



Application for Charter Activation
The Excel Center – Bloomington

September 2018

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

Exhibit B

Proposal

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- Bloomington

Proposed Charter School location:* Bloomington, Indiana
(Specific location TBD)

**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: Monroe County Community School Corporation

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

Designated representative: Betsy Delgado, Vice President, Mission & Education

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

Planned opening year for the school: 2019-20 School Year

Model or focus of proposed school: 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	240/300
Year 2	9-12	280/300
Year 3	9-12	300/300
Year 4	9-12	300/300
Year 5	9-12	300/300
At Capacity	9-12	300/300

Target student population (if any): Adults

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): N/A

Planned submission date(s): N/A

Please list the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4.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): ICSB; Mayor's Office of Education Innovation (OEI)

Submission date(s): Spring 2017; Spring 2015 (both approved)

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. N/A

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

If yes, provide the name and location of at least one school where the model is in use. The Excel Center – Anderson (Anderson, Indiana)

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

Signature of Applicant's Designated Representative

Betsy Delgado
Signature

10-15-18

Date

Application for Charter Activation

In the spring of 2017, the Indiana Charter School Board (ICSB) awarded Goodwill Education Initiatives (GEI), through The Excel Centers, LLC, four additional charters to open Excel Centers in communities in the coming years. Goodwill Education Initiatives seeks to activate the second charter it holds to open The Excel Center – Bloomington in July of 2019, for the start of The Excel Center 2019-20 school year. The Excel Center, LLC would be the charter holder responsible for implementing The Excel Center in the Bloomington community.

Need for The Excel Center in Bloomington and Monroe County

There are many dropouts in Bloomington and Monroe County

More than 11% of the Monroe County population is without a high school diploma, and within that larger community, over 9% of the population living within Bloomington is without a high school diploma.ⁱ Although high school graduation rates in Bloomington and Monroe County remain relatively high according to data provided by the Indiana Department of Education website, within the last five years the graduation rate for the Monroe County Community School Corporation has fluctuated between 91% and 95%. Of that range, the lowest graduation rate (91.3%) was reported during the most recent graduation data (SY 2016-17).ⁱⁱ

Bloomington and the Monroe County community has a need for The Excel Center® as a means to reconnecting the 11% of the population over age 18 without a diploma to their educational goals. Without a high school diploma, a large portion of Monroe County is unprepared to participate in the 21st century workforce; a workforce that requires additional skills beyond high school, whether through an industry certification or postsecondary degree. And consequently, poor educational attainment severely limits career and income potential. When comparing the median earnings of individuals over age 25 in Bloomington and Monroe County who hold a high school diploma to those who do not, the increase in median earnings is 55% greater for those individuals who hold a diploma.ⁱⁱⁱ By establishing The Excel Center in Bloomington, the opportunity for individuals to pursue post-secondary education and careers with family-sustaining wages is significantly increased.

The lack of a high school diploma and basic skills impedes an individual's ability to be successful Leaders in Indiana have recognized that a lack of skills is limiting the productivity of the state and the opportunities that will exist for Hoosiers in the future. In *Indiana's Forgotten Middle Skill Jobs: Meeting the Demands of a 21st-Centruy Economy*, the Skills2Compete-Indiana Campaign presents the issue clearly:

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

[...]

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

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

An individual who drops out of high school faces a number of challenges that affect his or her physical, emotional, and financial well-being as well as future success. High school dropouts have worse health, lower incomes, and fewer job opportunities than the general population who have graduated from high school.^v In addition, high school dropouts are more likely to have lower earnings, be recipients of government welfare, and are eight times more likely to be incarcerated than high school graduates.^v The Excel Center will seek to enroll students over 18 who have not completed high school, and have either dropped out or are severely under-credited compared to their cohort.

The educational options currently available to adults are insufficient to meet the needs of adult learners

A significant number of both youth and adults who have dropped out of school nevertheless show a strong desire to continue their education. Jobs for the Future analyzed the National Educational Longitudinal Survey and discovered that dropouts are persistent in trying to further their education: over the course of their lives, more than 60 percent of dropouts eventually do earn a high school credential – most often a General Education Development (GED) certificate.^{vi} However, many students struggle to complete their education, as skill deficits and life challenges often impede progress. Nationally, only about two percent of all high school dropouts will take a GED test in a given year, and only ten percent of the estimated 3.8 million young people ages 18-24 without a diploma receive their GED.^{vii}

Although many dropouts would like to continue their education, they face limited options to achieve their goals. GED tests are the most common avenue for adult education, and studies have challenged the long-term benefits of earning a GED. Economists have argued that the wage benefits earned by GED recipients are largely explained by GED earners' higher initial skills.^{viii} However, other reports have shown strong psychological and social benefits of earning a GED, especially when a GED is used to prepare students for post-secondary education. Unfortunately, most people who earn a GED struggle at the post-secondary level: although 65% of GED test takers plan on attending college, between 30 and 35 percent are able to attend. Ultimately, only five to ten percent of GED recipients are able to finish their first year of college, never earning a degree or industry-recognized credential.

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

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

The Excel Center will meet the needs of adult learners in Bloomington and Monroe County

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

Barrier 1: Low credit attainment and academic skill gaps

The Goodwill Excel Center’s student body will be diverse, including students of various ages with a variety of motivations. Some may want to set a good example for their children, others may seek a diploma to become more employable, and still others may try to gain a foothold in the educational system after previously making a decision to drop out of high school. Additionally, students will arrive at a variety of academic levels: students will have different levels of credit attainment, and they will arrive at different skill levels. In some cases, students may have a transcript that shows they earned particular course credits, but when tested for skill levels, the scores may indicate that the student does not have mastery over the material.

Solution: Meet students where they are. The Excel Center works with students in each of these profiles, designing an educational program that meets adult students’ needs. To ensure the school is fulfilling its top two priorities – providing students with an opportunity to earn a regular high school diploma and preparing them for “what comes next”– The Excel Center will dedicate considerable resources to ensure that students are prepared and successful. The Excel Center has dedicated remedial efforts for students who are not ready for high school level coursework, evaluating progress through regular testing.

Barrier 2: Traditional school hours interfering with the real demands of adult life

Adults must often prioritize child care needs, family situations, or the need to work for an income over being in a classroom during traditional school hours. The real demands of life may be the reason that some students dropped out of school in the first place and are often barriers to students re-entering school to earn a high school diploma.

Solution: A school schedule that meets the needs of adults. The Excel Center will operate year-round, with five terms taking place in each calendar year. Students can earn credits at the end of each eight-week term. By condensing a semester’s worth of content and skills into each term, students can rapidly progress towards graduation. The Excel Center curriculum integrates material across disciplines so that one course combines academic standards, allowing students to earn credit in multiple areas while attending one class. The school is open for students who prefer to attend classes in the morning, afternoon, and evening.

Barrier 3: Balancing work and family life

Some of The Excel Center’s students will have to take care of their children while also trying to continue their education. Many parents put off returning to school because they lack the financial resources to pay for quality childcare.

Solution: Free and reliable child care for students. To help students continue their education, The Excel Center operates a child drop-in center. This center allows for the children of Excel Center students to be cared for while the parent is in school. The primary focus of the drop-in center is to give parents the opportunity to focus on their education knowing that their children are in a safe and secure environment.

Barrier 4: Lack of focus

Students entering The Excel Center will be able to focus on school at variable levels as some students balance school work with the needs of work and family. Having previously dropped out of high school, students may also struggle to reengage in their education.

Solution: Addressing challenges outside of the classroom. Life Coaching in The Excel Center model is an attempt to address the life barriers and issues that prevent students from being successful. The Excel Center coaches are responsible for keeping students engaged in school and motivated to be successful. The relationship that coaches create with each student is a critical factor in student success; that relationship provides security, confidence, and encouragement for students to continue when the work becomes difficult and life barriers become challenging to manage. 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).

Barrier 5: Identifying a career path and setting goals

For most of The Excel Center's students, earning a high school diploma was the primary reason for them to return to school, but few students have thought about which career to enter after graduating.

Solution: Preparing students for "what comes next." The Excel Center spends a significant amount of time introducing students to industries and high growth, high demand fields where there are good prospects of finding stable employment and finding a career in an industry with growth potential. The goal of The Excel Center is to prepare individuals for self-sufficiency. A high school diploma is an essential start, but a credential above a high school diploma is critical for ensuring long-term employability in the modern job market.

The Excel Center model provides adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities. The Excel Center will "meet students where they are" in their education by providing a flexible structure and supportive relationships to help them manage work, life, and family concerns as they achieve their educational goals.

The Excel Center – Bloomington location and facility

Over the last eight years GEI has opened 14 Excel Centers across Goodwill of Central and Southern Indiana's (GCSI) territory. The schools are located in a variety of structures, based on individual community resources and need. A clear understanding of the type of space, structure, and square footage needed has facilitated the site selection process, coupled with the unique advantage of having a facilities team as part of the GCSI family. By having this resource available, the facilities team is able to help with the identification and screening of potential sites.

Currently The Excel Center team is looking at a few potential sites for The Excel Center-Bloomington; however, no site has been selected at this point. As site selection moves forward, community need and access to barrier removal will be important factors for consideration in the final site.

Capacity

Ability to manage multiple schools

Since opening the first Excel Center in 2010, GEI has opened a total of 14 Excel Centers as part of The Excel Center network. These experiences have already informed how GEI has grown The Excel Center since its first year. More importantly, Goodwill and GEI use one of their key principles – continuous improvement – as a guide for how each location should open. GEI leaders are constantly looking for ways to improve processes and gain efficiencies in opening schools. With each new Excel Center location GEI has opened, the challenge and difficulty is reduced. Processes have been refined based on lessons learned in prior implementations, and a significant amount of support was provided to each new Excel Center.

Perhaps the most important factor that makes expansion easier, however, is the pipeline of talent being developed as a part of GEI's staff. The Excel Center strongly believes in investing in its staff in an attempt to provide high-level leadership for existing schools and to prepare for the future. To that end, GEI has developed The Leadership Series, comprised of training and development sessions, each of which teaches a specific set of imperatives that potential leaders can apply immediately to enhance their current role while preparing them for the next level of leadership.

Additionally, The Excel Center's culture has developed a certain resiliency that allows its staff and students to adjust to new conditions and find creative ways to solve problems. Goodwill's Talent Acquisition Team spends considerable resources in its talent recruitment and selection of teachers and staff that are a good fit to the school culture. All Excel Center staff must be willing to adjust to new conditions at a moment's notice, and do so with the students' needs as the primary consideration. Fortunately, The Excel Center's teachers and staff are able to quickly adjust to change and understand that an "all-hands-on-deck" attitude may be required to address a particular challenge. These two components – hiring the right staff and emphasizing flexibility as a core component to The Excel Center culture – have made The Excel Center remarkably resilient to challenges and setbacks in new school development. In addition to these overarching pieces, there are specific areas in which GEI has developed expertise through opening and running a number of schools, they include:

Central Office Support

A strong central office is a critical component to the success of the existing Excel Centers and is equally critical to the success of any new Excel Center. Since GEI opened its first school in 2004, it has grown to include expertise in the following areas: accounting and bookkeeping; payroll; curriculum and instruction; data analytics; data collection and state reporting; scheduling; and registrar. In addition to providing administrative services, GEI's central office staff is actively involved in state and local policy-making decisions, ensuring that the needs of The Excel Center are being heard by state and local officials. GEI's central office staff provides high-level support in all school support functions, allowing school staff the time and flexibility to focus on their key objective: student success.

IT Systems

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

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

Learning Management System

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

Community Engagement

Efforts that have taken place

In preparation for opening The Excel Center – Bloomington, GCSI's President and CEO and the Vice President of Mission and Education have started the process of leading community engagement efforts throughout the Bloomington community. Regular meetings with community leaders have been taking place for a number of months, as a means of introducing The Excel Center to the community, as well as developing an in-depth understanding of the community and its specific needs.

GEI leadership will be meeting with local high school principals and superintendents to gain support for bringing The Excel Center to Bloomington and Monroe County. These goal is to help the schools see The Excel Center as an asset to the community in raising the educational attainment of the whole family, instead of just the school-aged children and youth being served by the local schools.

Plan for additional and continued community engagement

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

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

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

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

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

School Model Differences

The school model implemented at The Excel Center – Bloomington will be consistent with The Excel Center model being implemented at all other Excel Center locations. There will be no differences to the school model.

Academic Data

Performance under the A-F Model for Adult High Schools

A-F Adult High School Accountability Grade				
School	2017-18	2016-17	2015-16	2014-15
Anderson	A	B	A	B
Clarksville	B	--*	--*	--*
Kokomo	A	A	A	A
Meadows	A	A	A	A
Michigan	A	A	A	A
Lafayette	A	A	A	A
Noblesville	A	A	A	--*
Richmond	B	A	A	A
Shadeland**	A	A	A	A
Shelbyville	A	A	--*	--*
West	A	A	B	B
University Heights	B	B	B	--*

**Indicates new school (not eligible for grade) or not yet open*
***Formerly Franklin Road location; renamed to reflect new location.*
Note: The Decatur Township and Muncie locations of The Excel Center opened during SY 2018-19 and are not included in this table.

Graduate Data

As of the end of the 2017-18 school year, The Excel Center has graduated a total of 3,520 graduates. The Excel Center once again had a strong year in college and career readiness with a CCR Rate of 97%. This marked 4th consecutive year with The Excel Center demonstrating a CCR Rate above 90%. Additionally, 70% of graduates earned an Industry Certification and 56 % of graduates earned College Credit while enrolled at The Excel Center.

Graduation Data with School Year Totals										
School	Years Open	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	All Years
Michigan	8	63	56	72	72	53	56	55	4	431
Meadows	7	53	86	90	101	70	56	38	--	494
Anderson	6	60	52	63	45	78	56	--	--	354
Franklin	6	75	82	75	70	63	27	--	--	392
Kokomo	5	73	87	80	82	12	--	--	--	334
Lafayette	5	68	106	85	86	24	--	--	--	369
Richmond	5	56	67	68	77	20	--	--	--	288
West	5	83	78	65	68	23	--	--	--	317
Noblesville	3	60	60	23	--	--	--	--	--	143
University Heights	3	68	71	32	--	--	--	--	--	171
Shelbyville	2	35	15	--	--	--	--	--	--	50
Clarksville	1	23								23
Decatur	*	--	--	34	34	33	31	22	--	154
Excel Center Graduates		717	760	687	635	376	226	115	4	3,520

*Reopened in Decatur Township SY2018-19

Economic Impact

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

- On average, Excel Center graduates increased their annual income by \$9,330;
- Even students who did not graduate increased their annual income by over \$2,800; and
- A higher employment rate of new graduates led to an average of \$4.3 million per year in additional earned income.

In March of 2017 another independent fiscal impact study was conducted by the Center for Evaluation and Education Policy (CEEP) at Indiana University^x, which and found that:

- The total benefit (increase in job prospects and wage growth) for Excel Center graduates is \$9,828.
- The average annualized wage increase for a graduate of The Excel Center is \$4,549.

School Start-Up Timeline

Provided below is a high-level school start-up plan for the period between charter activation approval and the first day of student attendance, which is projected for the first day of Term 1 in July 2019.

Area	October 2018	November 2018	May 2018	June 2019	July 2019
Charter Activation	<ul style="list-style-type: none"> •Submit activation materials 	<ul style="list-style-type: none"> •ICSB issues activation decision 			
Finance	<ul style="list-style-type: none"> •Develop school budget 		<ul style="list-style-type: none"> •Incorporate school into GEI's accounting system 		
Facility	<ul style="list-style-type: none"> •Continue reviewing school facility locations 	<ul style="list-style-type: none"> •Select school facility location • Work with architect to design school space •Begin facility renovations 	<ul style="list-style-type: none"> •Purchase furniture 	<ul style="list-style-type: none"> •Complete facility renovations, as needed •Facility sign off by all necessary parties (health, department, fire marshal, etc.) 	
Community Engagement, Marketing & Student Recruitment	<ul style="list-style-type: none"> •Develop school marketing plan 	<ul style="list-style-type: none"> •Meet with area heads of school and superintends •In-store messaging •Make marketing-related purchasing, as needed (bill boards, radio spots, newspaper ads, etc.) 	<ul style="list-style-type: none"> •Participate in local events (fairs, festivals, etc.) per the developed marketing plan •Host and participate in information sharing sessions •Host student enrollment fairs 	<ul style="list-style-type: none"> •Provide school signage and other materials •Participate in local events (fairs, festivals, etc.) per the developed marketing plan •Host and participate in information sharing sessions •Host student enrollment fairs •Send student orientation reminders 	<ul style="list-style-type: none"> •Press release regarding school opening
Staffing		<ul style="list-style-type: none"> •Hire school leader •School Director training •Post school staff positions •Screen candidates 	<ul style="list-style-type: none"> •Continue screening staff candidates, as needed •Conduct staff interviews •Select and hire staff 	<ul style="list-style-type: none"> •Continue selecting and hiring staff as needed •Lead positions begin work •New staff orientation 	<ul style="list-style-type: none"> •Staff professional development

Instruction & Assessment		<ul style="list-style-type: none"> •Identify industry certifications offered at the school 	<ul style="list-style-type: none"> •Purchase curricular software and materials •Review and transcribe student transcripts 	<ul style="list-style-type: none"> •Review and assess needs of students with IEPs or 501 plans •Review and transcribe student transcripts 	<ul style="list-style-type: none"> •Finalize student schedules •Student diagnostic assessment (during student orientation) •First day of school
Student Enrollment		<ul style="list-style-type: none"> •Launch student enrollment process •Begin accepting student enrollment information 	<ul style="list-style-type: none"> •Continue accepting student enrollment information •Host student enrollment fairs 	<ul style="list-style-type: none"> •Continue accepting student enrollment information •Conduct student lottery, if demand exceeds capacity •Host student enrollment fairs 	<ul style="list-style-type: none"> •Student orientation •Continue accepting student enrollment information and add students to waiting list
Technology		<ul style="list-style-type: none"> •Incorporate school into the online enrollment system •Incorporate school into student information system 	<ul style="list-style-type: none"> •Set up network infrastructure •Purchase hardware and software 		

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- ⁱ U.S. Census Bureau, American Community Survey, 2012-2016 5-year Estimates, Table S1501. Retrieved from <http://factfinder2.census.org>.
- ⁱⁱ Indiana Department of Education, IDOE Compass (2018). Retrieved from <https://compass.doe.in.gov/dashboard/overview.aspx?type=corp&id=5740>
- ⁱⁱⁱ U.S. Census Bureau, American Community Survey, 2012-2016 5-year Estimates, Table S1501. Retrieved from <http://factfinder2.census.org>.
- ^{iv} Wong, M., Shapiro, M., Boscardin, J. & Ettner, S. (2002). Contribution of major diseases to disparities in mortality. *The New England Journal of Medicine*, 347(20), 1585-1592. Retrieved August 20, 2008, from <http://content.nejm.org/cgi/content/full/347/20/1585>, Guskova, E., & Stafford, F. (2005). *Trends in household wealth dynamics, 2001-2003*. Ann Arbor: Institute for Social Research, University of Michigan. Retrieved August 28, 2008, from *Institute for Social Research at the University of Michigan* Web site, http://psidonline.isr.umich.edu/Publications/Papers/tsp/2005-03_Trends_in_Household_01_03_July_05.pdf
- ^v Bridgeland, J.M., DiIulio, J.J., & Morison, K.B. (2006). *The silent epidemic: perspectives of high school dropouts*. Washington, DC: Civic Enterprises. Retrieved on August 20, 2008, from <http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf>
- ^{vi} Harris, L., & Ganzglass, E. (2008). *Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges* Washington, DC: Center for American Progress. Retrieved from <http://www.clasp.org/admin/site/publications/files/0438.pdf>
- ^{vii} Harris, L., & Ganzglass, E. (2008). *Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges* Washington, DC: Center for American Progress. Retrieved from <http://www.clasp.org/admin/site/publications/files/0438.pdf>
- ^{viii} Heckman, J. and LaFontaine (2005). Bias Corrected Estimates of GED Returns. Retrieved from http://jenni.uchicago.edu/ged_umputation
- ^{ix} Hicks, Michael J. (2014). "Preliminary Fiscal and Earnings Assessment of the Excel Charter Academy". Center for Business and Economic Research, Ball State University.
- ^x Center for Evaluation and Education Policy (2017). "Research Report." Indiana University.

THE EXCEL CENTER, LLC
BOARD OF DIRECTORS ANNUAL MEETING
April 23, 2018

MINUTES

The Board of Directors of The Excel Center, LLC met at 8:30 a.m. April 23, 2018 at Goodwill's headquarters. Present were:

Staff/Other:

Claudia Cummings	Shelley Ashley	Monica Hingst, Mayor's Office
Marianne Glick, via teleconference	Anne Davis	Jeff Hoover
Perry Griffith	Betsy Delgado	Kim Myers
Richard Horn	Sheila Dollaske	Kevin Pattison, Mayor's Office
Kent Kramer	Corey Emery	Jen Rendant
Jill Kramer	Cindy Graham	Dan Riley
Rose Mays	Lynn Greggs	Dan Scott
Jay Oliver		
Don Palmer		

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

On a motion by Perry Griffith, duly seconded, the minutes of the December 4, 2017 Board of Directors meeting were approved as previously distributed.

Dan Riley gave the Treasurer's Report for the period ending March 31, 2018. Dan reported that total year-to-date revenue is \$18.87 million, \$140,000 ahead of budget. Total year-to-date operating income is \$1,751,000, \$1,624,000 ahead of budget. Dan noted state funding is \$123,000 behind budget due to Clarksville and Noblesville ADM counts. Federal funding is behind budget \$29,000 due to SPED claims catching up from transitioning from one grant year to another. Wages and benefits are \$1,119,000 ahead of plan due to open positions across the network. Depreciation remains \$26,000 over budget due to Clarksville assets going into service as well as computer purchases for several other schools right at the beginning of the fiscal year. All other expense categories were either within or on budget year-to-date.

On a motion by Richard Horn, duly seconded, the financials for November and December 2017 along with January, February and March 2018, subject to audit, were approved unanimously.

On a motion by Perry Griffith, duly seconded, the accounts payable vouchers for January, February and March 2018, subject to audit, were approved unanimously.

Jeff Hoover introduced Corey Emery who is the new Regional Director.

Betsy Delgado remarked that Kokomo, Lafayette and Richmond locations have all been renewed for five years.

Jeff Hoover commented on the Muncie Excel Center noting it is three months out from opening. There have been over 130 employment applicants for career opportunities. To date, there are approximately 85 student applications. Community feedback has been positive with many outreaches and relationship building in the area. He also highlighted the graduate counts by school through term 3 of 2017-18 school

year and the estimated grades for each school compared to last year. Jeff noted they had a record 760 graduates and were projecting 800+ for the next school year.

Jeff also reported on the Community Advisory Teams (CAT). He remarked that there had been a lot of positive comments and they continue working to strengthen connections at each site. In the future, he hoped to see some give-back by students in the community. Work continues being done to add quality and strategic advisory team members.

There was further discussion on the CAT and ways board members might be able to assist.

Betsy Delgado commented on Bloomington, Columbus and Marion as being next Excel Center sites in the expansion plans. Bloomington will have the most emphasis right now with the backing of Cook Medical Group who is a strong proponent of an Excel Center in their community.

Betsy also commented on a decision upcoming to amend our current OEI charter and re-activate our Decatur site this summer or to apply for a new charter with OEI to open a Decatur site the summer of 2019. That location was closed, leaving no adult education option in this area. The Decatur Township School Superintendent and Assistant Superintendent are leading the effort for an Excel Center. They have offered use of their old high school free of charge as the location to house the Excel Center. There is some concern over a lack of sidewalks and public transit stop to this location. However, the district has an infrastructure grant to manage these issues, but unsure of timing with an Excel Center opening.

There was discussion on the pros and cons of the two options.

On a motion by Marianne Glick, duly seconded, the board unanimously approved to amend our current OEI charter and re-activate our Decatur site this summer or to apply for a new charter with OEI to open a Decatur site the summer of 2019.

On a motion by Richard Horn, duly seconded, the board unanimously approved to move forward with the activation of the Bloomington Excel Center Charter with the ICSB.

Kevin Pattison noted Patrick McCallister is the new Director of the Office of Education Innovation out of the Mayor's Office. He commented that Excel Center West is up for its mid-charter review. He thought this location would be good to think in a reflective way with encouraging use of its contributing strengths.

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