
Patient Access	N/A	8 Direct Electives <ul style="list-style-type: none"> 2- MED TERMS 6- HLTH ED I
Pharmacy Technician PHARM TECH	phte	8 Direct Electives <ul style="list-style-type: none"> 6- HLTH ED I 2- HSE II PHARM
Phlebotomy	PBT(ASCP)	8 Direct Electives <ul style="list-style-type: none"> 3- HLTH ED I: PHLE 2- HSE II ST 3- WBL HS
Hospitality Management ADV HOS MNGMT	CGSP, Certified Front Desk Professional	6 Direct Electives <ul style="list-style-type: none"> 6- ADV HOS MNGMT
Certified Business Professional CBP	CBP Exam	4 Direct Electives <ul style="list-style-type: none"> 1- INTRP RLT 1-TECH BUS COMM 1- DIGI CITI 1- DIG APPS RESP
Customer Service/ Technical Support Representatives CSR	TSIA-CSP-1	2 Direct Electives <ul style="list-style-type: none"> 1- INTRP RLT 1-TECH BUS COMM
CompTIA A+	aplus	8 Direct Electives <ul style="list-style-type: none"> 4- COMP TECH 4- NTWK FUND
Microsoft Office Specialist MOS	MOS	3 Direct Electives <ul style="list-style-type: none"> 1- DIGI CITI 2- DIG APPS RESP
Microsoft Technology Associate MTA	MTA Software Development Fundamentals & Software Testing Fundamentals	4 Direct Electives <ul style="list-style-type: none"> 2- INTO CS 2- COM SCII

CADD Technician/AutoCAD CADD1		6 Direct Electives <ul style="list-style-type: none"> 2- COMP DES 2- INT ENG DES
CADD2	Auto CAD certified user	6 Direct Electives <ul style="list-style-type: none"> 2- ADV MFTG I 6- ADV MFTG II
CNC MACH OPERATOR CNC	NIMS CNC Operator Level 1	6 Direct Electives <ul style="list-style-type: none"> 3- PCSN MACH I 3- PCSN MACH II
Certified Production Technician CPT A	MSSC: Safety	Direct Electives /course <ul style="list-style-type: none"> 1- ADV MFTG I: SAFETY
CPT B	MCCC: Quality Practices & Measurement	<ul style="list-style-type: none"> 2- ADV MFTG I: QUALITY
CPT C	MSSC: Manufacturing Processes & Production	<ul style="list-style-type: none"> 1- ADV MFTG I: MAN PROC & PROD
CPT D	MSSC: Maintenance Awareness	<ul style="list-style-type: none"> 2- ADV MFTG I: MAIN AWRN
Welding	AWS	8 Direct Electives <ul style="list-style-type: none"> 6- WELD TECH I 2- WELD TECH II
CDL	CDL	6 Direct Electives <ul style="list-style-type: none"> TRACT OPER: CDL
Global Logistics Associate GLA		6 Direct Electives <ul style="list-style-type: none"> 1-INT ADV MFTG 5-ADV MFTG I
Logistics LRC	MSSC: Certified Logistics Associate	6 Direct Electives <ul style="list-style-type: none"> 3-TRACT OPER: LRC 3-WOMH
Forklift	OSHA Forklift Certification	3 Direct Electives <ul style="list-style-type: none"> WOMH: Forklift

Dual College Credits Courses OR Non College Credit Course Equivalents

College Courses	ACCUPLACER Pre-requisite	Weighted HS Credits Awarded
BUSN 101	80 in Sentence Skills 76 in Reading	2 Direct Electives • BUS MGMT CC
MRKT 101	80 in Sentence Skills 76 in Reading 40 Elem Alg. or 60 Arith.	2 Direct Electives • PRN MRKT CC
CINS 101	80 in Sentence Skills 76 in Reading	2 Direct Electives • DIG APPS RESP CC
COMM 101	80 in Sentence Skills 76 in Reading	2 English Credits • ADV ENG CC
ENGL 111	69+ Reading Diagnostic 4+ WritePlacer	2 English Credits each • ADV ENG CC
ENGL 112	C or above in ENGL 111	

The grades for the following credits will not be weighted:

IVY TECH 111	None	2 General Electives
IVY TECH 120		• COL-ENT PREP • BAS SKLS: IVY TECH

Non-Weighted		
Non College Credits	Pre-requisite	HS Credits Awarded
BUS MGMT [90 min]	SRI 1000+ Passed ALG ECA	2 Directed Electives • BUS MGMT
PRN MRKT [90 min]	SRI 1000+ Passed ALG ECA	2 Directed Electives • PRN MRKT
DIG APPS RESP [90 min]	SRI 1000+ Passed ALG ECA	2 Directed Electives • DIG APPS RESP
ADV SPEECH		2 English • ADV SPEECH
ENGLISH 7 [90 min]	ENG 5 Passed ECA	2 English • ADV COMP • LBRY MEDIA

Non Applicable – no ACCUPLACER requirement
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INDUSTRY CERTIFICATIONS AND CAREER PATHWAY DUAL CREDITS

An Excel Center graduation requirement includes at least one career pathway or dual credit course. This requirement may have been met in a previous school.

Note: Not all courses will be available every term or at every Excel Center. Length of class time also varies.

Dual Credit Programs	Pre-requisite	Certification Exam(s)	HS Credits Awarded	College Credits Awarded
HIRE Tech IA	1000+L	Dual credit final exams	2 Direct Electives <ul style="list-style-type: none"> 1- INT ADV MFTG 1- ADV CTE CC 	MPRO 100 MPRO 106
HIRE Tech IB	1000+L	MSSC: Certified Logistics Associate APICS: Logistics APICS: Operations APICS: Safety	4 Direct Electives <ul style="list-style-type: none"> 1- INT ADV MFTG 1- ADV CTE CC 2- ADV MFTG I 	
Early Childhood Education	1000+L	ECE Pre-Pac	5 Direct Electives	ECED 100
ECE (non-college credit)	For CC, ACCUPLACER	Dual credit final exams	<ul style="list-style-type: none"> 1- CHLD DEV 1- ADVCHLDDEV 2- ECE I 	ECED 101
ECE CC (college credit)	60 in Sentence Skills			ECED 103
CDA Internship for ECE (Child Development Associate credential)	55 in Reading		4 Direct Electives <ul style="list-style-type: none"> 2- ECE II 2-ED PROF I 	ECED 105

College Courses	Pre-requisite	HS Credits Awarded
MRKT 101	ACCUPLACER 80 in Sentence Skills 76 in Reading and Elem Alg. or 60 Arith.	2 Direct Electives <ul style="list-style-type: none"> PRIN MRKT
BUSN 101	ACCUPLACER 80 in Sentence Skills 76 in Reading and Elem Alg. or 60 Arith.	2 Direct Electives <ul style="list-style-type: none"> BUS MGMT
CINS 101	ACCUPLACER 76 in Reading	2 Direct Electives <ul style="list-style-type: none"> IT COM TECH
CINT 115	ACCUPLACER	2 Direct Electives <ul style="list-style-type: none"> COMP TECH

Certification Programs	Certification Exam	HS Credits Awarded
Pharmacy Technician	phte	10 Direct Electives <ul style="list-style-type: none"> 2- MED TERMS 6- HLTH ED I 2- HSE II PHARM
Phlebotomy	PBT(ASCP)	8 Direct Electives <ul style="list-style-type: none"> 3- HLTH ED I: PHLE 2- HSE II ST 3- WBL HS
Medical Coding	429 (medical coding certificate)	8 Direct Electives <ul style="list-style-type: none"> 2- MED TERMS 6- HLTH ED I
Patient Access	N/A	8 Direct Electives <ul style="list-style-type: none"> 2- MED TERMS

	76 in Reading	
PSYCH 101	ACCUPLACER 80 in Sentence Skills 76 in Reading and Elem Alg. or 60 Arith.	2 General Electives <ul style="list-style-type: none">• ADV SS CC
ECON 101 <i>Meets Econ Requirement</i>	ACCUPLACER 80 in Sentence Skills 76 in Reading and Elem Alg. or 60 Arith.	2 General Electives <ul style="list-style-type: none">• ADV SS CC
SOC 111	ACCUPLACER 80 in Sentence Skills 76 in Reading and Elem Alg. or 60 Arith.	2 General Electives <ul style="list-style-type: none">• ADV SS CC
HIST 101 HIST 102	ACCUPLACER 80 in Sentence Skills 76 in Reading	2 General Electives each <ul style="list-style-type: none">• ADV SS CC
MATH 136	ACCUPLACER 74 in Elem Alg and 1 CLM	2 General Electives or Math for Acad. Honors <ul style="list-style-type: none">• ADV MATH CC
English 111 English 112 English 206	ACCUPLACER WritePlacer 4-8 and Reading Diagnostic 69-120	2 English Credits each <ul style="list-style-type: none">• ADV ENG CC
ECED 100 ECED 101 ECED 103	ACCUPLACER 60 in Sentence Skills 55 in Reading	5 Direct Electives total <ul style="list-style-type: none">• CHLD DEV• ADVCHLDDEV• ECE I (3)
SCIN 111 <i>Meets Physical Science Requirement</i>	ACCUPLACER 80 in Sentence Skills 76 in Reading and 40 in Elem Alg	2 Physical Science <ul style="list-style-type: none">• ADV SCI CC
BIO 101	ACCUPLACER	2 General Electives <ul style="list-style-type: none">• ADV SCI CC

		<ul style="list-style-type: none">• 6- HLTH ED I
Emergency Medical Technician (EMT)	EMT	6 Direct Electives <ul style="list-style-type: none">• 3- EMS• 3- HLTH ED I: EMT
Certified Medical Assistant (CMA)	451	8 Direct Electives <ul style="list-style-type: none">• 2- HSE II ST• 3- HLTH ED I: CMA• 3- HSE II NURS
Certified Nursing Assistant (CNA)	nurse	8 Direct Electives <ul style="list-style-type: none">• 2- HSE II ST• 3- HLTH ED I: CNA• 3- HSE II NURS
Microsoft Office Specialist (MOS)	mos	3 Direct Electives <ul style="list-style-type: none">• 1- DIGI CITI• 2- IT COM TECH
CompTIA A+	aplus	8 Direct Electives <ul style="list-style-type: none">• 4- COMP TECH• 4- NTWK FUND
Forklift	OSHA Forklift Certification	3 Direct Electives <ul style="list-style-type: none">• WOMH: Forklift
CDL	CDL	6 Direct Electives <ul style="list-style-type: none">• TRACT OPER: CDL
Logistics (LRC)	MSSC: Certified Logistics Associate	6 Direct Electives <ul style="list-style-type: none">• 3-TRACT OPER: LRC• 3-WOMH
Welding	AWS	8 Direct Electives <ul style="list-style-type: none">• 6- WELD TECH I

<p><i>BIOL WITH BIO 101 does <u>not</u> fill the science elective requirements.</i></p>	<p>80 in Sentence Skills 76 in Reading and 40 in Elem Alg</p>	
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		<ul style="list-style-type: none"> • 2- WELD TECH II
<p>Certified Production Technician (CPT A&B)</p>	<p>1st Term: MSSC: Safety MCCC: Quality Practices and Measurement 2nd Term: MSSC: Manufacturing Processes & Production MSSC: Maintenance Awareness</p>	<p>3 Direct Electives /term</p> <ul style="list-style-type: none"> • 3- ADV MFTG I: CPT

COURSE DESCRIPTIONS

Mathematics:

Math A & B

Course Overview: Mathematics Lab A and B provides students with individualized instruction designed to support success in gaining the skills necessary to complete mathematics coursework aligned with the Indiana Academic Standards for Mathematics. Designed for students in need of significant remediation, Math Lab courses teach basic academic math concepts through digital content and direct instruction.

Core 40 Credits: Basic Skills (2 General Elective credits)

Scope and Sequence: Remediation

Algebra I

Course Overview: The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

Core 40 Credits: Algebra I (2 Math Credits)

Scope and sequence: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics

Geometry

Course Overview: Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Process Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Core 40 Credits: Geometry (2 Math Credits)

Scope and sequence: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids

Algebra II

Course Overview: *Algebra II* is a course that extends the content of Algebra I and provides further development of the concept of a function.

Core 40 Credits: Algebra II (2 Math Credits)

Scope and sequence: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability

Financial Foundations:

Course Overview: An integrated course which brings related content together in real world application from Economics, Personal Financial Responsibility, and Business Math. *Economics* examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. *Personal Financial Responsibility* addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. *Business Math* includes mathematical operations related to accounting, banking and finance, marketing, and management.

Core 40 Credits: Economics (1 Economics Credit); Business Math (2 General Elective Credits); Personal Financial Responsibility (1 Directed Elective Credit)

Scope and sequence: Defining Economics and Economic Reasoning; Money, Banking, and Financial Services; Principles of Supply and Demand; The Market and Your Role as a Consumer; The Role of Government; Measuring a Nation's Economy; Fiscal and Monetary Policy; The Role of Domestic and International Trade

English and Social Studies:

English 1 & 2

Course Overview: Designed for students in need of significant reading remediation, English 1 and English 2 provide students with individualized or small group instruction designed to develop skills needed for success in completing language arts course work aligned with the Indiana Academic Standards for English Language Arts through computer-adaptive digital interventions and direct instruction.

English 1 Core 40 Credits: Basic Skills (1 General Elective Credit); Developmental Reading (1 English Credit)

English 2 Core 40 Credits: Developmental Reading (1 English Credit); One of the following: 20th Century Literature or Novels or Short Stories or Biographies (1 English Credit)

Scope and Sequence: Remediation; 20th Century Literature; Novels; Short Stories; Biographies

Writing Lab

Course Overview: Designed for students in need of significant writing remediation, Writing Lab provides students with individualized or small group instruction designed to develop skills needed for success in completing language arts course work aligned with the Indiana Academic Standards for English Language Arts through direct instruction in writing.

Core 40 Credits: Basic Skills (1 General Elective Credit); Language Arts Lab (1 English Credit)

Scope and Sequence: Remediation; Writing Standards

English 3:

Course Overview: English 3: World Studies A is a multidisciplinary course that integrates the Indiana Academic standards for *Grammar, Composition, Classical Literature*, and the first semester of *World History and Civilization*. English 3: World Studies A emphasizes events and developments in the past that

greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. They will develop historical thinking and research skills and use primary and secondary sources as well as literature to explore topical issues and to understand the cause for changes in the nation over time. They will also complete a variety of writing assignments, including narrative, argumentative and expository.

Core 40 Credits: Grammar (1 English Credit); Composition (1 English Credit); Classical Literature (1 English Credit); World History and Civilization A (1 Social Studies Credit)

Scope and Sequence: Ancient Cultures and Civilizations c.8000 to 600 BCE; Classical Civilization 1000 BCE to 600 CE; Major Civilizations and Cultural Interactions 600 to 1300 CE; Grammar; Classical Literature; Composition; Historical Thinking

English 4:

Course Overview: English 3: World Studies B is a multidisciplinary course that integrates the Indiana Academic standards for *Expository Writing*, *World Literature*, and the second semester of *World History and Civilization*. English 3: World Studies A emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. They will develop historical thinking and research skills and use primary and secondary sources as well as literature to explore topical issues and to understand the cause for changes in the nation over time. They will also complete a variety of writing assignments, including narrative, argumentative and expository.

Core 40 Credits: Expository Writing (1 English Credit); World Literature (1 English Credit); World History and Civilization B (1 Social Studies Credit)

Scope and Sequence: The Rise of Western Civilization and Global Interaction 1300 to 1750 CE; Revolutions, Nationalism, and Imperial Power 1500 to 1900 CE; An Era of Global Conflicts, Challenges, Controversies, and Changes 1900 CE to Present; Expository Writing; World Literature; Historical Thinking

English 5:

Course Overview: *American Studies* students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources as well as literature to explore topical issues and to understand the cause for changes in the nation over time. They will also complete a variety of writing assignments, including narrative, argumentative and expository.

Core 40 Credits: US History A (1 Social Studies Credit); American Literature (2 English Credits); US Government (1 Social Studies Credit)

English 10 End of Course Assessment – Taken upon completion of English 5: American Studies A

Scope and Sequence: Early Foundations of Government; Industrialization and Immigration; Imperialism; Progressives; Graphic Novel Final Project

English 6:

Course Overview: *American Studies* students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources as well as literature to explore topical issues and to understand the cause for changes in the nation over time. They will also complete a variety of writing assignments, including narrative, argumentative and expository.

Core 40 Credits: US History B (1 Social Studies Credit); English 12 (2 English Credits); Digital Citizenship (1 Directed Elective Credit)

Scope and Sequence: 1920s and 1930s; World Tensions; Civil Rights; Research Project and Present Day

Film Literature / Creative Writing

Course Overview: *Film Literature*, a course based the Indiana Academic Standards for English Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. **CREATIVE WRITING PROJECT:** Students write selections from the following projects: a short story, a narrative or epic poem, a persuasive speech or letter, a film review, a script or short play, which demonstrate knowledge, application, and writing progress in the Creative Writing course content.

Core 40 Credits: Film Literature (1 English Credit); Creative Writing (1 English Credit)

Scope and Sequence: History of film; influence of film on the culture; issues of interpretation, production and adaptation; visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work; films' portrayal of the human condition; the roles of men and women and the various ethnic or cultural minorities in the past and present.

Science

Integrated Chemistry - Physics

Course Overview: Integrated Chemistry and Physics is an introductory course in which students explore the fundamental principles in chemistry and physics. Students enrolled in this course examine the structure and properties of matter, chemical reactions, forces, motion and the interactions between energy and matter.

Core 40 Credits: Integrated Chemistry-Physics (2 Science Credits)

Scope and Sequence: Motion and Energy of Macroscopic Objects; Mechanical Energy and Propagation of Energy by Waves; Properties of Matter: Macroscopic as a Model for Microscopic; Energy Transport; Chemical Energy, Reactions, and Bonding; Electrical Energy Propagation and Magnetism; Nuclear Energy; Society (Energy production, environment, economics)

Biology I

Course Overview: *Biology I* is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Core 40 Credits: Biology I (2 Science Credits)

Biology End of Course Assessment – Taken upon completion of Biology I

Scope and Sequence: Cellular Chemistry; Cellular Structure; Matter Cycles and Energy Transfer; Interdependence; Molecular Basis of Heredity; Cellular Reproduction; Genetics; Evolution

Earth and Space Science

Course Overview: Earth and Space Science is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Core 40 Credits: Earth and Space Science (2 Science Credits)

Scope and Sequence: The Universe; The Solar System; The Earth; The Atmosphere and Hydrosphere; The Solid Earth; Earth Processes;

Chemistry

Course Overview: Chemistry requires students to compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Core 40 Credits: Chemistry (2 Science Credits)

Scope and Sequence: Properties and States of Matter; Atomic Structure and the Periodic Table; Bonding and Molecular Structure; Reactions and Stoichiometry; Behavior of Gases; Thermochemistry; Solutions; Acids and Bases; Organic Chemistry and Biochemistry

Science Research

Course Overview: *Science Research* is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems.

Core 40 Credits: Science Research (2 Science Credits)

Scope and Sequence: Laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings; end-of-course project, such as a scientific research paper and presentation of findings.

Other Courses—Directed Electives

Career Technical Education (CTE)

Career Information and Exploration

Preparing for College and Careers

Medical Terminology

Business Math

Information Communications and Technology

Personal Financial Responsibility

Advanced CTE, College Credit

CTE Certifications awarded in the Excel Center include:

- Logistics
- Welding
- Patient Access
- EMT
- Phlebotomy
- CMA
- IT Networking
- Forklift
- CDL
- Early Childhood Education
- Pharmacy Technician

Family and Consumer Science

Early Childhood Education

Child Development

Fine Arts

Piano and Electronic Keyboarding

Electronic Music

College Credit

Credit Recovery Courses

The following courses are also available via online credit recovery:

- US History
- World History
- Algebra
- PE I & II
- Health and Wellness
- Economics

Academic Exit Standards for Excel Center Graduation

Students who graduate the Excel Center are expected to complete the following four courses:

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Standards for these courses are included below. All courses are aligned to Indiana College and Career Readiness Standards.

Because they are combinations of multiple courses, the standards for American Studies A and B and Financial Foundations are listed on a lesson-by-lesson basis to demonstrate the combinations of courses in the Excel Center model. Students are evaluated on their mastery of the standards listed in each course.

American Studies A and B

American Studies A Course Mapping

	Content	E/LA 11-12	US
Day 1	Forms of Gov't ECA Style Prompt	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	1.1, 1.2
Day 2	US Revolution Thomas Paine Dec. of Independence	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	1.1, 1.2
Day 3	Federalist Papers 1984	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	1.1, 1.2
Day 4	Legislative Branch	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	
Day 5	Executive Branch Electoral College	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	
Day 6	Judicial Branch Westboro Article Court Cases	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	1.1, 1.2
Day 7	Thematic Essay Push vs. Pull New Colossus	RL.1-4; RV.2-3 RN.1-4; W.1,3,4,6 SL.2-3	2.1, 2.2, 2.3
Day 8	Chinese Exclusion Act	RN.1-4; W.1,3,4,6	2.1, 2.2, 2.3, 3.7

	ECA Style Essay	SL.2-3; RL.2-3 RV.2-3	
Day 9	Irish Immigrants How to write intros and conclusions	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	2.1, 2.2, 2.3, 3.7
Day 10	Rural vs Urban Poetry (Whitman and Sandberg)	RL.1-4; RV.2-3 RN.1-4; W.1,3,6 SL.2-3	
Day 11	Social Darwinism	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	2.4, 2.5, 3.7
Day 12	Industrial Revolution DBQ	RN.1-4; W.1,3-6 SL.2-3; RL.2-3 RV.2-3	All of 2
Day 13	Finish DBQ Essay Robber Barons Captains of Industry	RN.1-4; W.1,3-6 SL.2-3; RL.2-3 RV.2-3	2.4, 2.5, 3.7
Day 14	Manifest Destiny Westward Expansion	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	2.6
Day 15	Spanish American War Yellow Journalism	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	2.6, 3.6
Day 16	White Man's Burden Things Fall Apart St. Crispin's Day	RL.1-4; RN.4 W.1,3,6; SL.2-3 RV.2	
Day 17	Mexican American War Battle of the Alamo	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	3.1, 3.2, 3.6
Day 18	14 Points Treaty of Versailles	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	3.3, 3.4, 3.5
Day 19	The impact of imperialism on American music	RL.1-4; RV.2-3 RN.4; W.1,3,6	
Day 20	Progressive DBQ (end with essay)	RN.1-4; W.1,3-6 SL.2-3; RL.2-3 RV.2-3	3.8
Day 21	Jacob Riis Upton Sinclair	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	3.8
Day 22	Triangle Shirtwaist Factory Fire	RL.1-4; RV.2-3 RN.1-4; W.1,3,6 SL.2-3	3.8
Day 23	Discuss other famous Progressives	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	3.8
Day 24	TABE Re-test		
Day 25	Review for Final Exam		

Day 26	Final Exam pt. 1 (multiple choice and ECA essay)	RL.1-4; RV.2-3; RN.1-4; W.1,3,4,6 SL.2-3	
Day 27	Final Exam pt. 2 (DBQ)	RN.1-4; W.1,3-6 SL.2-3; RL.2-3 RV.2-3	
Day 28	Intro Graphic Novel Project	RL.1-4; W.1-6 RL,2-4; RV.2-3	
Day 29	Plan Graphic Novels	W.1,3-6; RL.2-4 RV.2-3	
Day 30	Work on Graphic Novel	W.1,3-6; RL.2-4 RV.2-3	
Day 31	Work on Graphic Novel	W.1,3-6; RL.2-4 RV.2-3	
Day 32	Finish Graphic Novel	W.1,3-6; RL.2-4 RV.2-3; SL.1-4	

American Studies B Course Mapping

	Content	E/LA	US	Comp App
Day 1	Flapper Culture St. Valentine's Mass	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	1.1, 1.2	2.1-5 4.1-2
Day 2	Age of Excess Great Gatsby Harlem Renaissance	RL.1-4; RN.4 W.1,3,6; SL.2-3 RV.2-3	1.1, 1.2	2.1-5 4.1-2
Day 3	DBQ Great Depress.	RN.1-4; W.1,3-6 RL.2-4; RV.2-3	1.1, 1.2	2.1-5 4.1-2
Day 4	Introductions Conclusions Finish DBQ Essay	RN.1-4; W.1,3-6 RL.2-4; RV.2-3		2.1-5 4.1-2
Day 5	Depression	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3		2.1-5 4.1-2
Day 6	Harvest Gypsies Dust Bowl Prezi	RL.1-4; RN.4 W.1,3,6; SL.1-4 RV.2-3	1.1, 1.2	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 7	Pearl Harbor Japanese Relocate	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	2.1, 2.2, 2.3	2.1-5 4.1-2
Day 8	Soldiers Experience	RN.1-4;	2.1, 2.2, 2.3, 3.7	2.1-5

	Life on Home Front ECA Prompt	W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3		4.1-2
Day 9	<i>Terrible Things</i> Holocaust Victims <i>Night</i>	RL.1-4; RN.1-4 RV.2,3; W.1,3,6 SL.1-4	2.1, 2.2, 2.3, 3.7	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 10	Holocaust Poetry WWII Propaganda (Continued)	RL.1-4; RN.2-3 RV.2,3; W.1,3,6 SL.1-4	2.1,2.2, 2.3	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 11	Iron Curtain Truman Doctrine Marshall Plan	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3		2.1-5 4.1-2
Day 12	McCarthyism <i>The Crucible</i>	RL.1-4; RN.2-3 RV.2,3; W.1,3,6 SL.1-4	2.4, 2.5, 3.7	2.1-5 4.1-2
Day 13	Platt Amendment Bay of Pigs Cuban Missile Crisis	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	All of 2	2.1-5 4.1-2
Day 14	Evaluate Kennedy's Decision – Poster	RL.1-4; RN.4 W.1,3,6; SL.2-3 RV.2-3	2.4, 2.2, 3.7	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 15	Intro Vietnam <i>Things They Carried</i> Protest Songs	RL.1-4; RN.4 W.1,3,6; SL.2-3 RV.2	2.6	2.1-5 4.1-2
Day 16	Transatlantic Slave Trade Equiano	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	2.6, 3.6	2.1-5 4.1-2
Day 17	Reconstruction Era Black Codes Sharecropping	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3		2.1-5 4.1-2
Day 18	Emmett Till	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	3.1, 3.2, 3.6	2.1-5 4.1-2
Day 19	<i>To Kill a Mockingbird</i>	RL.1-4; RN.2-3 RV.2,3; W.1,3,6 SL.1-4		2.1-5 4.1-2

Day 20	Various Civil Rights Groups -- SAS Pics from CRM (Continued)	RL.1-4; RN.4 W.1,3,6; SL.2-3 RV.2-3	3.3, 3.4, 3.5	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 21	<i>Letter from a Birmingham Jail</i> "I Have a Dream"	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3	3.8	2.1-5 4.1-2
Day 22	Literacy Test Other Minorities Brown v. Board	RN.1-4; W.1,3,4,6 SL.2-3; RL.2-3 RV.2-3	3.8	2.1-5 4.1-2
Day 23	Nixon - Present	RN.1-4; W.1,3,6 SL.2-3; RL.2-3 RV.2-3		2.1-5 4.1-2
Day 24	Review for Exam			
Day 25	FINAL EXAM!	RL.1-4; RV.2-3; RN.1-4; W.1,3-6 SL.2-3		2.1-5 4.1-2 7.1-3
Day 26	Intro research	W.1-5		1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 27	Begin researching	W.1-5		1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 28	Type Paper	W.1-5		1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 29	Finish Paper	W.1-5; SL.1-4		1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3

Financial Foundations**Week One**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Procedure Topics	-Introduction to class -What is Economics? -Definition of other key terms: resource, consumer, goods, services, capitalism, democracy, meritocracy -Concept of the American Dream	-What is the difference between a need and a want? -What is choice and how is it employed in economic decisions? -What is opportunity cost? -Analysis of cost per use of items students own	-What is money and what function does it have in a society? -How does one calculate interest? -How does one save effectively and what methods of saving exist?	-How does one open a checking or savings account? -How does an individual write a check? -How does an individual balance a checkbook? -What is fractional reserve banking?
Economics	1.1, 1.4, 1.5	1.2, 1.9	6.1, 6.4	6.3
Business Math		1.1.1, 1.1.2, 1.1.3	1.3.1, 3.2.1	
Personal Finance		1.4.2	4.1.2, 6.1, 6.1.2, 6.2.1, 6.3	3.2.1, 3.2.2, 3.3.2

Week Two

Objective: Students will be able to describe and analyze the role of money, banking and financial services in their lives.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Procedure Topics	-What is credit? -What is a finance charge? -What are the advantages and disadvantages of having a credit card? -What should one look for when registering for a credit card?	-What is online banking? -What are the pros and cons of doing banking online? -How do online services compare between banks?	-Definitions: supply and demand -What is a shortage and what is a surplus? -Review concept of producers and consumers -What role do producers and consumers play in the market?	-Graphing supply and demand -Determining price from supply and demand -Definition: equilibrium price -Why might supply and demand change within a market?
Economics	6.6	6.6, 6.7	2.1, 2.3, 2.4	2.1, 2.3, 2.4
Business Math	3.2.8	1.1.1, 1.1.2, 1.1.3, 3.1.3	3.2.1, 3.2.2, 3.2.3, 3.2.4	3.2.1, 3.2.2, 3.2.3, 3.2.4
Personal Finance	3.3.1, 4.2, 4.2.1, 4.2.2	3.3.1		

Week Three

Objective: Students will be able to explain principles of supply and demand and how they affect their personal purchases, using purchasing a car as an example.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
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Procedure Topics	-How do supply and demand impact the price of a product? -How does the length and interest of a loan affect monthly payments and overall cost? -Car loan project	-How does an individual make calculations to determine the cost of a major purchase? -What is the difference between leasing and buying a car? -Car loan project	-How does buying compare to leasing a product? -What does it cost to maintain a vehicle, including insurance? -What different types of insurance exist?	-How does one shop for insurance? -How do different types of insurance compare? -What factors influence a person's insurance costs?
Economics	6.4, 6.6	6.4, 6.6		
Business Math	3.2.2, 3.2.3	3.2.2, 3.2.3	2.1.9, 3.2.4	2.1.9, 3.2.4
Personal Finance	4.1.2, 4.1.3	4.1.2, 4.1.3	5.2, 5.2.1, 5.2.2, 5.2.3	5.2, 5.2.1, 5.2.2, 5.2.3

Week Four

Objective: Students will be able to demonstrate an understanding of the way market structures function and how decisions made in the market affect individuals and the larger economy.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Procedure Topics	-What are the three main types of business organizations? -What are the advantages and disadvantages of each?	-What are the characteristics of competition? -What are the four types of competition? -How do businesses make money?	-What is stock? -What is the stock market? -How does one calculate the value of stock? -What are the risks involved in the stock market?	-How does one do research on a stock? -How does one read a stock table? -Stock Market Simulation
Economics	3.1, 3.2	3.2, 3.4, 3.5, 6.8	6.8	6.8
Business Math			3.2.6, 3.2.7	3.2.6, 3.2.7
Personal Finance	6.3.1	6.3.1	6.3.1, 6.4, 6.4.1, 6.5, 6.5.1	6.3.1, 6.4, 6.4.1, 6.5, 6.5.1

Week Five

Objective: Students will analyze the role government plays in an economy, including regulating the market and the collection and distribution of taxes.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Procedure Topics	-In general, what role does a government play in a capitalistic economy? -What are the limits of government intervention in the economy? -What does the government spend its money on?	-What are the sources of revenue for a government? -How are tax revenues spread out between local, state, and federal budgets? -How are taxes used in an individual's own community?	-What are the differences between progressive, regressive, and proportional taxes? -How does an individual read tax charts and estimate taxes? -What is the difference between gross and net pay?	-What are payroll taxes? -What percentage of a person's salary goes toward Social Security or Medicare? -How does one calculate a sales tax and a discount price?
Economics	4.1, 4.4	4.4, 4.5	4.4, 4.5, 4.6, 4.7, 4.8	
Business Math	6.1.2, 6.1.3, 6.1.5		1.3.1, 2.1.2	2.1.2, 4.1.2, 4.1.3
Personal Finance			3.4.1, 2.3	6.1.1

Week Six

Objective: Students will be able to define GDP and inflation, and demonstrate how individual choice impacts a nation's economy.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Procedure Topics	-What are aggregate supply and aggregate demand? -Define GDP, economic growth, unemployment, and inflation. -How are GDP and economic growth measured?	-What are the limits to using GDP as a measure of economic welfare? -Explain the four phases of the business cycle on a macroeconomic level.	-What effects have major historical events (such as WWII or the IT boom) had on business cycles in the United States? -What is inflation?	-How does inflation impact the choices made by individuals? -What is the difference between cost-push and demand-pull inflation?
Economics	5.1, 5.2	5.3, 5.4	5.5, 5.6	5.7, 5.8
Business Math	1.1.2, 1.1.3, 1.1.4		1.1.2, 1.1.3, 1.1.4, 3.2.7	1.3.1
Personal Finance			3.4.1, 3.4.2, 6.3.2	6.3.2

Week Seven

Objective: Students will be able to define fiscal and monetary policy and the tools used to enforce it, as well as analyze the impact national and individual debt have on a nation's economy.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Procedure Topics	-What is fiscal policy? -What is monetary policy? -What are the tools for fiscal/monetary policy, and how are they used?	-What are the negative effects of unemployment and inflation? -How can individuals protect themselves from unemployment and inflation?	-How does the government impact the level of unemployment and inflation? -How does the government use fiscal policy to promote employment and growth? -What is the Federal Reserve's role in matters of fiscal policy?	-How do we predict future debt based on present information? -How will future spending and taxation affect our national debt? -How does fiscal/monetary policy impact the individual (student)?
Economics	7.1, 7.2	7.3, 7.4	7.5, 7.6	7.7, 7.8, 7.9
Business Math	3.2.1-5	3.2.1-5	3.2.1-5, 3.2.7,	3.2.1-5, 1.3.1, 1.3.2
Personal Finance	4, 3.3.3, 3.4, 4.3.1, 6.3.1	4, 3.3.3, 3.4, 4.3.1, 6.3.1	4, 3.3.3, 3.4, 4.3.1, 6.3.1	4, 3.3.3, 3.4, 4.3.1, 6.3.1

Week Eight

Objective: Students will analyze the mechanics of trade within a nation and abroad.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Procedure Topics	-Why is trade beneficial? (individually, nationally, internationally) -What are different ways in which people trade? (cash, stocks, barter, futures, underground economy) -Absolute vs. comparative advantage	-What are barriers to trade? -Why do some countries establish barriers to trade? -Balance of trade vs. balance of payments -How do trade relations affect the American economy?	-Labor productivity in the U.S. vs. the rest of the world -What are exchange rates? -How do exchange rates affect individuals living in the U.S.?	-What is free trade? -Is free trade beneficial or harmful to the global economy? Why? -Who does free trade benefit?
Economics	8.1, 8.2, 8.10	8.3, 8.4, 8.5, 8.10	8.6, 8.7, 8.8, 8.10	8.9, 8.10
Business Math	4.1.4	1.3.1-5	4.1.6, 1.3.1-5	
Personal Finance	1.1.1, 1.2			

Algebra II Standards**Algebra II Content Standards****Units of Instruction**

AII.CNE.1- Operations with complex numbers	Complex numbers and expressions
AII.CNE.2- Radicals and exponents	Complex numbers and expressions
AII.CNE.3- Operations with rational expressions	Complex numbers and expressions
AII.CNE.4- Equivalent forms of rational expressions	Complex numbers and expressions
AII.CNE.5- Division of polynomials	Complex numbers and expressions
AII.CNE.6- Partial sums of arithmetic and geometric series	Complex numbers and expressions
AII.F.1- Function identification	Functions
AII.F.2- Composition of functions	Functions
AII.F.3- Inverse functions	Functions
AII.F.4- Graphing inverse functions	Functions
AII.F.5- Graphing composite functions	Functions
AII.SE.1- System of linear and quadratic equations	System of equations
AII.SE.2- Systems of three linear equations and three variables	System of equations
AII.SE.3- Real world application of three variable systems	System of equations
AII.Q.1- Real world application of quadratics	Quadratics
AII.Q.2- Completing the square and properties of quadratics	Quadratics
AII.Q.3- Discriminant and number of solutions	Quadratics
AII.EL.1- Recursive and explicit arithmetic and geometric sequences	Exponential and logarithmic equations and functions
AII.EL.2- Graph functions expressed symbolically and show key features of the graph by hand in simple cases	Exponential and logarithmic equations and functions
AII.EL.3- Rate of change in exponential functions	Exponential and logarithmic equations and functions
AII.EL.4- Transforming expressions for exponential functions	Exponential and logarithmic equations and functions
AII.EL.5- Relationship between exponential and logarithmic functions	Exponential and logarithmic equations and functions
AII.EL.6- Laws of exponents and logarithms	Exponential and logarithmic equations and functions
AII.EL.7- Real world application of exponential equations	Exponential and logarithmic equations and functions
AII.PR.1- Solving polynomial equations	Polynomial, rational, and other equations and functions
AII.PR.2- Graph relations and functions and describe their properties	Polynomial, rational, and other equations and functions
AII.PR.3- Solve simple rational and radical equations in one variable	Polynomial, rational, and other equations and functions
AII.DSP.1- Make inferences from sample surveys, experiments, and observational studies	Data analysis, statistics, and probability
AII.DSP.2- Use technology to model bivariate data and interpret the correlation coefficient	Data analysis, statistics, and probability
AII.DSP.3- Identify and interpret measures of central tendency and variation in a data set	Data analysis, statistics, and probability
AII.DSP.4- Apply theoretical models of probability to interpret random events	Data analysis, statistics, and probability
AII.DSP.5- Identify and apply concepts of dependent and independent events	Data analysis, statistics, and probability
AII.DSP.6- Multiplication counting principle, permutations and combinations	Data analysis, statistics, and probability

Chemistry Standards

Standards	Big Ideas	Learning Targets/Objectives
C.1.1 Based on physical properties, differentiate between pure substances and mixtures.	<ul style="list-style-type: none"> - Compare and contrast pure substances and mixtures - Physical property - Chemical property - Element, compound - Homogeneous/ heterogeneous 	Students will be able to differentiate between a pure substance and a mixture
C.1.2 Observe and describe chemical and physical properties of different types of matter and designate them as either extensive or intensive.	<ul style="list-style-type: none"> - Intensive/extensive - Chemical/physical properties - Define matter 	<p>Students will be able to define an extensive and intensive property</p> <p>Students will be able to explain the properties of three different states of matter</p>
C.1.3 Recognize observable indicators of chemical changes.	<ul style="list-style-type: none"> - Chemical changes - Indicators of chemical change 	Students will be able to determine if a chemical change has occurred due to observable indicators such as color change.
C.1.4 Describe physical and chemical changes at the molecular level.	<ul style="list-style-type: none"> - Atoms, molecules - Bonding 	Students will be able to analyze the differences between a chemical or a physical change.
C.1.5 Describe the characteristics of solids, liquids and gases and changes in state at the molecular level.	<ul style="list-style-type: none"> - Compare and contrast states of matter - Change of state - Volume, shape - movement of particles - Atoms 	Students will be able to define the properties of a solid, liquid and a gas.
C.1.6 Explain and apply the law of conservation of mass as it applies to chemical processes.	<ul style="list-style-type: none"> - Conservation of mass (equation) - Chemical equations (reactants, products) - Possibly balancing equations in here 	Students will be able to apply their knowledge of conservation of mass and how it relates to chemical processes and reactions.
C.1.7 Define density and distinguish among materials based on densities. Perform calculations involving density.	<ul style="list-style-type: none"> - Density ($d=m/V$) - How to measure mass/volume - Units of mass and volume - Dimensional analysis 	<p>Students will be able to define density and communicate the importance of density when describing a substance.</p> <p>Students will be able to calculate density.</p>
C.2.1 Describe how models of atomic structure changed over time based on available experimental evidence and understand the current model of atomic structure.	<ul style="list-style-type: none"> - Atom as a solid sphere, plum pudding, etc. to Bohr - Indirect evidence 	Students will be able to identify the Bohr model and how this model describes an atom's structure
C.2.2 Describe how the subatomic particles (i.e., protons, neutrons and electrons) contribute to the structure of an atom and recognize that the particles within the nucleus are held together against the electrical repulsion of the protons.	<ul style="list-style-type: none"> - Protons, neutrons, electrons (charges, mass, location in the atom) - Like charges repel, opposite charges attract 	Students will be able to explain the structure of an atom using protons, electrons and neutrons.
C.2.3 Determine the number of protons, neutrons, and electrons in isotopes and in those isotopes that comprise a specific element. Relate these numbers to atomic	<ul style="list-style-type: none"> - Periodic table - Isotopes - Compare and contrast atomic number and mass number 	Students will be able to compute the number of neutrons in an atom and differentiate between different atoms depending on this

number and mass number.		neutron number.
C.2.4 Calculate the average atomic mass of an element from isotopic abundance data.	<ul style="list-style-type: none"> - Weighted average - Percentages as decimals - Mass number vs atomic mass - Isotopes 	Students will be able to calculate the average atomic mass of an element.
C.2.5 Write the electron configuration of an element and relate this to its position on the periodic table.	<ul style="list-style-type: none"> - Blocks of the periodic table - Groups/periods - Noble gas configuration 	Students will be able to construct electron configurations for elements on the periodic table.
C.2.6 Use the periodic table and electron configuration to determine an element's number of valence electrons and its chemical and physical properties.	<ul style="list-style-type: none"> - Common charge of groups based on number of electrons lost/gained - Alkali metals/alkaline earth/etc. 	Students will be able to analyze an electron configuration to determine an element's valence electrons.
C.2.7 Compare and contrast nuclear reactions with chemical reactions.	<ul style="list-style-type: none"> - Nucleus changing vs. only changing number of electrons - Show them a nuclear equation vs chemical equation 	Students will be able to analyze the difference between a chemical and a nuclear reaction.
C.2.8. Describe how fusion and fission processes transform elements present before the reaction into elements present after the reaction.	<ul style="list-style-type: none"> - Define fusion/fission - Show them reactions of each type and have them identify each - Conservation of mass 	Students will be able to determine the difference between fusion and fission.
C.2.9 Understand that the radioactive decay process is random for any given atom but that this property leads to a predictable and measurable exponential decay of a sample of radioactive material. Know how to calculate the initial amount, the fraction remaining or the half-life of a radioactive isotope when given two of the other three variables.	<ul style="list-style-type: none"> - Half life - Radioactive decay is random 	Students will be able to analyze a half-life decay table.
C.3.1 Describe, compare and contrast the characteristics of the interactions between atoms in ionic and covalent compounds.	<ul style="list-style-type: none"> - Ionic vs covalent - Metals vs nonmetals and location on the periodic table - Charges formed - Polyatomic ions 	Students will be able to summarize the difference between an ionic and a covalent bond
C.3.2 Compare and contrast how ionic and covalent compounds form.	<ul style="list-style-type: none"> - Sharing vs electron transfer 	Students will be able to summarize the difference between an ionic and a covalent bond
C.3.3 Draw structural formulas for and name simple molecules.	<ul style="list-style-type: none"> - Lewis structures - Lewis dot structures 	Students will be able to name compounds.
C.3.4 Write chemical formulas for ionic compounds given their names and vice versa.	<ul style="list-style-type: none"> - Naming rules - Prefixes 	Students will be able to name compounds when given the structural formula.
C.3.5 Compare and contrast ionic, covalent network, metallic and polar and non-polar molecular crystals with respect to constituent particles, strength of bonds, melting and boiling points and conductivity; provide examples of each type.	<ul style="list-style-type: none"> - Define ionic, covalent network, metallic bonding (compare and contrast electron behavior) - Properties of each - What does it mean to be polar vs nonpolar - Electron affinity/ electronegativity 	Students will be able to compare different types of molecules and their properties.
C.4.1 Predict products of simple reactions such as synthesis, decomposition, single replacement and double replacement.	<ul style="list-style-type: none"> - Five types of reactions 	Students will be able to classify different types of reactions.
C.4.2 Balance chemical equations using the	<ul style="list-style-type: none"> - Balancing equations 	Students will be able to balance

law of conservation of mass and use them to describe chemical reactions.		chemical reactions. Students will apply their knowledge on conservation of mass in terms of balancing equations.
C.4.3 Given mass of the sample, use the mole concept to determine the number of moles and number of atoms or molecules in samples of elements and compounds.	- Avogadro's number - Molar mass - Dimensional analysis	Students will be able to calculate moles and grams based on what is given.
C.4.4 Using a balanced chemical equation, calculate the quantities of reactants needed and products made in a chemical reaction that goes to completion.	- Stoichiometry - Using coefficients for hypothetical situations - Mole ratios	Students will be able to calculate the amount of reactant and product used when looking at balanced chemical equations.
C.4.5 Describe, classify and give examples of various kinds of reactions-synthesis (i.e., combination), decomposition, single displacement, double displacement and combustion.	- Five types of reactions	Students will be able to classify different types of reactions.
C.4.6 Determine oxidation states and identify the substances gaining and losing electrons in redox reactions.	- Rules for assigning oxidation numbers - Identify what was oxidized, reducing, and the oxidizing/reducing agents - LEO the lion says GER; OIL RIG	Students will be able to analyze redox reactions
C.4.7 Perform calculations to determine the composition of a compound or mixture when given the formula.	- Percent composition	Students will be able to determine the percent composition of elements in a compound.
C.5.1 Use kinetic molecular theory to explain changes in gas volumes, pressure, moles and temperature.	- 5 postulates of KMT - Combined gas law (Charles, Boyles, Avogadro's)	Students will be able to manipulate the Boyle's and Charles' Laws to calculate volume and pressure in gases.
C.5.2 Using the ideal gas equation of state $PV = nRT$, calculate the change in one variable when another variable is changed and the others are held constant.	- $PV=nRT$ - Conversion practice if necessary	Students will be able to calculate pressure, volume, moles and temperature using the ideal gas equation.
C.5.3 Given the equation for a chemical reaction involving one or more gases as reactants, products or both, calculate the volumes of gas when assuming the reaction goes to completion and the ideal gas law holds.	- $PV=nRT$ - 1 mole = 22.4 L - Mole ratios, stoichiometry	Students will be able to calculate the volume of a gas at standard volume
C.6.1 Explain that atoms and molecules are in constant motion and that this motion increases as thermal energy increases.	- States of matter - Phase changes - Temperature	Students will be able to analyze the relationship between heat and motion in gas particles.
C.6.2 Distinguish between the concepts of temperature and heat flow in macroscopic and microscopic terms.	- Explain how heat flows (what we see vs what is happening on a molecular level)	Students will be able to differentiate between heat and temperature.
C.6.3 Classify chemical reactions and phase changes as exothermic or endothermic.	- Endothermic/exothermic - Phase diagrams	Students will be able to determine the difference between endothermic and exothermic.
C.6.4 Solve problems involving heat flow and	- $q=mC\Delta T$	Students will be able to perform

temperature changes by using known values of specific heat, phase change constants (i.e., latent heat values) or both.	- Latent heat equations	specific heat calculations.
C.7.1 Describe the composition and properties of types of solutions.	- Solute, solvent, saturated, unsaturated, supersaturated - Conductivity of ionic solutions?	Students will be able to communicate the different components and types of solutions.
C.7.2 Explain how temperature, pressure and polarity of the solvent affect the solubility of a solute.	- Like dissolves like - Laundry detergents/oils and solubility - Factors increasing solubility	Students will be able to determine how changing temperature and pressure affects solubility.
C.7.3 Describe the concentration of solutes in a solution in terms of molarity. Perform calculations using molarity, mass and volume.	- $M = \text{moles}/V$ - Extra conversion practice (if needed)	Students will be able to calculate molarity.
C.7.4 Prepare a specific volume of a solution of a given molarity when provided with a known solute.	- Molarity formula	Students will be able to find the amount of moles needed to calculate a certain molarity when volume is given.
C.7.5 Explain how the rate of a reaction is qualitatively affected by changes in concentration, temperature, surface area and the use of a catalyst.	- Factors affecting solubility - Define catalyst	Students will be able to determine if a reaction will speed up or slow down based on manipulations to the system.
C.7.6 Write equilibrium expressions for reversible reactions.	- Write equilibrium expression	Students will be able to write equilibrium expressions.
C.8.1 Use Arrhenius and Brønsted-Lowry definitions to classify substances as acids or bases.	- Acidic protons, hydronium ion - Define acids and bases with Arrhenius and Bronsted-Lowry definitions - pH scale	Students will be able to classify substances and compounds as either an acid or a base based on their properties.
C.8.2 Describe the characteristic properties of acids and bases.	- pH scale - H^+ and OH^-	Students will be able to compare acids and bases.
C.8.3 Compare and contrast the dissociation and strength of acids and bases in solutions.	- Define dissociation -	Students will be able to analyze titration curves.
C.8.4 Given the hydronium (H_3O^+) ion concentration in a solution, calculate the pH and vice versa. Explain the meaning of these values.	- $pH = -\log[H^+]$ - $10^{-pH} = [H^+]$	Students will be able to calculate pH of a solution given the hydrogen ion concentration.
C.8.5 From acid-base titration data, calculate the concentration of an unknown solution.	- Indicators - Molarity formula - Balance an equation - Identify an acid/base - Define neutralization - Mole ratios/stoich.	Students will be able to find the molar concentration when given a pH value.
C.9.1 Use structural formulas to illustrate carbon atoms' ability to bond covalently to one another to form many different substances.	- Lewis structures/Lewis dot - Covalent bonding - Carbon as basis for organic chemistry - Carbon = covalent = life	Students will analyze carbon's special bonding capabilities.
C.9.2 Illustrate the variety of molecular types formed by the covalent bonding of carbon atoms and describe the typical properties of these molecular types.	- Single, double, triple bonds - Carbohydrates	Students will be able to determine whether a double bond can be used when creating a resonance structure.

For many adult learners, lengthy timeframes needed to progress through an academic program is a major detriment to their lasting success.¹ The Excel Center's schedule is designed to reinforce educational success by accelerating the pace in which students can earn credits and operating the school year-round with minimal breaks. The school's class schedule operates on 8-week cycles, using extended teaching times of 90 minutes each, with some courses merging periods together for 3-hour blocks. This structure gives students the ability to earn credits on a faster pace than in a traditional 15-week semester.

Throughout the academic year students will complete their coursework or withdraw from the school, and The Excel Center fills that student's place during the next iExcel at the beginning of the next term. After an 8-week cycle is completed, students are then assigned into a new schedule with new coursework. Students are required to attend a minimum of 4 hours each day of classes. The Excel Center's 2017-2018 calendar includes 170 days of accelerated, scheduled instruction and an additional 38 days of instruction available to students, as needed, on Fridays. This schedule includes five eight-week sessions, with new sessions beginning after the prior term ends. The Excel Center does not offer specific Saturday School or summer school programs because the instructional program continues year-round.

¹ Complete College America (2011). *Time is the Enemy: The surprising truth about why today's college students aren't graduating ... and what needs to change*. Washington DC: Complete College America. Retrieved from http://www.completecollege.org/docs/CCA_national_EMBARGO.pdf

The Excel Center 2017-2018 School Year Calendar

July 17

Su	M	Tu	W	Th	F	Sa
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August 17

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September 17

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October 17

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November 17

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December 17

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January 18

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April 18

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June 18

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July 18

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August 18

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- School Day
- PD for Staff
- Students & Staff Off
- iExcel
- First Day of each Term

1	Jul 17-Sept 8
2	Sept 13-Nov 14
3	Nov 20-Feb 2
4	Feb 7-Apr 6
5	Apr 25-June 19

Graduation: June 8th & 9th

iExcels

July 12th & 13th
Sept 11th & 12th
Nov 15th & 16th
Feb 5th & 6th
April 23rd & 24th

The School Day and Week

The Excel Center school week includes four days of fixed-time classroom instruction and one day of self-directed student learning. Scheduled fixed-length classes take place Mondays through Thursdays. Fridays are available for teachers and staff to prepare for classes, hold case conferences, staff meetings, and one-on-one tutoring sessions and meetings with students.

Monday through Thursday, the school schedule has classes from 9:00 am until 4:00 pm with the option of adding evening classes each term, based on student need. This extended schedule allows for adults to attend classes when their schedules allow, fitting coursework in alongside work or family responsibilities. A variety of activities will take place in the facility throughout each school day, including classes, one-on-one tutoring, self-directed study, and coaching activities. Staff will be available to assist students with particular questions related to their coursework. Student schedules will be adjusted at the end of each term: Excel Center staff will adjust classroom schedules to meet the students' credit needs and their ability to attend classes for each term.

The Excel Center operates at least 4 periods each day, each consisting of 90 minutes of instruction (some courses will span one 90-minute period, whereas 180-minute courses will span two periods). The school day may include up to 6 periods based on student need at each school site and each term. For example, due to student need The Excel Center – South Bend has historically operated six class periods. Each day of fixed-time instruction provides 360 – 540 minutes of instructional time available for students. Each week includes at least 24 (but up to 36) hours of fixed-length instruction. On Friday, students participate in self-directed learning. They are able to continue with online credit recovery courses, take diagnostic or formative examinations, work with a tutor and/or meet with their instructors in one-on-one meetings.

Because of the variability of student schedules within the 8-week blocks of courses, a student may not take time in all four subjects during a given school day. The Excel Center's course offerings are changed at the end of each eight-week term to ensure the classes offered meet the credit needs for its student body for that given term. As a result, some courses (including basic skills instruction) will be offered every term, while others (higher-level math and English courses) will be offered less frequently but at least every other term. For a student enrolled in any one of these classes, however, he/she would have minimum instructional times for the following subjects (at right).

- Language Arts: 1 ½ hours (90 minutes)
- Mathematics: 3 hours (180 minutes)
- Science: 3 hours (180 minutes)
- Social Studies: 1 ½ hours (90 minutes)

Class Schedule Monday - Thursday:

- Period 1 9:00 am – 10:30 am
- Period 2 10:35 am – 12:05 pm
- Period 3 12:55 pm – 2:25 pm
- Period 4 2:30 pm – 4:00 pm
- Period 5 5:00 pm – 6:30 pm *(if needed)*
- Period 6 6:30 pm – 8:00 pm *(if needed)*

* This is the class schedule utilized in South Bend, but may be adjusted as needed at other locations.

Daily Schedule and Sample Course Offerings in Foundation Subjectsⁱ

Period	Math		Science	English & Life Skills	Humanities	Remediation Courses	Credit Recovery
Prep Time							
Period 1 9:00 am - 10:30 am 90 min. (5 min Break)	Algebra IA Algebra IB Algebra II	Algebra II	Integrated Chemistry & Physics (ICP) Biology Science Research	Writing Foundations Financial Foundations	World Studies A American Studies A	Math A Math B Competency English: English 1 (System 44) English 2 (Read 180) Basic Skills	E-Learn/Plato Lab
Period 2 10:35 am - 12:05 pm 90 min. (50 min Break)				Writing Foundations Financial Foundations		Math A Math B Competency English: English 1 (System 44) English 2 (Read 180) Basic Skills	

Period 3 12:55 pm - 2:25 pm 90 min.	Geometry Bridge Math	Geometry	Integrated Chemistry & Physics (ICP) Biology Science Research	Writing Foundations Financial Foundations	World Studies B American Studies B	Math A Math B Competency English: English 1 (System 44) English 2 (Read 180) Basic Skills	E-Learn/Plato Lab
(5 min Break)							
Period 4 2:30 pm - 4:00 pm 90 min.				Writing Foundations Financial Foundations		Math A Math B Competency English: English 1 (System 44) English 2 (Read 180) Basic Skills	E-Learn/Plato Lab
(60 min Break)							
Period 5 5:00 pm – 6:30 pm 90 min.	Algebra I Algebra II	Geometry	Integrated Chemistry & Physics (ICP) Biology Science Research	Writing Foundations Financial Foundations	American Studies A	Math A Math B Competency English: English 1 (System 44) English 2 (Read 180) Basic Skills	E-Learn /Plato Lab
(5 min Break)							
Period 6 6:30 pm – 8:00 pm 90 min.				Plato Lab		Math A Math B Competency English: English 1 (System 44) English 2 (Read 180) Basic Skills	E-Learn /Plato Lab

ⁱ This table is used as an example schedule that has previously been used successfully in other schools within The Excel Center network. It should be noted that class schedules and course offerings are developed upon review of the courses needed by the students enrolled at the school. The Excel Center is designed to be adaptable to student needs and the course schedule and offerings are often changed each term in order to meet student needs. Furthermore, this means that the course schedule and specific courses offered each term often (and likely) vary from school site to school site.

The Goodwill LEADS Excel Center is structured to fit the academic and life needs of adults (18 years and older) earning a high school diploma, and the school encourages individuals who meet that criterion to apply for the school. Traditional-age students (younger than 18) interested in attending the Excel Center are encouraged to investigate other schools whose programs better meet their needs.

On an ongoing basis, Goodwill LEADS provides information to community groups, potential new students, and other individuals inquiring about enrollment at The Excel Center. The school's Office Manager and other school staff will answer any questions the inquiring individual may have about the school and provide a packet of information regarding the school and the enrollment process.

Excel staff follow up to ensure student receipt and completion of enrollment materials and also provide reminder notifications (e.g., email, text, phone call) about required iExcel orientation dates, transcripts, term start dates, information sessions/ open house programs, etc.

Students submit a completed enrollment packet and a transcript from their most recent high school. These two items are prerequisite for attendance at iExcel, an orientation that is part of the intake process. The deadline for submitting the completed application is typically two weeks prior to the start of a new term. Enrollment documents are maintained in the student information system.

Students who do not attend and complete iExcel must request to be placed back on the wait list, or on the list for the next iExcel enrollment term.

There are five steps to become a student at The Excel Center. Important dates and times in the enrollment process, such as the application deadline, Testing Days, iExcel, and first day of classes can be found at *ExcelCenterHS.org*.

Step 1: Application

- Adults, 18 and older, interested in enrolling at The Excel Center should submit an application online at *ExcelCenterHS.org/Apply*, request a paper application, or visit The Excel Center to complete a paper application.
 - The application includes: student name and contact information; demographic information; home language survey; race and ethnicity; high school history.

Step 2: Submit a Transcript

- Applicants should contact the last high school they attended and ask them to fax their transcript to The Excel Center.
- Transcripts should be submitted as soon as possible
 - In cases where a student has difficulty obtaining his/her transcript, the Excel Center may provide assistance. However, the transcript must be on file before a student can be officially enrolled in the school. If a transcript is not available, please contact the Excel Center for additional information.

A transcript must be submitted in order to move on to Steps 3 & 4.

Step 3: Attend a Testing Day

- All new students must complete a math, reading, and writing placement test to help determine the best classes for them to start.

Step 4: Attend iExcel Orientation

- iExcel is a required, one-day orientation/intake program before classes begin.

Step 5: First Day of Classes

- Steps 1-4 *must* be completed in order for an applicant to begin classes at The Excel Center.

Any applicant who partially completes the enrollment process for a given term, but does not attend classes, should contact the Office Manager at to confirm their next step to enrollment.

Re-Enrollment/Withdrawals: Students who withdraw from the school are able to re-enroll by contacting their Life Coach; or are elevated to a high priority on the wait list so they can return to school.

Enrollment Lottery

At such a time as The Excel Center student body reaches capacity, the school will hold a random lottery to determine which students will receive a place at the school.

- a. The enrollment lottery will include only students who have completed the application and submitted their transcript.
- b. Each student will be assigned a random number, and numbers will be drawn to determine which students will be offered a place at the school
- c. Students selected will be offered the opportunity to enroll. Students not selected will be placed on a waiting list in the order that their numbers are drawn.
- d. The Lottery will be held two weeks prior to the beginning of each term.

Waiting List

Throughout the year, some students will leave the school (either by graduating or by withdrawing from the school). When this occurs, the student's vacated place will be filled at the next iExcel by a student on the waiting list. Students will be selected from the waiting list on a first-come, first-served basis. The waiting list will be maintained year-round.

Enrollment Timeline

The enrollment timeline for The Excel Center site in Gary and East Chicago includes the following tentative dates:

- February - April 2017: Open enrollment
 - Student recruitment is ongoing
- April - July 2017: Excel Center staff assist students in filling out enrollment information
- June 8, 2017: Enrollment lottery held (if necessary)
 - If a lottery is not necessary, all students who have enrolled at this point are given a space when the school opens

- Students are able to continue applying for and enrolling in the school after the lottery is held; students will be added to the waiting list on a first-come, first-served basis
- June 9 June 30,2017: Students are notified of their space in the school, or their position on the waiting list
 - Any student who changes his/her mind to attend will forfeit his/her open space and will be returned to the waiting list
- July 13: The iExcel Enrollment period begins
- July 17: Classes begin

Note: Similar dates and timelines will be used during the start-up of the Excel Center location in Elkhart in 2019.

The purpose of disciplinary action at the Excel Center is to ensure that both individual students and the school community remain focused on growth and learning. Depending on the nature of the infraction and the student's past performance, any or all of the following consequences may be appropriate:

- Warning, oral or written
 - Immediate resolution of the problem or issue is expected.
- Participation in instructional program
 - A student may be expected to attend a course such as anger management, conflict resolution, peer mediation, or stress reduction; participate in group or individual counseling; or attend other programs intended to redirect the student's perceptions and behavior.
- Remuneration
 - A student may be expected to perform service to correct or repair any damages or harm which may have resulted from the student's behavior.

School personnel also understand the need to provide positive reinforcement to encourage good behavior. Teachers and staff recognize positive behaviors such as regular attendance, positive attitudes, achieving classroom goals, volunteering, etc. Following are a few examples:

- Each term students nominate one of their classmates as Student of the Term; they also nominate a Staff Member of the Term. The leadership team evaluates the nominations and determines the recipient. The student and staff member are then recognized during an informal awards ceremony with a framed certificate and a small gift.
- Students with perfect attendance, those who are on track to walk during the next graduation ceremony and those who pass their ECA are all recognized on a bulletin board in a public area of the school.
- Students recently asked the leadership team if they could create a student council. This group of students is having a positive impact on the culture of the school with various activities including a Spirit Week each term.
- Staff pass out rewards to students 'caught' doing something which reflects a core value we want to acknowledge.

Expulsion

After a proper investigation and hearing, a student may be expelled when his or her behavior renders it appropriate. Poor attendance or repeated offenses can lead to expulsion.

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

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

Expulsion is mandatory for:

- Bringing, using, or possessing a weapon on school grounds. Expulsion from school for a period of not less than one year shall be mandated for a student who is determined to have brought a firearm to school, except that the hearing officer or School Director may modify the expulsion order on a case-by-case basis
- Theft or robbery as defined in Indiana code
- Commission of an act would be first- or second-degree assault as defined in Indiana code
- The possession of a drug or controlled substance as defined in Indiana code
- Threats, bullying, and intimidation will not be tolerated at school or in connection with students, families, and staff of The Excel Center. Students will be subject to expulsion for verified acts which threaten, bully or intimidate others.
- Fighting will not be tolerated at school. A student who physically strikes another individual will be subject to expulsion.

Progressive Discipline Standard Operating Procedures

Purpose

- To assist the student in understanding that a performance problem and opportunity for improvement exists
- To assist the student in overcoming performance problems and satisfy Center expectations
- To prepare students for conduct that is expected in the workplace
- To provide students with opportunities for due process in disciplinary actions

Progressive Discipline Steps Counseling / Restatement of Expectations

Counseling by the coach is the initial step to mentor or modify performance

- Meet with the student and affirm expectations regarding performance.
- Discuss the performance deficit or behavioral concern.
- Provide a timeline and resources for improvement.
- Report consequences for no improvement.
- Document in student file.

Verbal Reprimand

- After an investigation, follow the procedure outlined above for the counseling process. Discuss previous informal efforts and the current warning.

Written Reprimand

At this time, the coach or instructor may want to consult the director. After an investigation, follow the procedure outlined above for the counseling process, with the exception of providing documentation to the staff person in the letter of reprimand. The letter should outline previous informal efforts and the current problem. Tools such as attendance improvement plans, behavior improvement plans and performance improvement plans can be used at this stage. These plans can be used at increments of 30, 60 and 90 days. Send copies of the signed letter and improvement plan to appropriate staff and to the student file. Student may be referred for a hearing after two written reprimands.

Short Suspension (or equivalent)

Fully investigate the concern, followed by discussion with the student. Summarize previous progressive discipline and the current problem, and specify the timeframe for suspension in writing. Identify further discipline and possible termination as a potential consequence for not meeting and maintaining standards for improvement. Provide copies as for the written reprimand. Student must have a hearing before returning to the Center. Record of progressive discipline must be submitted to the panel of staff/students sitting in on the hearing.

Long Suspension (or equivalent)

Fully investigate the concern, followed by discussion with the student. Summarize previous progressive discipline and the current problem, and specify the timeframe for suspension in writing. Identify further discipline and possible termination as a potential consequence for not meeting and maintaining standards for improvement. Provide copies as for the written reprimand. Student must have a hearing before returning to the Center. Record of progressive discipline must be submitted to the panel of staff/students sitting in on the hearing.

Expulsion

Expulsion may be necessary when discipline is not successful in improving performance. The life coach and/or instructor should review the performance history and record of progressive discipline with the director. Schedule a final meeting to include the life coach and/or instructor, director and the student at which a letter of expulsion is provided. If necessary, the expulsion notice may be sent via certified mail. Provide copies as for previous disciplinary measures.

Hearings

Hearings should consist of two staff who are responsible for determining guilt or innocence. They make recommendations for retention or expulsion to the director. They can impose additional consequences/sanctions. The panel of staff will provide documentation of the hearing explaining the appeal process.

Appeals

Students have the right to appeal recommendations made by the panel. An appeal must be made within 30 days of the hearing to the director. The decision of the director is final and may not be appealed to the board.

Discipline with Students with Disabilities

In instances where students are over the age of 21, The Excel Center will not need to continue to make progress on IEP (which does not serve students over age 21) goals for students who are expelled and will not need to contract services for students who are expelled.

Nevertheless, The Excel Center is aware that for students under age 21 who have IEPs, the following procedures will be used:

1. The student with a disability who violates the code of conduct may be removed from his or her current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, for not more than 10 consecutive school days to the extent those alternatives are applied to student's without disabilities.

2. School personnel may remove the student with a disability who violates the code of conduct from his or her current placement for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a Change of Placement.

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

- In the Manifestation Determination review, the behavior that gave rise to the violation of the code of conduct is determined not to be a manifestation of the student's disability; Services during Periods of Removal are provided to the student as well as a Notification of a Change of Placement.

School personnel must provide written notice of the school's obligation to provide the student with an opportunity to complete coursework required for graduation that: includes information regarding all methods available for completing the coursework; and states that the methods available for completing the coursework are available at no cost to the student. School personnel may remove the student to an IAES without regard to whether the behavior is determined to be a manifestation of the student's disability, if: there are Special Circumstances; and the removal is for not more than 45 days.

Note: This policy is included in The Excel Center Student Handbook which is distributed to every student upon intake to the school.



September 9, 2016

Randy Beachy
Executive Director
The Excel Center
2721 Kenwood Avenue
South Bend, IN 46628

Dear Randy,

On behalf of the Gary Chamber of Commerce, I would like to express our support of the Goodwill LEADS' application to open Excel Centers in both Gary and East Chicago. We believe the Excel Center model can help address the workforce and economic challenges created when individuals leave high school prior to graduation by providing a second chance for adults to earn an Indiana Core 40 diploma.

It is important that we remain mindful of the specific needs within this area and do all we can to encourage the development of resources that will allow continued growth. The Excel Center represents such a program, by working with individuals to help them earn credits toward attaining their high school diploma. The fact that students can also earn college credits and industry recognized certifications at no cost truly makes it a unique program.

The Excel Center not only benefits the students, but our community as a whole. Graduating students will increase the quality and quantity of the labor force in our communities which benefits economic development. The potential for graduates to earn higher wages also brings additional resources to the economy. As a result, The Excel Center will help Lake County in its goal of cultivating new business and opportunities by strengthening our workforce and its growth potential.

The Gary Chamber believes that The Excel Center will be a great benefit to our community. We fully support Goodwill LEADS' application for Adult Charter High Schools and look forward to working with them to help secure their success.

Sincerely,

A handwritten signature in black ink that reads "Charles 'Chuck' Hughes".

Charles "Chuck" Hughes, MPA
Executive Director



Lake Area United Way

September 8, 2016

To Whom It May Concern:

I am writing in support of Goodwill Industries of Michiana's, Inc.'s application to establish the Excel Center in Lake County, Indiana. Lake Area United Way believes the Excel Center can help address the workforce and economic challenges created when individuals leave high school prior to graduation.

Lake Area United Way fights every day for the education, health and financial stability of every family in this community. It is imperative families have access to essential educational credentials, job training and experience, life skills training and supportive services that will give participants opportunities to improve their financial stability.

Workers who do not have a high school education have very few opportunities with our employers, and attending a traditional high school may not be a viable option for adults who need more flexible options. We believe the Excel Center will provide alternatives that take into account knowledge gained on the job and use non-traditional approaches to education, giving its students the first step toward a more secure future.

Lake Area United Way believes the Center will greatly benefit our community and fully supports Goodwill's application for Adult Charter High Schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa M. Daugherty".

Lisa M. Daugherty
President and CEO

Goodwill LEADS Community Engagement

Date	Person	Organization	GLI representatives	Referred to
10/12/2015	Bill Johnson, Jack Cittadine, Andy Fresch, Mike Thomas	Elkhart Business Leaders	Debie Coble, Guy Fisher	
3/17/2016	Karen-Freeman Wilson	Mayor, City of Gary	Debie Coble; Randy Beachy; Guy Fisher	Ivy Tech Gary
3/17/2016	Rob Staley	CEO, The Crossings	Debie Coble; Randy Beachy; Guy Fisher	
3/17/2016	Andrea Carter	Mosaic Schools	Debie Coble; Randy Beachy; Guy Fisher	
4/15/2016	Louie Gonzalez	President, Ivy Tech East Chicago	Randy Beachy; Guy Fisher	Foundations of East Chicago
4/29/2016	Donna Golob	CEO, Positive Approach to Teen Health	Randy Beachy; Guy Fisher	
4/29/2016	George Weems	Interim Director, Foundations of East Chicago	Randy Beachy; Guy Fisher	
4/29/2016	Leslie Kiefer	Board President, Northwest Indiana Boys and Girls Club	Randy Beachy; Guy Fisher	
6/20/2016	Chuck Hughes	Executive Director, Gary Chamber of Commerce	Randy Beachy; Guy Fisher; Carrie Lee	Education Committee
6/20/2016	Larry McKinley	Chief of Police, Gary Police Department	Randy Beachy; Guy Fisher; Carrie Lee	The Arc
6/20/2016	Denise Etchison	Gary for Life	Randy Beachy; Guy Fisher; Carrie Lee	Charter School Superintendents
6/20/2016	Sue Crisman	PR Director, The Arc	Randy Beachy; Carrie Lee	
6/21/2016	Mark Dobson	Economic Development Corporation of Elkhart County	Guy Fisher	
7/6/2016	Carolyn Saxton	President, Legacy Foundation	Randy Beachy; Guy Fisher	
7/6/2016	Kimberly Julkes	Manager, WorkOne Northwest Indiana	Randy Beachy; Guy Fisher	Adult Education Consortium
7/6/2016	Joe VanDyk	Gary Redevelopment Office	Randy Beachy (phone call)	
7/7/2016	Larry Veracco	Lake Central High School	Randy Beachy; Guy Fisher	Regional Superintendent's Meeting; Union Schools
7/7/2016	Jon Gold, Lisa Previs, Helen Rutkowski	TradeWinds	Randy Beachy; Guy Fisher	Headstart; Parents as Teachers; Early Learning Partnership
7/14/2016	Larry Garatoni	Career Academy	Guy Fisher	
7/27/2016	Thomas Cripliver, Christine Peper	Lake Station Community Schools	Randy Beachy; Guy Fisher	New Vistas; Area Career Center; Gary Area Career Center; Geminus

7/28/2016	Lisa Daugherty, Angie Williams	United Way of Lake County	Randy Beachy; Guy Fisher	One Region; United for Families Network; East Chicago Mayor
8/8/2016	Enos Yoder, Myrl Nofziger, Hugh Johnson, Phil Keller	Elkhart Advisory Council	Guy Fisher; Carrie Lee	
8/10/206	Board Members	Foundations of East Chicago	Debie Coble; Randy Beachy; Guy Fisher	Sustaining Grants
8/10/2016	Paige McNulty, Louie Gonzalez	School City of East Chicago; Ivy Tech East Chicago	Debie Coble; Randy Beachy; Guy Fisher	
8/18/2016	Sarah Rice	Ivy Tech Northern Indiana	Guy Fisher	
8/19/2016	Anne Niespodziony	Key Bank	Guy Fisher; Carrie Lee	
8/23/2016	Dick Aker	Hart City Properties	Guy Fisher	
8/26/2016	Andy Collins	Teen Challenge	Guy Fisher	
8/26/2016	Joe Wisler	Life Center	Guy Fisher	
9/6/2016	Renee Cocanower	Concord Community Schools	Guy Fisher (phone call)	
9/9/2016	Seth Most	Five Star Life	Guy Fisher	

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: NOV 19 2014

GOODWILL LEADS INC
1805 WESTERN AVE PO BOX 3846
SOUTH BEND, IN 46619

Employer Identification Number:
47-1473842
DLN:
17053219326014
Contact Person:
KIMBERLY O'BANNON ID# 31554
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30th
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
August 4, 2014
Contribution Deductibility:
Yes
Addendum Applies:
Yes



Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

A handwritten signature in black ink that reads 'Tamera Ripperda'.

Director, Exempt Organizations

GOODWILL LEADS INC

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

ARTICLES OF INCORPORATION

OF

GOODWILL LEADS, INC.

The undersigned incorporator, desiring to form a corporation (the “Corporation”) pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the “Act”), executes the following Articles of Incorporation:

ARTICLE I

Name

Name. The name of the Corporation is Goodwill LEADS, Inc.

ARTICLE II

Purposes and Powers

Type of Corporation. The Corporation is a public benefit corporation.

Purposes. The Corporation shall be organized and operated exclusively to conduct, support, encourage, and assist such charitable, educational, scientific, and other programs and projects as are described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the “Code”). The Corporation is formed for the purpose of assisting and engaging in all activities which serve educational or charitable purposes which are permitted by the Act, and which are permitted to be carried on by an organization exempt from Federal taxation under the provisions of the Code. The primary purposes for which the Corporation is organized are limited as follows:

Educational and Charitable Purposes.

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

To develop, own and operate one or more charter schools, as that term is defined in Indiana Code Sections 20-5.5-1-1, et. seq.

Limitations on Powers. Notwithstanding any other provision of these Articles of Incorporation, neither the Board of Directors nor the Corporation shall have the power or authority to do any act that will prevent the Corporation from being an organization described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Code.

Powers. Subject to the foregoing statement and subject to and in furtherance of the purposes for which it is organized, the Corporation shall possess all of the rights, privileges, and powers conferred by the Act or by other law and, in addition, the following rights, privileges, and powers:

Section 1. To continue as a corporation under its corporate name perpetually.

Section 2. To sue, be sued, complain, and defend in the Corporation's corporate name.

Section 3. To have a corporate seal or facsimile of a corporate seal, which may be altered at will, to use by impressing or affixing or in any other manner reproducing it. However, the use or impression of a corporate seal is not required and does not affect the validity of any instrument.

Section 4. To make or amend bylaws not inconsistent with the Corporation's Articles of Incorporation or with Indiana law for managing the affairs of the Corporation.

Section 5. To purchase, receive, take by gift, devise, or bequest, lease, or otherwise acquire, and own, hold, improve, use, and otherwise deal with, real or personal property, or any legal or equitable interest in property, wherever located.

Section 6. To sell, convey, mortgage, pledge, lease, exchange and otherwise dispose of all or any part of the Corporation's property.

Section 7. To purchase, receive, subscribe for, or otherwise acquire, own, hold, vote, use, sell, mortgage, lend, pledge, or otherwise dispose of, and deal in and with, shares or other interests in, or obligations of any entity.

Section 8. To make contracts and guaranties, incur liabilities, borrow money, issue notes, bonds, and other obligations and secure any of the Corporation's obligations by mortgage or pledge of any of the Corporation's property, franchises, or income.

Section 9. To lend money, invest and reinvest the Corporation's funds, and receive and hold real and personal property as security for repayment, except as provided under applicable law.

Section 10. To be a promoter, a partner, a member, an associate or a manager of any partnership, joint venture, trust, or other entity.

Section 11. To conduct the Corporation's activities, locate offices, and exercise the powers granted to it inside or outside Indiana.

Section 12. To elect directors, elect and appoint officers, and appoint employees and agents of the Corporation, define the duties and fix the compensation of directors, officers, employees, and agents.

Section 13. To make donations not inconsistent with law for the public welfare or for charitable, religious, scientific, or educational purposes and for other purposes that further the corporate interest.

Section 14. To have and exercise powers of a trustee as permitted by law, including those set forth in Indiana Code Section 30-4-3-3 as it may be amended from time to time.

Section 15. To purchase and maintain insurance on behalf of any individual who:

- (a) is or was a director, an officer, an employee, or an agent of the Corporation; or
- (b) is or was serving at the request of the Corporation as a director, an officer, an employee, or an agent of another entity

against any liability asserted against or incurred by the individual in that capacity or arising from the individual's status as a director, an officer, an employee, or an agent, whether or not the Corporation would have power to indemnify the individual against the same liability under applicable law.

Section 16. To do all things necessary or convenient, not inconsistent with law, to further the activities and affairs of the Corporation.

Section 17. To cease its activities and to dissolve and surrender its corporate franchise.

Section 18. To indemnify any person against liability and expenses, and to advance the expenses incurred by such person, in connection with the defense of any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise, and whether formal or informal, to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law.

Limitations Upon Powers. No part of the net earnings of the Corporation shall inure to the benefit of any member, Director or Officer of the Corporation or to any private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered by a member, Director, Officer or employee and to pay principal and interest at a reasonable rate not exceeding current market rates on funds loaned or advanced by a member, Director or Officer to the Corporation. Except as otherwise permitted by Section 501(h) of the Code, no substantial part of the activities of the Corporation shall consist of attempting to propose, support, oppose, advocate the adoption or rejection of, or otherwise influence legislation by propaganda or otherwise, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from Federal taxation under Section 501(c)(3) of the Code

ARTICLE III

Period of Existence

The period during which the Corporation shall continue is perpetual.

ARTICLE IV

Registered Office and Registered Agent

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

1805 Western Ave

South Bend, IN 46619

Registered Agent. The name of the registered agent of the Corporation is Debie M. Coble. The undersigned Incorporators represent that the registered agent named in these Articles of Incorporation has consented to the appointment of registered agent for the Corporation.

ARTICLE V

Members

Membership. The Corporation shall not have members.

ARTICLE VI

Incorporator

Name and Address of Incorporators. The name and address of the incorporators are as follows:

Debie M. Coble, President/CEO of Goodwill Industries of Michiana, Inc.

Anthony Allison, Chairman of Goodwill Industries of Central Indiana, Inc.

1805 Western Ave.

South Bend, IN 46619

ARTICLE VII

Provisions for Regulation of Business and

Conduct of Affairs of the Corporation

Management of Corporation. The affairs of the Corporation shall be managed and controlled by the Board of Directors of the Corporation. The exact number of directors of the Corporation shall be specified in or fixed in accordance with the Code of Bylaws of the Corporation (the “Bylaws”) at a number no smaller than five (5).

Initial Board of Directors. The names and addresses of the members of the initial Board of Directors of the Corporation, who shall serve for terms as specified in or fixed in accordance with the Bylaws, are as follows:

	<u>Name</u>	<u>Address</u>
1.	James Summers	12980 State Road 23, Suite F Granger, Indiana 46560
2.	Rob Staley	717 S. Michigan Street South Bend, Indiana 46614
3.	Anne- Carol Nash	59725 Lee Road South Bend, Indiana 46614
4.	Joe Barkman	330 Lakeview Drive Goshen, Indiana 46528
5.	Rolla Baumgartner	1610 Eastview Drive Niles, Michigan 49120
6.	Debbie M. Coble	1805 Western Avenue South Bend, Indiana 46619

Election of Directors. The directors of the Corporation, other than the members of the initial Board of Directors, shall be elected in the manner and for terms as specified in or fixed in accordance with the Bylaws.

Director Liability. No director of the Corporation shall be liable for any of its obligations.

ByLaws. The Board of Directors of the Corporation shall have the power to make, alter, amend or repeal the ByLaws of the Corporation as provided therein.

Limitation on Powers of the Board of Directors. Notwithstanding any contrary provisions in these Articles, neither the members nor the Board of Directors shall have the power

or authority to take or authorize any action which shall deprive the Corporation of its status as an exempt organization under the provisions of Section 501(c)(3) of the Code.

Amendment of Articles of Incorporation. The Corporation reserves the right to amend, alter, change or repeal any provisions contained in the Articles of Incorporation or in any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act or any amendment thereto; provided, however, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying the Corporation as an exempt organization under the provisions of Section 501(c)(3) of the Code.

ARTICLE VIII

Restrictions Applicable if the Corporation Is Or Becomes A Private Foundation

Restrictions. Notwithstanding anything contained in the Articles of Incorporation to the contrary, in the event and if for any reason the Corporation should fail to qualify as a “public charity” and is classified as a “private foundation” as that term is defined in Section 509(a) of the Code, then and in such event and in order to comply with Section 508(e) of the Code, and for so long as the Corporation may be deemed to be a “private foundation,” the powers and activities of the Corporation in accomplishing the foregoing purposes shall be specifically subject to the following requirements, restrictions and limitations:

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

Mandatory Distributions. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code;

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

Jeopardizing Investments. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code; and

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

ARTICLE IX

Indemnification

of Indemnity. The Corporation shall indemnify every person who is or was a director or officer of the Corporation (each of which, together with such person's heirs, estate, executors, administrators and personal representatives, is hereinafter referred to as an "Indemnitee") against all liability to the fullest extent permitted by Indiana Code 23-17-16; provided, that such person is determined in the manner specified by Indiana Code 23-17-16 to have met the standard of conduct specified in Indiana Code 23-17-16. The Corporation shall, to the fullest extent permitted by Indiana Code 23-17-16, pay for or reimburse the reasonable expenses incurred by every Indemnitee who is a party to a proceeding in advance of final disposition of the proceeding, in the manner specified by Indiana Code 23-17-16. The foregoing indemnification and advance of expenses for each Indemnitee shall apply to service in the Indemnitee's official capacity with the Corporation, and to service at the Corporation's request, while also acting in an official capacity with the Corporation, as a director, officer, partner, member, manager, trustee, employee, or agent of another foreign or domestic corporation, partnership, limited liability company, joint venture, trust, employee benefit plan, or other enterprise, whether for profit or not.

Binding Nature. The provisions of this Article shall be binding upon any successor to the Corporation so that each Indemnitee shall be in the same position with respect to any resulting, surviving, or succeeding entity as the Indemnitee would have been had the separate legal existence of the Corporation continued; provided, that unless expressly provided or agreed otherwise, this sentence shall be applicable only to an Indemnitee acting in an official capacity or in another capacity described in Section 9.01 prior to termination of the separate legal existence of the Corporation. The foregoing provisions shall be deemed to create a contract right for the benefit of every Indemnitee if (a) any act or omission complained of in a proceeding against the Indemnitee, (b) any portion of a proceeding, or (c) any determination or assessment of liability, occurs while this Article is in effect.

Interpretation. All references in this Article to Indiana Code 23-17-16 shall be deemed to include any amendment or successor thereto. When a word or phrase used in this paragraph is defined in Indiana Code 23-17-16, such word or phrase shall have the same meaning in this Article that it has in Indiana Code 23-17-16. Nothing contained in this Article shall limit or preclude the exercise of any right relating to indemnification or advance of expenses to any Indemnitee or the ability of the Corporation to otherwise indemnify or advance expenses to any Indemnitee.

Severability. If any word, clause, or sentence of the foregoing provisions regarding indemnification or advancement of expenses shall be held invalid as contrary to law or public policy, it shall be severable and the provisions remaining shall not be otherwise affected. If any court holds any word, clause, or sentence of this paragraph invalid, the court is authorized and empowered to rewrite these provisions to achieve their purpose to the extent possible.

ARTICLE X

Dissolution

Dissolution. In the event of dissolution of the Corporation, assets remaining after payment and discharge of its obligations shall be transferred and conveyed, subject to any contractual or legal requirement, by the Board of Directors as follows:

- (1) any remaining assets shall be distributed first to satisfy outstanding payroll obligations for employees of the Corporation, then to creditors of the Corporation, then any outstanding debt to the common school fund; and
- (2) any remaining funds originally received from the Indiana Department of Education or any Indiana public school corporation shall be returned to the Indiana Department of Education or to the Indiana public school corporation from which the funds originated, to be used for exclusively public purposes not more than thirty (30) days after dissolution; and
- (3) all other assets shall be distributed to the United States, the State of Indiana, the municipality in which the registered office of the Corporation is located, or any instrumentality or subdivision thereof, or to any nonprofit corporation, trust, foundation or other organization that is organized for nonprofit educational purposes and which, at the time of transfer, is exempt from Federal income taxation under Section 501(c)(3) of the Code, as may be selected by the Board of Directors; provided, however, that any transfer to a governmental entity shall be used for exclusively public purposes.

Any such assets not so transferred by the Board of Directors shall be disposed of by the Circuit Court of the County in which the registered office of the Corporation is located, exclusively for

such tax-exempt purposes or to such tax-exempt organizations as the Court shall determine. No member (other than a member that is exempt from Federal income taxation under Section 501(c)(3)), Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the assets of the Corporation on dissolution of the Corporation.

ARTICLE XI

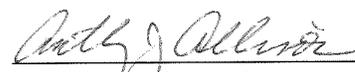
Definitions

Definitions. Any reference made herein to a Section of the “Code” shall include that Section of the Internal Revenue Code of 1986, as well as (1) any subsequent amendments thereto; (2) the corresponding provisions in any recodification of the Internal Revenue Code; and (3) the Treasury Regulations promulgated under such Section.

IN WITNESS WHEREOF, the undersigned Incorporators and Registered Agent hereby verifies and affirms, subject to penalties of perjury, that the representations contained herein are true, this 1st day of August, 2014.



Debie M. Coble, Incorporator



Anthony Allison, Incorporator

**BYLAWS
OF GOODWILL LEADS, INC.
Adopted August 21, 2014
Revised November 19, 2015**

**ARTICLE I
Identification**

Name. The name of the Corporation is Goodwill LEADS, Inc. (the “Corporation”).

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

Non-Discrimination. The Corporation shall not discriminate on the basis of disability, race, color, gender, national and ethnic origin, religion, sexual orientation, or ancestry in the admission of students, administration of its educational policies, admissions, policies, scholarships and loan programs, and athletic or other school administered programs.

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

**ARTICLE II
Membership**

The Corporation shall have no members.

**ARTICLE III
Board of Directors**

Functions. The business, property and affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation and these Bylaws.

Number and Qualification. There shall be (at minimum) five (5) voting Directors of the Corporation, which number may from time to time be increased or decreased by resolution adopted by not less than a majority of Directors, subject to the limitation that the Board shall never be reduced to fewer than five (5) nor increased to more than eleven (11) Directors. Except as otherwise provided in these Bylaws, all members of the Board of Directors shall have and be subject to the same and equal qualifications, rights, privileges, duties, limitations and restrictions; provided, however, the President of Goodwill Industries of Michiana, Inc. shall be an ex-officio member of the Board of Directors. All Directors shall consent to appropriate background searches as required by the Charter. No new members shall take office until such searches are completed.

Election. One-half of the authorized number of directors (rounded down to the nearest whole number) plus one (the “Appointed Directors”) shall be appointed by Goodwill. The remaining directors of the Board of Directors shall be elected by the Board of Directors at the annual meeting as provided in Article III of these Bylaws (the “Elected Directors”).

Term. The Elected Directors shall be divided into three classes as nearly equal in number as possible. The terms of Elected Directors in the first group expire at the conclusion of the first annual meeting of the Directors after their election, the terms of the second group expire at the second annual meeting of the Directors after their election, and the terms of the third group expire at the third annual meeting of the Directors after their election. At each annual meeting of the Directors held thereafter, Directors shall be chosen for a term of three (3) years to succeed those whose term expires. Incumbent Directors shall be eligible for re-election or re- appointment.

Vacancies. Any vacancy among the Elected Directors caused by death, resignation, removal or otherwise shall be filled by the remaining Board of Directors, or if the Directors remaining in office constitute fewer than a quorum, by the affirmative vote of a majority of the Directors remaining in office. Any vacancy among the Appointed Directors shall be filled by Goodwill. A Director elected to fill a vacancy shall hold office until the expiration of the term of the Director causing the vacancy.

Resignation. Any Director may resign by giving written notice of such resignation to the Board of Directors, the Chairman, President or Secretary of the Corporation, and if an Appointed Director, to Goodwill. A resignation is effective upon delivery unless the notice specifies a later effective date. The acceptance of a resignation shall not be necessary to make it effective.

Removal. Any Director may be removed, with or without cause, in accordance with the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the “Act”).

Meetings. The Board of Directors shall meet at least quarterly. All meetings shall occur either at the registered office of the Corporation in the State of Indiana, or at such other place within the State of Indiana as may be designated by the Board of Directors and specified in the respective notices or waivers of notice thereof. The annual meeting shall be for the purpose of organization, election of directors and officers and consideration of any other business that may properly be brought before the meeting and shall be held within six (6) months after the close of the fiscal year of the Corporation as designated by the Board of Directors and specified in the respective notices or waivers of notice thereof. The Board of Directors may provide by resolution the time and place within the State of Indiana, for the holding of additional regular meetings of the Board without other notice than such resolution. Special meetings of the Board of Directors may be called by the Chairman, and shall be called by order thereof upon the written request of at least two Directors, which request shall set forth the business to be conducted at such meeting. The Board of Directors shall meet at the call of the Chairman, the President/CEO, any other two (2) Directors or by the agreement of the Board of Directors.

Notice of Meetings. Notice of all meetings of the Board of Directors, except as herein otherwise provided, shall be given by mailing the same (whether by post or by electronic mail), by telephoning, or delivering personally the same at least two (2) days before the meeting to the usual business or residence address of the Director as shown upon the records of the Corporation. Attendance at any meeting of the Board of Directors shall constitute a waiver of notice of that meeting except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. In addition, notice of any Board meeting shall be posted in a conspicuous place at the principal office of the Corporation or at the Board's meeting place at least 48 hours (excluding Saturday, Sunday, and legal holidays) prior to the meeting. Notice of any meeting shall at all times conform with the requirements of Indiana's "Open Door Law," Indiana Code 5-14-1.5.

Quorum. A majority of Directors shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. The act of a majority of the Directors present at a meeting at which a quorum is present shall constitute an act of the Board of Directors.

Committees. The Board of Directors or the Chairperson of the Board may designate one or more committees, each of which shall consist of two or more Directors for the purpose of advising and aiding the officers of the Corporation in the management of its affairs. Such committees shall have such authority and duties as the Directors or Chairperson may from time to time prescribe, but shall not have or exercise the authority of the Board of Directors in the management of the Corporation. Each committee shall be composed of at least two (2) members of the Board of Directors and such other members of the Board or members of the community as the Chairperson may select, or, in the absence of appointment by the Chairperson, then by the Chairperson of the committee, subject to the Chairperson's approval. The Chairperson of each such committee shall be appointed by the Chairperson. The designation of any such committee and the delegation thereof of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed by law. All committee meetings shall be run in accordance with the requirements of Indiana's "Open Door Law," Indiana Code 5-14-1.5.

No Actions Without Meeting. All actions required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof must be taken at a meeting of the Board of Directors held in accordance with the requirements of Indiana's "Open Door Law," Indiana Code 5-14-1.5.

ARTICLE IV

Officers

Officers and Agents. The officers of the Corporation shall consist of a Chairperson, a Vice-Chairperson, a President, a Secretary, a Treasurer and such other officers as the Board of Directors may, by resolution, designate from time to time (individually, the "Officer" and collectively, the "Officers"). Any two (2) or more offices may be held by the same person. The Board of Directors may, by resolution, create, appoint and define the duties and fix the compensation of such Officers and agents as, in its discretion, is deemed necessary, convenient or expedient for carrying out the purposes for which the Corporation is formed; provided, however, that Officers and agents shall be compensated, if at all, only for actual services performed on behalf of the Corporation.

Election, Term of Office and Qualification. All Officers shall be chosen annually by the Board of Directors at the annual meeting of the Board of Directors. Each Officer shall hold office (unless the officer resigns, is removed, or dies) until the next annual meeting of the Board of Directors or until a successor is chosen and qualified.

Vacancies. In the event an office of the Corporation becomes vacant by death, resignation, retirement, disqualification or any other cause, the Board of Directors shall elect a person to fill such vacancy, and the person so elected shall hold office and serve until the next annual meeting of the Board of Directors until a successor is elected and qualified, or until the Officer's death, resignation or removal.

Chairperson. The Chairperson, if present, shall preside at all meetings of the Board of Directors, shall appoint the chairperson and members of all standing and temporary committees, subject to the review of the Board of Directors, and shall do and perform such other duties as this Bylaws provides or as may be assigned by the Board of Directors.

Vice-Chairperson. The Vice-Chairperson shall preside at all meetings of the Board of Directors if the Chairperson is not present and shall do and perform such other duties as this Bylaws provides or as may be assigned by the Board of Directors.

President. The President is the Chief Executive Officer of Goodwill Industries of Michiana, Inc. and serves as an ex-officio member of the board. The President shall be a full time employee of the Parent Corporation, Goodwill Industries of Michiana, Inc., with full powers as the managing agent of this corporation, subject to control by the Board of Directors of this Corporation, and shall be an ex-officio member of all committees of the Board of Directors.

Secretary. The Secretary shall have the custody and care of the corporate records and the Minutes Book of the Corporation. The Secretary shall keep, or cause to be kept in a book provided for the purpose, a true and complete record of the proceedings of such meetings, and shall retain any minutes kept and records for all standing committees of the Board of Directors when required. The Secretary shall attend to the giving and serving of all notices of the Corporation, shall file and take care of all papers and documents belonging to the Corporation, shall authenticate records of the Corporation as necessary, and shall perform such other duties as may be required by the Bylaws or as may be prescribed by the Board of Directors. The Secretary shall prepare and maintain all the materials necessary to comply with the provisions of Indiana's "Open Door Law," Indiana Code 5-14-1.5.

Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the President, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or President may prescribe.

Assistant Officers. The Board of Directors may from time to time designate assistant officers who shall exercise and perform such powers and duties as the officers they are elected to assist and such other powers and duties as may be prescribed by the Bylaws, the Board of Directors.

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

Resignations. Any officer may resign at any time by delivering notice to the Board of Directors, the President or the Secretary. A resignation is effective upon delivery unless the notice specifies a later effective date.

ARTICLE V Loans to Officers and Directors

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

ARTICLE VI Financial Affairs

Contracts. The Board of Directors may authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to a specific instance; and unless so authorized by the Board of Directors, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit or render it liable pecuniary for any purpose or to any amount. The Board is specifically authorized to enter into (and from time to time amend) one or more "Charter School Agreements" with the Indiana Charter School Board or any other qualified sponsor.

Checks, etc. The Board shall by resolution designate officers, agents or employees of the Corporation who may, in the name of the Corporation, execute drafts, checks and orders for the payment of money on its behalf.

Investments. The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Board of Directors.

Audited Financial Statements. The Corporation shall maintain financial statements prepared in accordance with the unified accounting system prescribed by the State Board of Education and State Board of Accounts and shall engage an independent certified public accountant to audit such financial statements annually.

ARTICLE VII
Fiscal Year

The fiscal year of the Corporation shall begin on the first day of July of each year and end on the last day of June of each year.

ARTICLE VIII
Prohibited Activities

Notwithstanding any other provision of this Bylaws no member, Director, officer, employee or agent of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any successor provision or provisions thereto.

ARTICLE IX
Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation.



Goodwill LEADS, Inc.

Principles of Ethical Conduct and Conflict of Interest Policy For Goodwill LEADS Board of Directors

August 4, 2014

Principles of Ethical Conduct

As a Board Member of Goodwill LEADS, Inc., I assume a public trust and recognize the importance of high ethical standards within the organization. Essential values and ethical behaviors I should exemplify include:

- Commitment beyond self
- Obedience of and commitment beyond the law
- Commitment to the public good
- Respect for the value and dignity of all individuals
- Accountability to the public
- Truthfulness
- Fairness
- Responsible application of resources

In keeping with these values, and to assist me in fulfilling my responsibilities, I subscribe to the following principles:

1. I will conduct myself and oversee Goodwill LEADS in a manner that upholds the integrity of both, and merits the trust and support of the public.
2. I will uphold all applicable laws and regulations, going beyond the letter of the law to protect and/or enhance Goodwill LEADS' ability to accomplish its mission.
3. I will treat others with respect, doing for and to others what I would have done for and to me in similar circumstances.
4. I will be a responsible steward of Goodwill LEADS' resources.
5. I will take no actions that could benefit me personally at the unwarranted expense of Goodwill LEADS, and I will disclose any possible conflicts of interest prior to voting on any issue.
6. I will carefully consider the public perception of my personal and professional actions, and the effect my actions could have, positively or negatively, on Goodwill LEADS' reputation in our communities.
7. I will strive for personal and professional growth to improve my effectiveness as a Board Member of Goodwill LEADS.
8. I will support and be an advocate for the vision, mission and values of Goodwill LEADS.

Conflict of Interest Policy

Purpose

The purpose of the conflict of interest policy is to protect Goodwill LEADS, Inc.'s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Goodwill LEADS or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Definitions

1. Interested Person
 - a. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest
 - a. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - i. An ownership or investment interest in any entity with which Goodwill LEADS has a transaction or arrangement,
 - ii. A compensation arrangement with Goodwill LEADS or with any entity or individual with which Goodwill LEADS has a transaction or arrangement, or
 - iii. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Goodwill LEADS is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Procedures, #2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. Procedures for Addressing the Conflict of Interest
 - a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

- c. After exercising due diligence, the governing board or committee shall determine whether Goodwill LEADS can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Goodwill LEADS' best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
4. Violations of the Conflicts of Interest Policy
- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from Goodwill LEADS for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Goodwill LEADS for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Goodwill LEADS, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands Goodwill LEADS is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Periodic Reviews

To ensure Goodwill LEADS operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Use of Outside Experts

When conducting the periodic reviews as provided for in Periodic Reviews section, Goodwill LEADS may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

If any allegations are made regarding my ethical conduct:

1. I will inform the Chairman of the Board as soon as I become aware of them.
2. I will assist the Board of Directors of Goodwill LEADS, Inc. in investigating the allegations against me.
3. I will refrain from making contact with the source of the allegation, in any manner, unless given permission to do so by the Board.
4. As per the Corporate Bylaws, I understand that I may be removed from service as a Board member if determined that I have breached my ethical conduct values, including an undisclosed conflict of interest, or if I refuse to cooperate in any investigation of alleged violations.

I shall comply with the terms hereof for the entire term of my service as a Board Member with Goodwill LEADS, Inc.

- At this time I have no conflict of financial interest to report.
- I have the following conflict of financial interest to report (please specify):

Signature

Printed Name

Date

Witness: _____

Date: _____

Created: August 4, 2014

Revised and Adopted: August 5, 2014

Exhibit E

Statement of Assurances

The charter school agrees to comply with all of 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 the ICSB and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 ("ESSA")*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act ("FERPA") and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any

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

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

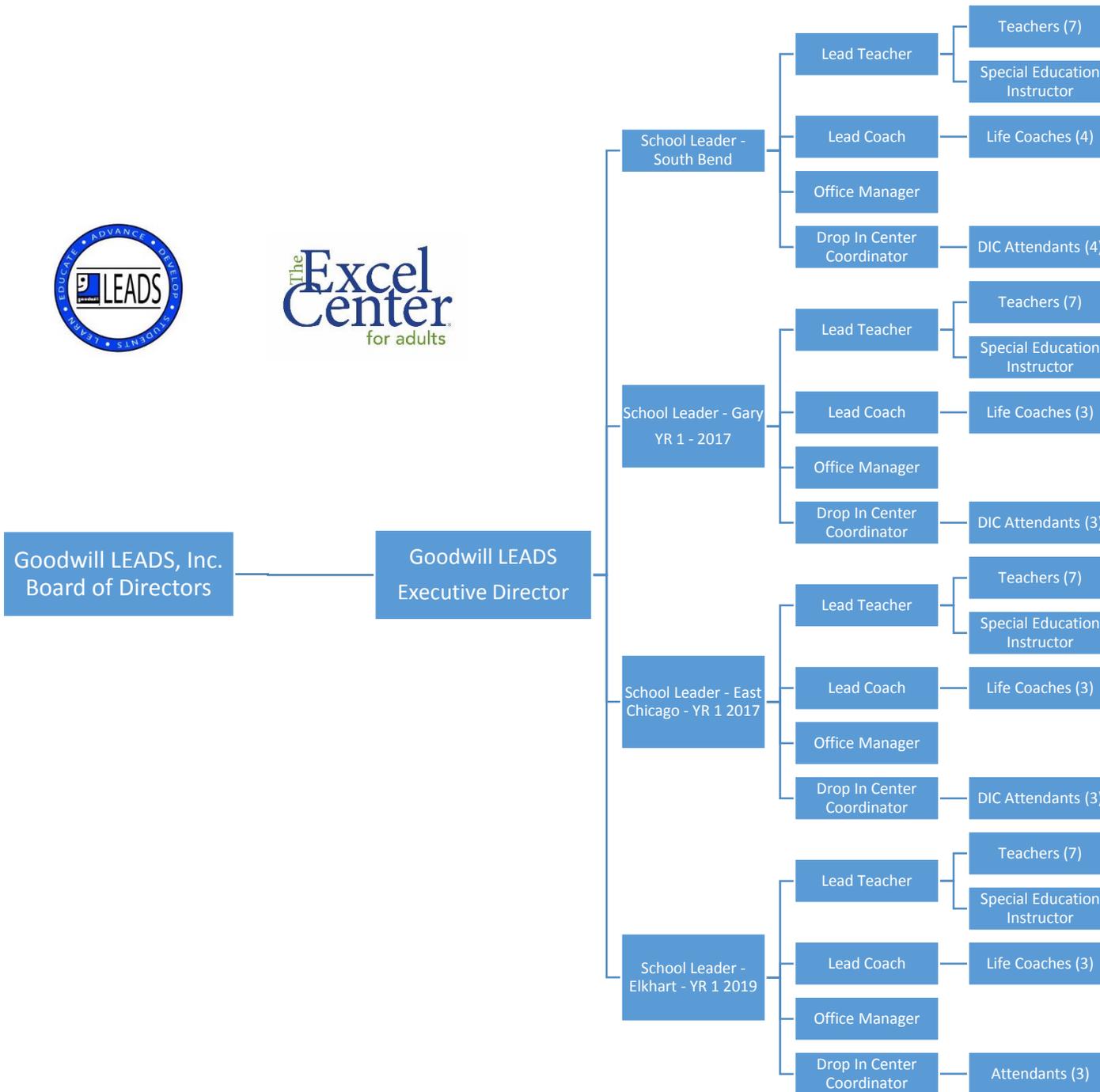
I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Name and Title

DATE

Signature

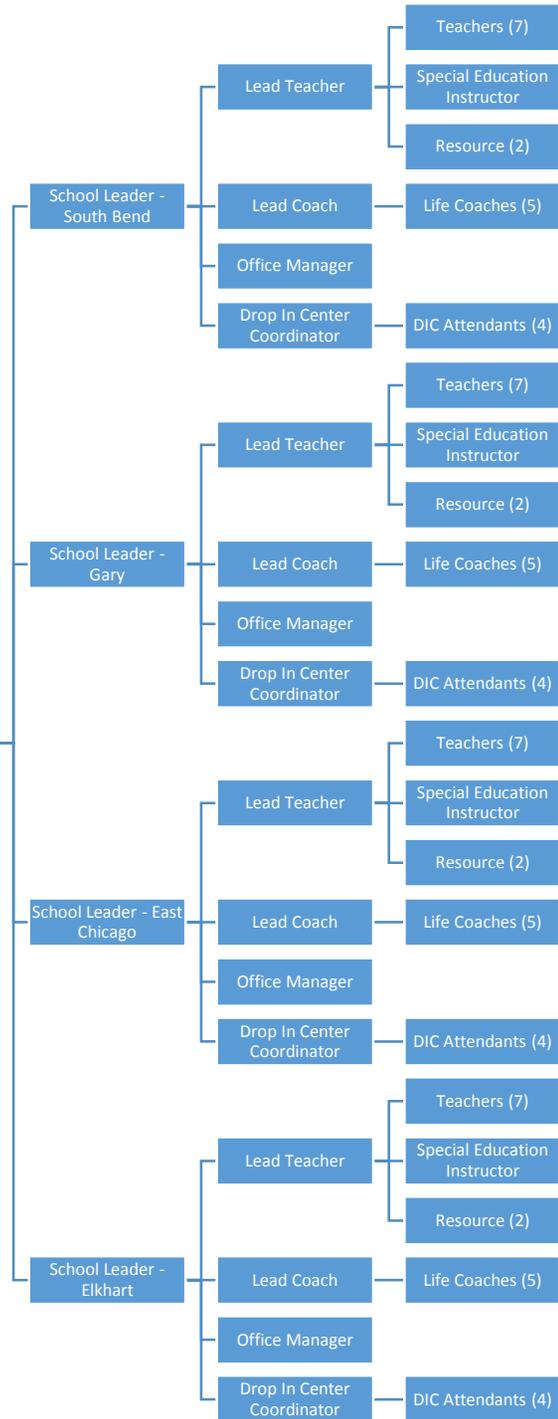
Randy Beachy



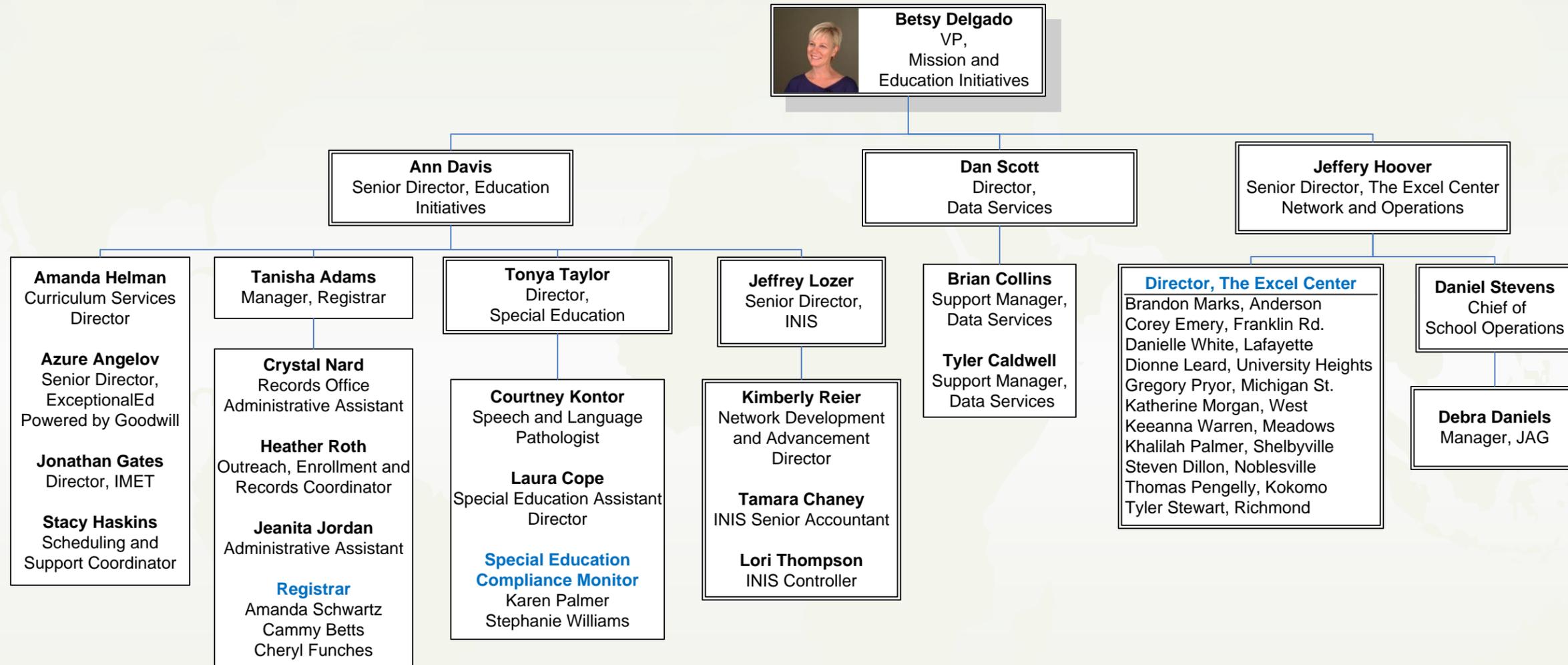


Goodwill LEADS,
Inc. Board of
Directors

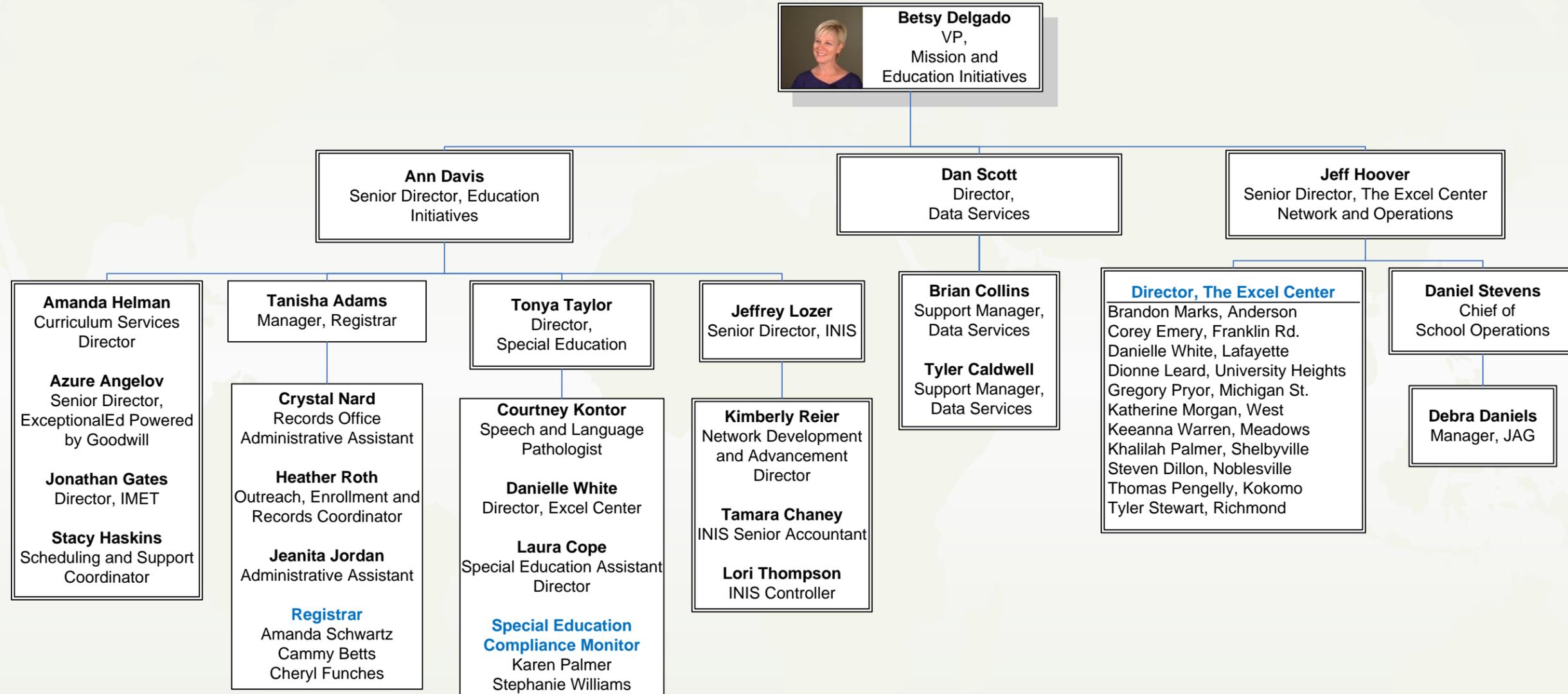
Goodwill LEADS
Executive Director



Goodwill Education Initiatives



Indiana Network of Independent Schools



Goodwill LEADS currently operates one Excel Center in South Bend, Indiana. The vision for growth for The Excel Center of Northern Indiana is to open two charter schools in Lake County in 2017 (in Gary and East Chicago) and a charter school in Elkhart in 2019, each with a student enrollment of 350 at capacity.

The table, below demonstrates the projected staffing needs for the entire network over the next five years.

Academic School Year	2017-18	2018-19	2019-20	2020-21	2021-22
Year of new school operations	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	0	0	0	0	0
Number of middle schools	0	0	0	0	0
Number of high schools	3	3	4	4	4
<i>The Excel Center – South Bend</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>
<i>The Excel Center – Gary</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>
<i>The Excel Center – East Chicago</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>
<i>The Excel Center - Elkhart</i>	--	--	<i>1</i>	<i>1</i>	<i>1</i>
Total schools	3	3	4	4	4
Total student enrollment	825	900	1200	1275	1350
<i>The Excel Center – South Bend</i>	<i>325</i>	<i>350</i>	<i>350</i>	<i>350</i>	<i>350</i>
<i>The Excel Center – Gary</i>	<i>250</i>	<i>275</i>	<i>300</i>	<i>325</i>	<i>350</i>
<i>The Excel Center – East Chicago</i>	<i>250</i>	<i>275</i>	<i>300</i>	<i>325</i>	<i>350</i>
<i>The Excel Center - Elkhart</i>	--	--	<i>250</i>	<i>275</i>	<i>300</i>
Management Organization Positions					
Executive Director	1	1	1	1	1
High Schools					
School Director	3	3	4	4	4
Lead Teacher	3	3	4	4	4
Teacher	21	21	28	28	28
Special Education Instructor	3	3	4	4	4
Resource Specialist		1	2	4	6
Lead Coach	3	3	4	4	4
Life Coach	10	13	16	17	19
Drop In Center Coordinator	3	3	4	4	4
Drop In Center Attendants (part-time)	as needed				
Office Manager	3	3	4	4	4
Total FTEs at High Schools	49	53	70	73	77
Total Network FTEs	50	54	71	74	78

<u>PHASE 1: GETTING STARTED</u>	RESPONSIBLE PARTIES	TIMELINE
Select School Director Candidates	B (input from INIS)	Jan 13, 2017
Hire School Director	B	Feb 3
Develop recruitment, marketing and outreach plan for new students	B, INIS, P	Feb-Jun 29
Identify community liaisons	M	Feb 10
Write and design initial information materials (brochures, general info sheet, Q&A Sheets, etc.	INIS, M	Mar 10
Print and distribute information/brochures	M	Mar 31
Design and print other marketing materials	M, INIS	May-Jul 23
Organize community presentations	P	Apr 7
Organize recruitment campaign, make phone calls	P	Apr-Jun 29
Answer parent phone calls, run open houses	P	Apr-Jun 29
Register students	E	Jul 1-14
<u>INSTRUCTION & ASSESSMENT</u>		
Plan for classroom/learning environment configuration	P & F	May 12
Complete plan for Excel Center curriculum	INIS, P	Jan-Feb 10
Arrange for regular ECA testing	P	May 10
<u>FINANCIAL PLANNING</u>		
Accommodate Excel Center in existing accounting, purchasing, payroll and state reporting systems	A, INIS	Jan 13
Modify five-year planning budget and business plan based on any new information from the State	B, A	May 10
<u>Phase II: PREPARATION FOR OPENING</u>		
<u>ORGANIZATIONAL</u>		
Revise and expand comprehensive school accountability plan, if necessary	P, INIS	May 10
Develop Emergency Plan	P, B	May 10
Develop Weather Notification Plan	P	Jun 30
<u>INSTRUCTION AND ASSESMENT</u>		
Review and amend instructional program plan	P	May 10
Review and amend curriculum/projects/units	P	Jun 29
Review and amend assessment plan	P	May 10
<u>PLANNING FOR SPECIAL EDUCATION NEEDS</u>		
Identify students whose applications indicated IEP's	P, SEI	Mar-Jul 14
Review and assess need for IEP's	P, SEI	Mar-Jul 14
Confer with parents/students regarding special education needs during registration period.	P, SEI	Mar-Jul 14
Devise plans for serving special education students	P, SEI	Mar-Jul 14
Coordinate schedule for special education students	P, SEI	Mar-Jul 14
Work with students/parents to develop or revise IEP's as needed.	P, SEI	Mar-Jul 14

Convey special education plans to special education teachers and other regular education teachers/advisors	P, SEI	Mar-Jul 14
Undertake complete ESL assessment	P	Mar-Jul 14
Establish framework for assignment for specific ESL programming	P	Mar-Jul 14
<u>FACILITIES</u>		
Select facility	B, F	Jan 13
Meet with landlord and architect to plan renovations (if needed)	B, F	Feb 3
Begin renovations	Construction	Feb-Jun 30
Arrange classrooms/instructional & work environments	F	Apr-Jul7
Secure all inspections for fire, safety and other codes	F	Apr-Jun 30
<u>STAFFING</u>		
Plan recruitment strategy	P, INIS	Feb10
Develop new staff selection process	P, INIS	Mar10
Provide orientation for new faculty and staff	P, INIS	Jul10-14
Advise staff on legal and regulatory compliance	P	Jul10-14
Establish Year 1 staff development plan including paraprofessionals	P, INIS	Mar-Jun2
Implement immediate staff development ideas	P, INIS	Jul-Jul14
<u>STUDENTS</u>		
Accept and review applications	OM	Apr-Jul 14
Monitor diversity and outreach	P	Jul 14
Conduct enrollment lottery if applications exceed	P, OM	Jun 30
Conduct registration and assessment	P and staff	Jul13-14
Publish public notice of special education services	P	Jul7
Send updates to prospective students on a monthly basis	P	Apr-Jul 14
Conduct Student Orientation	P and staff	Jul13-14 (additional dates added, as needed)

<u>FINANCE AND OPERATIONS</u>		
Review current budget development and oversight policies	B, A	Apr 7
Full implementation of accounting system	A, INIS	Mar31
Oversight and decision-making of accounting system	B, A	Mar31
Review internal controls and fiscal policies	B, A, P	Mar31
Research and recommend auditing options	A, INIS	Mar31
Establish and maintain fiscal linkages with state	B, INIS	Mar31
Develop long-term fiscal plans	B, A	Mar31

<u>SCHOOL OPENING</u>		
	All staff	Jul 17
Date of School Opening	All staff	Jul 17

<u>Phase III: SCHOOL OPENING IN ELKHART (2019)</u>		
Community outreach	M	Jan
Select expansion location	B	Jan
Hold local hearing	B	Feb
Request approval from ICSB	B	Feb
Identify facility	B	Feb
<i>See Phase 1 & 2</i>		

Charter School Key

A = Accounting Department (Goodwill)
 B= Board of Directors
 F = Facilities Management (Goodwill)
 INIS= INISchools

M = Marketing Department (Goodwill)
 OM= Office Manager
 P = School Director
 SEI = Special Education Instructor

Insurance / Risk Advisory / Employee Benefits

HORTON

September 6, 2016

Mr. Randy Beachy
 Executive Director
 The Excel Center
 2721 Kenwood Avenue
 South Bend, IN 46628

Dear Mr. Beachy:

The intent of this letter is to provide an indication only of property and casualty insurance costs for additional charter school locations in Indiana. The estimates provided are based on similar exposures as The Excel Center in South Bend, Indiana. The estimated costs reflect one school. Please be advised this is not a bindable quote and the actual terms and conditions will be determined during the application and underwriting process.

Commercial Package estimated exposures:

- \$2,866,140 total insured property value
- \$530,000 Computer/EDP values
- 355 Students
- 20 Average Daily Attendance
- 12 Faculty Members

Coverage Type	Estimated Annual Premium
Commercial Package {includes Property, Computers/EDP, General Liability, Employee Benefits Liability, School & Educators Legal Liability including Employment Practices Liability, Sexual Abuse and Molestation, Non-Owned and Hired Automobile Liability}	\$13,000.00
Umbrella Liability {\$5,000,000 limit}	\$5,100.00
Workers' Compensation {cost is calculated per \$100 of payroll for Professional Employees and Clerical; used estimate of \$840,000}	\$4,100.00
Crime {\$250,000 Employee Theft Limit}	\$500.00
Cyber Liability {\$1,000,000 Limit}	\$3,200.00
Total Annual Estimated Property & Casualty Insurance Cost	\$25,900.00

Insurance / Risk Advisory / Employee Benefits

HORTON

September 6, 2016
Page 2 of 2

Please be advised the above estimates do not include the following as it is assumed these exposures do not pertain. Should any of the following exposures be contemplated for the new charter schools, please let us know:

- Student Accident Coverage – required for all Indiana High School Athletic Associations (IHSAA) schools
- Foreign Travel/Field Trip Liability – coverage for field trips
- Liability coverage for Security Guards – if Security Guards are to be employed by the school, please advise

Hopefully this information is what you are seeking to complete your budget and Charter application. Should you have specific exposures that vary from what has been used to provide the above estimated cost, please submit and we will review to determine if it would result in a change in the estimated annual insurance cost.

Should you have questions, please do not hesitate to contact me.

Sincerely,



Linda R. Koon, CIC
Client Executive
The Horton Group

INDIANA CHARTER SCHOOL BOARD
5-Year Pro Forma Budget Submission Template

General Instructions for New School Applicants

- Complete the School Enrollment Projection tab in ORANGE
 - Complete the Year 0 - Budget and Cash Flow tab in PURPLE
 - Complete ALL FIVE annual budget tabs in BLUE
 - Complete ALL FIVE staffing tabs in GREEN
 - Enter information into the WHITE cells
 - Do not enter information into the GREY cells
- NOTE: Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional back office/central office - of the Indiana network.
- We encourage applicants to contact the Indiana Department of Education Office of School Finance to learn more about Indiana's funding formula and all grant and operating funds available. Visit <http://www.doe.in.gov/idoefinance> for more information.

School Name: The Excel Center - Gary

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% SNAP, TANF or Foster Care
Year 1: 2016-2017										62	62	63	63	250			
Year 2: 2017-2018										68	69	69	69	275			
Year 3: 2018-2019										75	75	75	75	300			
Year 4: 2019-2020										85	80	80	80	325			
Year 5: 2020-2021										90	90	85	85	350			

Planned Number of Classes														
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2016-2017														0
Year 2: 2017-2018														0
Year 3: 2018-2019														0
Year 4: 2019-2020														0
Year 5: 2020-2021														0

Note: FDK students are treated as 1 for purposes of ADM. 1/2 day kindergarten students are 0.5 ADM

	2016	2017
Foundation Grant	\$ 4,967	\$ 5,088
Complexity Grant	\$ 3,489	\$ 3,539

School Name: The Excel Center - Gary						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 1,650,000	\$ 1,815,000	\$ 1,980,000	\$ 2,145,000	\$ 2,310,000
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Technology Grants		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Charter and Innovation Network School Grant Program		\$ -	\$ -	\$ -	\$ -	\$ -
Charter and Innovation Network School Advance Program		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ -	\$ -	\$ -			
Public Law 101-476 (IDEA)		\$ 13,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Title I		\$ -	\$ -	\$ -	\$ -	\$ -
Title II		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe) - Goodwill Industries Contribution	\$ 237,500	\$ -	\$ 37,500	\$ -	\$ -	\$ 18,750
Other (please describe) - In Kind Contribution	\$ -	\$ 111,776	\$ 111,776	\$ 111,776	\$ 111,776	\$ 111,776
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe) - Goodwill Loan	\$ 350,000	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 587,500	\$ 1,774,776	\$ 1,984,276	\$ 2,111,776	\$ 2,276,776	\$ 2,460,526
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 56,492	\$ 889,789	\$ 1,061,418	\$ 1,124,200	\$ 1,222,074	\$ 1,393,206
Substitute Teachers		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 4,055	\$ 4,055	\$ 4,055	\$ 4,055	\$ 4,055
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 56,492	\$ 896,344	\$ 1,067,973	\$ 1,130,755	\$ 1,228,629	\$ 1,399,761
Instructional Supplies and Resources						
Textbooks	\$ -	\$ 2,000	\$ 2,200	\$ 2,398	\$ 2,597	\$ 2,797
Library, periodicals, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	\$ -	\$ 2,000	\$ 2,200	\$ 2,398	\$ 2,597	\$ 2,797
Assessment materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Computers	\$ 57,500	\$ -	\$ -	\$ -	\$ -	\$ -
Software	\$ 91,000	\$ -	\$ -	\$ -	\$ -	\$ -
Other classroom supplies	\$ -	\$ 7,000	\$ 7,700	\$ 8,393	\$ 9,090	\$ 9,790
Field trips, other unclassified items	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Co-curricular & Athletics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe) - Software License Expense	\$ -	\$ 14,000	\$ 15,400	\$ 16,786	\$ 18,179	\$ 19,578
Other (please describe) - Graduation Expenses	\$ -	\$ 1,700	\$ 1,870	\$ 2,038	\$ 2,297	\$ 2,474

Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Instructional Supplies and Resources	\$	148,500	\$	26,700	\$	29,370	\$	32,013	\$	34,760	\$	37,436
Support Supplies and Resources												
Administrative Computers	\$	46,894	\$	-	\$	-	\$	-	\$	-	\$	-
Administrative Software	\$	29,000	\$	-	\$	-	\$	-	\$	-	\$	-
Administration Dues, fees, misc expenses	\$	-	\$	4,000	\$	4,400	\$	4,796	\$	5,194	\$	5,594
Office supplies	\$	590	\$	16,000	\$	17,600	\$	19,184	\$	20,776	\$	22,376
Other (please describe) - Bank Fees	\$	-	\$	100	\$	100	\$	100	\$	100	\$	100
Other (please describe) - Software License Expense	\$	-	\$	5,000	\$	5,500	\$	5,995	\$	6,493	\$	6,993
Other (please describe) - Misc Equip Expense	\$	-	\$	12,000	\$	13,200	\$	14,388	\$	15,582	\$	16,782
Other (please describe) - Misc Computer Equip Expense	\$	-	\$	3,500	\$	3,850	\$	4,197	\$	4,545	\$	4,895
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Support Supplies and Resources	\$	76,484	\$	40,600	\$	44,650	\$	48,660	\$	52,690	\$	56,740
Board Expenses												
Charter Board Services, including Board Training, retreats	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Charter Board Supplies & Equipment	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Charter Board Dues, fees, etc	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe) - Bonding	\$	-	\$	200	\$	200	\$	200	\$	200	\$	200
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Board Expenses	\$	-	\$	200	\$	200	\$	200	\$	200	\$	200
Professional Purchased or Contracted Services												
Legal Services	\$	500	\$	-	\$	-	\$	-	\$	-	\$	-
Audit Services (compliant with SBOA requirements)	\$	-	\$	11,000	\$	11,000	\$	11,000	\$	11,000	\$	11,000
Payroll Services	\$	-	\$	900	\$	900	\$	900	\$	900	\$	900
Accounting Services	\$	-	\$	600	\$	600	\$	600	\$	600	\$	600
Printing/Newsletter/Annual Report Services	\$	-	\$	7,400	\$	8,140	\$	8,873	\$	9,609	\$	10,349
Consultants	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Internet Services	\$	-	\$	4,700	\$	4,700	\$	4,700	\$	4,700	\$	4,700
Telephone/Telecommunication Services	\$	72	\$	5,700	\$	5,700	\$	5,700	\$	5,700	\$	5,700
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	-	\$	20,995	\$	20,995	\$	20,995	\$	20,995	\$	20,995
Travel	\$	1,848	\$	5,300	\$	5,300	\$	5,300	\$	5,300	\$	5,300
Postage	\$	-	\$	3,500	\$	3,850	\$	4,197	\$	4,545	\$	4,895
Special Education Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Student Information Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Food service	\$	-	\$	2,500	\$	2,500	\$	2,500	\$	2,500	\$	2,500
Transportation	\$	-	\$	21,000	\$	23,100	\$	25,179	\$	27,269	\$	29,369
Nursing Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe) - Security Services	\$	64	\$	20,000	\$	20,000	\$	20,000	\$	20,000	\$	20,000
Other (please describe) - GEI Licensing Fee	\$	-	\$	50,000	\$	50,000	\$	50,000	\$	50,000	\$	50,000
Other (please describe) - Background Checks	\$	450	\$	2,000	\$	-	\$	-	\$	-	\$	-
Other (please describe) - Technology Services	\$	4,248	\$	-	\$	-	\$	-	\$	-	\$	-
Total Professional Purchased or Contracted Services	\$	7,182	\$	155,595	\$	156,785	\$	159,944	\$	163,118	\$	166,308
Facilities												
Rent, mortgage, or other facility cost	\$	30,000	\$	150,000	\$	180,000	\$	180,000	\$	180,000	\$	180,000
Furniture & Equipment	\$	243,800	\$	6,000	\$	22,200	\$	-	\$	-	\$	-
Gas/electric	\$	-	\$	17,000	\$	17,000	\$	17,000	\$	17,000	\$	17,000
Water/Sewer	\$	-	\$	3,300	\$	3,300	\$	3,300	\$	3,300	\$	3,300
Grounds Keeping	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Maintenance Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Custodial	\$	-	\$	56,000	\$	56,000	\$	56,000	\$	56,000	\$	56,000
Waste disposal	\$	-	\$	1,300	\$	1,300	\$	1,300	\$	4,300	\$	1,300

Debt Service for Facilities (Interest Only)	\$ -	\$ 3,900	\$ 8,000	\$ 6,200	\$ 3,000	\$ 2,700
Other (please describe) - Property Taxes	\$ -	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ 273,800	\$ 257,500	\$ 307,800	\$ 283,800	\$ 283,600	\$ 280,300
Other						
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 16,500	\$ 16,500	\$ 16,500	\$ 16,500	\$ 16,500
Other (please describe) - Video Surveillance	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -
Charter and Innovation Network School Advance Program Interest Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In Kind Wage/Benefits/FICA Expenses	\$ -	\$ 111,776	\$ 111,776	\$ 111,776	\$ 111,776	\$ 111,776
Other (please describe) - Drop In Center Supplies	\$ -	\$ 5,200	\$ 5,720	\$ 6,235	\$ 6,752	\$ 7,272
Other (please describe) - Marketing	\$ 1,500	\$ 51,000	\$ 56,100	\$ 61,149	\$ 66,224	\$ 71,323
Total Other	\$ 11,500	\$ 184,476	\$ 190,096	\$ 195,660	\$ 201,252	\$ 206,871
Total Expenditures	\$ 573,958	\$ 1,561,415	\$ 1,796,874	\$ 1,851,032	\$ 1,964,249	\$ 2,147,616
Carryover/Deficit	\$ 13,542	\$ 213,361	\$ 187,402	\$ 260,744	\$ 312,527	\$ 312,910
Cumulative Carryover/(Deficit)	\$ 13,542	\$ 226,903	\$ 414,306	\$ 675,050	\$ 987,577	\$ 1,300,487

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period

								TOTAL FIRST HALF 2017
		Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	
REVENUE								
Federal Revenue								
Public Charter School Program (PCSP) Grant (NOTE: this is a competitive grant. Funding is not guaranteed.)		-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)		-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)		-	-	-	-	-	-	-
Other Revenues								
Committed Philanthropic Donations		-	-	-	-	-	-	-
Other (please describe) - Goodwill Contribution		-	-	9,375.00	9,375.00	9,375.00	209,375.00	237,500.00
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe) - Goodwill Loan		-	-	-	-	-	350,000.00	350,000.00
Total Revenue		-	-	9,375.00	9,375.00	9,375.00	559,375.00	587,500.00
EXPENDITURES								
Personnel Expenses								
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")		-	-	14,123.00	14,123.00	14,123.00	14,123.00	56,492.00
Professional Development		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Total Personnel Expenses		-	-	14,123.00	14,123.00	14,123.00	14,123.00	56,492.00
Instructional Supplies and Resources								
Textbooks		-	-	-	-	-	-	-
Library, periodicals, etc		-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-
Assessment materials		-	-	-	-	-	-	-
Computers		-	-	-	-	-	57,500.00	57,500.00
Software		-	-	-	-	-	91,000.00	91,000.00
Other classroom supplies		-	-	-	-	-	-	-
Field trips, other unclassified items		-	-	-	-	-	-	-
Co-curricular & Athletics		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Total Instructional Supplies and Resources		-	-	-	-	-	148,500.00	148,500.00

		Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	TOTAL FIRST HALF 2017
Support Supplies and Resources								
Administrative Computers		-	-	1,894.00	-	-	45,000.00	46,894.00
Administrative Software		-	-	-	-	-	29,000.00	29,000.00
Administration Dues, fees, misc expenses		-	-	-	-	-	-	-
Office supplies		-	-	590.00	-	-	-	590.00
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Total Support Supplies and Resources		-	-	2,484.00	-	-	74,000.00	76,484.00
Board Expenses								
Charter Board Services, including Board Training, retreats		-	-	-	-	-	-	-
Charter Board Supplies & Equipment		-	-	-	-	-	-	-
Charter Board Dues, fees, etc		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Total Board Expenses		-	-	-	-	-	-	-
Professional Purchased or Contracted Services								
Legal Services		-	-	-	-	-	500.00	500.00
Audit Services (compliant with SBOA requirements)		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Accounting Services		-	-	-	-	-	-	-
Printing/Newsletter/Annual Report Services		-	-	-	-	-	-	-
Consultants		-	-	-	-	-	-	-
Internet Services		-	-	-	-	-	-	-
Telephone/Telecommunication Services		-	-	18.00	18.00	18.00	18.00	72.00
Total Insurance Costs (per ICSB requirements detailed in charter school application)		-	-	-	-	-	-	-
Travel		-	-	462.00	462.00	462.00	462.00	1,848.00
Postage		-	-	-	-	-	-	-
Special Education Services		-	-	-	-	-	-	-
Student Information Services		-	-	-	-	-	-	-
Food service		-	-	-	-	-	-	-
Transportation		-	-	-	-	-	-	-
Nursing Services		-	-	-	-	-	-	-
Other (please describe) - Bank Fees		-	-	16.00	16.00	16.00	16.00	64.00
Other (please describe)		-	-	-	-	-	-	-
Other (please describe) - Staff Training		-	-	450.00	-	-	-	450.00
Other (please describe) - Technology Services		-	-	1,062.00	1,062.00	1,062.00	1,062.00	4,248.00

		Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	TOTAL FIRST HALF 2017
Total Professional Purchased or Contracted Services		-	-	2,008.00	1,558.00	1,558.00	2,058.00	7,182.00
Facilities								
Rent, mortgage, or other facility cost		-	-	-	-	15,000.00	15,000.00	30,000.00
Furniture & Equipment		-	-	-	-	-	243,800.00	243,800.00
Gas/electric		-	-	-	-	-	-	-
Water/ Sewer		-	-	-	-	-	-	-
Grounds Keeping		-	-	-	-	-	-	-
Maintenance Services		-	-	-	-	-	-	-
Custodial		-	-	-	-	-	-	-
Waste disposal		-	-	-	-	-	-	-
Debt Service for Facilities (Interest Only)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Total Facilities		-	-	-	-	15,000.00	258,800.00	273,800.00
Other								
Contingency		-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)		-	-	-	-	-	-	-
Other (please describe) - Video Surveillance		-	-	-	-	-	10,000.00	10,000.00
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe) - Marketing		-	-	375.00	375.00	375.00	375.00	1,500.00
Total Other		-	-	375.00	375.00	375.00	10,375.00	11,500.00
Total Expenditures		\$ -	\$ -	\$ 18,990	\$ 16,056	\$ 31,056	\$ 507,856	\$ 573,958
Net Income (Pre-Cash Flow Adjustments)		\$ -	\$ -	\$ (9,615)	\$ (6,681)	\$ (21,681)	\$ 51,519	\$ 13,542
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								
Example - Add Back Depreciation		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-

Expected Charter School Staffing Needs -- Year 0 -- Pre-Opening Period

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
7.65% for payroll taxes, 10.5% for TRF, 17.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director - Start March 2017	0.33	65,000	21,450	5,352	26,802
Office Manager - Start March 2017	0.33	32,000	10,560	2,635	13,195
Lead Coach - Start March 2017	0.33	40,000	13,200	3,293	16,493
			-		-
			-		-
TOTAL	1		45,210	11,280	56,490

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,650,000	250 students @ \$6,600 Each
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		
Charter and Innovation Network School Advance Program		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 13,000	
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe) - In Kind Contributions	\$ 111,776	In Kind Salary/FICA/Benefits
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,774,776	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 889,789	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	Est Amount
Bonuses		
Other (please describe) - Workers Compensation	\$ 4,055	
Other (please describe)		
Total Personnel Expenses	\$ 896,344	
Instructional Supplies and Resources		
Textbooks	\$ 2,000	
Library, periodicals, etc		
Technology	\$ 2,000	

Assessment materials		
Computers		Capital Purchases in Year 0
Software		Capital Purchases in Year 0
Other classroom supplies	\$ 7,000	
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe) - Software License Expense	\$ 14,000	
Other (please describe) - Graduation Expenses	\$ 1,700	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 26,700	
Support Supplies and Resources		
Administrative Computers		Capital Purchases in Year 0
Administrative Software		Capital Purchases in Year 0
Administration Dues, fees, misc expenses	\$ 4,000	
Office supplies	\$ 16,000	
Other (please describe) - Bank Fees	\$ 100	
Other (please describe) - Software License Expense	\$ 5,000	
Other (please describe) - Misc Equipment Expense	\$ 12,000	
Other (please describe) - Misc Computer Equipment Exp	\$ 3,500	
Other (please describe)		
Total Support Supplies and Resources	\$ 40,600	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe) - Bonding	\$ 200	
Other (please describe)		
Total Board Expenses	\$ 200	
Professional Purchased or Contracted Services		
Legal Services		
Audit Services (compliant with SBOA requirements)	\$ 11,000	
Payroll Services	\$ 900	Time Keeping Software
Accounting Services	\$ 600	Tax Return
Printing/Newsletter/Annual Report Services	\$ 7,400	
Consultants		
Internet Services	\$ 4,700	
Telephone/Telecommunication Services	\$ 5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 20,995	
Travel	\$ 5,300	
Postage	\$ 3,500	
Special Education Services		
Student Information Services		
Food service	\$ 2,500	
Transportation	\$ 21,000	Student Bus Passes

Nursing Services		
Other (please describe) - Security Services	\$ 20,000	
Other (please describe) - GEI Licensing Fee	\$ 50,000	Annual fee is distributed among all 4 schools
Other (please describe) - Background Checks	\$ 2,000	
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 155,595	
Facilities		
Rent, mortgage, or other facility cost	\$ 150,000	18,000 sq ft @ \$10
Furniture & Equipment	\$ 6,000	
Gas/electric	\$ 17,000	
Water/ Sewer	\$ 3,300	
Grounds Keeping		School located in shopping center
Maintenance Services		Maintenance included in Rental
Custodial	\$ 56,000	
Waste disposal	\$ 1,300	
Debt Service for Facilities (Interest Only)	\$ 3,900	
Other (please describe) - Property Taxes	\$ 20,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 257,500	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 16,500	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program		
Interest Costs		
In Kind Wage/Benefits/FICA Expenses	\$ 111,776	
Other (please describe) - Drop In Center Supplies	\$ 5,200	
Other (please describe) - Marketing	\$ 51,000	
Total Other	\$ 184,476	
Total Expenditures	\$ 1,561,415	
Carryover/Deficit	\$ 213,361	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 1

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
7.65% for payroll taxes, 10.5% for TRF, 2.0% for 403B Match, 17.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director	1	65,000	65,000	17,518	82,518
Teachers	7	42,000	294,000	104,223	398,223
Special Education	1	42,000	42,000	14,889	56,889
Lead Coach/Career Pathways Specialist	1	40,000	40,000	10,780	50,780
Life Coaches	2	35,000	70,000	18,865	88,865
College Transition Coordinator	1	38,000	38,000	10,241	48,241
Drop In Center Director	1	35,000	35,000	9,433	44,433
Drop In Center Attendants	3	20,800	62,400	16,817	79,217
Office Manager	1	32,000	32,000	8,624	40,624
			-		-
			-		-
			-		-
			-		-
TOTAL	18		678,400	211,389	889,789

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,815,000	275 students @ \$6,600 Each
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		
Charter and Innovation Network School Advance Program		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 20,000	
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe) - Goodwill Industries	\$ 37,500	
Other (please describe) - In Kind Contribution	\$ 111,776	In Kind Salary, FICA, Benefits
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,984,276	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,061,418	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	
Bonuses		
Other (please describe) - Workers Compensation	\$ 4,055	
Other (please describe)		
Total Personnel Expenses	\$ 1,067,973	
Instructional Supplies and Resources		
Textbooks	\$ 2,200	
Library, periodicals, etc		
Technology	\$ 2,200	
Assessment materials		
Computers		Capital Purchases in Yr 0
Software		Capital Purchases in Yr 0
Other classroom supplies	\$ 7,700	
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe) - Software License Expense	\$ 15,400	

Other (please describe) - Graduation Expenses	\$	1,870	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	\$	29,370	
Support Supplies and Resources			
Administrative Computers			Capital Purchases in Yr 0
Administrative Software			Capital Purchases in Yr 0
Administration Dues, fees, misc expenses	\$	4,400	
Office supplies	\$	17,600	
Other (please describe) - Bank Fees	\$	100	
Other (please describe) - Software License Expense	\$	5,500	
Other (please describe) - Misc Equipment Expense	\$	13,200	
Other (please describe) - Misc Computer Equipment Exp	\$	3,850	
Other (please describe)			
Total Support Supplies and Resources	\$	44,650	
Board Expenses			
Charter Board Services, including Board Training, retreats			
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe) - Bonding	\$	200	
Other (please describe)			
Total Board Expenses	\$	200	
Professional Purchased or Contracted Services			
Legal Services			
Audit Services (compliant with SBOA requirements)	\$	11,000	
Payroll Services	\$	900	Time Keeping Software
Accounting Services	\$	600	Tax Return
Printing/Newsletter/Annual Report Services	\$	8,140	
Consultants			
Internet Services	\$	4,700	
Telephone/Telecommunication Services	\$	5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	20,995	
Travel	\$	5,300	
Postage	\$	3,850	
Special Education Services			
Student Information Services			
Food service	\$	2,500	
Transportation	\$	23,100	Student Bus Passes
Nursing Services			
Other (please describe) - Security Services	\$	20,000	
Other (please describe) - GEI Licensing Fee	\$	50,000	Annual fee distributed among all 4 schools
Other (please describe) - Background Checks	\$	-	
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	156,785	
Facilities			
Rent, mortgage, or other facility cost	\$	180,000	18,000 sq ft @ \$10 per sq ft
Furniture & Equipment	\$	22,200	
Gas/electric	\$	17,000	
Water/ Sewer	\$	3,300	
Grounds Keeping			School located in shopping center
Maintenance Services			Maintenance included in rent

Custodial	\$	56,000	
Waste disposal	\$	1,300	
Debt Service for Facilities (Interest Only)	\$	8,000	
Other (please describe) - Property Taxes	\$	20,000	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	\$	307,800	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	16,500	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs			
In Kind Wage/Benefits/FICA Expenses	\$	111,776	
Other (please describe) - Drop In Center Supplies	\$	5,720	
Other (please describe) - Marketing	\$	56,100	
Total Other	\$	190,096	
Total Expenditures	\$	1,796,874	
Carryover/Deficit	\$	187,402	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 2

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
3% Salary Increase in Yr 2, 7.65% for payroll taxes, 10.5% for TRF, 3.7% for 403B Match, 19.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director	1	66,950	66,950	20,520	87,470
Lead Teacher	1	56,650	56,650	21,215	77,865
Teachers	7	43,260	302,820	113,406	416,226
Special Education	1	43,260	43,260	16,201	59,461
Lead Coach/College Transition Coordinator	1	41,200	41,200	12,628	53,828
Life Coaches	3	36,050	108,150	33,148	141,298
Career Pathways Specialist	1	39,140	39,140	11,996	51,136
Drop In Center Director	1	36,050	36,050	11,049	47,099
Drop In Center Attendants	3	21,424	64,272	19,699	83,971
Office Manager	1	32,960	32,960	10,102	43,062
			-		-
			-		-
			-		-
TOTAL	20		791,452	269,966	1,061,418

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$1,980,000	300 students @ \$6,600 Each
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 20,000	
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe) - In Kind Contributions	\$ 111,776	In Kind Salary, FICA, Benefits
Other (please describe)		
Other (please describe)		
Total Revenue	\$2,111,776	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$1,124,200	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	
Bonuses		
Other (please describe) - Workers Compensation	\$ 4,055	
Other (please describe)		
Total Personnel Expenses	\$1,130,755	
Instructional Supplies and Resources		
Textbooks	\$ 2,398	
Library, periodicals, etc		
Technology	\$ 2,398	
Assessment materials		
Computers		

Software		
Other classroom supplies	\$ 8,393	
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe) - Software License Expense	\$ 16,786	
Other (please describe) - Graduation Expenses	\$ 2,038	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 32,013	
Support Supplies and Resources		
Administrative Computers		See Year 0
Administrative Software		See Year 0
Administration Dues, fees, misc expenses	\$ 4,796	
Office supplies	\$ 19,184	
Other (please describe) - Bank Fees	\$ 100	
Other (please describe) - Software License Expense	\$ 5,995	
Other (please describe) - Misc Equipment Expense	\$ 14,388	
Other (please describe) - Misc Computer Equipment Exp	\$ 4,197	
Other (please describe)		
Total Support Supplies and Resources	\$ 48,660	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe) - Bonding	\$ 200	
Other (please describe)		
Total Board Expenses	\$ 200	
Professional Purchased or Contracted Services		
Legal Services		
Audit Services (compliant with SBOA requirements)	\$ 11,000	
Payroll Services	\$ 900	Time Keeping Software
Accounting Services	\$ 600	Tax Return
Printing/Newsletter/Annual Report Services	\$ 8,873	
Consultants		
Internet Services	\$ 4,700	
Telephone/Telecommunication Services	\$ 5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 20,995	
Travel	\$ 5,300	
Postage	\$ 4,197	
Special Education Services		
Student Information Services		
Food service	\$ 2,500	
Transportation	\$ 25,179	Student Bus Passes
Nursing Services		
Other (please describe) - Security Services	\$ 20,000	
Other (please describe) - GEI Licensing Fee	\$ 50,000	Annual fee distributed among all 4 schools
Other (please describe) - Background Checks	\$ -	
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 159,944	
Facilities		
Rent, mortgage, or other facility cost	\$ 180,000	18,000 sq ft @ \$10

Furniture & Equipment		
Gas/electric	\$ 17,000	
Water/ Sewer	\$ 3,300	
Grounds Keeping		School located in shopping center
Maintenance Services		Maintenance included in rent
Custodial	\$ 56,000	
Waste disposal	\$ 1,300	
Debt Service for Facilities (Interest Only)	\$ 6,200	
Other (please describe) - Property Taxes	\$ 20,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 283,800	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 16,500	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
In Kind Wage/Benefits/FICA Expenses	\$ 111,776	
Other (please describe) - Drop In Center Supplies	\$ 6,235	
Other (please describe) - Marketing	\$ 61,149	
Total Other	\$ 195,660	
Total Expenditures	\$1,851,032	
Carryover/Deficit	\$ 260,744	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 3

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
3% Salary Increase in Yr 3, 7.65% for payroll taxes, 10.5% for TRF, 3.7% for 403B Match, 21.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director	1	68,959	68,959	22,515	91,473
Lead Teacher	1	58,350	58,350	23,019	81,368
Teachers	7	44,558	311,905	123,046	434,951
Special Education	1	44,558	44,558	17,578	62,136
Lead Coach/College Transition Coordinator	1	42,436	42,436	13,855	56,291
Life Coaches	3	37,132	111,395	36,370	147,765
Career Pathways Specialist	1	40,314	40,314	13,163	53,477
Drop In Center Director	1	37,132	37,132	12,123	49,255
Drop In Center Attendants	3.5	22,067	77,234	25,217	102,450
Office Manager	1	33,949	33,949	11,084	45,033
			-		-
			-		-
			-		-
			-		-
TOTAL	20.5		826,229	297,971	1,124,200

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	#####	325 students @ \$6,600 Each
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 20,000	
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe) - In Kind Contributions	\$ 111,776	In Kind Salary, FICA, Benefits
Other (please describe)		
Other (please describe)		
Total Revenue	#####	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	#####	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	
Bonuses		
Other (please describe) - Workers Compensation	\$ 4,055	
Other (please describe)		
Total Personnel Expenses	#####	
Instructional Supplies and Resources		
Textbooks	\$ 2,597	
Library, periodicals, etc		
Technology	\$ 2,597	
Assessment materials		
Computers		
Software		

Other classroom supplies	\$ 9,090	
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe) - Software License Expense	\$ 18,179	
Other (please describe) - Graduation Expenses	\$ 2,297	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 34,760	
Support Supplies and Resources		
Administrative Computers		See Year 0
Administrative Software		See Year 0
Administration Dues, fees, misc expenses	\$ 5,194	
Office supplies	\$ 20,776	
Other (please describe) - Bank Fees	\$ 100	
Other (please describe) - Software License Expense	\$ 6,493	
Other (please describe) - Misc Equipment Expense	\$ 15,582	
Other (please describe) - Misc Computer Equipment Exp	\$ 4,545	
Other (please describe)		
Total Support Supplies and Resources	\$ 52,690	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe) - Bonding	\$ 200	
Other (please describe)		
Total Board Expenses	\$ 200	
Professional Purchased or Contracted Services		
Legal Services		
Audit Services (compliant with SBOA requirements)	\$ 11,000	
Payroll Services	\$ 900	Time Keeping Software
Accounting Services	\$ 600	Tax Return
Printing/Newsletter/Annual Report Services	\$ 9,609	
Consultants		
Internet Services	\$ 4,700	
Telephone/Telecommunication Services	\$ 5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 20,995	
Travel	\$ 5,300	
Postage	\$ 4,545	
Special Education Services		
Student Information Services		
Food service	\$ 2,500	
Transportation	\$ 27,269	Student Bus Passes
Nursing Services		
Other (please describe) - Security Services	\$ 20,000	
Other (please describe) - GEI Licensing Fee	\$ 50,000	Annual fee distributed among all 4 schools
Other (please describe) - Background Checks	\$ -	
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 163,118	
Facilities		
Rent, mortgage, or other facility cost	\$ 180,000	18,000 sq ft @ \$10
Furniture & Equipment		
Gas/electric	\$ 17,000	

Water/ Sewer	\$ 3,300	
Grounds Keeping		School located in shopping center
Maintenance Services		Maintenance in rent
Custodial	\$ 56,000	
Waste disposal	\$ 4,300	
Debt Service for Facilities (Interest Only)	\$ 3,000	
Other (please describe) - Property Taxes	\$ 20,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 283,600	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 16,500	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
In Kind Wage/Benefits/FICA Expenses	\$ 111,776	
Other (please describe) - Drop In Center Supplies	\$ 6,752	
Other (please describe) - Marketing	\$ 66,224	
Total Other	\$ 201,252	
Total Expenditures	#####	
Carryover/Deficit	\$ 312,527	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 4

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
3% Salary Increase in Yr 4, 7.65% for payroll taxes, 10.5% for TRF, 3.7% for 403B Match, 23.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director	1	71,027	71,027	24,611	95,638
Lead Teacher	1	60,100	60,100	24,911	85,011
Teachers	7	45,895	321,262	133,163	454,425
Special Education	1	45,895	45,895	19,023	64,918
Lead Coach/College Transition Coordinator	1	43,709	43,709	15,145	58,854
Life Coaches	3	38,245	114,736	39,756	154,492
Career Pathways Specialist	1	41,524	41,524	14,388	55,912
Drop In Center Director	1	38,245	38,245	13,252	51,497
Drop In Center Attendants	3.5	22,729	79,551	27,564	107,115
Office Manager	1	34,967	34,967	12,116	47,083
Resource Specialist	1	35,000	35,000	12,128	47,128
			-		-
			-		-
			-		-
TOTAL	22		886,016	336,058	1,222,074

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	#####	350 students @ \$6,600 Each
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 20,000	
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe) - Goodwill Industries	\$ 18,750	
Other (please describe) - In Kind Contributions	\$ 111,776	In Kind Salary, FICA, Benefits
Other (please describe)		
Other (please describe)		
Total Revenue	#####	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	#####	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	Est Amount
Bonuses		
Other (please describe) - Workers Compensation	\$ 4,055	
Other (please describe)		
Total Personnel Expenses	#####	
Instructional Supplies and Resources		
	\$ 2,797	
Library, periodicals, etc		
Technology	\$ 2,797	
Assessment materials		
Computers		

Software		
Other classroom supplies	\$ 9,790	
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe) - Software License Expense	\$ 19,578	
Other (please describe) - Graduation Expenses	\$ 2,474	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 37,436	
Support Supplies and Resources		
Administrative Computers		See Year 0
Administrative Software		See Year 0
Administration Dues, fees, misc expenses	\$ 5,594	
Office supplies	\$ 22,376	
Other (please describe) - Bank Fees	\$ 100	
Other (please describe) - Software License Expense	\$ 6,993	
Other (please describe) - Misc Equipment Expense	\$ 16,782	
Other (please describe) - Misc Computer Equipment Exp	\$ 4,895	
Other (please describe)		
Total Support Supplies and Resources	\$ 56,740	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe) - Bonding	\$ 200	
Other (please describe)		
Total Board Expenses	\$ 200	
Professional Purchased or Contracted Services		
Legal Services		
Audit Services (compliant with SBOA requirements)	\$ 11,000	
Payroll Services	\$ 900	Time Keeping Software
Accounting Services	\$ 600	Tax Return
Printing/Newsletter/Annual Report Services	\$ 10,349	
Consultants		
Internet Services	\$ 4,700	
Telephone/Telecommunication Services	\$ 5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 20,995	
Travel	\$ 5,300	
Postage	\$ 4,895	
Special Education Services		
Student Information Services		
Food service	\$ 2,500	
Transportation	\$ 29,369	Student Bus Passes
Nursing Services		
Other (please describe) - Security Services	\$ 20,000	
Other (please describe) - GEI Licensing Fee	\$ 50,000	Annual fee distributed among all 4 schools
Other (please describe) - Background Checks	\$ -	
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 166,308	
Facilities		
Rent, mortgage, or other facility cost	\$ 180,000	18,000 sq ft @ \$10

Furniture & Equipment		
Gas/electric	\$ 17,000	
Water/ Sewer	\$ 3,300	
Grounds Keeping		School located in shopping center
Maintenance Services		Maintenance in rent
Custodial	\$ 56,000	
Waste disposal	\$ 1,300	
Debt Service for Facilities (Interest Only)	\$ 2,700	
Other (please describe) - Property Taxes	\$ 20,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 280,300	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 16,500	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
In Kind Wage/Benefits/FICA Expenses	\$ 111,776	
Other (please describe) - Drop In Center Supplies	\$ 7,272	
Other (please describe) - Marketing	\$ 71,323	
Total Other	\$ 206,871	
Total Expenditures	#####	
Carryover/Deficit	\$ 312,910	

Cumulative Carryover/(Deficit)

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
3% Salary Increase in Yr 4, 7.65% for payroll taxes, 10.5% for TRF, 3.7% for 403B Match, 25.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director	1	73,158	73,158	26,812	99,971
Lead Teacher	1	61,903	61,903	26,897	88,800
Teachers	7	47,271	330,900	143,776	474,675
Special Education	1	47,271	47,271	20,539	67,811
Lead Coach/College Transition Coordinator	1	45,020	45,020	16,500	61,520
Life Coaches	4	39,393	157,571	57,750	215,321
Career Pathways Specialist	1	42,769	42,769	15,675	58,444
Drop In Center Director	1	39,393	39,393	14,437	53,830
Drop In Center Attendants	4	23,411	93,642	34,320	127,962
Office Manager	1	36,016	36,016	13,200	49,216
Resource Specialist	2	35,000	70,000	25,655	95,655
			-		-
			-		-
			-		-
			-		-
TOTAL	24		997,644	395,562	1,393,206

INDIANA CHARTER SCHOOL BOARD

5-Year Pro Forma Budget Submission Template

General Instructions for New School Applicants

- Complete the School Enrollment Projection tab in ORANGE
 - Complete the Year 0 - Budget and Cash Flow tab in PURPLE
 - Complete ALL FIVE annual budget tabs in BLUE
 - Complete ALL FIVE staffing tabs in GREEN
 - Enter information into the WHITE cells
 - Do not enter information into the GREY cells
- NOTE: Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional back office/central office - of the Indiana network.
- We encourage applicants to contact the Indiana Department of Education Office of School Finance to learn more about Indiana's funding formula and all grant and operating funds available. Visit <http://www.doe.in.gov/idoefinance> for more information.

School Name: The Excel Center - East Chicago

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% SNAP, TANF or Foster Care
Year 1: 2016-2017										62	62	63	63	250			
Year 2: 2017-2018										68	69	69	69	275			
Year 3: 2018-2019										75	75	75	75	300			
Year 4: 2019-2020										85	80	80	80	325			
Year 5: 2020-2021										90	90	85	85	350			

Planned Number of Classes														
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2016-2017														0
Year 2: 2017-2018														0
Year 3: 2018-2019														0
Year 4: 2019-2020														0
Year 5: 2020-2021														0

Note: FDK students are treated as 1 for purposes of ADM. 1/2 day kindergarten students are 0.5 ADM

	2016	2017
Foundation Grant	\$ 4,967	\$ 5,088
Complexity Grant	\$ 3,489	\$ 3,539

School Name: The Excel Center - East Chicago						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 1,650,000	\$ 1,815,000	\$ 1,980,000	\$ 2,145,000	\$ 2,310,000
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Technology Grants		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Charter and Innovation Network School Grant Program		\$ -	\$ -	\$ -	\$ -	\$ -
Charter and Innovation Network School Advance Program		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ -	\$ -	\$ -			
Public Law 101-476 (IDEA)		\$ 13,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Title I		\$ -	\$ -	\$ -	\$ -	\$ -
Title II		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe) - Goodwill Industries	\$ 237,500	\$ -	\$ 37,500	\$ -	\$ -	\$ 18,750
Other (please describe) - In Kind Contributions	\$ -	\$ 111,776	\$ 111,776	\$ 111,776	\$ 111,776	\$ 111,776
Other (please describe) - Goodwill Loan	\$ 375,000	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 612,500	\$ 1,774,776	\$ 1,984,276	\$ 2,111,776	\$ 2,276,776	\$ 2,460,526
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 56,492	\$ 889,789	\$ 1,061,418	\$ 1,124,200	\$ 1,222,074	\$ 1,393,206
Substitute Teachers		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe) - Workers Compensation	\$ -	\$ 4,055	\$ 4,055	\$ 4,055	\$ 4,055	\$ 4,055
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 56,492	\$ 896,344	\$ 1,067,973	\$ 1,130,755	\$ 1,228,629	\$ 1,399,761
Instructional Supplies and Resources						
Textbooks	\$ -	\$ 2,000	\$ 2,200	\$ 2,398	\$ 2,597	\$ 2,797
Library, periodicals, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	\$ -	\$ 2,000	\$ 2,200	\$ 2,398	\$ 2,597	\$ 2,797
Assessment materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Computers	\$ 57,500	\$ -	\$ -	\$ -	\$ -	\$ -
Software	\$ 91,000	\$ -	\$ -	\$ -	\$ -	\$ -
Other classroom supplies	\$ -	\$ 7,000	\$ 7,700	\$ 8,393	\$ 9,090	\$ 9,790
Field trips, other unclassified items	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Co-curricular & Athletics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe) - Software License Expense	\$ -	\$ 14,000	\$ 15,400	\$ 16,786	\$ 18,179	\$ 19,578
Other (please describe) - Graduation Expenses	\$ -	\$ 1,700	\$ 1,870	\$ 2,038	\$ 2,297	\$ 2,474

Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Instructional Supplies and Resources	\$	148,500	\$	26,700	\$	29,370	\$	32,013	\$	34,760	\$	37,436
Support Supplies and Resources												
Administrative Computers	\$	46,894	\$	-	\$	-	\$	-	\$	-	\$	-
Administrative Software	\$	29,000	\$	-	\$	-	\$	-	\$	-	\$	-
Administration Dues, fees, misc expenses	\$	-	\$	4,000	\$	4,400	\$	4,796	\$	5,194	\$	5,594
Office supplies	\$	590	\$	16,000	\$	17,600	\$	19,184	\$	20,776	\$	22,376
Other (please describe) - Bank Fees	\$	-	\$	100	\$	100	\$	100	\$	100	\$	100
Other (please describe) - Software License Expense	\$	-	\$	5,000	\$	5,500	\$	5,995	\$	6,493	\$	6,993
Other (please describe) - Misc Equipment Expense	\$	-	\$	12,000	\$	13,200	\$	14,388	\$	15,582	\$	16,782
Other (please describe) - Misc Computer Equip Expense	\$	-	\$	3,500	\$	3,850	\$	4,197	\$	4,545	\$	4,895
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Support Supplies and Resources	\$	76,484	\$	40,600	\$	44,650	\$	48,660	\$	52,690	\$	56,740
Board Expenses												
Charter Board Services, including Board Training, retreats	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Charter Board Supplies & Equipment	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Charter Board Dues, fees, etc	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	200	\$	200	\$	200	\$	200	\$	200
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Board Expenses	\$	-	\$	200	\$	200	\$	200	\$	200	\$	200
Professional Purchased or Contracted Services												
Legal Services	\$	500	\$	-	\$	-	\$	-	\$	-	\$	-
Audit Services (compliant with SBOA requirements)	\$	-	\$	11,000	\$	11,000	\$	11,000	\$	11,000	\$	11,000
Payroll Services	\$	-	\$	900	\$	900	\$	900	\$	900	\$	900
Accounting Services	\$	-	\$	600	\$	600	\$	600	\$	600	\$	600
Printing/Newsletter/Annual Report Services	\$	-	\$	7,400	\$	8,140	\$	8,873	\$	9,609	\$	10,349
Consultants	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Internet Services	\$	-	\$	4,700	\$	4,700	\$	4,700	\$	4,700	\$	4,700
Telephone/Telecommunication Services	\$	72	\$	5,700	\$	5,700	\$	5,700	\$	5,700	\$	5,700
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	-	\$	20,995	\$	20,995	\$	20,995	\$	20,995	\$	20,995
Travel	\$	1,848	\$	5,300	\$	5,300	\$	5,300	\$	5,300	\$	5,300
Postage	\$	-	\$	3,500	\$	3,850	\$	4,197	\$	4,545	\$	4,895
Special Education Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Student Information Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Food service	\$	-	\$	2,500	\$	2,500	\$	2,500	\$	2,500	\$	2,500
Transportation	\$	-	\$	21,000	\$	23,100	\$	25,179	\$	27,269	\$	29,369
Nursing Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe) - Security Services	\$	64	\$	20,000	\$	20,000	\$	20,000	\$	20,000	\$	20,000
Other (please describe) - GEI Licensing Fee	\$	-	\$	50,000	\$	50,000	\$	50,000	\$	50,000	\$	50,000
Other (please describe) - Background Checks	\$	450	\$	2,000	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	4,248	\$	-	\$	-	\$	-	\$	-	\$	-
Total Professional Purchased or Contracted Services	\$	7,182	\$	155,595	\$	156,785	\$	159,944	\$	163,118	\$	166,308
Facilities												
Rent, mortgage, or other facility cost	\$	30,000	\$	150,000	\$	180,000	\$	180,000	\$	180,000	\$	180,000
Furniture & Equipment	\$	243,800	\$	6,000	\$	22,200	\$	-	\$	-	\$	-
Gas/electric	\$	-	\$	17,000	\$	17,000	\$	17,000	\$	17,000	\$	17,000
Water/Sewer	\$	-	\$	3,300	\$	3,300	\$	3,300	\$	3,300	\$	3,300
Grounds Keeping	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Maintenance Services	\$	25,000	\$	10,000	\$	10,000	\$	10,000	\$	10,000	\$	10,000
Custodial	\$	-	\$	56,000	\$	56,000	\$	56,000	\$	56,000	\$	56,000
Waste disposal	\$	-	\$	1,300	\$	1,300	\$	1,300	\$	1,300	\$	1,300

Debt Service for Facilities (Interest Only)	\$ -	\$ 4,200	\$ 4,200	\$ 6,600	\$ 4,600	\$ 2,900
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ 298,800	\$ 247,800	\$ 294,000	\$ 274,200	\$ 272,200	\$ 270,500
Other						
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 16,500	\$ 16,500	\$ 16,500	\$ 16,500	\$ 16,500
Other (please describe) - Video Surveillance	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -
Charter and Innovation Network School Advance Program Interest Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In Kind Wage/Benefits/FICA Expenses	\$ -	\$ 111,776	\$ 111,776	\$ 111,776	\$ 111,776	\$ 111,776
Other (please describe) - Drop In Center Supplies	\$ -	\$ 5,200	\$ 5,720	\$ 6,235	\$ 6,752	\$ 7,272
Other (please describe) - Marketing Expenses	\$ 1,500	\$ 51,000	\$ 56,100	\$ 61,149	\$ 66,224	\$ 71,323
Total Other	\$ 11,500	\$ 184,476	\$ 190,096	\$ 195,660	\$ 201,252	\$ 206,871
Total Expenditures	\$ 598,958	\$ 1,551,715	\$ 1,783,074	\$ 1,841,432	\$ 1,952,849	\$ 2,137,816
Carryover/Deficit	\$ 13,542	\$ 223,061	\$ 201,202	\$ 270,344	\$ 323,927	\$ 322,710
Cumulative Carryover/(Deficit)	\$ 13,542	\$ 236,603	\$ 437,806	\$ 708,150	\$ 1,032,077	\$ 1,354,787

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period

								TOTAL FIRST HALF 2017
		Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	
REVENUE								
Federal Revenue								
Public Charter School Program (PCSP) Grant (NOTE: this is a competitive grant. Funding is not guaranteed.)		-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)		-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)		-	-	-	-	-	-	-
Other Revenues								
Committed Philanthropic Donations		-	-	-	-	-	-	-
Other (please describe) - Goodwill Contribution		-	-	9,375.00	9,375.00	9,375.00	209,375.00	237,500.00
Other (please describe)		-	-	-	-	-	-	-
Other (please describe) - Goodwill - Loan		-	-	-	-	-	375,000.00	375,000.00
Other (please describe)		-	-	-	-	-	-	-
Total Revenue		-	-	9,375.00	9,375.00	9,375.00	584,375.00	612,500.00
EXPENDITURES								
Personnel Expenses								
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")		-	-	14,123.00	14,123.00	14,123.00	14,123.00	56,492.00
Professional Development		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Total Personnel Expenses		-	-	14,123.00	14,123.00	14,123.00	14,123.00	56,492.00
Instructional Supplies and Resources								
Textbooks		-	-	-	-	-	-	-
Library, periodicals, etc		-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-
Assessment materials		-	-	-	-	-	-	-
Computers		-	-	-	-	-	57,500.00	57,500.00
Software		-	-	-	-	-	91,000.00	91,000.00
Other classroom supplies		-	-	-	-	-	-	-
Field trips, other unclassified items		-	-	-	-	-	-	-
Co-curricular & Athletics		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Total Instructional Supplies and Resources		-	-	-	-	-	148,500.00	148,500.00

		Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	TOTAL FIRST HALF 2017
Support Supplies and Resources								
Administrative Computers		-	-	1,894.00	-	-	45,000.00	46,894.00
Administrative Software		-	-	-	-	-	29,000.00	29,000.00
Administration Dues, fees, misc expenses		-	-	-	-	-	-	-
Office supplies		-	-	590.00	-	-	-	590.00
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Total Support Supplies and Resources		-	-	2,484.00	-	-	74,000.00	76,484.00
Board Expenses								
Charter Board Services, including Board Training, retreats		-	-	-	-	-	-	-
Charter Board Supplies & Equipment		-	-	-	-	-	-	-
Charter Board Dues, fees, etc		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Total Board Expenses		-	-	-	-	-	-	-
Professional Purchased or Contracted Services								
Legal Services		-	-	-	-	-	500.00	500.00
Audit Services (compliant with SBOA requirements)		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Accounting Services		-	-	-	-	-	-	-
Printing/Newsletter/Annual Report Services		-	-	-	-	-	-	-
Consultants		-	-	-	-	-	-	-
Internet Services		-	-	-	-	-	-	-
Telephone/Telecommunication Services		-	-	18.00	18.00	18.00	18.00	72.00
Total Insurance Costs (per ICSB requirements detailed in charter school application)		-	-	-	-	-	-	-
Travel		-	-	462.00	462.00	462.00	462.00	1,848.00
Postage		-	-	-	-	-	-	-
Special Education Services		-	-	-	-	-	-	-
Student Information Services		-	-	-	-	-	-	-
Food service		-	-	-	-	-	-	-
Transportation		-	-	-	-	-	-	-
Nursing Services		-	-	-	-	-	-	-
Other (please describe) - Bank Fees		-	-	16.00	16.00	16.00	16.00	64.00
Other (please describe)		-	-	-	-	-	-	-
Other (please describe) - Staff Training		-	-	450.00	-	-	-	450.00
Other (please describe) - Technology Services		-	-	1,062.00	1,062.00	1,062.00	1,062.00	4,248.00

								TOTAL FIRST HALF 2017
		Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	
Total Professional Purchased or Contracted Services		-	-	2,008.00	1,558.00	1,558.00	2,058.00	7,182.00
Facilities								
Rent, mortgage, or other facility cost		-	-	-	-	15,000.00	15,000.00	30,000.00
Furniture & Equipment		-	-	-	-	-	243,800.00	243,800.00
Gas/electric		-	-	-	-	-	-	-
Water/ Sewer		-	-	-	-	-	-	-
Grounds Keeping		-	-	-	-	-	-	-
Maintenance Services		-	-	-	-	-	25,000.00	25,000.00
Custodial		-	-	-	-	-	-	-
Waste disposal		-	-	-	-	-	-	-
Debt Service for Facilities (Interest Only)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Total Facilities		-	-	-	-	15,000.00	283,800.00	298,800.00
Other								
Contingency		-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)		-	-	-	-	-	-	-
Other (please describe) - Video Surveillance		-	-	-	-	-	10,000.00	10,000.00
Other (please describe)		-	-	-	-	-	-	-
Other (please describe) -		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe) - Marketing		-	-	375.00	375.00	375.00	375.00	1,500.00
Total Other		-	-	375.00	375.00	375.00	10,375.00	11,500.00
Total Expenditures		\$ -	\$ -	\$ 18,990	\$ 16,056	\$ 31,056	\$ 532,856	\$ 598,958
Net Income (Pre-Cash Flow Adjustments)		\$ -	\$ -	\$ (9,615)	\$ (6,681)	\$ (21,681)	\$ 51,519	\$ 13,542
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								
Example - Add Back Depreciation		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-

Expected Charter School Staffing Needs -- Year 0 -- Pre-Opening Period

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
7.65% for payroll taxes, 10.5% for TRF, 17.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director - Start March 2017	0.33	65,000	21,450	5,352	26,802
Office Manager - Start March 2017	0.33	32,000	10,560	2,635	13,195
Lead Coach - Start March 2017	0.33	40,000	13,200	3,293	16,493
			-		-
			-		-
TOTAL	1		45,210	11,280	56,490

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,650,000	250 students @ \$6,600 Each
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		
Charter and Innovation Network School Advance Program		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 13,000	
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe) - In Kind Contributions	\$ 111,776	In Kind Salary/FICA/Benefits
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,774,776	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 889,789	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	Est Amount
Bonuses		
Other (please describe) - Workers Compensation	\$ 4,055	
Other (please describe)		
Total Personnel Expenses	\$ 896,344	
Instructional Supplies and Resources		
Textbooks	\$ 2,000	
Library, periodicals, etc		
Technology	\$ 2,000	

Assessment materials		
Computers		Capital Purchases in Year 0
Software		Capital Purchases in Year 0
Other classroom supplies	\$ 7,000	
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe) - Software License Expense	\$ 14,000	
Other (please describe) - Graduation Expenses	\$ 1,700	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 26,700	
Support Supplies and Resources		
Administrative Computers		Capital Purchases in Year 0
Administrative Software		Capital Purchases in Year 0
Administration Dues, fees, misc expenses	\$ 4,000	
Office supplies	\$ 16,000	
Other (please describe) - Bank Fees	\$ 100	
Other (please describe) - Software License Expense	\$ 5,000	
Other (please describe) - Misc Equipment Expense	\$ 12,000	
Other (please describe) - Misc Computer Equipment Exp	\$ 3,500	
Other (please describe)		
Total Support Supplies and Resources	\$ 40,600	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe) - Bonding	\$ 200	
Other (please describe)		
Total Board Expenses	\$ 200	
Professional Purchased or Contracted Services		
Legal Services		
Audit Services (compliant with SBOA requirements)	\$ 11,000	
Payroll Services	\$ 900	Time Keeping Software
Accounting Services	\$ 600	Tax Return
Printing/Newsletter/Annual Report Services	\$ 7,400	
Consultants		
Internet Services	\$ 4,700	
Telephone/Telecommunication Services	\$ 5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 20,995	
Travel	\$ 5,300	
Postage	\$ 3,500	
Special Education Services		
Student Information Services		
Food service	\$ 2,500	
Transportation	\$ 21,000	Student Bus Passes

Nursing Services		
Other (please describe) - Security Services	\$ 20,000	
Other (please describe) - GEI Licensing Fee	\$ 50,000	Annual fee distributed to all 4 schools
Other (please describe) - Background Checks	\$ 2,000	
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 155,595	
Facilities		
Rent, mortgage, or other facility cost	\$ 150,000	18,000 sq ft @ \$10
Furniture & Equipment	\$ 6,000	
Gas/electric	\$ 17,000	
Water/ Sewer	\$ 3,300	
Grounds Keeping		
Maintenance Services	\$ 10,000	
Custodial	\$ 56,000	
Waste disposal	\$ 1,300	
Debt Service for Facilities (Interest Only)	\$ 4,200	
Other (please describe) - Property Taxes	\$ -	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 247,800	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 16,500	Assume 1% of Basic Grant (Row 6).
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee		
Charter and Innovation Network School Advance Program		
Interest Costs		
In Kind Wage/Benefits/FICA Expenses	\$ 111,776	
Other (please describe) - Drop In Center Supplies	\$ 5,200	
Other (please describe) - Marketing	\$ 51,000	
Total Other	\$ 184,476	
Total Expenditures	\$ 1,551,715	
Carryover/Deficit	\$ 223,061	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 1

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
7.65% for payroll taxes, 10.5% for TRF, 2.0% for 403B Match, 17.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director	1	65,000	65,000	17,518	82,518
Teachers	7	42,000	294,000	104,223	398,223
Special Education	1	42,000	42,000	14,889	56,889
Lead Coach/Career Pathways Specialist	1	38,000	38,000	10,241	48,241
Life Coaches	2	35,000	70,000	18,865	88,865
College Transition Coordinator	1	40,000	40,000	10,780	50,780
Drop In Center Director	1	35,000	35,000	9,433	44,433
Drop In Center Attendants	3	20,800	62,400	16,817	79,217
Office Manager	1	32,000	32,000	8,624	40,624
			-		-
			-		-
			-		-
			-		-
TOTAL	18		678,400	211,389	889,789

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,815,000	275 students @ \$6,600 Each
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		
Charter and Innovation Network School Advance Program		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 20,000	
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe) - Goodwill Industries	\$ 37,500	
Other (please describe) - In Kind Contribution	\$ 111,776	In Kind Salary, FICA, Benefits
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,984,276	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,061,418	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	Est Amount
Bonuses		
Other (please describe) - Workers Compensation	\$ 4,055	
Other (please describe)		
Total Personnel Expenses	\$ 1,067,973	
Instructional Supplies and Resources		
Textbooks	\$ 2,200	
Library, periodicals, etc		
Technology	\$ 2,200	
Assessment materials		
Computers		Capital Purchases in Yr 0
Software		Capital Purchases in Yr 0
Other classroom supplies	\$ 7,700	
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe) - Software License Expense	\$ 15,400	

Other (please describe) - Graduation Expenses	\$	1,870	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	\$	29,370	
Support Supplies and Resources			
Administrative Computers			Capital Purchases in Yr 0
Administrative Software			Capital Purchases in Yr 0
Administration Dues, fees, misc expenses	\$	4,400	
Office supplies	\$	17,600	
Other (please describe) - Bank Fees	\$	100	
Other (please describe) - Software License Expense	\$	5,500	
Other (please describe) - Misc Equipment Expense	\$	13,200	
Other (please describe) - Misc Computer Equipment Exp	\$	3,850	
Other (please describe)			
Total Support Supplies and Resources	\$	44,650	
Board Expenses			
Charter Board Services, including Board Training, retreats			
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe) - Bonding	\$	200	
Other (please describe)			
Total Board Expenses	\$	200	
Professional Purchased or Contracted Services			
Legal Services			
Audit Services (compliant with SBOA requirements)	\$	11,000	
Payroll Services	\$	900	Time Keeping Software
Accounting Services	\$	600	Tax Return
Printing/Newsletter/Annual Report Services	\$	8,140	
Consultants			
Internet Services	\$	4,700	
Telephone/Telecommunication Services	\$	5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	20,995	
Travel	\$	5,300	
Postage	\$	3,850	
Special Education Services			
Student Information Services			
Food service	\$	2,500	
Transportation	\$	23,100	Student Bus Passes
Nursing Services			
Other (please describe) - Security Services	\$	20,000	
Other (please describe) - GEI Licensing Fee	\$	50,000	Annual fee is distributed to all 4 schools
Other (please describe) - Background Checks	\$	-	
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	156,785	
Facilities			
Rent, mortgage, or other facility cost	\$	180,000	18,000 sq ft @ \$10
Furniture & Equipment	\$	22,200	
Gas/electric	\$	17,000	
Water/ Sewer	\$	3,300	
Grounds Keeping			
Maintenance Services	\$	10,000	

Custodial	\$	56,000	
Waste disposal	\$	1,300	
Debt Service for Facilities (Interest Only)	\$	4,200	
Other (please describe) - Property Taxes	\$	-	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	\$	294,000	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	16,500	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs			
In Kind Wage/Benefits/FICA Expenses	\$	111,776	
Other (please describe) - Drop In Center Supplies	\$	5,720	
Other (please describe) - Marketing	\$	56,100	
Total Other	\$	190,096	
Total Expenditures	\$	1,783,074	
Carryover/Deficit	\$	201,202	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 2

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
3% Salary Increase in Yr 2, 7.65% for payroll taxes, 10.5% for TRF, 3.7% for 403B Match, 19.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director	1	66,950	66,950	20,520	87,470
Lead Teacher	1	56,650	56,650	21,215	77,865
Teachers	7	43,260	302,820	113,406	416,226
Special Education	1	43,260	43,260	16,201	59,461
Lead Coach/College Transition Coordinator	1	41,200	41,200	12,628	53,828
Life Coaches	3	36,050	108,150	33,148	141,298
Career Pathways Specialist	1	39,140	39,140	11,996	51,136
Drop In Center Director	1	36,050	36,050	11,049	47,099
Drop In Center Attendants	3	21,424	64,272	19,699	83,971
Office Manager	1	32,960	32,960	10,102	43,062
			-		-
			-		-
			-		-
TOTAL	20		791,452	269,966	1,061,418

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$1,980,000	300 students @ \$6,600 Each
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 20,000	
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe) In Kind Contributions	\$ 111,776	In Kind Salary, FICA, Benefits
Other (please describe)		
Other (please describe)		
Total Revenue	\$2,111,776	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$1,124,200	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	Est Amount
Bonuses		
Other (please describe) - Workers Compensation	\$ 4,055	
Other (please describe)		
Total Personnel Expenses	\$1,130,755	
Instructional Supplies and Resources		
Textbooks	\$ 2,398	
Library, periodicals, etc		
Technology	\$ 2,398	
Assessment materials		
Computers		

Software		
Other classroom supplies	\$ 8,393	
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe) - Software License Expense	\$ 16,786	
Other (please describe) - Graduation Expenses	\$ 2,038	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 32,013	
Support Supplies and Resources		
Administrative Computers		See Year 0
Administrative Software		See Year 0
Administration Dues, fees, misc expenses	\$ 4,796	
Office supplies	\$ 19,184	
Other (please describe) - Bank Fees	\$ 100	
Other (please describe) - Software License Expense	\$ 5,995	
Other (please describe) - Misc Equipment Expense	\$ 14,388	
Other (please describe) - Misc Computer Equipment Exp	\$ 4,197	
Other (please describe)		
Total Support Supplies and Resources	\$ 48,660	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe) - Bonding	\$ 200	
Other (please describe)		
Total Board Expenses	\$ 200	
Professional Purchased or Contracted Services		
Legal Services		
Audit Services (compliant with SBOA requirements)	\$ 11,000	
Payroll Services	\$ 900	Time Keeping Software
Accounting Services	\$ 600	Tax Return
Printing/Newsletter/Annual Report Services	\$ 8,873	
Consultants		
Internet Services	\$ 4,700	
Telephone/Telecommunication Services	\$ 5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 20,995	
Travel	\$ 5,300	
Postage	\$ 4,197	
Special Education Services		
Student Information Services		
Food service	\$ 2,500	
Transportation	\$ 25,179	Student Bus Passes
Nursing Services		
Other (please describe) - Security Services	\$ 20,000	
Other (please describe) - GEI Licensing Fee	\$ 50,000	Annual fee is distributed to all 4 schools
Other (please describe) - Background Checks	\$ -	
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 159,944	
Facilities		
Rent, mortgage, or other facility cost	\$ 180,000	18,000 sq ft @ \$10

Furniture & Equipment		
Gas/electric	\$ 17,000	
Water/ Sewer	\$ 3,300	
Grounds Keeping		
Maintenance Services	\$ 10,000	
Custodial	\$ 56,000	
Waste disposal	\$ 1,300	
Debt Service for Facilities (Interest Only)	\$ 6,600	
Other (please describe) - Property Taxes	\$ -	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 274,200	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 16,500	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
In Kind Wage/Benefits/FICA Expenses	\$ 111,776	
Other (please describe) - Drop In Center Supplies	\$ 6,235	
Other (please describe) - Marketing	\$ 61,149	
Total Other	\$ 195,660	
Total Expenditures	\$1,841,432	
Carryover/Deficit	\$ 270,344	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 3

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
3% Salary Increase in Yr 3, 7.65% for payroll taxes, 10.5% for TRF, 3.7% for 403B Match, 21.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director	1	68,959	68,959	22,515	91,473
Lead Teacher	1	58,350	58,350	23,019	81,368
Teachers	7	44,558	311,905	123,046	434,951
Special Education	1	44,558	44,558	17,578	62,136
Lead Coach/College Transition Coordinator	1	42,436	42,436	13,855	56,291
Life Coaches	3	37,132	111,395	36,370	147,765
Career Pathways Specialist	1	40,314	40,314	13,163	53,477
Drop In Center Director	1	37,132	37,132	12,123	49,255
Drop In Center Attendants	3.5	22,067	77,234	25,217	102,450
Office Manager	1	33,949	33,949	11,084	45,033
			-		-
			-		-
			-		-
			-		-
TOTAL	20.5		826,229	297,971	1,124,200

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	#####	325 students @ \$6,600 Each
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 20,000	
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe) In Kind Contributios	\$ 111,776	In Kind Salary, FICA, Benefits
Other (please describe)		
Other (please describe)		
Total Revenue	#####	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	#####	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	Est Amount
Bonuses		
Other (please describe) - Workers Compensation	\$ 4,055	
Other (please describe)		
Total Personnel Expenses	#####	
Instructional Supplies and Resources		
Textbooks	\$ 2,597	
Library, periodicals, etc		
Technology	\$ 2,597	
Assessment materials		
Computers		

Software		
Other classroom supplies	\$ 9,090	
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe) - Software License Expense	\$ 18,179	
Other (please describe) - Graduation Expenses	\$ 2,297	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 34,760	
Support Supplies and Resources		
Administrative Computers		See Year 0
Administrative Software		See Year 0
Administration Dues, fees, misc expenses	\$ 5,194	
Office supplies	\$ 20,776	
Other (please describe) - Bank Fees	\$ 100	
Other (please describe) - Software License Expense	\$ 6,493	
Other (please describe) - Misc Equipment Expense	\$ 15,582	
Other (please describe) - Misc Computer Equipment Exp	\$ 4,545	
Other (please describe)		
Total Support Supplies and Resources	\$ 52,690	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe) - Bonding	\$ 200	
Other (please describe)		
Total Board Expenses	\$ 200	
Professional Purchased or Contracted Services		
Legal Services		
Audit Services (compliant with SBOA requirements)	\$ 11,000	
Payroll Services	\$ 900	Time Keeping Software
Accounting Services	\$ 600	Tax Return
Printing/Newsletter/Annual Report Services	\$ 9,609	
Consultants		
Internet Services	\$ 4,700	
Telephone/Telecommunication Services	\$ 5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 20,995	
Travel	\$ 5,300	
Postage	\$ 4,545	
Special Education Services		
Student Information Services		
Food service	\$ 2,500	
Transportation	\$ 27,269	Student Bus Passes
Nursing Services		
Other (please describe) - Security Services	\$ 20,000	
Other (please describe) - GEI Licensing Fee	\$ 50,000	Annual fee is distributed to all 4 schools
Other (please describe) - Background Checks	\$ -	
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 163,118	
Facilities		
Rent, mortgage, or other facility cost	\$ 180,000	18,000 sq ft @ \$10

Furniture & Equipment		
Gas/electric	\$ 17,000	
Water/ Sewer	\$ 3,300	
Grounds Keeping		
Maintenance Services	\$ 10,000	
Custodial	\$ 56,000	
Waste disposal	\$ 1,300	
Debt Service for Facilities (Interest Only)	\$ 4,600	
Other (please describe) - Property Taxes	\$ -	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 272,200	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 16,500	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
In Kind Wage/Benefits/FICA Expenses	\$ 111,776	
Other (please describe) - Drop In Center Supplies	\$ 6,752	
Other (please describe) - Marketing	\$ 66,224	
Total Other	\$ 201,252	
Total Expenditures	#####	
Carryover/Deficit	\$ 323,927	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 4

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
3% Salary Increase in Yr 4, 7.65% for payroll taxes, 10.5% for TRF, 3.7% for 403B Match, 23.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director	1	71,027	71,027	24,611	95,638
Lead Teacher	1	60,100	60,100	24,911	85,011
Teachers	7	45,895	321,262	133,163	454,425
Special Education	1	45,895	45,895	19,023	64,918
Lead Coach/College Transition Coordinator	1	43,709	43,709	15,145	58,854
Life Coaches	3	38,245	114,736	39,756	154,492
Career Pathways Specialist	1	41,524	41,524	14,388	55,912
Drop In Center Director	1	38,245	38,245	13,252	51,497
Drop In Center Attendants	3.5	22,729	79,551	27,564	107,115
Office Manager	1	34,967	34,967	12,116	47,083
Resource Specialist	1	35,000	35,000	12,128	47,128
			-		-
			-		-
			-		-
TOTAL	22		886,016	336,058	1,222,074

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	#####	350 students @ \$6,600 Each
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 20,000	
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe) - Goodwill Industries	\$ 18,750	
Other (please describe) - In Kind Contribution	\$ 111,776	In Kind Salary, FICA, Benefits
Other (please describe)		
Other (please describe)		
Total Revenue	#####	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	#####	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	Est Amount
Bonuses		
Other (please describe) - Workers Compensation	\$ 4,055	
Other (please describe)		
Total Personnel Expenses	#####	
Instructional Supplies and Resources		
	\$ 2,797	
Library, periodicals, etc		
Technology	\$ 2,797	
Assessment materials		
Computers		

Software		
Other classroom supplies	\$ 9,790	
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe) - Software License Expense	\$ 19,578	
Other (please describe) - Graduation Expenses	\$ 2,474	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 37,436	
Support Supplies and Resources		
Administrative Computers		See Year 0
Administrative Software		See Year 0
Administration Dues, fees, misc expenses	\$ 5,594	
Office supplies	\$ 22,376	
Other (please describe) - Bank Fees	\$ 100	
Other (please describe) - Software License Expense	\$ 6,993	
Other (please describe) - Misc Equipment Expense	\$ 16,782	
Other (please describe) - Misc Computer Equipment Exp	\$ 4,895	
Other (please describe)		
Total Support Supplies and Resources	\$ 56,740	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe) - Bonding	\$ 200	
Other (please describe)		
Total Board Expenses	\$ 200	
Professional Purchased or Contracted Services		
Legal Services		
Audit Services (compliant with SBOA requirements)	\$ 11,000	
Payroll Services	\$ 900	Time Keeping Software
Accounting Services	\$ 600	Tax Return
Printing/Newsletter/Annual Report Services	\$ 10,349	
Consultants		
Internet Services	\$ 4,700	
Telephone/Telecommunication Services	\$ 5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 20,995	
Travel	\$ 5,300	
Postage	\$ 4,895	
Special Education Services		
Student Information Services		
Food service	\$ 2,500	
Transportation	\$ 29,369	Student Bus Passes
Nursing Services		
Other (please describe) - Security Services	\$ 20,000	
Other (please describe) - GEI Licensing Fee	\$ 50,000	Annual fee is distributed to all 4 schools
Other (please describe) - Background Checks	\$ -	
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 166,308	
Facilities		
Rent, mortgage, or other facility cost	\$ 180,000	18,000 sq ft @ \$10

Furniture & Equipment		
Gas/electric	\$ 17,000	
Water/ Sewer	\$ 3,300	
Grounds Keeping		
Maintenance Services	\$ 10,000	
Custodial	\$ 56,000	
Waste disposal	\$ 1,300	
Debt Service for Facilities (Interest Only)	\$ 2,900	
Other (please describe) - Property Taxes	\$ -	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 270,500	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 16,500	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
In Kind Wage/Benefits/FICA Expenses	\$ 111,776	
Other (please describe) - Drop In Center Supplies	\$ 7,272	
Other (please describe) - Marketing	\$ 71,323	
Total Other	\$ 206,871	
Total Expenditures	#####	
Carryover/Deficit	\$ 322,710	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 5

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
3% Salary Increase in Yr 4, 7.65% for payroll taxes, 10.5% for TRF, 3.7% for 403B Match, 25.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director	1	73,158	73,158	26,812	99,971
Lead Teacher	1	61,903	61,903	26,897	88,800
Teachers	7	47,271	330,900	143,776	474,675
Special Education	1	47,271	47,271	20,539	67,811
Lead Coach/College Transition Coordinator	1	45,020	45,020	16,500	61,520
Life Coaches	4	39,393	157,571	57,750	215,321
Career Pathways Specialist	1	42,769	42,769	15,675	58,444
Drop In Center Director	1	39,393	39,393	14,437	53,830
Drop In Center Attendants	4	23,411	93,642	34,320	127,962
Office Manager	1	36,016	36,016	13,200	49,216
Resource Specialist	2	35,000	70,000	25,655	95,655
			-		-
			-		-
			-		-
			-		-
TOTAL	24		997,644	395,562	1,393,206

INDIANA CHARTER SCHOOL BOARD
5-Year Pro Forma Budget Submission Template

General Instructions for New School Applicants

- Complete the School Enrollment Projection tab in ORANGE
 - Complete the Year 0 - Budget and Cash Flow tab in PURPLE
 - Complete ALL FIVE annual budget tabs in BLUE
 - Complete ALL FIVE staffing tabs in GREEN
 - Enter information into the WHITE cells
 - Do not enter information into the GREY cells
- NOTE: Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional back office/central office - of the Indiana network.
- We encourage applicants to contact the Indiana Department of Education Office of School Finance to learn more about Indiana's funding formula and all grant and operating funds available. Visit <http://www.doe.in.gov/idoefinance> for more information.

School Name: The Excel Center - Elkhart

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% SNAP, TANF or Foster Care
Year 1: 2016-2017										62	62	63	63	250			
Year 2: 2017-2018										68	69	69	69	275			
Year 3: 2018-2019										75	75	75	75	300			
Year 4: 2019-2020										85	80	80	80	325			
Year 5: 2020-2021										90	90	85	85	350			

Planned Number of Classes														
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2019-2020														0
Year 2: 2020-2021														0
Year 3: 2021-2022														0
Year 4: 2023-2024														0
Year 5: 2024-2025														0

Note: FDK students are treated as 1 for purposes of ADM. 1/2 day kindergarten students are 0.5 ADM

	2016	2017
Foundation Grant	\$ 4,967	\$ 5,088
Complexity Grant	\$ 3,489	\$ 3,539

School Name: The Excel Center - Elkhart						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 1,650,000	\$ 1,815,000	\$ 1,980,000	\$ 2,145,000	\$ 2,310,000
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Technology Grants		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Charter and Innovation Network School Grant Program		\$ -	\$ -	\$ -	\$ -	\$ -
Charter and Innovation Network School Advance Program		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ -	\$ -	\$ -			
Public Law 101-476 (IDEA)		\$ 13,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Title I		\$ -	\$ -	\$ -	\$ -	\$ -
Title II		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe) - Goodwill Contribution	\$ 237,500	\$ -	\$ -	\$ 75,000	\$ -	\$ 18,750
Other (please describe)	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ -
Other (please describe) - In Kind Contribution	\$ -	\$ 111,776	\$ 111,776	\$ 111,776	\$ 111,776	\$ 111,776
Other (please describe) - Goodwill Loan	\$ 350,000	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 587,500	\$ 1,777,276	\$ 1,946,776	\$ 2,186,776	\$ 2,276,776	\$ 2,460,526
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 60,537	\$ 889,789	\$ 1,061,418	\$ 1,124,200	\$ 1,222,074	\$ 1,393,206
Substitute Teachers		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe) - Workers Coompensation	\$ -	\$ 4,055	\$ 4,055	\$ 4,055	\$ 4,055	\$ 4,055
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 60,537	\$ 896,344	\$ 1,067,973	\$ 1,130,755	\$ 1,228,629	\$ 1,399,761
Instructional Supplies and Resources						
Textbooks	\$ -	\$ 2,000	\$ 2,200	\$ 2,398	\$ 2,597	\$ 2,797
Library, periodicals, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	\$ -	\$ 2,000	\$ 2,200	\$ 2,398	\$ 2,597	\$ 2,797
Assessment materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Computers	\$ 57,500	\$ -	\$ -	\$ -	\$ -	\$ -
Software	\$ 91,000	\$ -	\$ -	\$ -	\$ -	\$ -
Other classroom supplies	\$ -	\$ 7,000	\$ 7,700	\$ 8,393	\$ 9,090	\$ 9,790
Field trips, other unclassified items	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Co-curricular & Athletics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe) - Software License Expense	\$ -	\$ 14,000	\$ 15,400	\$ 16,786	\$ 18,179	\$ 19,578	
Other (please describe) - Graduation Expense	\$ -	\$ 1,700	\$ 1,870	\$ 2,038	\$ 2,297	\$ 2,474	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Instructional Supplies and Resources	\$ 148,500	\$ 26,700	\$ 29,370	\$ 32,013	\$ 34,760	\$ 37,436	
Support Supplies and Resources							
Administrative Computers	\$ 46,894	\$ -	\$ -	\$ -	\$ -	\$ -	
Administrative Software	\$ 29,000	\$ -	\$ -	\$ -	\$ -	\$ -	
Administration Dues, fees, misc expenses	\$ -	\$ 4,000	\$ 4,400	\$ 4,796	\$ 5,194	\$ 5,594	
Office supplies	\$ 590	\$ 16,000	\$ 17,600	\$ 19,184	\$ 20,776	\$ 22,376	
Other (please describe) - Bank Fees	\$ -	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	
Other (please describe) - Software License Expense	\$ -	\$ 5,000	\$ 5,500	\$ 5,995	\$ 6,493	\$ 6,993	
Other (please describe) - Misc Equipment Expense	\$ -	\$ 12,000	\$ 13,200	\$ 14,388	\$ 15,582	\$ 16,782	
Other (please describe) - Misc Computer Equipment Exp	\$ -	\$ 3,500	\$ 3,850	\$ 4,197	\$ 4,545	\$ 4,895	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Support Supplies and Resources	\$ 76,484	\$ 40,600	\$ 44,650	\$ 48,660	\$ 52,690	\$ 56,740	
Board Expenses							
Charter Board Services, including Board Training, retreats	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter Board Supplies & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter Board Dues, fees, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe) - Bonding	\$ -	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Board Expenses	\$ -	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	
Professional Purchased or Contracted Services							
Legal Services	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	
Audit Services (compliant with SBOA requirements)	\$ -	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000	
Payroll Services	\$ -	\$ 900	\$ 900	\$ 900	\$ 900	\$ 900	
Accounting Services	\$ -	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	
Printing/Newsletter/Annual Report Services	\$ -	\$ 7,400	\$ 8,140	\$ 8,873	\$ 9,609	\$ 10,349	
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Internet Services	\$ -	\$ 4,700	\$ 4,700	\$ 4,700	\$ 4,700	\$ 4,700	
Telephone/Telecommunication Services	\$ 72	\$ 5,700	\$ 5,700	\$ 5,700	\$ 5,700	\$ 5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 20,995	\$ 20,995	\$ 20,995	\$ 20,995	\$ 20,995	
Travel	\$ 1,848	\$ 5,300	\$ 5,300	\$ 5,300	\$ 5,300	\$ 5,300	
Postage	\$ -	\$ 3,500	\$ 3,850	\$ 4,197	\$ 4,545	\$ 4,895	
Special Education Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Information Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Food service	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	
Transportation	\$ -	\$ 21,000	\$ 23,100	\$ 25,179	\$ 27,269	\$ 29,369	
Nursing Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe) - Security Services	\$ 64	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	
Other (please describe) - GEI Licensing Fee	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	
Other (please describe) - Background Checks	\$ 450	\$ 2,000	\$ -	\$ -	\$ -	\$ -	
Other (please describe) - Technology Services	\$ 4,248	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Professional Purchased or Contracted Services	\$ 7,182	\$ 155,595	\$ 156,785	\$ 159,944	\$ 163,118	\$ 166,308	
Facilities							
Rent, mortgage, or other facility cost	\$ 30,000	\$ 150,000	\$ 180,000	\$ 180,000	\$ 180,000	\$ 180,000	
Furniture & Equipment	\$ 243,800	\$ 6,000	\$ 22,200	\$ -	\$ -	\$ -	

Gas/electric	\$	-	\$	17,000	\$	17,000	\$	17,000	\$	17,000	\$	17,000
Water/Sewer	\$	-	\$	3,300	\$	3,300	\$	3,300	\$	3,300	\$	3,300
Grounds Keeping	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Maintenance Services	\$	-	\$	10,000	\$	10,000	\$	10,000	\$	10,000	\$	10,000
Custodial	\$	-	\$	56,000	\$	56,000	\$	56,000	\$	56,000	\$	56,000
Waste disposal	\$	-	\$	1,300	\$	1,300	\$	1,300	\$	1,300	\$	1,300
Debt Service for Facilities (Interest Only)	\$	-	\$	3,900	\$	8,000	\$	6,200	\$	4,300	\$	2,700
Other (please describe) - Property Taxes	\$	-	\$	40,000	\$	40,000	\$	40,000	\$	40,000	\$	40,000
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Facilities	\$	273,800	\$	287,500	\$	337,800	\$	313,800	\$	311,900	\$	310,300
Other												
Contingency	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Indiana Charter School Board Administrative Fee	\$	-	\$	16,500	\$	16,500	\$	16,500	\$	16,500	\$	16,500
CMO/EMO Fee	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe) - Video Surveillance	\$	10,000	\$	-	\$	-	\$	-	\$	-	\$	-
In Kind Wage/Benefits/FICA Expenses	\$	-	\$	111,776	\$	111,776	\$	111,776	\$	111,776	\$	111,776
Other (please describe)	\$	-	\$	5,200	\$	5,720	\$	6,235	\$	6,752	\$	7,272
Other (please describe) - Marketing	\$	2,000	\$	51,000	\$	56,100	\$	61,149	\$	66,224	\$	71,323
Total Other	\$	12,000	\$	184,476	\$	190,096	\$	195,660	\$	201,252	\$	206,871
Total Expenditures	\$	578,503	\$	1,591,415	\$	1,826,874	\$	1,881,032	\$	1,992,549	\$	2,177,616
Carryover/Deficit	\$	8,997	\$	185,861	\$	119,902	\$	305,744	\$	284,227	\$	282,910
Cumulative Carryover/(Deficit)	\$	8,997	\$	194,858	\$	314,761	\$	620,505	\$	904,732	\$	1,187,642

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period

								TOTAL FIRST HALF 2019
		Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	
REVENUE								
Federal Revenue								
Public Charter School Program (PCSP) Grant (NOTE: this is a competitive grant. Funding is not guaranteed.)		-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)		-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)		-	-	-	-	-	-	-
Other Revenues								
Committed Philanthropic Donations		-	-	-	-	-	-	-
Other (please describe) - Goodwill Contribution		-	-	9,375.00	9,375.00	9,375.00	209,375.00	237,500.00
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe) - Goodwill Loan		-	-	-	-	-	350,000.00	350,000.00
Total Revenue		-	-	9,375.00	9,375.00	9,375.00	559,375.00	587,500.00
EXPENDITURES								
Personnel Expenses								
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")		-	-	14,123.00	14,123.00	16,145.00	16,146.00	60,537.00
Professional Development		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Total Personnel Expenses		-	-	14,123.00	14,123.00	16,145.00	16,146.00	60,537.00
Instructional Supplies and Resources								
Textbooks		-	-	-	-	-	-	-
Library, periodicals, etc		-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-
Assessment materials		-	-	-	-	-	-	-
Computers		-	-	-	-	-	57,500.00	57,500.00
Software		-	-	-	-	-	91,000.00	91,000.00
Other classroom supplies		-	-	-	-	-	-	-
Field trips, other unclassified items		-	-	-	-	-	-	-
Co-curricular & Athletics		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Total Instructional Supplies and Resources		-	-	-	-	-	148,500.00	148,500.00

		Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	TOTAL FIRST HALF 2019
Support Supplies and Resources								
Administrative Computers		-	-	1,894.00	-	-	45,000.00	46,894.00
Administrative Software		-	-	-	-	-	29,000.00	29,000.00
Administration Dues, fees, misc expenses		-	-	-	-	-	-	-
Office supplies		-	-	590.00	-	-	-	590.00
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Total Support Supplies and Resources		-	-	2,484.00	-	-	74,000.00	76,484.00
Board Expenses								
Charter Board Services, including Board Training, retreats		-	-	-	-	-	-	-
Charter Board Supplies & Equipment		-	-	-	-	-	-	-
Charter Board Dues, fees, etc		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Total Board Expenses		-	-	-	-	-	-	-
Professional Purchased or Contracted Services								
Legal Services		-	-	-	-	-	500.00	500.00
Audit Services (compliant with SBOA requirements)		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Accounting Services		-	-	-	-	-	-	-
Printing/Newsletter/Annual Report Services		-	-	-	-	-	-	-
Consultants		-	-	-	-	-	-	-
Internet Services		-	-	-	-	-	-	-
Telephone/Telecommunication Services		-	-	18.00	18.00	18.00	18.00	72.00
Total Insurance Costs (per ICSB requirements detailed in charter school application)		-	-	-	-	-	-	-
Travel		-	-	462.00	462.00	462.00	462.00	1,848.00
Postage		-	-	-	-	-	-	-
Special Education Services		-	-	-	-	-	-	-
Student Information Services		-	-	-	-	-	-	-
Food service		-	-	-	-	-	-	-
Transportation		-	-	-	-	-	-	-
Nursing Services		-	-	-	-	-	-	-
Other (please describe) - Bank Fees		-	-	16.00	16.00	16.00	16.00	64.00
Other (please describe)		-	-	-	-	-	-	-
Other (please describe) - Staff Training		-	-	450.00	-	-	-	450.00
Other (please describe) - Technology Services		-	-	1,062.00	1,062.00	1,062.00	1,062.00	4,248.00

		Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	TOTAL FIRST HALF 2019
Total Professional Purchased or Contracted Services		-	-	2,008.00	1,558.00	1,558.00	2,058.00	7,182.00
Facilities								
Rent, mortgage, or other facility cost		-	-	-	-	15,000.00	15,000.00	30,000.00
Furniture & Equipment		-	-	-	-	-	243,800.00	243,800.00
Gas/electric		-	-	-	-	-	-	-
Water/ Sewer		-	-	-	-	-	-	-
Grounds Keeping		-	-	-	-	-	-	-
Maintenance Services		-	-	-	-	-	-	-
Custodial		-	-	-	-	-	-	-
Waste disposal		-	-	-	-	-	-	-
Debt Service for Facilities (Interest Only)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Total Facilities		-	-	-	-	15,000.00	258,800.00	273,800.00
Other								
Contingency		-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)		-	-	-	-	-	-	-
CMO/EMO Fee		-	-	-	-	-	-	-
Other (please describe) - Video Surveillance		-	-	-	-	-	10,000.00	10,000.00
Other (please describe)		-	-	-	-	-	-	-
Other (please describe)		-	-	-	-	-	-	-
Other (please describe) - Marketing		-	-	500.00	500.00	500.00	500.00	2,000.00
Total Other		-	-	500.00	500.00	500.00	10,500.00	12,000.00
Total Expenditures		\$ -	\$ -	\$ 19,115	\$ 16,181	\$ 33,203	\$ 510,004	\$ 578,503
Net Income (Pre-Cash Flow Adjustments)		\$ -	\$ -	\$ (9,740)	\$ (6,806)	\$ (23,828)	\$ 49,371	\$ 8,997
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								
Example - Add Back Depreciation		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-

Expected Charter School Staffing Needs -- Year 0 -- Pre-Opening Period

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
7.65% for payroll taxes, 10.5% for TRF, 17.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director - Start March 2017	0.33	65,000	21,450	5,352	26,802
Office Manager - Start March 2017	0.33	32,000	10,560	2,635	13,195
Lead Coach	0.33	40,000	13,200	3,293	16,493
			-		-
			-		-
TOTAL	1		45,210	11,280	56,490

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,650,000	250 students @ \$6,600 Each
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		
Charter and Innovation Network School Advance Program		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 13,000	
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe) - In-Kind Meals	\$ 2,500	
Other (please describe) - In Kind Contributions	\$ 111,776	In Kind Salary.FICA/Benefits
Other (please describe)		
Total Revenue	\$ 1,777,276	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 889,789	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	Est Amount
Bonuses		
Other (please describe) - Workers Compensation	\$ 4,055	
Other (please describe)		
Total Personnel Expenses	\$ 896,344	
Instructional Supplies and Resources		
Textbooks	\$ 2,000	
Library, periodicals, etc		
Technology	\$ 2,000	

Assessment materials		
Computers		Capital Purchases in Year 0
Software		Capital Purchases in Year 0
Other classroom supplies	\$ 7,000	
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe) - Software License Expense	\$ 14,000	
Other (please describe) - Graduation Expenses	\$ 1,700	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 26,700	
Support Supplies and Resources		
Administrative Computers		Capital Purchases in Year 0
Administrative Software		Capital Purchases in Year 0
Administration Dues, fees, misc expenses	\$ 4,000	
Office supplies	\$ 16,000	
Other (please describe) - Bank Fees	\$ 100	
Other (please describe) - Software License Expense	\$ 5,000	
Other (please describe) - Misc Equipment Expense	\$ 12,000	
Other (please describe) - Misc Computer Equipment Exp	\$ 3,500	
Other (please describe)		
Total Support Supplies and Resources	\$ 40,600	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe) - Bonding	\$ 200	
Other (please describe)		
Total Board Expenses	\$ 200	
Professional Purchased or Contracted Services		
Legal Services		
Audit Services (compliant with SBOA requirements)	\$ 11,000	
Payroll Services	\$ 900	Time Keeping Software
Accounting Services	\$ 600	Tax Return
Printing/Newsletter/Annual Report Services	\$ 7,400	
Consultants		
Internet Services	\$ 4,700	
Telephone/Telecommunication Services	\$ 5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 20,995	
Travel	\$ 5,300	
Postage	\$ 3,500	
Special Education Services		
Student Information Services		
Food service - In Kind	\$ 2,500	
Transportation	\$ 21,000	Student Bus Passes

Nursing Services		
Other (please describe) - Security Services	\$ 20,000	
Other (please describe) - GEI Licensing Fee	\$ 50,000	Annual fee is distributed to all 4 schools
Other (please describe) - Background Checks	\$ 2,000	
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 155,595	
Facilities		
Rent, mortgage, or other facility cost	\$ 150,000	18,000 sq ft @ \$10 per sq ft
Furniture & Equipment	\$ 6,000	
Gas/electric	\$ 17,000	
Water/ Sewer	\$ 3,300	
Grounds Keeping		
Maintenance Services	\$ 10,000	
Custodial	\$ 56,000	
Waste disposal	\$ 1,300	
Debt Service for Facilities (Interest Only)	\$ 3,900	
Other (please describe) - Property Taxes	\$ 40,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 287,500	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 16,500	Assume 1% of Basic Grant (Row 6).
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee		
Charter and Innovation Network School Advance Program		
Interest Costs		
In Kind Wage/Benefits/FICA Expenses	\$ 111,776	
Other (please describe) - Drop In Center Supplies	\$ 5,200	
Other (please describe) - Marketing	\$ 51,000	
Total Other	\$ 184,476	
Total Expenditures	\$ 1,591,415	
Carryover/Deficit	\$ 185,861	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 1

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
7.65% for payroll taxes, 10.5% for TRF, 2.0% for 403B Match, 17.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director	1	65,000	65,000	17,518	82,518
Teachers	7	42,000	294,000	104,223	398,223
Special Education	1	42,000	42,000	14,889	56,889
Lead Coach/Career Pathways Specialist	1	40,000	40,000	10,780	50,780
Life Coaches	2	35,000	70,000	18,865	88,865
College Transition Coordinator	1	38,000	38,000	10,241	48,241
Drop In Center Director	1	35,000	35,000	9,433	44,433
Drop In Center Attendants	3	20,800	62,400	16,817	79,217
Office Manager	1	32,000	32,000	8,624	40,624
			-		-
			-		-
			-		-
			-		-
TOTAL	18		678,400	211,389	889,789

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,815,000	275 students @ \$6,600 Each
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		
Charter and Innovation Network School Advance Program		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 20,000	
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe)		
Other (please describe) - In Kind Contribution	\$ 111,776	In Kind Salary, FICA, Benefits
Other (please describe)		
Total Revenue	\$ 1,946,776	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,061,418	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	Est Amount
Bonuses		
Other (please describe) - Workers Compensation	\$ 4,055	
Other (please describe)		
Total Personnel Expenses	\$ 1,067,973	
Instructional Supplies and Resources		
Textbooks	\$ 2,200	
Library, periodicals, etc		
Technology	\$ 2,200	
Assessment materials		
Computers		Capital Purchases in Yr 0
Software		Capital Purchases in Yr 0
Other classroom supplies	\$ 7,700	
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe) - Software License Expense	\$ 15,400	

Other (please describe) - Graduation Expenses	\$	1,870	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	\$	29,370	
Support Supplies and Resources			
Administrative Computers			Capital Purchases in Yr 0
Administrative Software			Capital Purchases in Yr 0
Administration Dues, fees, misc expenses	\$	4,400	
Office supplies	\$	17,600	
Other (please describe) - Bank Fees	\$	100	
Other (please describe) - Software License Expense	\$	5,500	
Other (please describe) - Misc Equipment Expense	\$	13,200	
Other (please describe) - Misc Computer Equipment Exp	\$	3,850	
Other (please describe)			
Total Support Supplies and Resources	\$	44,650	
Board Expenses			
Charter Board Services, including Board Training, retreats			
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe) - Bonding	\$	200	
Other (please describe)			
Total Board Expenses	\$	200	
Professional Purchased or Contracted Services			
Legal Services			
Audit Services (compliant with SBOA requirements)	\$	11,000	
Payroll Services	\$	900	Time Keeping Software
Accounting Services	\$	600	Tax Return
Printing/Newsletter/Annual Report Services	\$	8,140	
Consultants			
Internet Services	\$	4,700	
Telephone/Telecommunication Services	\$	5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	20,995	
Travel	\$	5,300	
Postage	\$	3,850	
Special Education Services			
Student Information Services			
Food service	\$	2,500	
Transportation	\$	23,100	Student Bus Passes
Nursing Services			
Other (please describe) - Security Services	\$	20,000	
Other (please describe) - GEI Licensing Fee	\$	50,000	Annual fee is distributed to all 4 schools
Other (please describe) - Background Checks	\$	-	
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	156,785	
Facilities			
Rent, mortgage, or other facility cost	\$	180,000	18,000 sq ft @ \$10 per sq ft
Furniture & Equipment	\$	22,200	
Gas/electric	\$	17,000	
Water/ Sewer	\$	3,300	
Grounds Keeping			
Maintenance Services	\$	10,000	

Custodial	\$	56,000	
Waste disposal	\$	1,300	
Debt Service for Facilities (Interest Only)	\$	8,000	
Other (please describe) - Property Taxes	\$	40,000	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	\$	337,800	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	16,500	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs			
In Kind Wage/Benefits/FICA Expenses	\$	111,776	
Other (please describe) - Drop In Center Supplies	\$	5,720	
Other (please describe) - Marketing	\$	56,100	
Total Other	\$	190,096	
Total Expenditures	\$	1,826,874	
Carryover/Deficit	\$	119,902	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 2

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
3% Salary Increase in Yr 2, 7.65% for payroll taxes, 10.5% for TRF, 3.7% for 403B Match, 19.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director	1	66,950	66,950	20,520	87,470
Lead Teacher	1	56,650	56,650	21,215	77,865
Teachers	7	43,260	302,820	113,406	416,226
Special Education	1	43,260	43,260	16,201	59,461
Lead Coach/College Transition Coordinator	1	41,200	41,200	12,628	53,828
Life Coaches	3	36,050	108,150	33,148	141,298
Career Pathways Specialist	1	39,140	39,140	11,996	51,136
Drop In Center Director	1	36,050	36,050	11,049	47,099
Drop In Center Attendants	3	21,424	64,272	19,699	83,971
Office Manager	1	32,960	32,960	10,102	43,062
			-		-
			-		-
			-		-
TOTAL	20		791,452	269,966	1,061,418

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$1,980,000	300 students @ \$6,600 Each
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 20,000	
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe) - Goodwill Industries	\$ 75,000	
Other (please describe)		
Other (please describe) - In Kind Contribution	\$ 111,776	In Kind Salary, FICA, Benefits
Other (please describe)		
Total Revenue	\$2,186,776	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$1,124,200	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	Est Amount
Bonuses		
Other (please describe) - Workers Compensation	\$ 4,055	
Other (please describe)		
Total Personnel Expenses	\$1,130,755	
Instructional Supplies and Resources		
Textbooks	\$ 2,398	
Library, periodicals, etc		
Technology	\$ 2,398	
Assessment materials		
Computers		

Software		
Other classroom supplies	\$ 8,393	
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe) - Software License Expense	\$ 16,786	
Other (please describe) - Graduation Expenses	\$ 2,038	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 32,013	
Support Supplies and Resources		
Administrative Computers		See Year 0
Administrative Software		See Year 0
Administration Dues, fees, misc expenses	\$ 4,796	
Office supplies	\$ 19,184	
Other (please describe) - Bank Fees	\$ 100	
Other (please describe) - Software License Expense	\$ 5,995	
Other (please describe) - Misc Equipment Expense	\$ 14,388	
Other (please describe) - Misc Computer Equipment Exp	\$ 4,197	
Other (please describe)		
Total Support Supplies and Resources	\$ 48,660	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe) - Bonding	\$ 200	
Other (please describe)		
Total Board Expenses	\$ 200	
Professional Purchased or Contracted Services		
Legal Services		
Audit Services (compliant with SBOA requirements)	\$ 11,000	
Payroll Services	\$ 900	Time Keeping Software
Accounting Services	\$ 600	Tax Return
Printing/Newsletter/Annual Report Services	\$ 8,873	
Consultants		
Internet Services	\$ 4,700	
Telephone/Telecommunication Services	\$ 5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 20,995	
Travel	\$ 5,300	
Postage	\$ 4,197	
Special Education Services		
Student Information Services		
Food service	\$ 2,500	
Transportation	\$ 25,179	Student Bus Passes
Nursing Services		
Other (please describe) - Security Services	\$ 20,000	
Other (please describe) - GEI Licensing Fee	\$ 50,000	Fee is distributed to all 4 schools
Other (please describe) - Background Checks	\$ -	
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 159,944	
Facilities		
Rent, mortgage, or other facility cost	\$ 180,000	18,000 sq ft @ \$10

Furniture & Equipment		
Gas/electric	\$ 17,000	
Water/ Sewer	\$ 3,300	
Grounds Keeping		
Maintenance Services	\$ 10,000	
Custodial	\$ 56,000	
Waste disposal	\$ 1,300	
Debt Service for Facilities (Interest Only)	\$ 6,200	
Other (please describe) - Property Taxes	\$ 40,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 313,800	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 16,500	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
In Kind Wage/Benefits/FICA Expenses	\$ 111,776	
Other (please describe) - Drop In Center Supplies	\$ 6,235	
Other (please describe) - Marketing	\$ 61,149	
Total Other	\$ 195,660	
Total Expenditures	\$1,881,032	
Carryover/Deficit	\$ 305,744	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 3

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
3% Salary Increase in Yr 3, 7.65% for payroll taxes, 10.5% for TRF, 3.7% for 403B Match, 21.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director	1	68,959	68,959	22,515	91,473
Lead Teacher	1	58,350	58,350	23,019	81,368
Teachers	7	44,558	311,905	123,046	434,951
Special Education	1	44,558	44,558	17,578	62,136
Lead Coach/College Transition Coordinator	1	42,436	42,436	13,855	56,291
Life Coaches	3	37,132	111,395	36,370	147,765
Career Pathways Specialist	1	40,314	40,314	13,163	53,477
Drop In Center Director	1	37,132	37,132	12,123	49,255
Drop In Center Attendants	3.5	22,067	77,234	25,217	102,450
Office Manager	1	33,949	33,949	11,084	45,033
			-		-
			-		-
			-		-
			-		-
TOTAL	20.5		826,229	297,971	1,124,200

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	#####	325 students @ \$6,600 Each
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Public Law 101-476 (IDEA)	\$ 20,000	
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe)		
Other (please describe) - In Kind Contributions	\$ 111,776	In Kind Salary, FICA, Benefits
Other (please describe)		
Total Revenue	#####	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	#####	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	Est Amount
Bonuses		
Other (please describe) - Workers Compensation	\$ 4,055	
Other (please describe)		
Total Personnel Expenses	#####	
Instructional Supplies and Resources		
Textbooks	\$ 2,597	
Library, periodicals, etc		
Technology	\$ 2,597	
Assessment materials		
Computers		

Software		
Other classroom supplies	\$ 9,090	
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe) - Software License Expense	\$ 18,179	
Other (please describe) - Graduation Expenses	\$ 2,297	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 34,760	
Support Supplies and Resources		
Administrative Computers		See Year 0
Administrative Software		See Year 0
Administration Dues, fees, misc expenses	\$ 5,194	
Office supplies	\$ 20,776	
Other (please describe) - Bank Fees	\$ 100	
Other (please describe) - Software License Expense	\$ 6,493	
Other (please describe) - Misc Equipment Expense	\$ 15,582	
Other (please describe) - Misc Computer Equipment Exp	\$ 4,545	
Other (please describe)		
Total Support Supplies and Resources	\$ 52,690	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe) - Bonding	\$ 200	
Other (please describe)		
Total Board Expenses	\$ 200	
Professional Purchased or Contracted Services		
Legal Services		
Audit Services (compliant with SBOA requirements)	\$ 11,000	
Payroll Services	\$ 900	Time Keeping Software
Accounting Services	\$ 600	Tax Return
Printing/Newsletter/Annual Report Services	\$ 9,609	
Consultants		
Internet Services	\$ 4,700	
Telephone/Telecommunication Services	\$ 5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 20,995	
Travel	\$ 5,300	
Postage	\$ 4,545	
Special Education Services		
Student Information Services		
Food service	\$ 2,500	
Transportation	\$ 27,269	Student Bus Passes
Nursing Services		
Other (please describe) - Security Services	\$ 20,000	
Other (please describe) - GEI Licensing Fee	\$ 50,000	Annual fee distributed to all 4 schools
Other (please describe) - Background Checks	\$ -	
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 163,118	
Facilities		
Rent, mortgage, or other facility cost	\$ 180,000	18,000 sq ft @ \$10

Furniture & Equipment		
Gas/electric	\$ 17,000	
Water/ Sewer	\$ 3,300	
Grounds Keeping		
Maintenance Services	\$ 10,000	
Custodial	\$ 56,000	
Waste disposal	\$ 1,300	
Debt Service for Facilities (Interest Only)	\$ 4,300	
Other (please describe) - Property Taxes	\$ 40,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 311,900	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 16,500	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
In Kind Wage/Benefits/FICA Expenses	\$ 111,776	
Other (please describe) - Drop In Center Supplies	\$ 6,752	
Other (please describe) - Marketing	\$ 66,224	
Total Other	\$ 201,252	
Total Expenditures	#####	
Carryover/Deficit	\$ 284,227	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 4

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
3% Salary Increase in Yr 4, 7.65% for payroll taxes, 10.5% for TRF, 3.7% for 403B Match, 23.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director	School Director	1	71,027	24,611	95,638
Lead Teacher	Lead Teacher	1	60,100	24,911	85,011
Teachers	Teachers	7	321,262	133,163	454,425
Special Education	Special Education	1	45,895	19,023	64,918
Lead Coach/College Transition Coordinator	Lead Coach/College	1	43,709	15,145	58,854
Life Coaches	Life Coaches	3	114,736	39,756	154,492
Career Pathways Specialist	Career Pathways Sp	1	41,524	14,388	55,912
Drop In Center Director	Drop In Center Dire	1	38,245	13,252	51,497
Drop In Center Attendants	Drop In Center Atte	3.5	79,551	27,564	107,115
Office Manager	Office Manager	1	34,967	12,116	47,083
Resource Specialist	Resource Specialist	1	35,000	12,128	47,128
			-		-
			-		-
			-		-
TOTAL	-		886,016	336,058	1,222,074

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	#####	350 students @ \$6,600 Each
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter and Innovation Network School Grant Program		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 20,000	
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe) - Goodwill Industries	\$ 18,750	
Other (please describe)		
Other (please describe) - In Kind Contributions	\$ 111,776	In Kind Salary, FICA, Benefits
Other (please describe)		
Total Revenue	#####	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	#####	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	Estimated Amt
Bonuses		
Other (please describe) - Workers Compensation	\$ 4,055	
Other (please describe)		
Total Personnel Expenses	#####	
Instructional Supplies and Resources		
	\$ 2,797	
Library, periodicals, etc		
Technology	\$ 2,797	
Assessment materials		
Computers		

Software		
Other classroom supplies	\$ 9,790	
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe) - Software License Expense	\$ 19,578	
Other (please describe) - Graduation Expenses	\$ 2,474	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 37,436	
Support Supplies and Resources		
Administrative Computers		See Year 0
Administrative Software		See Year 0
Administration Dues, fees, misc expenses	\$ 5,594	
Office supplies	\$ 22,376	
Other (please describe) - Bank Fees	\$ 100	
Other (please describe) - Software License Expense	\$ 6,993	
Other (please describe) - Misc Equipment Expense	\$ 16,782	
Other (please describe) - Misc Computer Equipment Exp	\$ 4,895	
Other (please describe)		
Total Support Supplies and Resources	\$ 56,740	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe) - Bonding	\$ 200	
Other (please describe)		
Total Board Expenses	\$ 200	
Professional Purchased or Contracted Services		
Legal Services		
Audit Services (compliant with SBOA requirements)	\$ 11,000	
Payroll Services	\$ 900	Time Keeping Software
Accounting Services	\$ 600	Tax Return
Printing/Newsletter/Annual Report Services	\$ 10,349	
Consultants		
Internet Services	\$ 4,700	
Telephone/Telecommunication Services	\$ 5,700	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 20,995	
Travel	\$ 5,300	
Postage	\$ 4,895	
Special Education Services		
Student Information Services		
Food service	\$ 2,500	
Transportation	\$ 29,369	Student Bus Passes
Nursing Services		
Other (please describe) - Security Services	\$ 20,000	
Other (please describe) - GEI Licensing Fee	\$ 50,000	Annual fee is distributed to all 4 schools
Other (please describe) - Background Checks	\$ -	
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 166,308	
Facilities		
Rent, mortgage, or other facility cost	\$ 180,000	18,000 sq ft @ \$10

Furniture & Equipment		
Gas/electric	\$ 17,000	
Water/ Sewer	\$ 3,300	
Grounds Keeping		
Maintenance Services	\$ 10,000	
Custodial	\$ 56,000	
Waste disposal	\$ 1,300	
Debt Service for Facilities (Interest Only)	\$ 2,700	
Other (please describe) - Property Taxes	\$ 40,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 310,300	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 16,500	Assume 1% of Basic Grant (Row 6).
CMO/EMO Fee		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
In Kind Wage/Benefits/FICA Expenses	\$ 111,776	
Other (please describe) - Drop In Center Supplies	\$ 7,272	
Other (please describe) - Marketing	\$ 71,323	
Total Other	\$ 206,871	
Total Expenditures	#####	
Carryover/Deficit	\$ 282,910	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 5

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all Administrative Staff positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. as may be appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
3% Salary Increase in Yr 4, 7.65% for payroll taxes, 10.5% for TRF, 3.7% for 403B Match, 25.3% for group insurance					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
School Director	1	73,158	73,158	26,812	99,971
Lead Teacher	1	61,903	61,903	26,897	88,800
Teachers	7	47,271	330,900	143,776	474,675
Special Education	1	47,271	47,271	20,539	67,811
Lead Coach/College Transition Coordinator	1	45,020	45,020	16,500	61,520
Life Coaches	4	39,393	157,571	57,750	215,321
Career Pathways Specialist	1	42,769	42,769	15,675	58,444
Drop In Center Director	1	39,393	39,393	14,437	53,830
Drop In Center Attendants	4	23,411	93,642	34,320	127,962
Office Manager	1	36,016	36,016	13,200	49,216
Resource Specialist	2	35,000	70,000	25,655	95,655
			-		-
			-		-
			-		-
			-		-
TOTAL	24		997,644	395,562	1,393,206

Attachment 18 - Network Level Budget

The Excel Center - Northern Indiana Network Level Budget Summary

School Location	Year 0	2017 Year 1	2018 Year 2	2019 Year 3	2020 Year 4	2021 Year 5	2022 Year 6	2023 Year 7	2024 Year 8	Total
Gary										
Total Budget Income	587,500	1,774,776	1,984,276	2,111,776	2,276,776	2,460,526				11,195,630
Total Budget Expenditures	(573,958)	(1,561,415)	(1,796,874)	(1,851,032)	(1,964,249)	(2,147,616)				(9,895,144)
Carryover/Deficit	13,542	213,361	187,402	260,744	312,527	312,910				1,300,486
East Chicago										
Total Budget Income	612,500	1,774,776	1,984,276	2,111,776	2,276,776	2,460,526				11,220,630
Total Budget Expenditures	(598,958)	(1,551,715)	(1,783,074)	(1,841,432)	(1,952,849)	(2,137,816)				(9,865,844)
Carryover/Deficit	13,542	223,061	201,202	270,344	323,927	322,710				1,354,786
Elkhart										
Total Budget Income				587,500	1,777,276	1,946,776	2,186,776	2,276,776	2,460,526	11,235,630
Total Budget Expenditures				(574,458)	(1,591,415)	(1,826,874)	(1,881,032)	(1,992,549)	(2,177,616)	(10,043,944)
Carryover/Deficit				13,042	185,861	119,902	305,744	284,227	282,910	1,191,686
South Bend										
Total Budget Income		2,140,488	1,963,819	2,120,925	2,190,033	2,190,033				10,605,299
Total Budget Expenditures		(2,061,341)	(1,861,341)	(2,010,248)	(2,165,037)	(2,165,037)				(10,263,005)
Carryover/Deficit		79,147	102,478	110,677	24,996	24,996				342,294
Totals	27,084	515,569	491,082	654,807	847,311	780,518	305,744	284,227	282,910	4,189,252
Cumulative Carryover/<Deficit>		542,653	1,033,735	1,688,542	2,535,853	3,316,371	3,622,115	3,906,342	4,189,252	

REVENUE

Revenue Assumptions

- The Excel Centers will open Year 1 with a capacity of 250 students. Student enrollment will grow by 25 students each year until reaching a capacity of 350 students in Year 5.

State Revenue

- *Basic Grant:* Adult Learner state funding estimate made based on \$6,600, per student state appropriation for adult dropout recovery high schools.
- *Lunch Revenue:* The Excel Center does not plan to participate in the federal school lunch program.

Federal Revenue

- *Title I:* The Excel Center will not apply for Title I funds.
- *Public Law 101-476 (IDEA):* Federal revenue for The Excel Center's special education program estimated at \$13,000 in Year 1 and up to \$20,000 in subsequent years based on first year operations in South Bend.

Other Revenues

- *Philanthropic Donations:*
 - The Excel Center will seek philanthropic dollars for start-up funding and Year 1 of operation.
 - Example: Excel Center – South Bend received \$80,000 in grants from 1st Source Bank and the Community Foundation of St. Joseph County.
 - Goodwill LEADS has connected with grant providers in Lake County including Legacy Foundation and The Foundations of East Chicago to determine grants available from local sources.
- *Goodwill Industries Contribution and loan:*
 - In the event that The Excel Center is unable to raise philanthropic dollars, or does not raise enough dollars, Goodwill Industries of Michiana, Inc. (GIM) will:
 - Gift each Excel Center location \$200,000 in Year 0.
 - Provide a loan of up to \$350,000 to ensure start-up expenses are covered including special education costs, transportation costs to ensure accessibility for students and required retirement plan contributions.

EXPENDITURES

Most expenses are based on first year experience by the Excel Center – South Bend.

Personnel Expenses

- *Wages, Benefits, and Payroll Taxes:* Wages are displayed for each of the positions included in The Excel Center.
 - Benefits for wages and payroll taxes are calculated at percentages based on experience from the first year of operation of The Excel Center – South Bend
 - 3% increases for all staff positions are budgeted in each future year

- Wages in Year 0 only account for the months' work before the school year starts July 1.
- *Professional Development*: Includes ongoing education at local conferences and trainings, tuition reimbursement for college classes taken by staff, and for curriculum development. The budget is based on experience from the first year of operation of The Excel Center – South Bend.

Instructional Supplies and Resources

- *Textbooks*: Projects \$2,000 for textbooks (print materials) in Year 1
- *Library, Periodicals, etc.*: The Excel Center will not operate a library.
- *Computers*: Projects costs for roughly 60 computers to be used in The Excel Center based upon actuals in the first year operation of The Excel Center – South Bend. Costs are decreased after Year 1, to cover the cost of maintenance and repairs.
- *Software*: Software includes installed office software as well as instructional software accessible via the Web. Costs are based upon actuals in the first year operation of The Excel Center – South Bend.
- *Other Classroom Supplies*: Costs include binders, printing expenses and other materials used for classroom instruction.

Support Supplies and Resources

- *Administrative Computers*: Year 0 costs include computers for select staff. Year 1 costs include computer expenses for the balance of the staff.
- *Administrative Software*: Software grows in accordance with the number of new computers being purchased.
- *Office Supplies*: Includes costs for student recruitment.

Board Expenses

- Board expenses for training, developing, and supplies are all covered in-kind from Goodwill Industries of Michiana.

Professional Purchased or Contracted Services

- *Legal*: This includes miscellaneous legal fees for contract review and/or ad hoc needs.
- *Audit Services*: Kruggel Lawton CPAs performed the 2016 audit.
- *Payroll Services*: Payroll will be processed by Goodwill Industries of Michiana, Inc., in-kind.
- *Printing/Newsletter/Annual Report Services*: Estimate includes costs for materials.
- *Internet Services and Telephone/Telecommunication Services*: Costs for internet and telephone usage calculated based upon current usage at Excel Center – South Bend site.
- *Insurance*: Includes all required coverage. This is based on an estimate from the insurance group currently providing coverage for the South Bend location.
- *Travel*: Travel allows staff to visit Excel Centers across the state and to attend trainings and conferences. The budget is based on experience from the first year of operation of The Excel Center – South Bend.
- *Postage*: Postage is used primarily to contact students and is based on current Excel Center – South Bend postage usage.

- *Transportation:* The budget is based on experience from the first year of operation of The Excel Center – South Bend. The cost may be lower in East Chicago since the transit system is free.
- *Other Security:* a contract with a security agency will be established to provide a security guard at each location.
- *Other INIschools Fees:* INIschools fees include fees for licensing The Excel Center school model, as well as administrative support services including, state reporting and compliance, special education services, data analytics and performance, curriculum support and ongoing technical assistance. Fees are based on the cost of the same services provided to other Excel Centers in Indiana and is distributed among each location.

Facilities Expense

- *Facility:* Rent estimate based on leasing 18,000 square feet at \$10 per square foot based upon communication with a realtor. At the Gary location, this cost includes the cost of building maintenance and major repairs.
- *Furniture and equipment:* Upfront investment for tables, desks and chairs, with on-going replacement costs and growth and also technology expenses including projectors and other media equipment.
- *Utilities:* This estimate is based on experience of the Excel Center – South Bend and facilities Goodwill Industries operates in the area.
- *Custodial:* This cost is based on experience of the Excel Center – South Bend to hire an agency to provide this service.
- *Other Property tax:* This estimate is based on experience of the Excel Center – South Bend and facilities Goodwill Industries operates in the area.

Other Costs:

- *Indiana Charter School Board Administrative Fee:* Fee is currently set at 1% of Adult Learner funds.
- *Marketing:* This cost is based on experience of the Excel Center – South Bend. Although some individualized marketing will be required, Gary and East Chicago are in the same media market allowing combined advertising. Elkhart is in the same media market as South Bend allowing for some cross-over in advertising.

Goodwill LEADS, Inc. Income Statement

Actual
7/1/2016 - 7/31/2016

Revenue

Private Funding	14,661.44
State Funding	143,550.00
Federal Funding	11,558.45
Other Income	0.00

Total Revenue	<u>169,769.89</u>
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Expense

Personnel Expenses	85,199.37
Professional Fees	37,199.37
Supplies and Materi	4,426.27
Drop-In Center	89.62
Rent	4,140.00
Occupancy	3,521.08
Student Transportat	2,082.00
Interest Expense	0.00
Depreciation	23,528.30
Other Expenses	3,418.14

Total Expense	<u>164,260.39</u>
----------------------	--------------------------

NET INCOME	<u>5,509.50</u>
-------------------	------------------------

Goodwill LEADS, Inc.
Balance Sheet
7/31/2016

Actual
7/31/2016

Assets

Current Assets

Cash	130,089.61
Grants/Accounts Receivable	432,791.01
Prepaid Expenses	32,954.95
Total Current Assets	<u>595,835.57</u>

Long-Term Assets

Fixed Assets, net	1,648,132.63
Total Long-Term Assets	<u>1,648,132.63</u>

Total Assets

2,243,968.20

Liabilities

Current Liabilities

Accounts Payable	126,687.95
Payroll Liabilities	34,433.76
Unearned Revenue	21,450.00
Short-Term Debt	126,842.83
Line of Credit	225,000.00
Total Current Liabilities	<u>534,414.54</u>

Long-Term Liabilities

Note Payable - Goodwill	818,734.03
Total Long-Term Liabilities	<u>818,734.03</u>

Total Liabilities

1,353,148.57

Net Assets

Unrestricted Net Assets	838,714.63
Temporarily Restricted Net Assets	52,105.00
Total Net Assets	<u>890,819.63</u>

Total Liabilities & Net Assets

2,243,968.20

Goodwill LEADS, Inc. Income Statement

	Actual 7/1/2015 - 6/30/2016	Budget 7/1/2015 - 6/30/2016	Favorable / (Unfavorable)
Revenue			
Private Funding	537,720.36	50,000.00	487,720.36
State Funding	1,702,800.00	1,980,000.00	(277,200.00)
Federal Funding	416,240.49	473,000.00	(56,759.51)
Other Income	62.25	0.00	62.25
Total Revenue	2,656,823.10	2,503,000.00	153,823.10
Expense			
Personnel Expenses	947,915.02	1,022,909.03	74,994.01
Professional Fees	410,071.62	444,210.00	34,138.38
Supplies and Materials	76,238.22	245,994.00	169,755.78
Drop-In Center	5,217.65	0.00	(5,217.65)
Rent	41,061.18	68,780.00	27,718.82
Occupancy	110,200.46	137,384.00	27,183.54
Student Transportation	29,541.75	40,000.00	10,458.25
Interest Expense	44,153.41	0.00	(44,153.41)
Depreciation	207,516.72	83,200.00	(124,316.72)
Other Expenses	39,418.25	41,208.00	1,789.75
Total Expense	1,911,334.28	2,083,685.03	172,350.75
NET INCOME	745,488.82	419,314.97	326,173.85

Goodwill LEADS, Inc.
Balance Sheet
6/30/2016

Actual
6/30/2016

Assets

Current Assets	
Cash	89,328.52
Grants/Accounts Receivable	439,129.51
Prepaid Expenses	19,139.38
Total Current Assets	<u>547,597.41</u>
Long-Term Assets	
Fixed Assets, net	1,671,661.18
Total Long-Term Assets	<u>1,671,661.18</u>
Total Assets	<u>2,219,258.59</u>

Liabilities

Current Liabilities	
Accounts Payable	125,154.91
Payroll Liabilities	28,216.69
Unearned Revenue	0.00
Short-Term Debt	126,842.83
Line of Credit	225,000.00
Total Current Liabilities	<u>505,214.43</u>
Long-Term Liabilities	
Note Payable - Goodwill	828,734.03
Total Long-Term Liabilities	<u>828,734.03</u>
Total Liabilities	<u>1,333,948.46</u>

Net Assets

Unrestricted Net Assets	833,205.13
Temporarily Restricted Net Assets	52,105.00
Total Net Assets	<u>885,310.13</u>
Total Liabilities & Net Assets	<u>2,219,258.59</u>

GOODWILL INDUSTRIES OF MICHIANA, INC.
STATEMENTS OF FINANCIAL POSITION
July 31, 2016 - December 31, 2015 - July 31, 2015

	July 2016	December 2015	July 2015
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ 18,116,907	\$ 20,026,447	\$ 21,062,495
Accounts receivable	415,221	308,298	451,926
Goodwill LEADS Loans receivable	1,434,365	1,494,063	0
Inventories	931,654	926,974	916,546
Prepaid expenses and deposits	324,990	169,558	407,631
Total Current Assets	<u>\$ 21,223,137</u>	<u>\$ 22,925,340</u>	<u>\$ 22,838,598</u>
Property, Plant and Equipment:			
Land	\$ 11,154,071	\$ 10,062,856	\$ 8,886,129
Buildings and improvements	27,037,563	27,031,863	27,009,720
Equipment	5,948,521	5,521,612	5,605,699
CIP - Excel Center	0	0	172,007
CIP - Dyer	1,857,778	216,245	1,750
CIP - Concord	315,735	0	0
CIP - Ash Road	0	0	0
Accumulated depreciation and amortization	<u>(19,880,702)</u>	<u>(19,884,010)</u>	<u>(18,282,852)</u>
Total Property, Plant and Equipment	<u>\$ 26,432,966</u>	<u>\$ 22,948,566</u>	<u>\$ 23,392,453</u>
Long Term Investments:			
Investments	\$ 2,551,909	\$ 2,523,471	\$ 2,592,835
Community Foundations at fair market value	215,071	223,847	234,083
Total Long Term Investments	<u>\$ 2,766,980</u>	<u>\$ 2,747,318</u>	<u>\$ 2,826,918</u>
Other Assets:			
Bond issuance costs, at amortized cost	\$ 82,706	\$ 89,078	\$ 93,630
Total Other Assets	<u>\$ 82,706</u>	<u>\$ 89,078</u>	<u>\$ 93,630</u>
Total Assets	<u>\$ 50,505,789</u>	<u>\$ 48,710,302</u>	<u>\$ 49,151,599</u>
LIABILITIES AND NET ASSETS			
Current Liabilities:			
Current portion of notes payable	\$ 660,000	\$ 635,000	\$ 635,000
Accounts payable	218,490	233,501	343,335
Accrued expenses	1,481,534	1,276,684	1,369,373
Total Current Liabilities	<u>\$ 2,360,024</u>	<u>\$ 2,145,185</u>	<u>\$ 2,347,708</u>
Long Term Liabilities:			
Notes payable, net of current portion	\$ 5,115,000	\$ 5,875,000	\$ 5,975,000
Total Long Term Liabilities	<u>\$ 5,115,000</u>	<u>\$ 5,875,000</u>	<u>\$ 5,975,000</u>
Unrestricted Net Assets:			
Board designated endowment	\$ 22,016,845	\$ 21,702,961	\$ 21,643,348
Other	20,798,849	18,763,309	18,951,460
Total Unrestricted Net Assets	<u>\$ 42,815,694</u>	<u>\$ 40,466,270</u>	<u>\$ 40,594,808</u>
Permanently Restricted Net Assets:			
Board designated endowment	\$ 215,071	\$ 223,847	\$ 234,083
Total Net Assets	<u>\$ 43,030,765</u>	<u>\$ 40,690,117</u>	<u>\$ 40,828,891</u>
Total Liabilities and Net Assets	<u>\$ 50,505,789</u>	<u>\$ 48,710,302</u>	<u>\$ 49,151,599</u>

Program Statistics:	Month	Month-LY	YTD	Last YTD
Pay Checks Per Week	771	723	736	687
Persons Placed on Jobs	48	72	501	456
Client Training Hours	5,547	5,254	42,651	54,968

Report By: Susan Klink
Report Date: August 9, 2016

Goodwill Industries of Michiana, Inc.
Consolidated Income Statement
Month / Year-To-Date: July 31, 2016 & 2015
August 9, 2016

	July		YTD	
	2016	2015	2016	2015
Operating Revenue:				
Store Sales	\$1,968,886	\$1,837,715	\$13,990,765	\$13,109,158
Salvage Sales	142,950	206,110	1,069,187	1,427,100
Workforce Development Services	122,123	47,518	885,364	426,732
Industrial Services	51,319	69,262	315,611	372,886
Cafeteria	9,107	8,471	60,334	55,633
Interest Earned	804	616	5,279	3,204
Miscellaneous	3,709	3,438	28,652	283,460
Total Operating Revenue	<u>\$2,298,898</u>	<u>\$2,173,130</u>	<u>\$16,355,192</u>	<u>\$15,678,173</u>
Operating Expense:				
Wages & Salaries	\$1,272,061	\$1,167,950	\$8,374,756	\$7,585,325
Employee Benefits	117,514	116,963	1,085,766	849,857
Payroll Taxes	108,403	118,084	744,949	672,472
Professional Services and Fees	72,546	56,485	452,883	414,095
Supplies	121,280	104,569	666,099	697,012
WDS Training Services	11,549	237	142,417	10,803
Telecommunications	12,562	10,732	81,664	76,030
Postage and Shipping	31,291	25,741	197,866	172,945
Occupancy	302,784	302,644	2,080,825	2,050,219
Advertising and Printing	121,569	112,751	875,523	938,116
Transportation	88,685	93,242	556,327	494,087
Staff Training	3,933	5,165	30,888	31,457
Dues	14,175	13,949	101,413	93,495
Awards and Grants	650	850	9,600	11,950
Total Operating Expense	<u>\$2,279,002</u>	<u>\$2,129,362</u>	<u>\$15,400,976</u>	<u>\$14,097,863</u>
Revenue over Expense	<u>\$19,896</u>	<u>\$43,768</u>	<u>\$954,216</u>	<u>\$1,580,310</u>
Contributions	<u>47,483</u>	<u>70,592</u>	<u>485,305</u>	<u>441,103</u>
Operating Income	<u><u>\$67,379</u></u>	<u><u>\$114,360</u></u>	<u><u>\$1,439,521</u></u>	<u><u>\$2,021,413</u></u>
Other Income:				
Internal Store Rent	\$138,000	\$132,000	\$930,000	\$924,000
Lease Income	219	3,400	16,858	23,800
Interest Income	4,066	3,329	37,322	25,956
Gain on Investments	957	(21,671)	18,956	47,743
Gain on Sale of Fixed Assets	0	0	3,695	0
Contributions	0	0	0	1,500
Total Other Income	<u>\$143,242</u>	<u>\$117,058</u>	<u>\$1,006,831</u>	<u>\$1,022,999</u>
Other Expenses:				
Debt Service	\$7,566	\$6,416	\$49,445	\$45,222
Workforce Development Services Subsidy	5,000	5,000	35,000	35,000
Depreciation and Amortization	1,773	1,670	9,845	11,451
Investment Fees	0	0	11,414	11,302
Goodwill LEADS subsidy	0	0	0	125,000
Total Other Expenses	<u>\$14,339</u>	<u>\$13,086</u>	<u>\$105,704</u>	<u>\$227,975</u>
Other Income over Expense	<u><u>\$128,903</u></u>	<u><u>\$103,972</u></u>	<u><u>\$901,127</u></u>	<u><u>\$795,024</u></u>
Net Income	<u><u>\$196,282</u></u>	<u><u>\$218,332</u></u>	<u><u>\$2,340,648</u></u>	<u><u>\$2,816,437</u></u>

GOODWILL INDUSTRIES OF MICHIANA, INC.

FINANCIAL AUDIT

December 31, 2013 and 2012

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Jurgonski & Fredlake CPAs

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Goodwill Industries of Michiana, Inc.
South Bend, Indiana

Report on the Financial Statements

We have audited the accompanying financial statements of Goodwill Industries of Michiana, Inc. (a not for profit Organization) (the Organization), which comprise the statements of financial position as of December 31, 2013 and 2012 and the related statements of activities, and cash flows for the years then ended, and the related notes to the financial statements. We have also examined in accordance with attestation standards established by the American Institute of Certified Public Accountants, Goodwill Industries of Michiana, Inc.'s internal control over financial reporting as of December 31, 2013, based on the criteria established in Internal Control - Integrated Framework issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO) and our report dated February 20, 2014 expressed an unqualified opinion.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Goodwill Industries of Michiana, Inc. as of December 31, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.



South Bend, Indiana
February 20, 2014

GOODWILL INDUSTRIES OF MICHIANA, INC.**STATEMENTS OF FINANCIAL POSITION**

December 31, 2013 and 2012

	<u>2013</u>	<u>2012</u>
ASSETS		
Current assets		
Cash	\$ 14,769,067	\$ 12,533,652
Certificates of deposit	1,244,660	1,512,695
Accounts receivable	725,367	777,750
Inventories	958,935	959,076
Prepaid expenses and deposits	<u>164,912</u>	<u>153,078</u>
Total current assets	17,862,941	15,936,251
Property and equipment, at depreciated cost	23,008,104	21,597,372
Property held for sale	520,669	205,005
Investments	2,361,159	1,874,345
Certificates of deposit	291,032	273,306
Bond issuance costs, at amortized cost	110,925	128,806
Beneficial interest in assets held by the Community Foundations at fair value	<u>239,809</u>	<u>215,824</u>
Total assets	<u>\$ 44,394,639</u>	<u>\$ 40,230,909</u>
LIABILITIES AND NET ASSETS		
Current liabilities		
Current portion of notes payable	\$ 490,000	\$ 575,000
Accounts payable	220,251	232,578
Accrued expenses	<u>2,171,366</u>	<u>2,016,492</u>
Total current liabilities	2,881,617	2,824,070
Notes payable, net of current portion	<u>7,310,000</u>	<u>7,900,000</u>
Unrestricted net assets		
Board designated fund	20,753,338	18,778,947
Other	<u>13,449,684</u>	<u>10,727,892</u>
Total unrestricted net assets	34,203,022	29,506,839
Total liabilities and net assets	<u>\$ 44,394,639</u>	<u>\$ 40,230,909</u>

GOODWILL INDUSTRIES OF MICHIANA, INC.

STATEMENTS OF ACTIVITIES

For The Years Ended December 31, 2013 and 2012

	2013	2012
	Unrestricted Net Assets	Unrestricted Net Assets
Revenues:		
Government agencies, rehabilitation fees	\$ 1,616,800	\$ 1,691,508
Contributions	599,471	811,402
Contributions in kind	53,927	51,862
Sales of merchandise and services	26,815,844	26,840,605
Gain on sale of property and equipment	30,527	353,851
Realized gain in investments	127,649	131,305
Unrealized change in investment fair market value over cost	352,416	93,274
Unrealized change in beneficial interest	23,985	16,882
Interest income	59,233	68,199
Miscellaneous income from operations	37,350	35,073
	<u>29,717,202</u>	<u>30,093,961</u>
Expenses:		
Program Services:		
Workshop	6,701,377	6,806,214 *
Store	12,532,090	12,121,037
Cafeteria	180,779	188,768 *
Workforce Development Services	1,999,063	2,256,697
	<u>21,413,309</u>	<u>21,372,716</u>
Total program services	21,413,309	21,372,716
Supporting services, management and general	3,607,710	3,161,068
	<u>3,607,710</u>	<u>3,161,068</u>
Total expenses	25,021,019	24,533,784
	<u>25,021,019</u>	<u>24,533,784</u>
Change in net assets	4,696,183	5,560,177
Net assets, beginning of year	29,506,839	23,946,662
	<u>29,506,839</u>	<u>23,946,662</u>
Net assets, end of year	<u>\$ 34,203,022</u>	<u>\$ 29,506,839</u>

* Includes reclassifications of amounts to be consistent with 2013 groupings

GOODWILL INDUSTRIES OF MICHIANA, INC.**STATEMENTS OF CASH FLOWS**

For The Years Ended December 31, 2013 and 2012

	<u>2013</u>	<u>2012</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 4,696,183	\$ 5,560,177
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	1,594,747	1,466,927
Gain on sale of property and equipment	(30,527)	(353,851)
Amortization of bond issuance costs	17,881	11,463
Realized gain on investments	(127,649)	(131,305)
Unrealized change in investment fair market value over cost	(352,416)	(93,274)
Unrealized change in beneficial interest	(23,985)	(16,882)
Change in assets and liabilities		
Decrease (increase) in assets		
Accounts receivable	52,384	(297,605)
Inventories	141	24,389
Prepaid expenses and deposits	(11,834)	23,494
Increase (decrease) in liabilities		
Accounts payable	(12,326)	46,804
Accrued expenses	154,872	790,733
Net adjustments	<u>1,261,288</u>	<u>1,470,893</u>
Net cash provided by operating activities	<u>5,957,471</u>	<u>7,031,070</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(3,337,396)	(1,770,704)
Purchase of investments	(382,231)	(1,948,385)
Proceeds from sale of investments	375,482	1,937,624
Proceeds from certificates of deposit	250,309	333,310
Proceeds from sale of property and equipment	46,780	529,406
Net cash used in investing activities	<u>(3,047,056)</u>	<u>(918,749)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Principal payments on notes payable	(675,000)	(540,000)
Net cash used in financing activities	<u>(675,000)</u>	<u>(540,000)</u>
NET INCREASE IN CASH	2,235,415	5,572,321
Cash, beginning	<u>12,533,652</u>	<u>6,961,331</u>
Cash, ending	<u>\$ 14,769,067</u>	<u>\$ 12,533,652</u>
Supplemental disclosures of cash flows information:		
Cash payments for interest	<u>\$ 12,114</u>	<u>\$ 17,458</u>

GOODWILL INDUSTRIES OF MICHIANA, INC.

NOTES TO FINANCIAL STATEMENTS

Note 1. Nature of Activities and Significant Accounting Policies

Goodwill Industries of Michiana, Inc. (the Organization) is a private not for profit corporation serving the needs of citizens in northern Indiana, eastern Illinois and southwestern Michigan who are vocationally disabled and disadvantaged. The Organization is affiliated with and chartered by Goodwill Industries International, Inc.

The Organization derives its revenues from providing workforce development services, selling salvage textiles, and performing contract services for companies in northern Indiana, eastern Illinois and southwestern Michigan, all of which have credit terms of 15 to 30 days. The Organization also operates twenty two retail outlets with locations in Merrillville, Mishawaka, Michigan City, Warsaw, Logansport, Goshen, Valparaiso, Gary, Granger, Hobart, LaPorte, Portage, Rochester, St. John, three in South Bend, three in Elkhart, one in Lansing, Illinois and one in Niles, Michigan. The Organization's total revenues do not include sales tax as management considers themselves a pass through conduit for collecting and remitting sales tax. Workforce development services are offered in South Bend, Mishawaka, Elkhart, Michigan City, Gary, Plymouth, Warsaw, Valparaiso, Knox, LaPorte, Portage, Rochester, St. John, Winamac, LaGrange and Lansing, Illinois.

Basis of presentation – Financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Accounting Standards Codification (ASC) 958, *Not-for-Profit Entities*. Under ASC 958, the Organization is required to report information regarding its financial position and activities according to three classes of net assets; unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Unrestricted Net Assets – Reflect assets which have not been restricted as to use by donors. A designation within this asset group represents assets restricted by the board of directors.

Temporarily Restricted Net Assets – Reflect contributed assets whose use by the Organization has been limited by donors for a specific time period or purpose.

Permanently Restricted Net Assets – Reflect contributions with donor imposed restrictions which do not expire and which allow, in certain cases, only the income earned thereon to be expended by the Organization.

Recognition of workforce development service fees – Workforce development service fees are recorded when the service has been performed or expenditures have been made.

Estimates - The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Certificates of deposit - Certificates of deposit with original maturities greater than three months and remaining maturities less than one year are classified as short term. Certificates of deposit with remaining maturities greater than one year are classified as long term.

Cash and cash equivalents – The Organization considers all highly liquid investments with a maturity of three months or less from the date of purchase to be cash equivalents.

Accounts receivable - The Organization considers all outstanding balances as of December 31, 2013 and 2012 to be fully collectible. Management closely monitors outstanding balances and reserves for, as of year end, all uncollectible balances. Accordingly, no allowance for doubtful accounts has been recorded. Interest is not typically charged on past due accounts.

GOODWILL INDUSTRIES OF MICHIANA, INC.

NOTES TO FINANCIAL STATEMENTS

Note 1. Nature of Activities and Significant Accounting Policies (continued)

Contributions – Contributions received are considered to be available for unrestricted use unless specifically restricted by the donor. Contributions are recognized when the donor makes a promise to give to the Organization that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets as net assets released from restrictions.

Inventories - Inventories that consist of merchandise purchased for resale and workshop jobs in process are valued at the lower of cost (first in, first out method) or market. Donated merchandise is valued at fair value utilizing a computational approximation. Gifts that have no value and cannot be sold by the Organization are not recognized.

Property and equipment - Donations of property and equipment received are recorded at fair market value as of the date received. These donations are reported as unrestricted support unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted support. Absent donor stipulations regarding how long those donated assets must be maintained, the Organization reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The Organization reclassifies temporarily restricted net assets to unrestricted net assets at that time.

Purchased property and equipment are recorded at cost. When property and equipment is sold, retired or otherwise disposed of, the related cost and accumulated depreciation would be eliminated from the accounts and any resulting gain or loss would be charged to income. Maintenance and repairs are charged to expense as incurred while major renewals and betterments are capitalized. Depreciation is computed on the straight line method over the estimated useful lives of the assets. Estimated useful lives of the assets are as follows:

Building and improvements	10-40 years
Equipment	3-10 years

Bond issuance costs – Bond issuance costs have been capitalized and are being amortized over the life of the related debt using the straight line method.

Beneficial interest in assets held by the Community Foundation of St. Joseph County, Inc. and the Elkhart County Community Foundation (the Community Foundations) – The Organization records periodic distributions of income and realizes changes in the market value of its beneficial interest as gains or losses in the Statements of Activities.

Contributed services – A number of unpaid volunteers have made significant contributions of their time to the Organization. During the years ended December 31, 2013 and 2012, the value of contributed time is not reflected in the accompanying financial statements since the volunteers' time does not meet the requirements for recognition under ASC 958.

GOODWILL INDUSTRIES OF MICHIANA, INC.

NOTES TO FINANCIAL STATEMENTS

Note 1. Nature of Activities and Significant Accounting Policies (continued)

Income taxes – The Organization’s policy is to record an unrecognized tax benefit from an uncertain tax position only if it is more likely than not that the tax position will be sustained upon examination by the tax authorities. Interest and penalties related to gross unrecognized tax benefits would be included within the provision for income taxes. To the extent accrued interest and penalties do not ultimately become payable, amounts accrued would be reduced in the period that such determination is made and reflected as a reduction of the overall income tax provision. The Organization does not have any uncertain tax positions at December 31, 2013. The Organization files a federal and an Indiana state tax return. Management believes the tax years that remain subject to examination by the federal and Indiana tax jurisdictions date back to the year ending December 31, 2010.

Subsequent events – The Organization has evaluated subsequent events for recognition and disclosure through February 20, 2014, which is the date the Organization’s financial statements were available to be issued.

Note 2. Income Tax Status

The Organization is a not for profit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and a similar section of the applicable states tax laws which provides exemption from federal and state income taxes.

Note 3. Fair Value Measurements

ASC 820, *Fair Value Measurement*, defines fair value as the exchange price that would be received for an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. ASC 820 also establishes a fair value hierarchy which requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value.

The standards describe three levels of inputs that may be used to measure fair value:

Level 1 – Quoted prices in active markets for identical assets or liabilities.

Level 2 – Observable inputs other than Level 1 prices as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities.

Level 3 – Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities.

GOODWILL INDUSTRIES OF MICHIANA, INC.

NOTES TO FINANCIAL STATEMENTS

Note 3. Fair Value Measurements (continued)

The Organization utilizes the market approach to measure fair value for its financial assets and liabilities. The market approach uses prices and other relevant information generated by market transactions involving identical or comparable assets or liabilities. Assets and liabilities measured at fair value on a recurring basis are summarized below:

	Fair Value Measurements at December 31, 2013			
	Level 1	Level 2	Level 3	Total
Cash and cash equivalents	\$ 32,503	\$	\$	\$ 32,503
Mutual funds	2,328,656			2,328,656
	<u>\$ 2,361,159</u>	<u>\$</u>	<u>\$</u>	<u>\$ 2,361,159</u>
Amounts included in: Beneficial interest in assets held by the Community Foundations	\$	\$	\$ 239,809	\$ 239,809
	<u>\$</u>	<u>\$</u>	<u>\$ 239,809</u>	<u>\$ 239,809</u>
	Fair Value Measurements at December 31, 2012			
	Level 1	Level 2	Level 3	Total
Cash and cash equivalents	\$ 21,330	\$	\$	\$ 21,330
Mutual funds	1,853,015			1,853,015
	<u>\$ 1,874,345</u>	<u>\$</u>	<u>\$</u>	<u>\$ 1,874,345</u>
Amounts included in: Beneficial interest in assets held by the Community Foundations	\$	\$	\$ 215,824	\$ 215,824
	<u>\$</u>	<u>\$</u>	<u>\$ 215,824</u>	<u>\$ 215,824</u>

Unrealized gains or losses on investments are recorded in the Statements of Activities.

The beneficial interest in the Community Foundations is considered a level 3 investment and is based upon externally developed models that use unobservable inputs due to limited market activity of the instrument. The change in the beneficial interest measured at fair value for which the Organization has used level 3 inputs to determine fair value as of December 31, 2013 and 2012 consisted of unrealized gains of \$23,985 and \$16,882, respectively which is included in the change in net assets (unrestricted) on the Statements of Activities.

GOODWILL INDUSTRIES OF MICHIANA, INC.

NOTES TO FINANCIAL STATEMENTS

Note 4. Property and Equipment

The cost of property and equipment and the related accumulated depreciation at December 31, 2013 and 2012 is as follows:

	<u>2013</u>	<u>2012</u>
Land	\$ 8,703,046	\$ 8,628,071
Buildings and improvements	25,624,974	23,884,381
Equipment	<u>4,960,418</u>	<u>4,808,778</u>
	39,288,438	37,321,230
Less accumulated depreciation	<u>(16,280,334)</u>	<u>(15,723,858)</u>
	<u>\$ 23,008,104</u>	<u>\$ 21,597,372</u>

Note 5. Property Held for Sale

In December 2009 and 2013, the Organization's management approved store locations to be placed for sale. Pursuant to ASC 360, *Property, Plant, and Equipment*, the Organization reports the assets separately as property held for sale in the Statement of Financial Position. Additionally, the assets are being valued at the lower of their carrying value or their estimated sales price less estimated costs to sell.

Note 6. Bond Issuance Costs

The costs incurred to obtain financing of several new retail stores have been capitalized and are being amortized as described below:

	<u>Amortization Period</u>	<u>2013</u>	<u>2012</u>
Bond issuance cost	20 years	\$ 163,510	\$ 239,017
Less accumulated amortization		<u>(52,585)</u>	<u>(110,211)</u>
		<u>\$ 110,925</u>	<u>\$ 128,806</u>

Note 7. Line of Credit

The Organization has two unsecured lines of credit; a \$1,500,000 line with Lake City Bank and a \$2,000,000 line with 1st Source Bank, neither of which had a balance outstanding at December 31, 2013 and 2012. Borrowings against the lines of credit bear interest at 0.5% below the prime rate with no floor at Lake City Bank, or 2.75%, and 0.75% below prime with no floor at 1st Source Bank, or 2.5% at December 31, 2013.

GOODWILL INDUSTRIES OF MICHIANA, INC.

NOTES TO FINANCIAL STATEMENTS

Note 8. Notes Payable

Notes payable at December 31, 2013 and 2012 consist of the following:

	<u>2013</u>	<u>2012</u>
Promissory note, Series 2001, City of South Bend, Indiana, Variable Rate Economic Development Revenue Bonds	\$	\$ 640,000
Promissory note, Series 2005, Indiana Housing & Community Development Authority, Variable Rate Economic Development Bonds	5,425,000	5,425,000
Promissory note, Series 2005A, Indiana Housing & Community Development Authority, Variable Rate Economic Development Bonds	<u>2,375,000</u>	<u>2,410,000</u>
	<u>\$ 7,800,000</u>	<u>\$ 8,475,000</u>

The Series 2001 promissory note was evidence of a loan to the Organization by the City of South Bend, Indiana (the "Issuer"). The loan was made from the proceeds of the sale of revenue bonds, Series 2001 (Goodwill Industries of Michiana, Inc. Project), issued under an Indenture of Trust and Security Agreement dated January 30, 2001 between the Issuer and U.S. Bank Corporate Trust Services, as Trustee. Interest on the promissory note, at variable rates with a 10% maximum rate, was payable quarterly. The payment of principal and interest on the Series 2001 revenue bonds was made by the Trustee from a bond fund. The loan was repaid in 2013.

The Series 2005 promissory note is evidence of a loan to the Organization by the Indiana Housing & Community Development Authority (the "Issuer"). The loan was made from the proceeds of the sale of revenue bonds, Series 2005 (Goodwill Industries of Michiana, Inc. Project), issued under an Indenture of Trust and Security Agreement dated March 17, 2005 between the Issuer and U.S. Bank Corporate Trust Services, as Trustee. Interest on the promissory note, at variable rates with a 10% maximum rate, is payable quarterly. The effective rate of interest at December 31, 2013 was 0.08%. In July 2017, principal is payable semi annually, with final maturity in January 2026. The Organization has obtained a \$5,590,764 irrevocable letter of credit from a financial institution which may be drawn upon by the Trustee in the event of default by the Organization. Outstanding drafts or acceptances under the letter of credit, of which none were outstanding at December 31, 2013, are payable on demand with interest at the national prime rate (3.25% at December 31, 2013) and are collateralized by real estate. The payment of principal and interest on the Series 2005 revenue bonds is made by the Trustee from a bond fund.

The Series 2005A promissory note is evidence of a loan to the Organization by the Indiana Housing & Community Development Authority (the "Issuer"). The loan was made from the proceeds of the sale of revenue bonds, Series 2005A (Goodwill Industries of Michiana, Inc. Project), issued under an Indenture of Trust and Security Agreement dated December 16, 2005 between the Issuer and U.S. Bank Corporate Trust Services, as Trustee. Interest on the promissory note, at variable rates with a 10% maximum rate, is payable quarterly. The effective rate of interest at December 31, 2013 was 0.08%. In July 2013, principal became payable semi-annually, with final maturity in July 2017. The Organization has obtained a \$2,447,569 irrevocable letter of credit from a financial institution which may be drawn upon by the Trustee in the event of default by the Organization. Outstanding drafts or acceptances under the letter of credit, of which none were outstanding at December 31, 2013, are payable on demand with interest at the national prime rate (3.25% at December 31, 2013) and are collateralized by real estate. The payment of principal and interest on the Series 2005A revenue bonds is made by the Trustee from a bond fund.

GOODWILL INDUSTRIES OF MICHIANA, INC.

NOTES TO FINANCIAL STATEMENTS

Note 8. Notes Payable (continued)

As of December 31, 2013, annual maturities of notes payable for each of the next five years ending December 31 are as follows: 2014 - \$490,000; 2015 - \$600,000; 2016 - \$635,000; 2017- \$660,000; 2018 - \$670,000; and \$4,745,000 through the final maturity date of 2026.

Based on the borrowing rates currently available to the Organization for loans with similar terms and average maturities, the fair value of the debt instruments approximates their carrying value as of December 31, 2013. These agreements include various affirmative and negative covenants. The Organization was in compliance with all covenants at December 31, 2013.

Note 9. Advertising

The Organization expenses the cost of advertising the first time advertising takes place. Advertising expense was \$2,158,433 and \$1,787,379 for the years ended December 31, 2013 and 2012, respectively. Coupon redemption is a large portion of advertising expense and was \$1,449,638 and \$1,163,255 for the years ended December 31, 2013 and 2012, respectively.

Note 10. Contingencies

Under the terms of State and Federal grants, periodic audits are required and certain costs may be challenged as to allowability under the terms of the grants. Grant resources are expendable only for operating purposes specified by the grant. Such audits could lead to reimbursement to the grantor agencies. However, management is of the opinion that the risk of material disallowance is remote. Therefore, no provision for contingencies has been reflected in the financial statements.

Note 11. Lease Commitments and Occupancy Expense

The Organization leases locations in LaPorte and two in Elkhart under non cancelable lease agreements which require annual base rentals of \$10,200, \$126,570 and \$60,500, respectively. These agreements require additional charges for such items as common area maintenance, real estate taxes, utilities and insurance. These agreements expire between July 2015 and August 2016. The lease expense includes common area maintenance, real estate taxes, utilities and insurance for all of the Organization's locations.

The total occupancy expense for the years ended December 31, 2013 and 2012 was \$1,660,117 and \$1,564,988, respectively.

In March 2008, the Organization entered into a 72 month non cancelable lease for nine trucks. The lease was renewed early in 2013. The lease agreement requires a monthly base payment of \$18,169. In addition, the Organization has entered into several additional leases for equipment. The total lease expense for all of the Organization's equipment for the years ended December 31, 2013 and 2012 was \$182,368 and \$149,314, respectively.

The total minimum lease commitments at December 31, 2013 are as follows: 2014 - \$468,830; 2015 - \$391,008; 2016 - \$263,340; 2017 - \$254,000; 2018 - \$237,132 and \$127,183 thereafter.

GOODWILL INDUSTRIES OF MICHIANA, INC.**NOTES TO FINANCIAL STATEMENTS****Note 12. Retirement Plan**

The Organization has a section 403(b) retirement plan for its employees. The plan provides for individual custodial accounts for participating employees with varied investment options. The Organization made contributions to this plan in the amount of 3% of wages for all full time employees who have completed one year of continuous service, at least 1,000 hours of service and obtained age eighteen or older and also matched employee contributions up to an additional 2%. Retirement expense was \$368,350 and \$394,260 for the years ended December 31, 2013 and 2012, respectively.

Note 13. Beneficial Interest in Assets Held by the Community Foundations

In 1996, the Organization entered into agreements with the Community Foundations. The Organization applies the provisions of ASC 958, *Transfers of Assets to a Not for Profit Organization or Charitable Trust That Raises or Holds Contributions for Others*. The Organization recognized the transfer of investment assets, as a beneficial interest in assets held by Community Foundations. The Community Foundations recognized a liability to the Organization because the Organization has specified itself as the beneficiary. The Community Foundations have variance power over the funds. With respect to contributions received by the Community Foundation on behalf of the Organization from other donors, as prescribed by ASC 958, this portion (fair value of \$115,100 and \$103,400 at December 31, 2013 and 2012, respectively) has not been reflected as part of the Organization's beneficial interest as the donor granted the Community Foundations variance power, which precludes recognition of expected cash flows by the beneficiary.

Note 14. Michiana Goodwill Boosters

These financial statements do not include the amounts of the Michiana Goodwill Boosters (MGB) a not for profit organization that is exempt from income taxes under Section 501(c) (4) of the Internal Revenue Code and a similar section of the Indiana tax law. At December 31, 2013, MGB had a cash balance of \$25,320. During the year ended December 31, 2013 MGB received \$110,242 in revenue and incurred \$125,410 of expenses. MGB was established for the benefit of the Organization. Its purpose is to acquaint persons with the mission, programs and needs of Goodwill Industries of Michiana, Inc. and support and assist in its work.

Note 15. Legal and Other Contingencies

The Organization is subject to various legal proceedings and claims that arise in the ordinary course of business. In accordance with generally accepted accounting principles, the Organization records a liability when it is probable that a loss has been incurred and the amount is reasonably estimable. There is significant judgment required in both the probability determination and as to whether an exposure can be reasonably estimated. In management's opinion, the Organization does not have a potential liability related to any current legal proceeding and claims that would individually or in aggregate materially adversely affect its financial condition or operating results. However, the outcomes of legal proceedings and claims brought against the Organization are subject to significant uncertainty. Should the Organization fail to prevail in any of these legal matters, or should several of these legal matters be resolved against the Organization in the same reporting period, the operating results of a particular reporting period could be materially adversely affected.

Goodwill Industries
Of Michiana, Inc.
December 31, 2014
Financial Statements

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INDEPENDENT AUDITOR'S REPORT

February 20, 2015

To the Board of Directors
Goodwill Industries of Michiana, Inc.
South Bend, Indiana



Report on the Financial Statements

We have audited the accompanying financial statements of Goodwill Industries of Michiana, Inc. (a not for profit Organization) (the Organization), which comprise the statement of financial position as of December 31, 2014 and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements. We have also examined in accordance with attestation standards established by the American Institute of Certified Public Accountants, Goodwill Industries of Michiana, Inc.'s internal control over financial reporting as of December 31, 2014, based on the criteria established in Internal Control - Integrated Framework issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO) and our report dated February 20, 2015 expressed an unmodified opinion. The 2013 financial statements of the Organization were audited by Jurgonski & Fredlake CPAs who have ceased operations and whose opinion dated February 20, 2014 expressed an unmodified opinion.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Goodwill Industries of Michiana, Inc. as of December 31, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Weidner and Company, P.C.

GOODWILL INDUSTRIES OF MICHIANA, INC.**STATEMENTS OF FINANCIAL POSITION**

December 31, 2014 and 2013

ASSETS	<u>2014</u>	<u>2013</u>
Current assets:		
Cash	\$ 18,902,207	\$ 14,769,067
Certificates of deposit	1,797,542	1,244,660
Accounts receivable	345,733	725,367
Inventories	961,111	958,935
Prepaid expenses and deposits	<u>156,580</u>	<u>164,912</u>
Total current assets	22,163,173	17,862,941
Property and equipment, at depreciated cost	21,937,522	23,008,104
Property held for sale	205,005	520,669
Investments	2,533,969	2,361,159
Certificates of deposit		291,032
Bond issuance costs, at amortized cost	100,002	110,925
Beneficial interest in assets held by the Community Foundations at fair value	<u>249,773</u>	<u>239,809</u>
Total assets	<u>\$ 47,189,444</u>	<u>\$ 44,394,639</u>
LIABILITIES AND NET ASSETS		
Current liabilities		
Current portion of notes payable	\$ 600,000	\$ 490,000
Accounts payable	249,034	220,251
Accrued expenses	<u>1,717,957</u>	<u>2,171,366</u>
Total current liabilities	<u>2,566,991</u>	<u>2,881,617</u>
Notes payable, net of current portion	<u>6,610,000</u>	<u>7,310,000</u>
Unrestricted net assets		
Board designated fund	21,426,814	20,753,338
Other	<u>16,585,639</u>	<u>13,449,684</u>
Total unrestricted net assets	<u>38,012,453</u>	<u>34,203,022</u>
Total liabilities and net assets	<u>\$ 47,189,444</u>	<u>\$ 44,394,639</u>



GOODWILL INDUSTRIES OF MICHIANA, INC.**STATEMENTS OF ACTIVITIES**

For The Years Ended December 31, 2014 and 2013

	<u>2014</u>	<u>2013</u>
	<u>Unrestricted Net Assets</u>	<u>Unrestricted Net Assets</u>
Revenues:		
Government agencies, rehabilitation fees	\$ 1,609,010	\$ 1,616,800
Contributions	613,478	599,471
Contributions in kind	39,935	53,927
Sales of merchandise and services	25,896,941	26,815,844
Gain on sale of property and equipment	234,888	30,527
Realized gain in investments	149,383	127,649
Unrealized change in investment fair market value over cost	15,804	352,416
Unrealized change in beneficial interest and grants received from Community Foundations	24,092	23,985
Interest income	64,939	59,233
Miscellaneous income from operations	41,750	37,350
	<u>28,690,220</u>	<u>29,717,202</u>
Expenses:		
Program Services:		
Workshop	6,305,583	6,610,475 *
Store	13,418,584	12,765,501 *
Cafeteria	163,425	180,779
Workforce Development Services	1,934,708	2,073,231 *
	<u>21,822,300</u>	<u>21,629,986</u>
Total program services	21,822,300	21,629,986
Supporting services, management and general	3,058,489	3,391,033 *
	<u>24,880,789</u>	<u>25,021,019</u>
Total expenses	24,880,789	25,021,019
Change in net assets	3,809,431	4,696,183
Net assets, beginning of year	34,203,022	29,506,839
Net assets, end of year	<u>\$ 38,012,453</u>	<u>\$ 34,203,022</u>

* Includes reclassifications of amounts to be consistent with 2014 groupings.



GOODWILL INDUSTRIES OF MICHIANA, INC.**STATEMENTS OF CASH FLOWS**
For The Years Ended December 31, 2014 and 2013

	<u>2014</u>	<u>2013</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 3,809,431	\$ 4,696,183
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	1,832,968	1,594,747
Gain on sale of property and equipment	(234,888)	(30,527)
Amortization of bond issuance costs	10,923	17,881
Realized gain on investments	(149,383)	(127,649)
Unrealized change in investment fair market value over cost	(15,804)	(352,416)
Unrealized change in beneficial interests	(9,964)	(23,985)
Change in assets and liabilities		
Decrease (increase) in assets		
Accounts receivable	379,634	52,384
Inventories	(2,169)	141
Prepaid expenses and deposits	8,330	(11,834)
Increase (decrease) in liabilities		
Accounts payable	28,782	(12,326)
Accrued expenses	(453,413)	154,872
Net adjustments	<u>1,395,016</u>	<u>1,261,288</u>
Net cash provided by operating activities	<u>5,204,447</u>	<u>5,957,471</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(762,942)	(3,337,396)
Purchase of investments	(359,484)	(382,231)
Proceeds from sale of investments	352,161	375,482
(Purchase of) proceeds from certificates of deposit	(261,850)	250,309
Proceeds from sale of property and equipment	<u>550,808</u>	<u>46,780</u>
Net cash used in investing activities	<u>(481,307)</u>	<u>(3,047,056)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Principal payments on notes payable	<u>(590,000)</u>	<u>(675,000)</u>
	<u>(590,000)</u>	<u>(675,000)</u>
NET INCREASE IN CASH	4,133,140	2,235,415
Cash, beginning	<u>14,769,067</u>	<u>12,533,652</u>
Cash, ending	<u>\$ 18,902,207</u>	<u>\$ 14,769,067</u>
Supplemental disclosures of cash flows information:		
Cash payments for interest	<u>\$ 6,189</u>	<u>\$ 12,114</u>

See Notes to Financial Statements.



GOODWILL INDUSTRIES OF MICHIANA, INC.

NOTES TO FINANCIAL STATEMENTS

Note 1. Nature of Activities and Significant Accounting Policies

Goodwill Industries of Michiana, Inc. (the Organization) is a private not for profit corporation serving the needs of citizens in northern Indiana, eastern Illinois and southwestern Michigan who are vocationally disabled and disadvantaged. The Organization is affiliated with and chartered by Goodwill Industries International, Inc.

The Organization derives its revenues from providing workforce development services, selling salvage textiles, and performing contract services for companies in northern Indiana, eastern Illinois and southwestern Michigan, all of which have credit terms of 15 to 30 days. The Organization also operates twenty two retail outlets with locations in Merrillville, Mishawaka, Michigan City, Warsaw, Logansport, Goshen, Valparaiso, Gary, Granger, Hobart, LaPorte, Portage, Rochester, St. John, three in South Bend, three in Elkhart, one in Lansing, Illinois and one in Niles, Michigan. The Organization's total revenues do not include sales tax as management considers themselves a pass through conduit for collecting and remitting sales tax. Workforce development services are offered in South Bend, Mishawaka, Elkhart, Michigan City, Gary, Warsaw, Valparaiso, Knox, LaPorte, Portage, and St. John.

Basis of presentation – Financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Codification of Financial Accounting Standards. Under accounting principles generally accepted in the United States of America (GAAP), the Organization is required to report information regarding its financial position and activities according to three classes of net assets; unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Unrestricted Net Assets – Reflect assets which have not been restricted as to use by donors. A designation within this asset group represents assets restricted by the Board of Directors.

Temporarily Restricted Net Assets – Reflect contributed assets whose use by the Organization has been limited by donors for a specific time period or purpose.

Permanently Restricted Net Assets – Reflect contributions with donor imposed restrictions which do not expire and which allow, in certain cases, only the income earned thereon to be expended by the Organization.

Recognition of workforce development service fees – Workforce development service fees are recorded when the service has been performed or expenditures have been made.

Estimates - The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Certificates of deposit - Certificates of deposit with original maturities greater than three months and remaining maturities less than one year are classified as short term. Certificates of deposit with remaining maturities greater than one year are classified as long term.

Cash and cash equivalents – The Organization considers all highly liquid investments with a maturity of three months or less from the date of purchase to be cash equivalents.



GOODWILL INDUSTRIES OF MICHIANA, INC.

NOTES TO FINANCIAL STATEMENTS

Note 1. Nature of Activities and Significant Accounting Policies (continued)

Accounts receivable - The Organization considers all outstanding balances as of December 31, 2014 and 2013 to be fully collectible. Management closely monitors outstanding balances and reserves for, as of year end, all uncollectible balances. Accordingly, no allowance for doubtful accounts has been recorded. Interest is not typically charged on past due accounts.

Contributions – Contributions received are considered to be available for unrestricted use unless specifically restricted by the donor. Contributions are recognized when the donor makes a promise to give to the Organization that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets as net assets released from restrictions.

Inventories - Inventories that consist of merchandise purchased for resale and workshop jobs in process are valued at the lower of cost (first in, first out method) or market. Donated merchandise is valued at fair value utilizing a computational approximation. Gifts that have no value and cannot be sold by the Organization are not recognized.

Property and equipment - Donations of property and equipment received are recorded at fair market value as of the date received. These donations are reported as unrestricted support unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted support. Absent donor stipulations regarding how long those donated assets must be maintained, the Organization reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The Organization reclassifies temporarily restricted net assets to unrestricted net assets at that time.

Purchased property and equipment are recorded at cost. When property and equipment is sold, retired or otherwise disposed of, the related cost and accumulated depreciation would be eliminated from the accounts and any resulting gain or loss would be charged to income. Maintenance and repairs are charged to expense as incurred while major renewals and betterments are capitalized. Depreciation is computed on the straight line method over the estimated useful lives of the assets. Estimated useful lives of the assets are as follows:

Building and improvements	10-40 years
Equipment	3-10 years

Bond issuance costs – Bond issuance costs have been capitalized and are being amortized over the life of the related debt using the straight line method.

Contributed services – A number of unpaid volunteers have made significant contributions of their time to the Organization. During the years ended December 31, 2014 and 2013, the value of contributed time is not reflected in the accompanying financial statements since the volunteers' time does not meet the requirements for recognition under GAAP.



GOODWILL INDUSTRIES OF MICHIANA, INC.

NOTES TO FINANCIAL STATEMENTS

Note 1. Nature of Activities and Significant Accounting Policies (continued)

Beneficial interest in assets held by the Community Foundation of St. Joseph County, Inc. and the Elkhart County Community Foundation (the Community Foundations) – The Organization records periodic distributions of income and realizes changes in the market value of its beneficial interest as gains or losses in the Statements of Activities.

Income taxes – The Organization's policy is to record an unrecognized tax benefit from an uncertain tax position only if it is more likely than not that the tax position will be sustained upon examination by the tax authorities. Interest and penalties related to gross unrecognized tax benefits would be included within the provision for income taxes. To the extent accrued interest and penalties do not ultimately become payable, amounts accrued would be reduced in the period that such determination is made and reflected as a reduction of the overall income tax provision. The Organization does not have any uncertain tax positions at December 31, 2014. The Organization files a federal and an Indiana state tax return. Management believes the tax years that remain subject to examination by the federal and Indiana tax jurisdictions date back to the year ended December 31, 2011.

Subsequent events – The Organization has evaluated subsequent events for recognition and disclosure through February 20, 2015, which is the date the Organization's financial statements were available to be issued.

Note 2. Income Tax Status

The Organization is a not for profit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and a similar section of the applicable states tax laws which provides exemption from federal and state income taxes.

Note 3. Fair Value Measurements

GAAP defines fair value as the exchange price that would be received for an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. GAAP also establishes a fair value hierarchy which requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value.

The standards describe three levels of inputs that may be used to measure fair value:

Level 1 – Quoted prices in active markets for identical assets or liabilities.

Level 2 – Observable inputs other than Level 1 prices as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities.

Level 3 – Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities.



GOODWILL INDUSTRIES OF MICHIANA, INC.

NOTES TO FINANCIAL STATEMENTS

Note 3. Fair Value Measurements (continued)

The Organization utilizes the market approach to measure fair value for its financial assets and liabilities. The market approach uses prices and other relevant information generated by market transactions involving identical or comparable assets or liabilities. Assets and liabilities measured at fair value on a recurring basis are summarized below:

	Fair Value Measurements at December 31, 2014			
	Level 1	Level 2	Level 3	Total
Cash and cash equivalents	\$ 42,069	\$	\$	\$ 42,069
Mutual funds	2,491,900			2,491,900
	<u>\$ 2,533,969</u>	<u>\$</u>	<u>\$</u>	<u>\$ 2,533,969</u>
Amounts included in: Beneficial interest in assets held by the Community Foundations	\$	\$	\$ 249,773	\$ 249,773
	Fair Value Measurements at December 31, 2013			
	Level 1	Level 2	Level 3	Total
Cash and cash equivalents	\$ 32,503	\$	\$	\$ 32,503
Mutual funds	2,328,656			2,328,656
	<u>\$ 2,361,159</u>	<u>\$</u>	<u>\$</u>	<u>\$ 2,361,159</u>
Amounts included in: Beneficial interest in assets held by the Community Foundations	\$	\$	\$ 239,809	\$ 239,809

Unrealized gains or losses on investments are recorded in the Statements of Activities.

The beneficial interest in the Community Foundations is considered a level 3 investment and is based upon externally developed models that use unobservable inputs due to limited market activity of the instrument. The change in the beneficial interest measured at fair value for which the Organization has used level 3 inputs to determine fair value as of December 31, 2014 and 2013 consisted of unrealized gains of \$9,964 and \$23,985. The Organization received grants totaling \$14,128 for the year ended December 31, 2014. No grants were received for the year ended December 31, 2013. The unrealized gains and grants received are included in the change in net assets (unrestricted) in the Statements of Activities.



GOODWILL INDUSTRIES OF MICHIANA, INC.**NOTES TO FINANCIAL STATEMENTS****Note 4. Property and Equipment**

The cost of property and equipment and the related accumulated depreciation at December 31, 2014 and 2013 is as follows:

	<u>2014</u>	<u>2013</u>
Land	\$ 8,703,046	\$ 8,703,046
Buildings and improvements	25,907,650	25,624,974
Equipment	<u>5,356,939</u>	<u>4,960,418</u>
	39,967,635	39,288,438
Less accumulated depreciation	<u>(18,030,113)</u>	<u>(16,280,334)</u>
	<u>\$ 21,937,522</u>	<u>\$ 23,008,104</u>

Note 5. Property Held for Sale

In December 2009 and 2013, the Organization's management approved store locations to be placed for sale. The Organization reports the assets separately as property held for sale in the Statements of Financial Position. Additionally, the assets are being valued at the lower of their carrying value or their estimated sales price less estimated costs to sell. In 2014, one store location was sold. The gain generated from the sale is included in change in net assets (unrestricted) in the Statements of Activities.

Effective November 1, 2014 the Organization entered into a 64 month lease of the Elkhart, Indiana location that is held for sale. The lease calls for monthly payments of \$4,400 with \$1,000 of the lease payment being applied to the potential purchase of the facility up to a maximum of \$30,000. During the first 36 months of the lease the tenant may purchase the property for \$425,000. The tenant is also responsible for normal maintenance, insurance and taxes.

Note 6. Bond Issuance Costs

The costs incurred to obtain financing of several new retail stores have been capitalized and are being amortized as described below:

	<u>Amortization Period</u>	<u>2014</u>	<u>2013</u>
Bond issuance cost	20 years	\$ 163,510	\$ 163,510
Less accumulated amortization		<u>(63,508)</u>	<u>(52,585)</u>
		<u>\$ 100,002</u>	<u>\$ 110,925</u>

Note 7. Line of Credit

The Organization has two unsecured lines of credit; a \$1,500,000 line with Lake City Bank and a \$2,000,000 line with 1st Source Bank, neither of which had a balance outstanding at December 31, 2014 and 2013. Borrowings against the lines of credit bear interest at the Lake City Bank Base, or 2.75%, and 0.75% below prime with no floor at 1st Source Bank, or 2.5% at December 31, 2014.



GOODWILL INDUSTRIES OF MICHIANA, INC.**NOTES TO FINANCIAL STATEMENTS****Note 8. Notes Payable**

Notes payable at December 31, 2014 and 2013 consist of the following:

	<u>2014</u>	<u>2013</u>
Promissory note, Series 2005, Indiana Housing & Community Development Authority, Variable Rate Economic Development Bonds	\$ 5,425,000	\$ 5,425,000
Promissory note, Series 2005A, Indiana Housing & Community Development Authority, Variable Rate Economic Development Bonds	<u>1,785,000</u>	<u>2,375,000</u>
	<u>\$ 7,210,000</u>	<u>\$ 7,800,000</u>

The Series 2005 promissory note is evidence of a loan to the Organization by the Indiana Housing & Community Development Authority (the "Issuer"). The loan was made from the proceeds of the sale of revenue bonds, Series 2005 (Goodwill Industries of Michiana, Inc. Project), issued under an Indenture of Trust and Security Agreement dated March 17, 2005 between the Issuer and U.S. Bank Corporate Trust Services, as Trustee. Interest on the promissory note, at variable rates with a 10% maximum rate, is payable quarterly. The effective rate of interest at December 31, 2014 was 0.05%. In July 2017, principal is payable semi annually, with final maturity in January 2026. The Organization has obtained a \$5,590,764 irrevocable letter of credit from a financial institution which may be drawn upon by the Trustee in the event of default by the Organization. Outstanding drafts or acceptances under the letter of credit, of which none were outstanding at December 31, 2014, are payable on demand with interest at the national prime rate (3.25% at December 31, 2014) and are collateralized by real estate. The payment of principal and interest on the Series 2005 revenue bonds is made by the Trustee from a bond fund.

The Series 2005A promissory note is evidence of a loan to the Organization by the Indiana Housing & Community Development Authority (the "Issuer"). The loan was made from the proceeds of the sale of revenue bonds, Series 2005A (Goodwill Industries of Michiana, Inc. Project), issued under an Indenture of Trust and Security Agreement dated December 16, 2005 between the Issuer and U.S. Bank Corporate Trust Services, as Trustee. Interest on the promissory note, at variable rates with a 10% maximum rate, is payable quarterly. The effective rate of interest at December 31, 2014 was 0.05%. In July 2013, principal became payable semi-annually, with final maturity in July 2017. The Organization has obtained a \$1,839,542 irrevocable letter of credit from a financial institution which may be drawn upon by the Trustee in the event of default by the Organization. Outstanding drafts or acceptances under the letter of credit, of which none were outstanding at December 31, 2014, are payable on demand with interest at the national prime rate (3.25% at December 31, 2014) and are collateralized by real estate. The payment of principal and interest on the Series 2005A revenue bonds is made by the Trustee from a bond fund.

As of December 31, 2014, annual maturities of notes payable for each of the next five years ending December 31 are as follows: 2015 - \$600,000; 2016 - \$635,000; 2017- \$660,000; 2018 - \$670,000; 2019 - \$695,000 and \$3,950,000 through the final maturity date of 2026.



GOODWILL INDUSTRIES OF MICHIANA, INC.

NOTES TO FINANCIAL STATEMENTS

Note 8. Notes Payable (continued)

Based on the borrowing rates currently available to the Organization for loans with similar terms and average maturities, the fair value of the debt instruments approximates their carrying value as of December 31, 2014. These agreements include various affirmative and negative covenants. The Organization was in compliance with all covenants at December 31, 2014.

Note 9. Advertising

The Organization expenses the cost of advertising the first time advertising takes place. Advertising expense was \$2,054,325 and \$2,158,433 for the years ended December 31, 2014 and 2013, respectively. Coupon redemption is a large portion of advertising expense and was \$1,258,844 and \$1,449,638 for the years ended December 31, 2014 and 2013, respectively.

Note 10. Contingencies

Under the terms of State and Federal grants, periodic audits are required and certain costs may be challenged as to allowability under the terms of the grants. Grant resources are expendable only for operating purposes specified by the grant. Such audits could lead to reimbursement to the grantor agencies. However, management is of the opinion that the risk of material disallowance is remote. Therefore, no provision for contingencies has been reflected in the financial statements.

Note 11. Lease Commitments and Occupancy Expense

The Organization leases locations in LaPorte and two in Elkhart under non cancelable lease agreements which require annual base rentals of \$10,200, \$126,570 and \$60,500, respectively. These agreements require additional charges for such items as common area maintenance, real estate taxes, utilities and insurance. These agreements expire between July 2015 and August 2016. The lease expense includes common area maintenance, real estate taxes, utilities and insurance for all of the Organization's locations.

The total occupancy expense for the years ended December 31, 2014 and 2013 was \$1,856,695 and \$1,660,117, respectively.

In March 2008, the Organization entered into a 72 month non cancelable lease for nine trucks. The lease was renewed in 2013. The lease agreement requires a monthly base payment of \$18,169. In addition, the Organization has entered into several additional leases for equipment. The total lease expense for all of the Organization's equipment for the years ended December 31, 2014 and 2013 was \$266,613 and \$182,368, respectively.

The total minimum lease commitments at December 31, 2014 are as follows: 2015 - \$461,368; 2016 - \$318,345; 2017 - \$267,945; 2018 - \$251,077; 2019 - \$130,669.



GOODWILL INDUSTRIES OF MICHIANA, INC.**NOTES TO FINANCIAL STATEMENTS****Note 12. Retirement Plan**

The Organization has a section 403(b) retirement plan for its employees. The plan provides for individual custodial accounts for participating employees with varied investment options. The Organization made contributions to this plan in the amount of 3% of wages for all full time employees who have completed one year of continuous service, at least 1,000 hours of service and obtained age eighteen or older and also matched employee contributions up to an additional 2%. Retirement expense was \$366,710 and \$368,350 for the years ended December 31, 2014 and 2013, respectively.

Note 13. Beneficial Interest in Assets Held by the Community Foundations

The Organization applies the provisions of accounting principles generally accepted in the United States of America to the investments held by various Community Foundations which are received by the Foundations on behalf of the Organization from outside donors. The investments are not reflected as an asset on the Organization's financial statements as the donors have granted the Foundation variance power, which precludes recognition of expected cash flows by the beneficiary.

In 1996, the Organization entered into agreements with various Community Foundations. The Organization recognized the transfer of investment assets, as a beneficial interest in assets held by the Community Foundations. The Community Foundations recognized a liability to the Organization because the Organization has specified itself as the beneficiary. The Community Foundations have variance power over the funds. With respect to contributions received by the Community Foundation on behalf of the Organization from other donors, this portion (fair value of \$122,738 and \$115,100 at December 31, 2014 and 2013, respectively) has not been reflected as part of the Organization's beneficial interest.

Note 14. Michiana Goodwill Boosters

These financial statements do not include the amounts of the Michiana Goodwill Boosters (MGB) a not for profit organization that is exempt from income taxes under Section 501(c) (4) of the Internal Revenue Code and a similar section of the Indiana tax law. At December 31, 2014, MGB had a cash balance of \$33,218. During the year ended December 31, 2014 MGB received \$129,221 in revenue and incurred \$121,323 of expenses. At December 31, 2013, MGB had a cash balance of \$25,320. During the year ended December 31, 2013 MGB received \$110,242 in revenue and incurred \$125,410 of expenses. MGB was established for the benefit of the Organization. Its purpose is to acquaint persons with the mission, programs and needs of Goodwill Industries of Michiana, Inc. and support and assist in its work.

Note 15. Legal and Other Contingencies

The Organization is subject to various legal proceedings and claims that arise in the ordinary course of business. In accordance with generally accepted accounting principles, the Organization records a liability when it is probable that a loss has been incurred and the amount can be reasonably estimated. There is significant judgment required in both the probability determination and as to whether an exposure can be reasonably estimated. In management's opinion, the Organization does not have a potential liability related to any current legal proceeding and claims that would individually or in aggregate materially adversely affect its financial condition or operating results. However, the outcomes of legal proceedings and claims brought against the Organization are subject to significant uncertainty. Should the Organization fail to prevail in any of these legal matters, or should several of these legal matters be resolved against the Organization in the same reporting period, the operating results of a particular reporting period could be materially adversely affected.





ANNUAL REPORT
December 31, 2015

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

ANNUAL REPORT

December 31, 2015

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Goodwill Industries of Michiana, Inc. and Affiliate
South Bend, Indiana

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of Goodwill Industries of Michiana, Inc. and Affiliate, which comprise the consolidated statement of financial position as of December 31, 2015, and the related consolidated statements of activities and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Goodwill Industries of Michiana, Inc. and Affiliate as of December 31, 2015, and the changes in their net assets and their cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Prior Period Financial Statements

The financial statements of Goodwill Industries Of Michiana, Inc. as of and for the year ended December 31, 2014, were audited by other auditors whose report dated February 20, 2015, expressed an unmodified opinion on those statements.

Respectfully submitted,



Certified Public Accountants

Elkhart, Indiana
March 25, 2016

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

CONSOLIDATED STATEMENTS OF FINANCIAL POSITION

December 31, 2015 and 2014

	<u>2015</u>	<u>2014</u>
<u>ASSETS</u>		
CURRENT ASSETS		
Cash	17,703,171	18,902,207
Certificates of deposit	2,360,597	1,797,542
Accounts receivable	295,221	345,733
Inventory	926,974	961,111
Prepaid expenses and deposits	199,483	156,580
Total Current Assets	21,485,446	22,163,173
PROPERTY AND EQUIPMENT		
Construction in Progress	216,245	0
Land	9,887,856	8,703,046
Buildings and building improvements	26,760,978	25,907,650
Equipment	4,753,925	4,598,997
Leasehold improvements	1,278,736	0
Office furniture and equipment	612,827	389,394
Computer equipment and software	711,634	368,548
Total	44,222,201	39,967,635
Accumulated depreciation	19,689,013	18,030,113
Net Property and Equipment	24,533,188	21,937,522
OTHER ASSETS		
Property held for sale	181,251	205,005
Investments	2,523,471	2,533,969
Bond issuance costs, at amortized cost	89,078	100,002
Beneficial interest in assets held by Community Foundations	223,847	249,773
Total Other Assets	3,017,647	3,088,749
TOTAL ASSETS	49,036,281	47,189,444

The Notes to Consolidated Financial Statements are an integral part of this statement.

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

CONSOLIDATED STATEMENTS OF FINANCIAL POSITION

December 31, 2015 and 2014

	<u>2015</u>	<u>2014</u>
<u>LIABILITIES AND NET ASSETS</u>		
CURRENT LIABILITIES		
Current portion of long-term debt	635,000	600,000
Accounts payable	242,022	249,034
Accrued expenses	1,309,573	1,717,957
Total Current Liabilities	2,186,595	2,566,991
LONG-TERM LIABILITIES		
Long-term debt	5,875,000	6,610,000
TOTAL LIABILITIES	8,061,595	9,176,991
NET ASSETS		
Unrestricted		
General operating	19,271,725	16,585,639
Board designated	21,702,961	21,426,814
Total Net Assets	40,974,686	38,012,453
TOTAL LIABILITIES AND NET ASSETS	49,036,281	47,189,444

The Notes to Consolidated Financial Statements are an integral part of this statement.

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

CONSOLIDATED STATEMENTS OF ACTIVITIES

For the Years Ended December 31, 2015 and 2014

	<u>2 0 1 5</u>		<u>2 0 1 4</u>	
	<u>Amount</u>	<u>%</u>	<u>Amount</u>	<u>%</u>
REVENUES				
Government agencies, rehabilitation fees	796,148	2.74	1,597,694	5.57
Non-federal grants	845,997	2.91	0	0.00
Contributions	749,705	2.58	613,478	2.14
Contributions in kind	72,106	0.25	39,935	0.14
Sales of merchandise and services	26,251,129	90.33	25,908,257	90.30
Gain on sale of property and equipment	11,400	0.04	234,888	0.82
Realized gain on investments	130,854	0.45	149,383	0.52
Unrealized gain (loss) on investments	(149,562)	(0.51)	15,804	0.06
Unrealized gain (loss) on beneficial interest	(25,926)	(0.09)	24,092	0.08
Interest income	74,537	0.26	64,939	0.23
Miscellaneous income from operations	304,586	1.04	41,750	0.14
Total	29,060,974	100.00	28,690,220	100.00
EXPENSES				
Program Services:				
Workshop	5,570,288	19.17	6,140,173	21.40
Store	13,842,118	47.63	13,687,956	47.71
Cafeteria	269,362	0.93	163,425	0.57
Workforce Development Services	1,862,047	6.41	1,969,772	6.87
Goodwill LEADS	850,503	2.93	0	0.00
Total program services	22,394,318	77.07	21,961,326	76.55
Supporting services, management and general	3,704,423	12.74	2,919,463	10.18
Total expenses	26,098,741	89.81	24,880,789	86.73
CHANGE IN NET ASSETS	2,962,233	10.19	3,809,431	13.27
NET ASSETS, BEGINNING OF YEAR	38,012,453		34,203,022	
NET ASSETS, END OF YEAR	40,974,686		38,012,453	

The Notes to Consolidated Financial Statements are an integral part of this statement.

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

CONSOLIDATED STATEMENTS OF CASH FLOWS

For the Years Ended December 31, 2015 and 2014

	<u>2015</u>	<u>2014</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Net income	2,962,233	3,809,431
Adjustments to reconcile net income to net cash from operating activities:		
Depreciation and amortization	1,974,135	1,832,968
Gain on sale of property and equipment	(11,400)	(234,888)
Amortization of bond issuance costs	10,924	10,923
Realized gain on investments	(130,854)	(149,383)
Unrealized (gain) loss on investments	149,562	(15,804)
Unrealized (gain) loss in beneficial interests	25,926	(9,964)
Adjustments for changes in operating assets and liabilities:		
Accounts receivable	50,512	379,634
Inventory	34,137	(2,169)
Prepaid expenses and deposits	(42,903)	8,330
Accounts payable	(7,012)	28,782
Accrued expenses	(408,384)	(453,413)
Net Cash Flows from Operating Activities	4,606,876	5,204,447
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(4,546,047)	(762,942)
Proceeds from sale of property and equipment	11,400	550,808
Purchase of investments	(516,360)	(359,484)
Proceeds from sale of investments	508,140	352,161
(Purchase of) proceeds from certificates of deposit	(563,045)	(261,850)
Net Cash Flows from Investing Activities	(5,105,912)	(481,307)
CASH FLOWS FROM FINANCING ACTIVITIES		
Principal payments on long-term debt	(700,000)	(590,000)
Net Cash Flows from Financing Activities	(700,000)	(590,000)
INCREASE (DECREASE) IN CASH	(1,199,036)	4,133,140
CASH AT BEGINNING OF YEAR	18,902,207	14,769,067
CASH AT END OF YEAR	17,703,171	18,902,207
SUPPLEMENTARY DISCLOSURE OF CASH FLOWS		
Interest paid	4,809	6,189

The Notes to Consolidated Financial Statements are an integral part of this statement.

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

December 31, 2015 and 2014

NATURE OF BUSINESS

Goodwill Industries of Michiana, Inc. (the Organization) is a private not-for-profit corporation serving the needs of citizens in northern Indiana, eastern Illinois and southwestern Michigan who are vocationally disabled and disadvantaged. The Organization is affiliated with and chartered by Goodwill Industries International, Inc.

The Organization derives its revenues from providing workforce development services, selling salvage textiles, and performing contract services for companies in northern Indiana, eastern Illinois and southwestern Michigan, all of which have credit terms of 15 to 30 days. The Organization also operates twenty two retail outlets with twenty locations in Indiana, one in Illinois and one in Michigan. Workforce development services are offered at the Organization's locations in Kosciusko, Elkhart, St. Joseph, LaPorte, Porter, and Lake counties.

Goodwill LEADS, Inc. (the Affiliate) is a not-for-profit corporation controlled by the board of directors of the Organization. The affiliate operates a school to provide adults the coursework and support needed to earn an Indiana high school diploma in order to pursue career and college pathways and is located in South Bend, Indiana. The school began operations during April 2015.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

BASIS OF PRESENTATION

The consolidated financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America on the accrual basis of accounting.

The Organization adheres to Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958-205, which sets standards for reporting on financial statements of not-for-profit organizations. ASC 958-205 requires the classification and presentation of net assets in three categories: unrestricted, temporarily restricted, and permanently restricted net assets.

Temporarily restricted net assets represent the portion of net assets resulting from contributions and other inflows of assets whose use is limited by donor-imposed stipulations that either expire by the passage of time or by actions of the Organization or its Affiliate. Temporarily restricted net assets also include cumulative appreciation and reinvested gains on permanently restricted net assets, which have not been appropriated by management. There were no temporarily restricted net assets at December 31, 2015 or 2014.

Permanently restricted net assets represent the portion of net assets resulting from contributions and other inflows of assets whose use is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Organization or its Affiliate. There were no permanently restricted net assets at December 31, 2015 or 2014.

Unrestricted net assets represent the portion of net assets that is neither permanently restricted nor temporarily restricted by donor-imposed stipulations. Unrestricted net assets include expendable funds available for the support of operations. All net assets are unrestricted at December 31, 2015 and 2014.

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

December 31, 2015 and 2014

BASIS OF CONSOLIDATION

The consolidated financial statements include the accounts of Goodwill Industries of Michiana, Inc. and Goodwill LEADS, Inc., another not-for-profit organization. All significant intercompany accounts and transactions have been eliminated in consolidation. The financial statements of the Organization are maintained on a calendar year basis while the internal financial statements of the Affiliate are maintained on a fiscal year ending June 30. The Affiliate's financial statements have been converted to a calendar year basis for purposes of consolidation with the Organization.

RECOGNITION OF WORKFORCE DEVELOPMENT SERVICE FEES

Workforce development service fees are recorded when the service has been performed or expenditures have been made.

USE OF ESTIMATES

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

CERTIFICATES OF DEPOSIT

Certificates of deposit with original maturities greater than three months and remaining maturities less than one year are classified as short term. Certificates of deposit with remaining maturities greater than one year are classified as long term.

CASH AND CASH EQUIVALENTS

For purposes of the statements of cash flows, the Organization and its Affiliate consider all highly liquid investments with an initial maturity of three months or less to be cash equivalents. Cash is held at local banks and each account is insured up to the respective limits by the FDIC. It is common for cash to exceed insured limits in the ordinary course of business.

FAIR VALUE MEASUREMENTS

Management accounts for all assets and liabilities that are measured and reported on a fair value basis under the Fair Value Measurements and Disclosures Topic of FASB ASC 820. ASC 820 defines fair value, establishes a framework for measuring fair value and expands disclosures about fair value measurements. The framework for measuring fair value establishes a hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted market prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

ACCOUNTS RECEIVABLE

Accounts receivable is stated at the amount management expects to collect from outstanding balances and is presented net of the allowance for doubtful accounts. Management has determined that no allowance for doubtful accounts is required at December 31, 2015 or 2014.

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

December 31, 2015 and 2014

Factors considered in determining collectibility include past collection history, an aged analysis of receivables, economic conditions, as well as historical trends. Differences between the amount due and the amount management expects to collect are reported as a charge to earnings in the year in which those differences are determined, with an offsetting entry to the allowance for doubtful accounts. Balances still outstanding after management has used reasonable collection efforts are written off through a charge to the allowance for doubtful accounts and credit to accounts receivable. Interest is not typically charged on past due accounts.

PROPERTY AND EQUIPMENT

Donations of property and equipment are recorded at their estimated fair value. The donation is recorded as unrestricted support unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted support. Absent donor stipulations regarding how long those donated assets must be maintained, expirations of donor restrictions are reported when the donated or acquired assets are placed in service as instructed by the donor. Temporarily restricted net assets are reclassified to unrestricted net assets at that time. There were no donated assets for the years ended December 31, 2015 or 2014.

Purchased property and equipment are stated at cost. Expenditures for additions, improvements, and replacements are added to the property and equipment accounts. Repairs and maintenance are charged to expense as incurred. When equipment is retired or otherwise disposed of, the cost and related accumulated depreciation are removed from the respective accounts and any gain or loss arising from the disposition is reflected in income. Depreciation is provided for over the estimated useful lives of the assets on the straight line method. Depreciation expense for the years ended December 31, 2015 and 2014 was \$1,974,135 and \$1,832,968, respectively. Construction in progress of \$216,245 was not depreciated as of December 31, 2015.

A summary of the range of lives by asset category is as follows:

Building and improvements	10 - 40 years
Equipment including office and computers	3 - 10 years

BOND ISSUANCE COSTS

Bond issuance costs have been capitalized and are being amortized over the life of the related debt using the straight line method.

INVENTORIES

Inventories that consist of merchandise purchased for resale and workshop jobs in process are valued at the lower of cost (first in, first out method) or net realizable value. Donated merchandise is valued at fair value utilizing a computational approximation. Gifts that have no value and cannot be sold are not recognized.

CONTRIBUTIONS

Contributions, including promises to give, are recorded when the contribution is deemed unconditional. Contributions are reflected in the financial statements at the earlier of the transfer of the assets or at the time an unconditional promise to give is made. All contributions are considered to be available for unrestricted use unless specifically restricted by the donor.

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

December 31, 2015 and 2014

Amounts received that are designated for future periods or restricted by the donor for specific purposes are reported as temporarily restricted or permanently restricted support that increases those net asset classes. Upon expiration, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions. Contributions that are restricted by the donor are reported as an increase in unrestricted net assets if the restrictions are met in the fiscal year in which the contributions are received.

CONTRIBUTED SERVICES

The Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 958-605 states that in order to recognize donated services as contributions in the consolidated financial statements the services must require special skills, be provided by individuals who possess those skills, and typically need to be purchased if not contributed. A number of unpaid volunteers have made significant contributions of their time to the Organization and its Affiliate. The value of the contributed time is not reflected in the accompanying consolidated financial statements since the volunteers' time does not meet the requirements for recognition under ASC 958.

BENEFICIAL INTEREST IN ASSETS HELD BY COMMUNITY FOUNDATIONS

The Organization records periodic distributions of income and records changes in the market value of its beneficial interests as gains or losses in the Consolidated Statements of Activities.

ADVERTISING COSTS

Various costs relating to advertising are considered period costs and are expensed as incurred. Advertising costs for the years ended December 31, 2015 and 2014 were \$1,579,046 and \$2,054,325, respectively. Coupon redemption is a large portion of advertising expense and was \$645,474 and \$1,258,844 for the years ended December 31, 2015 and 2014, respectively.

INCOME TAXES

The Organization and its Affiliate are not-for-profit organizations exempt from federal and state income taxes under provisions of Section 501(c)(3) of the Internal Revenue Code and corresponding state provisions. The Internal Revenue Service has determined that the Organization and its Affiliate are not private foundations within the meaning of Section 509(a).

The Income Taxes Topic of the FASB ASC 740 clarifies the accounting for uncertainty in income taxes recognized in an enterprise's financial statements. ASC 740 requires an enterprise to disclose the nature of uncertain tax positions taken, if any, when filing its income tax return utilizing a two-step process to recognize and measure any uncertain tax positions taken. The entity recognizes a tax benefit only if it is more likely than not the position would be sustained in a tax examination, with a tax examination being presumed to occur. No tax benefit will be recorded on tax positions not meeting the more likely than not test. Interest and penalties accrued or incurred, if any, as a result of applying ASC 740 will be recorded to interest expense and other expense, respectively.

Based on its evaluation, the Organization and its Affiliate have concluded that there are no uncertain tax positions requiring recognition in the consolidated financial statements. The evaluation was performed for all federal and state tax periods still subject to examination.

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

December 31, 2015 and 2014

The Organization's 2012 through 2014 federal and state exempt organization returns remain subject to examination by the IRS and state taxing authority. The Affiliate's fiscal year 2014 federal and state exempt organization returns remain subject to examination by the IRS and state taxing authority.

CONCENTRATION OF CREDIT RISK

Financial instruments with potential credit risk consists principally of cash and cash equivalents and accounts receivable. Concentration of credit risk with respect to cash and cash equivalents generally relates to deposits held at the bank which may exceed the amount of insurance provided on the deposits and the potential inability to access liquidity in the financial institutions where the cash and cash equivalents are concentrated. The risk is managed as the cash and cash equivalents may be redeemed upon demand and are maintained in a financial institution with reputable credit and, therefore, bear minimal credit risk. Accounts receivable potentially subjects the Company to a concentration of credit risk. A significant portion of the Organization's accounts receivable are related to federal grant programs. An aggregate of approximately 48% of the Organization's outstanding accounts receivable as of December 31, 2015 was due from federal grant agencies.

RECLASSIFICATIONS

Certain items in the 2014 financial statements have been reclassified to conform with the 2015 presentation. The reclassifications have no effect on total assets, liabilities, net assets, changes in net assets, or net cash flows as previously reported.

NOTE 2 - FAIR VALUE MEASUREMENTS

The three levels of the fair value hierarchy under ASC 820 are described below:

Basis of Fair Value Measurement

- Level 1 - Unadjusted quoted prices in active markets that are accessible at the measurement date for identical, unrestricted assets or liabilities;
- Level 2 - Quoted prices for similar assets or liabilities in active markets or identical assets or liabilities in markets that are not considered to be active or financial instruments for which all significant inputs are observable, either directly or indirectly;
- Level 3 - Prices or valuations that require inputs that are both significant to the fair value measurement and unobservable.

Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs. As required by ASC 820, assets and liabilities are classified in their entirety based on the lowest level of input that is significant to the fair value measurement.

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

December 31, 2015 and 2014

The Organization utilized the market approach to approximate its value of Level 3 investments. Given a pool of assets whose total is known, the Organization can approximate its share of the total pooled investment value using rates of return applied to known contribution amounts. The Organization used fund statements provided by the Community Foundations that include detail of contributions and withdrawals to adjust the fair value of its assets. The Organization is very familiar with the Community Foundations and their investment bases which include a variety of investments including domestic (small and large cap) and global equities, fixed income securities, hedge funds, and other investments. The investments are classified as Level 3 since the fund agreements provide for the irrevocable transfer of assets to the Community Foundations. The Organization's methodologies did not change for the years ended December 31, 2015 and 2014.

The following table presents the Organization's fair value hierarchy for the Organization's assets at fair value, as of December 31, 2015:

	<u>Fair Value</u>	Quoted Prices In Active Markets For Identical Assets (Level 1)	Unobservable Inputs (Level 3)
Cash and cash equivalents	45,829	45,829	0
Mutual funds	2,477,642	2,477,642	0
Beneficial interest in assets held by Community Foundations	223,847	0	223,847
Total	2,747,318	2,523,471	223,847

The following table presents the Organization's fair value hierarchy for the Organization's assets at fair value, as of December 31, 2014:

	<u>Fair Value</u>	Quoted Prices In Active Markets For Identical Assets (Level 1)	Unobservable Inputs (Level 3)
Cash and cash equivalents	32,503	42,069	0
Mutual funds	2,491,900	2,491,900	0
Beneficial interest in assets held by Community Foundations	249,773	0	249,773
Total	2,774,176	2,533,969	249,773

Appreciation (depreciation) in fair value of the Level 1 investments net of fees at December 31, 2015 and 2014, was \$(10,498) and \$172,810, respectively.

The following is a summary of the changes in beneficial interest in Community Foundations for the year ended December 31, 2015:

Beneficial interests, beginning of year	249,773
Interest and dividends, net of expenses	995
Net unrealized gains and losses	(822)
Net realized gains and losses	3,364
Fees	(300)
Annual distributions	(29,163)
Beneficial interests, end of year	223,847

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

December 31, 2015 and 2014

NOTE 3 - PROPERTY HELD FOR SALE

In December 2009 and 2013, the Organization's management approved store locations to be placed for sale. The Organization reports the assets separately as property held for sale in the Consolidated Statements of Financial Position. Additionally, the assets are being valued at the lower of their carrying value or their estimated sales price less estimated selling costs. In 2014, one store location was sold. The gain generated from the sale is included in change in net assets in the Consolidated Statements of Activities.

Effective November 1, 2014 the Organization began leasing a location in Elkhart, Indiana that is held for sale. During the years ended December 31, 2015 and 2014, the Organization collected monthly payments of \$4,400 on the triple net lease. The lease contains a purchase option but the tenant is expected to vacate the property during 2016.

NOTE 4 - BOND ISSUANCE COSTS

The costs incurred to obtain financing of several new retail stores have been capitalized and are being amortized over a period of 15 years as described below:

	<u>2015</u>	<u>2014</u>
Bond issuance cost	163,510	163,510
Less accumulated amortization	(74,432)	(63,508)
Total	89,078	100,002

NOTE 5 - LINES OF CREDIT

The Organization has two unsecured lines of credit; a \$1,500,000 line with Lake City Bank and a \$2,000,000 line with 1st Source Bank. Borrowings against the line of credit with Lake City Bank bear interest at 0.50% under the Lake City Bank Base, or 3.00% at December 31, 2015. Borrowings against the line of credit with 1st Source Bank bear interest at 0.75% below prime with no floor, or 2.75% at December 31, 2015. There were no outstanding borrowings against the lines of credit at December 31, 2015 or 2014.

NOTE 6 - LONG-TERM DEBT

Long-term debt consists of the following at December 31:

	<u>2015</u>	<u>2014</u>
Promissory note, Series 2005, Indiana Housing & Community Development Authority, Variable Rate Economic Development Bonds.		

The Series 2005 promissory note is evidence of a loan to the Organization by the Indiana Housing & Community Development Authority (the "Issuer"). The loan was made from the proceeds of the sale of revenue bonds, Series 2005 (Goodwill Industries of Michiana, Inc. Project), issued under an Indenture of Trust and Security Agreement dated March 17, 2005 between the Issuer and the U.S. Bank Corporate Trust Services, as Trustee. Interest on the promissory note, at variable rates with a 10% maximum rate, is payable quarterly.

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

December 31, 2015 and 2014

	<u>2015</u>	<u>2014</u>
The effective rate of interest at December 31, 2015 was 0.04%. In July 2017, principal is payable semi-annually, with final maturity in January 2026. The Organization has obtained a \$5,590,764 irrevocable letter of credit from a financial institution which may be drawn upon by the Trustee in the event of default by the Organization. Outstanding drafts or acceptances under the letter of credit, of which none were outstanding at December 31, 2015 and 2014, are payable on demand with interest at the national prime rate (3.5% at December 31, 2015) and are collateralized by real estate. The payment of principal and interest on the Series 2005 revenue bonds is made by the Trustee from a bond fund.	5,425,000	5,425,000
Promissory note, Series 2005A, Indiana Housing & Community Development Authority, Variable Rate Economic Development Bonds.		
The Series 2005A promissory note is evidence of a loan to the Organization by the Indiana Housing & Community Development Authority (the "Issuer"). The loan was made from the proceeds of the sale of revenue bonds, Series 2005A (Goodwill Industries of Michiana, Inc. Project), issued under an Indenture of Trust and Security Agreement dated December 16, 2005 between the Issuer and the U.S. Bank Corporate Trust Services, as Trustee. Interest on the promissory note, at variable rates with a 10% maximum rate, is payable quarterly. The effective rate of interest at December 31, 2015 was 0.04%. Principal is payable semi-annually, with final maturity in July 2017. The Organization has obtained a \$1,839,542 irrevocable letter of credit from a financial institution which may be drawn upon by the Trustee in the event of default by the Organization. Outstanding drafts or acceptances under the letter of credit, of which none were outstanding at December 31, 2015, are payable on demand with interest at the national prime rate (3.5% at December 31, 2015) and are collateralized by real estate. The payment of principal and interest on the Series 2005A revenue bonds is made by the Trustee from a bond fund.	1,085,000	1,785,000
Total	6,510,000	7,210,000
Current portion of long-term debt	635,000	600,000
Net long-term debt	5,875,000	6,610,000

Long-term debt, less current portion, is scheduled to mature as follows for the years ending December 31:

2017	560,000
2018	670,000
2019	695,000
2020	740,000
2021	705,000
Thereafter	2,505,000
Total	5,875,000

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

December 31, 2015 and 2014

Interest expense for the years ended December 31, 2015 and 2014 was \$4,217 and \$5,664, respectively.

Based on the borrowing rates currently available to the Organization for loans with similar terms and average maturities, the fair value of the debt instruments approximates their carrying value as of December 31, 2015 and 2014. These agreements include various affirmative and negative covenants. The Organization was in compliance with all covenants at December 31, 2015.

NOTE 7 - CONTINGENCIES

Under the terms of State and Federal grants, periodic audits are required and certain costs may be challenged as to allowability under the terms of the grants. Grant resources are expendable only for operating purposes specified by the grant. Such audits could lead to reimbursement to the grantor agencies. However, management is of the opinion that the risk of material disallowance is remote. Therefore, no provision for contingencies has been reflected in the financial statements.

The Affiliate incurred substantial startup costs during 2015 which were primarily funded by the Organization and a non-federal grant. The Affiliate has applied for planning and implementation grants to assist with start-up costs but the grants had not yet been approved as of the date of the financial statements. Therefore these financial statements do not reflect grant revenue or receivables in relation to these grants, however, the Affiliate believes the grants will be approved and expects to receive these grant funds during 2016.

NOTE 8 - LEASE COMMITMENTS

The Organization leases locations in LaPorte and two in Elkhart under non cancelable lease agreements which require annual base rentals of \$10,200, \$126,570 and \$60,500, respectively. These agreements require additional charges for such items as common area maintenance, real estate taxes, utilities and insurance. These agreements expire between July 2015 and December 2020. The Affiliate leases building space in South Bend, Indiana under a five year lease agreement effective as of July 1, 2015. The lease agreement requires an annual base rental of \$44,160 that will increase by 0.5% in year two and by 1% for each of the remaining three years thereafter. The Affiliate is responsible for some maintenance and its proportionate share of utilities, insurance and taxes. Total rent expense for the years ended December 31, 2015 and 2014 was \$573,931 and \$511,477, respectively.

The Organization maintains a 72 month non cancelable lease for nine trucks, which extends through 2019. The lease agreement requires a monthly base payment of \$18,169. In addition, the Organization has entered into several additional leases for equipment. The total lease expense for all of the Organization's equipment for the years ended December 31, 2015 and 2014 was \$277,690 and \$266,613, respectively.

Minimum lease payments for the years ending December 31 are as follows:

2016	557,918
2017	446,933
2018	430,591
2019	410,798
2020	22,863
Total	1,869,103

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

December 31, 2015 and 2014

NOTE 9 - RETIREMENT PLAN

The Organization and its Affiliate maintain a section 403(b) retirement plan for their employees. The Affiliate's non-certified employees are eligible for this plan. The plan provides for individual custodial accounts for participating employees with varied investment options. The Organization made contributions to this plan in the amount of 3% of wages for all full time employees who have completed one year of continuous service, at least 1,000 hours of service and obtained age eighteen or older and also matched employee contributions up to an additional 2%. Retirement expense under the 403(b) plan was \$371,251 and \$366,710 for the years ended December 31, 2015 and 2014, respectively.

The Affiliate's certified employees are covered by the Indiana Teacher Retirement Fund (TRF). Employees are eligible as of their hire date. The Affiliate made contributions of 10.5% of employee gross wages to the fund during the year. Retirement expense for employees covered by TRF was \$11,231 and \$0 for the years ended December 31, 2015 and 2014, respectively.

NOTE 10 - BENEFICIAL INTEREST IN ASSETS HELD BY THE COMMUNITY FOUNDATIONS

The Organization has entered into agreements with two local Community Foundations in which funds were established for the purpose of providing support to the Organization. Distributions from the funds are currently based upon the Community Foundations' spending policies. Annual distributions from the funds are reported as investment income that increase unrestricted net assets. Net realized and unrealized gains (losses) are reported as changes in unrestricted net assets in beneficial interest in assets held by Community Foundations.

The fund agreements provide the Community Foundations the power to modify any restrictions or conditions on the distribution of funds to any specified charitable organizations if such restrictions become, in effect, unnecessary, incapable of fulfillment or inconsistent with the charitable need of the area served by the Community Foundations.

The amounts below represent contributions made to the funds by the Organization from unrestricted assets and appreciation (depreciation) on those monies. Additionally, donors will contribute directly to the funds or make restricted donations to the Organization for the funds. These contributions are not considered to be assets of the Organization, but the Organization receives its annual distribution, as described above, based on the total value of the funds.

The total market value of the fund held and managed by the Community Foundation of St. Joseph County as of December 31, 2015 was \$358,575, of which \$186,416 was contributed to the fund directly by donors or through restricted donations, or is appreciation (depreciation) on those monies. At December 31, 2014, the total market value of the endowment was \$318,274, of which \$120,556 was contributed directly by donors or through restricted donations, or is appreciation (depreciation) on those monies.

The total market value of the fund held and managed by the Elkhart County Community Foundation as of December 31, 2015 was \$51,688, none of which was contributed to the fund directly by donors or through restricted donations, or is appreciation (depreciation) on those monies. Those funds are held in a separate fund account by the Community Foundation. At December 31, 2014, the total market value of the fund was \$52,055.

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

December 31, 2015 and 2014

NOTE 11 - MICHIANA GOODWILL BOOSTERS

These financial statements do not include the amounts of the Michiana Goodwill Boosters (MGB) a not-for-profit organization that is exempt from income taxes under Section 501(c)(4) of the Internal Revenue Code and a similar section of the Indiana tax law. At December 31, 2015, MGB had a cash balance of \$24,974. During the year ended December 31, 2015, MGB received \$137,005 in revenue and incurred \$124,935 of expenses. At December 31, 2014, MGB had a cash balance of \$33,218. During the year ended December 31, 2014, MGB received \$129,221 in revenue and incurred \$121,323 of expenses. MGB was established for the benefit of the Organization. Its purpose is to acquaint persons with the mission, programs and needs of Goodwill Industries of Michiana, Inc. and support and assist in its work.

NOTE 12 - LEGAL AND OTHER CONTINGENCIES

The Organization and its Affiliate are subject to various legal proceeding and claims that arise in the ordinary course of business. In accordance with generally accepted accounting principles, the Organization and its Affiliate record a liability when it is probable that a loss has been incurred and the amount can be reasonably estimated. There is significant judgment required in both the probability determinations and as to whether an exposure can be reasonably estimated. In management's opinion, neither the Organization nor its Affiliate has a potential liability related to any current legal proceeding and claims that would individually or in aggregate materially adversely affect financial conditions or operating results. However, the outcomes of legal proceedings and claims brought against the Organization and its Affiliate are subject to significant uncertainty. Should the Organization and its Affiliate fail to prevail in any of these legal matters, or should several of these legal matters be resolved against the Organization and its Affiliate in the same reporting period, the operating results of a particular reporting period could be materially adversely affected.

NOTE 13 - SUBSEQUENT EVENTS

Management has evaluated subsequent events through March 25, 2016, the date the financial statements were available to be issued. No events or transactions occurred during this period which require recognition or disclosure in the financial statements.



INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To the Board of Directors
Goodwill Industries of Michiana, Inc. and Affiliate
South Bend, Indiana

We have audited the consolidated financial statements of Goodwill Industries of Michiana, Inc. and Affiliate as of and for the year ended December 31, 2015, and our report thereon dated March 25, 2016, which expressed an unmodified opinion on those consolidated financial statements, appears on pages 1 and 2. Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The following 2015 supplementary information is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

The following 2014 supplementary information was subjected to the auditing procedures applied in the 2014 audit of the basic financial statements by other auditors, whose report on such information stated that it was fairly stated in all material respects in relation to the 2014 financial statements as a whole.

Respectfully submitted,

A handwritten signature in blue ink that reads 'Kruggel, Lawton & Company, LLC'.

Certified Public Accountants

Elkhart, Indiana
March 25, 2016

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

 South Bend, Indiana

CONSOLIDATING STATEMENTS OF FINANCIAL POSITION

December 31, 2015 (with comparative totals for December 31, 2014)

<u>ASSETS</u>	Goodwill Industries of Michiana, Inc.	Goodwill LEADS, Inc.	Eliminations	<u>2015</u>	<u>2014</u>
CURRENT ASSETS					
Cash	17,665,850	37,321	0	17,703,171	18,902,207
Certificates of deposit	2,360,597	0	0	2,360,597	1,797,542
Accounts receivable	308,298	0	(13,077)	295,221	345,733
Inventory	926,974	0	0	926,974	961,111
Prepaid expenses and deposits	169,558	29,925	0	199,483	156,580
Notes receivable - current	345,000	0	(345,000)	0	0
Total Current Assets	21,776,277	67,246	(358,077)	21,485,446	22,163,173
PROPERTY AND EQUIPMENT					
Construction in Progress	216,245	0	0	216,245	0
Land	9,887,856	0	0	9,887,856	8,703,046
Buildings and building improvements	26,760,978	0	0	26,760,978	25,907,650
Equipment	4,632,334	121,591	0	4,753,925	4,598,997
Leasehold improvements	0	1,278,736	0	1,278,736	0
Office furniture and equipment	450,208	162,619	0	612,827	389,394
Computer equipment and software	439,070	272,564	0	711,634	368,548
Total	42,386,691	1,835,510	0	44,222,201	39,967,635
Accumulated depreciation	19,619,377	69,636	0	19,689,013	18,030,113
Net Property and Equipment	22,767,314	1,765,874	0	24,533,188	21,937,522
OTHER ASSETS					
Notes receivable - long-term	1,149,063	0	(1,149,063)	0	0
Property held for sale	181,251	0	0	181,251	205,005
Investments	2,523,471	0	0	2,523,471	2,533,969
Bond issuance costs, at amortized cost	89,078	0	0	89,078	100,002
Beneficial interest in assets held by Community Foundations	223,847	0	0	223,847	249,773
Total Other Assets	4,166,710	0	(1,149,063)	3,017,647	3,088,749
TOTAL ASSETS	48,710,301	1,833,120	(1,507,140)	49,036,281	47,189,444

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

 South Bend, Indiana

CONSOLIDATING STATEMENTS OF FINANCIAL POSITION

December 31, 2015 (with comparative totals for December 31, 2014)

<u>LIABILITIES AND NET ASSETS</u>	Goodwill Industries of Michiana, Inc.	Goodwill LEADS, Inc.	Eliminations	<u>2015</u>	<u>2014</u>
CURRENT LIABILITIES					
Current portion of long-term debt	635,000	120,000	(120,000)	635,000	600,000
Line of credit	0	225,000	(225,000)	0	0
Accounts payable	233,501	21,598	(13,077)	242,022	249,034
Accrued expenses	1,276,684	32,889	0	1,309,573	1,717,957
Total Current Liabilities	2,145,185	399,487	(358,077)	2,186,595	2,566,991
LONG-TERM LIABILITIES					
Long-term debt	5,875,000	1,149,063	(1,149,063)	5,875,000	6,610,000
Total Long-Term Liabilities	5,875,000	1,149,063	(1,149,063)	5,875,000	6,610,000
TOTAL LIABILITIES	8,020,185	1,548,550	(1,507,140)	8,061,595	9,176,991
NET ASSETS					
Unrestricted					
General operating	18,987,155	284,570	0	19,271,725	16,585,639
Board designated	21,702,961	0	0	21,702,961	21,426,814
Total Net Assets	40,690,116	284,570	0	40,974,686	38,012,453
TOTAL LIABILITIES AND NET ASSETS	48,710,301	1,833,120	(1,507,140)	49,036,281	47,189,444

GOODWILL INDUSTRIES OF MICHIANA, INC. AND AFFILIATE

South Bend, Indiana

CONSOLIDATING STATEMENTS OF ACTIVITIES

For the Year Ended December 31, 2015 (with comparative totals for the Year Ended December 31, 2014)

	Goodwill Industries of Michiana, Inc.	Goodwill LEADS, Inc.	Eliminations	2 0 1 5		2 0 1 4	
				Amount	%	Amount	%
REVENUES:							
Government agencies, rehabilitation fees	796,148	0	0	796,148	2.74	1,597,694	5.57
Non-federal grants	0	845,997	0	845,997	2.91	0	0.00
Contributions	690,847	287,858	(229,000)	749,705	2.58	613,478	2.14
Contributions in kind	70,888	1,218	0	72,106	0.25	39,935	0.14
Sales of merchandise and services	26,251,129	0	0	26,251,129	90.33	25,908,257	90.30
Gain on sale of property and equipment	11,400	0	0	11,400	0.04	234,888	0.82
Realized gain on investments	130,854	0	0	130,854	0.45	149,383	0.52
Unrealized gain (loss) on investments	(149,562)	0	0	(149,562)	(0.51)	15,804	0.06
Unrealized gain (loss) on beneficial interest	(25,926)	0	0	(25,926)	(0.09)	24,092	0.08
Interest income	74,537	0	0	74,537	0.26	64,939	0.23
Miscellaneous income from operations	304,586	0	0	304,586	1.04	41,750	0.14
Total Revenues	28,154,901	1,135,073	(229,000)	29,060,974	100.00	28,690,220	100.00
EXPENSES							
Program Services:							
Workshop	5,570,288	0	0	5,570,288	19.17	6,140,173	21.40
Store	13,842,118	0	0	13,842,118	47.63	13,687,956	47.71
Cafeteria	269,362	0	0	269,362	0.93	163,425	0.57
Workforce Development Services	2,091,047	0	(229,000)	1,862,047	6.41	1,969,772	6.87
Goodwill LEADS	0	850,503	0	850,503	2.93	0	0.00
Total program services	21,772,815	850,503	(229,000)	22,394,318	77.07	21,961,326	76.55
Supporting services, management and general	3,704,423	0	0	3,704,423	12.74	2,919,463	10.18
Total expenses	25,477,238	850,503	0	26,098,741	89.81	24,880,789	86.73
CHANGE IN NET ASSETS	2,677,663	284,570	0	2,962,233	10.19	3,809,431	13.27
NET ASSETS, BEGINNING OF YEAR	38,012,453	0	0	38,012,453		34,203,022	
NET ASSETS, END OF YEAR	40,690,116	284,570	0	40,974,686		38,012,453	

Schools managed by INISchools as Educational Service Provider

School	Performance Indicators	School Year				
		2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
The Excel Center- Anderson	Pass rate ECA 10 English	60%	68%	57%	*	
	Pass rate ECA Algebra I	100%	94%	94%	*	
	Number graduates	44	48	74	71	
	Graduates earned college credit	*	*	*	*	
The Excel Center- Decatur <i>Closed in 2016 due to low enrollment</i>	Pass rate ECA 10 English	*	49%	57%	*	*
	Pass rate ECA Algebra I	80%	73%	55%	*	*
	Number graduates	*	*	*	*	*
	Graduates earned college credit	*	*	*	*	*
The Excel Center- Franklin	Pass rate ECA 10 English	47%	79%	61%	*	
	Pass rate ECA Algebra I	100%	86%	96%	*	
	Number graduates	*	*	*	*	
	Graduates earned college credit	*	*	*	*	
The Excel Center- Kokomo	Pass rate ECA 10 English	60%	80%	83%		
	Pass rate ECA Algebra I	30%	79%	84%		
	Number graduates	46	81	42		
	Graduates earned college credit	*	*	*		
The Excel Center- Lafayette	Pass rate ECA 10 English	79%	68%	83%		
	Pass rate ECA Algebra I	84%	71%	81%		
	Number graduates	56	83	48		
	Graduates earned college credit	*	*	*		
The Excel Center- Meadows	Pass rate ECA 10 English	23%	63%	55%	*	*
	Pass rate ECA Algebra I	67%	80%	83%	*	*
	Number graduates	*	*	*	*	*
	Graduates earned college credit	*	*	*	*	*
The Excel Center- Michigan Street	Pass rate ECA 10 English	38%	68%	67%	*	*
	Pass rate ECA Algebra I	100%	99%	100%	*	*
	Number graduates	*	*	*	*	*
	Graduates earned college credit	*	*	*	*	*
The Excel Center- Noblesville	Pass rate ECA 10 English	43%				
	Pass rate ECA Algebra I	86%				
	Number graduates	22				
	Graduates earned college credit	*				
The Excel Center- Richmond	Pass rate ECA 10 English	41%	68%	56%		
	Pass rate ECA Algebra I	70%	73%	83%		
	Number graduates	38	91	35		
	Graduates earned college credit	*	*	*		
The Excel Center- Shelbyville	Pass rate ECA 10 English					
	Pass rate ECA Algebra I					
	Number graduates					
	Graduates earned college credit					
The Excel Center- South Bend	Pass rate ECA 10 English	47%				
	Pass rate ECA Algebra I	82%				
	Number graduates	7				
	Graduates earned college credit	100%				
The Excel Center- University Heights	Pass rate ECA 10 English	60%				

	Pass rate ECA Algebra I	100%				
	Number graduates	8				
	Graduates earned college credit	*				
The Excel Center- West	Pass rate ECA 10 English	20%	70%	62%		
	Pass rate ECA Algebra I	100%	96%	100%		
	Number graduates	37	72	73		
	Graduates earned college credit	*	*	*		
Indianapolis Metropolis High School	Pass rate ECA 10 English	16%	30%	35%	48%	33%
	Pass rate ECA Algebra I	46%	40%	23%	24%	46%
	Graduation rate	*	48%	52%	64%	66%
	Graduates enrolled in college	*	*	*	*	*

* Information not available/ accessit

School opened after these school years

The Excel Center - South Bend

Year Opened: 2015

Location: 2721 Kenwood Ave.
South Bend, IN 46619

Contact Information: Randy Beachy, Executive Director
2721 Kenwood Ave.
South Bend, IN 46628
Phone: (574) 314-5570

Authorizer Contact: Indiana Charter School Board
143 W. Market St.
Suite 300
Indianapolis, IN 46204
Phone: (317) 232-0694

Note: The following enrollment and demographic data are based on the State of Indiana's Pupil Enrollment count, September 2015

Grade Levels: 9-12

Enrollment: 254

Free / Reduced Lunch: 75.60%

Race / Ethnicity

American Indian: 0.04%

Black: 41.3%

Asian: 0.04%

Hispanic: 20.4%

White: 24.8%

Multiracial: 5.5%

Special Education: 10.9%*

English Language Learner: 21.1%

Student Performance Results:

	2011-12	2012-13	2013-14	2014-15	2015-16
Accountability Grade	n/a	n/a	n/a	n/a	n/a
English 10 ECA	n/a	n/a	n/a	n/a	47.2%
Algebra I ECA	n/a	n/a	n/a	n/a	81.8%
Grad Rate***	n/a	n/a	n/a	n/a	7
College & Career %	n/a	n/a	n/a	n/a	100%

*The official special education number only includes students who have not aged out of IDEA at age 22. Unofficial estimates place this number closer to 30%.

***Grad Rate is not an accurate reflection of Excel Center graduates since less than 20% of students belong to an active cohort; instead the total number of graduates is a better indicator of graduate success

College & Career Readiness is the percentage of graduates that have earned at least 3 college credits or earned an Industry Certification prior to graduation.

The Excel Center - Indianapolis

Year Opened: *The year each location opened is noted in parentheses, below.*

Locations:

(4 separate locations operate under 1 charter)

Michigan Street (2010)

1635 W. Michigan St.
Indianapolis, IN 46222

Decatur (2011) - closed 2016

5125 Decatur Blvd., Ste. B
Indianapolis, IN 46241

Meadows (2011)

3919 Meadows Dr.
Indianapolis, IN 46205

Franklin (2012)

2588 N. Franklin Rd.
Indianapolis, IN 46219

Contact Information: Betsy Delgado, Superintendent
1635 W. Michigan St.
Indianapolis, IN 46222
Phone: (317) 524-4380

Authorizer Contact: Mayor of Indianapolis
Office of Education Innovation
200 E. Washington St.
Suite 2501
Indianapolis, IN 46204
Phone: (317)327-3618

Note: The following enrollment and demographic data are based on the State of Indiana's Pupil Enrollment count, September 2015

Grade Levels: 9-12

Enrollment: 1,268

Free / Reduced Lunch: 83.5%

Race / Ethnicity

American Indian: 60.0%

Black: 61.3%

Asian: 3.4%

Hispanic: 14.0%

White: 17.5%

Multiracial: 3.1%

Pacific Islander: 20.0%

Special Education: 7.0%*

English Language Learner: 14.5%

The Excel Center - Indianapolis

Student Performance Results:

	2011-12	2012-13	2013-14	2014-15	2015-16
Accountability Grade**	F*	F*	F*	A	n/a
Grad Rate***					
College & Career %	n'size not met	57%	59%	79%	n/a

	2011-12	2012-13	2013-14	2014-15	2015-16
Michigan Street:					
English 10 ECA			66.7%	68.4%	37.5%
Algebra I ECA			100.0%	98.8%	100.0%

	2011-12	2012-13	2013-14	2014-15	2015-16
Decatur					
English 10 ECA			56.7%	48.9%	n/a
Algebra I ECA			54.5%	73.3%	80.0%

	2011-12	2012-13	2013-14	2014-15	2015-16
Meadows					
English 10 ECA			54.8%	62.9%	23.1%
Algebra I ECA			82.9%	79.6%	66.7%

	2011-12	2012-13	2013-14	2014-15	2015-16
Franklin					
English 10 ECA			61.3%	78.8%	47.4%
Algebra I ECA			96.3%	85.5%	100.0%

*The official special education number only includes students who have not aged out of IDEA at age 22. Unofficial estimates place this number closer to 30%.

**Accountability Grades are not an accurate reflection of Excel Center performance due less than 20% of students belonging to an active cohort. The State Board of Education has acknowledged this and has created an alternative accountability model for schools such as the Excel Center.

*Grade was awarded prior to SBOE's approval of an alternative accountability system for adult dropout recovery

***Grad Rate is not an accurate reflection of Excel Center graduates since less than 20% of students belong to an active cohort; instead the total number of graduates is a better indicator of graduate success

College & Career Readiness is the percentage of graduates that have earned at least 3 college credits or earned an Industry Certification prior to graduation.

The Excel Center - Anderson

Year Opened: 2012

Location: 630 Nichol Ave
Anderson, IN 46016

Contact Information: Betsy Delgado, Superintendent
1635 W. Michigan St.
Indianapolis, IN 46222
Phone: (317) 524-4380

Authorizer Contact: Indiana Charter School Board
143 W. Market St.
Suite 300
Indianapolis, IN 46204
Phone: (317) 232-0694

Note: The following enrollment and demographic data are based on the State of Indiana's Pupil Enrollment count, September 2015

Grade Levels: 9-12

Enrollment: 356

Free / Reduced Lunch: 69.1%

Race / Ethnicity

American Indian: 0.3%

Black: 38.2%

Asian: 0.6%

Hispanic: 5.6%

White: 50.6%

Multiracial: 4.8%

Special Education: 9.3%*

English Language Learner: 3.4%

Student Performance Results:

	2011-12	2012-13	2013-14	2014-15	2015-16
Accountability Grade	n/a	n'size not met	F*	B	n/a
English 10 ECA			57.1%	68.3%	60.0%
Algebra I ECA			94.1%	93.9%	100.0%
Grad Rate***	n/a	71	74	48	44

*The official special education number only includes students who have not aged out of IDEA at age 22. Unofficial estimates place this number closer to 30%.

***Grad Rate is not an accurate reflection of Excel Center graduates since less than 20% of students belong to an active cohort; instead the total number of graduates is a better indicator of graduate success

*Grade was awarded prior to SBOE's approval of an alternative accountability system for adult dropout recovery schools.

The Excel Center - Kokomo

Year Opened: 2013

Location: 101 W. Superior St.
Kokomo, IN 46901

Contact Information: Betsy Delgado, Superintendent
1635 W. Michigan St.
Indianapolis, IN 46222
Phone: (317) 524-4380

Authorizer Contact: Indiana Charter School Board
143 W. Market St.
Suite 300
Indianapolis, IN 46204
Phone: (317) 232-0694

Note: The following enrollment and demographic data are based on the State of Indiana's Pupil Enrollment count, September 2015

Grade Levels: 9-12

Enrollment: 353

Free / Reduced Lunch: 64.5%

Race / Ethnicity

Black: 12.2%

Hispanic: 5.4%

White: 76.5%

Multiracial: 5.7%

Asian: 0.3%

Special Education: 9.3%*

English Language Learner: 1.1%

Student Performance Results:

	2011-12	2012-13	2013-14	2014-15	2015-16
Accountability Grade	n/a	n/a	n/a	A	n/a
English 10 ECA	n/a	n/a	83.3%	79.7%	60.0%
Algebra I ECA	n/a	n/a	84.0%	78.6%	30.4%
Grad Rate***	n/a	n/a	42	81	46

*The official special education number only includes students who have not aged out of IDEA at age 22. Unofficial estimates place this number closer to 30%.

***Grad Rate is not an accurate reflection of Excel Center graduates since less than 20% of students belong to an active cohort; instead the total number of graduates is a better indicator of graduate success

The Excel Center - Lafayette

Year Opened: 2013

Location: 615 N. 18th St.
Lafayette, IN 47904

Contact Information: Betsy Delgado, Superintendent
1635 W. Michigan St.
Indianapolis, IN 46222
Phone: (317) 524-4380

Authorizer Contact: Indiana Charter School Board
143 W. Market St.
Suite 300
Indianapolis, IN 46204
Phone: (317) 232-0694

Note: The following enrollment and demographic data are based on the State of Indiana's Pupil Enrollment count, September 2015

Grade Levels: 9-12

Enrollment: 295

Free / Reduced Lunch: 68.0%

Race / Ethnicity

American Indian: 0.3%

Black: 15.3%

Asian: 1.0%

Hispanic: 15.3%

White: 64.1%

Multiracial: 3.7%

Pacific Islander: 0.3%

Special Education: 9.2%*

English Language Learner: 11.5%

Student Performance Results:

	2011-12	2012-13	2013-14	2014-15	2015-16
Accountability Grade	n/a	n/a	n/a	A	n/a
English 10 ECA	n/a	n/a	83.3%	68.0%	78.9%
Algebra I ECA	n/a	n/a	80.9%	70.8%	84.2%
Grad Rate***	n/a	n/a	48	83	56

*The official special education number only includes students who have not aged out of IDEA at age 22. Unofficial estimates place this number closer to 30%.

***Grad Rate is not an accurate reflection of Excel Center graduates since less than 20% of students belong to an active cohort; instead the total number of graduates is a better indicator of graduate success

The Excel Center - Noblesville

Year Opened:	2015
Locations:	300 N. 17th St. Noblesville, IN 46060
Contact Information:	Betsy Delgado, Superintendent 1635 W. Michigan St. Indianapolis, IN 46222 Phone: (317) 524-4380
Authorizer Contact:	Indiana Charter School Board 143 W. Market St. Suite 300 Indianapolis, IN 46204 Phone: (317) 232-0694

Note: The following enrollment and demographic data are based on the State of Indiana's Pupil Enrollment count, September 2015

Grade Levels:	9-12
Enrollment:	137
Free / Reduced Lunch:	65.7%
Race / Ethnicity	
American Indian:	0.7%
Black:	11.7%
Asian:	0.7%
Hispanic:	21.2%
White:	62.0%
Multiracial:	2.9%
Pacific Islander	0.7%
Special Education:	12.4%*
English Language Learner:	16.1%

Student Performance Results:

	2011-12	2012-13	2013-14	2014-15	2015-16
Accountability Grade	n/a	n/a	n/a	n/a	n/a
English 10 ECA	n/a	n/a	n/a	n/a	42.9%
Algebra I ECA	n/a	n/a	n/a	n/a	85.7%
Grad Rate***	n/a	n/a	n/a	n/a	22

*The official special education number only includes students who have not aged out of IDEA at age 22. Unofficial estimates place this number closer to 30%.

***Grad Rate is not an accurate reflection of Excel Center graduates since less than 20% of students belong to an active cohort; instead the total number of graduates is a better indicator of graduate success

The Excel Center - Richmond

Year Opened: 2013

Location: 1215 S. J St.
Richmond, IN 47374

Contact Information: Betsy Delgado, Superintendent
1635 W. Michigan St.
Indianapolis, IN 46222
Phone: (317) 524-4380

Authorizer Contact: Indiana Charter School Board
143 W. Market St.
Suite 300
Indianapolis, IN 46204
Phone: (317) 232-0694

Note: The following enrollment and demographic data are based on the State of Indiana's Pupil Enrollment count, September 2015

Grade Levels: 9-12

Enrollment: 295

Free / Reduced Lunch: 71.5%

Race / Ethnicity

American Indian: 0.7%

Black: 12.2%

Hispanic: 2.4%

White: 81.4%

Multiracial: 3.4%

Special Education: 13.6%*

English Language Learner: 1.7%

Student Performance Results:

	2011-12	2012-13	2013-14	2014-15	2015-16
Accountability Grade	n/a	n/a	n/a	A	n/a
English 10 ECA	n/a	n/a	55.6%	67.8%	41.2%
Algebra I ECA	n/a	n/a	82.8%	73.0%	70.0%
Grad Rate	n/a	n/a	35	91	38

*The official special education number only includes students who have not aged out of IDEA at age 22. Unofficial estimates place this number closer to 30%.

***Grad Rate is not an accurate reflection of Excel Center graduates since less than 20% of students belong to an active cohort; instead the total number of graduates is a better indicator of graduate success

The Excel Center - Shelbyville

Year Opened: 2016

Location: 111 N. Harrison St.
Shelbyville, IN 46176

Contact Information: Betsy Delgado, Superintendent
1635 W. Michigan St.
Indianapolis, IN 46222
Phone: (317) 524-4380

Authorizer Contact: Indiana Charter School Board
143 W. Market St.
Suite 300
Indianapolis, IN 46204
Phone: (317) 232-0694

Grade Levels: 9-12

Enrollment: n/a

Free / Reduced Lunch: n/a

Race / Ethnicity

American Indian: n/a

Black: n/a

Asian: n/a

Hispanic: n/a

White: n/a

Multiracial: n/a

Special Education: n/a

English Language Learner: n/a

Student Performance Result **The Excel Center - Shelbyville was not open for any of the years below**

	2011-12	2012-13	2013-14	2014-15	2015-16
Accountability Grade	n/a	n/a	n/a	n/a	n/a
English 10 ECA	n/a	n/a	n/a	n/a	n/a
Algebra I ECA	n/a	n/a	n/a	n/a	n/a
Grad Rate	n/a	n/a	n/a	n/a	n/a

The Excel Center - University Heights

Year Opened: 2015
Location: 3919 Madison Ave
 Indianapolis, IN 46227

Contact Information: Betsy Delgado, Superintendent
 1635 W. Michigan St.
 Indianapolis, IN 46222
 Phone: (317) 524-4380

Authorizer Contact: Mayor of Indianapolis
 Office of Education Innovation
 200 E. Washington St.
 Suite 2501
 Indianapolis, IN 46204
 Phone: (317)327-3618

Note: The following enrollment and demographic data are based on the State of Indiana's Pupil Enrollment count, September 2015

Grade Levels: 9-12
Enrollment: 306
Free / Reduced Lunch: 74.8%
Race / Ethnicity
 American Indian: 0.3%
 Black: 22.5%
 Asian: 16.0%
 Hispanic: 10.5%
 White: 45.1%
 Multiracial: 4.2%
 Pacific Islander: 1.3%
Special Education: 4.9%*
English Language Learner: 19.9%

Student Performance Results:

	2011-12	2012-13	2013-14	2014-15	2015-16
Accountability Grade	n/a	n/a	n/a	n/a	n/a
English 10 ECA	n/a	n/a	n/a	n/a	60.0%
Algebra I ECA	n/a	n/a	n/a	n/a	100.0%
Grad Rate***	n/a	n/a	n/a	n/a	8

*The official special education number only includes students who have not aged out of IDEA at age 22. Unofficial estimates place this number closer to 30%.

***Grad Rate is not an accurate reflection of Excel Center graduates since less than 20% of students belong to an active cohort; instead the total number of graduates is a better indicator of graduate success

The Excel Center - West

Year Opened: 2013

Locations: 6000 W. 34th Street
Indianapolis, IN 46224

Contact Information: Betsy Delgado, Superintendent
1635 W. Michigan St.
Indianapolis, IN 46222
Phone: (317) 524-4380

Authorizer Contact: Mayor of Indianapolis
Office of Education Innovation
200 E. Washington St.
Suite 2501
Indianapolis, IN 46204
Phone: (317)327-3618

Note: The following enrollment and demographic data are based on the State of Indiana's Pupil Enrollment count, September 2015

Grade Levels: 9-12

Enrollment: 348

Free / Reduced Lunch: 77.9%

Race / Ethnicity

American Indian: 0.3%

Black: 33.0%

Asian: 3.4%

Hispanic: 51.7%

White: 8.0%

Multiracial: 2.0%

Pacific Islander: 1.4%

Special Education: 0.6%*

English Language Learner: 56.9%

Student Performance Results:

	2011-12	2012-13	2013-14	2014-15	2015-16
Accountability Grade	n/a	n/a	n/a	B	n/a
English 10 ECA	n/a	n/a	61.9%	69.7%	20.0%
Algebra I ECA	n/a	n/a	100.0%	95.9%	100.0%
Grad Rate	n/a	n/a	73	72	37

*The official special education number only includes students who have not aged out of IDEA at age 22. Unofficial estimates place this number closer to 30%.

***Grad Rate is not an accurate reflection of Excel Center graduates since less than 20% of students belong to an active cohort; instead the total number of graduates is a better indicator of graduate success

The Indianapolis Metropolitan High School

Year Opened: 2004

Location: 1635 W. Michigan St.
Indianapolis, IN 46222

Contact Information: Betsy Delgado, Superintendent
1635 W. Michigan St.
Indianapolis, IN 46222
Phone: (317) 524-4380

Authorizer Contact: Mayor of Indianapolis
Office of Education Innovation
200 E. Washington St.
Suite, 2501
Indianapolis, IN 46201
Phone: (317)327-3618

Note: The following enrollment and demographic data are based on the State of Indiana's Pupil Enrollment count, September 2015

Grade Levels: 9-12

Enrollment: 256

Free / Reduced Lunch: 87.1%

Race / Ethnicity

American Indian: 0.0%

Black: 77.0%

Asian: 0.0%

Hispanic: 6.6%

White: 12.1%

Multiracial: 4.3%

Special Education: 19.9%

English Language Learner: 3.9%

Student Performance Results:

	2011-12	2012-13	2013-14	2014-15	2015-16
Accountability Grade	D	C	D	D	n/a
English 10 ECA	32.6%	48.3%	35.0%	30.2%	15.7%
Algebra I ECA	45.9%	23.8%	23.2%	40.0%	45.7%
Grad Rate	66.4%	64.0%	52.2%	47.7%	n/a

Neither Goodwill LEADS, Inc. nor The Excel Center- South Bend, has not been involved in any current or past litigation, including arbitration proceedings.