



The Excel Center - Clarksville

Application for Charter Renewal

October 2021

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

Exhibit B

Renewal Application Overview

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

Charter School Name: The Excel Center - Clarksville

Charter School Address: 1329 Applegate Lane
Clarksville, IN 47129

Designated Representative and Contact Information (Phone & Email): Betsy Delgado
317-524-4380 bdelgado@goodwillindy.org

Mission Statement: See below

School Leader/Principal: Corenn Lorenzini

Current Board of Directors	
Jay Oliver, Chair	Gita Baker
Doris Pryor, Vice-Chair	Claudia Cummings
Jill Kramer, Secretary	Tiffany Fletcher
Kent Kramer, President & Ex-Oficio	C. Perry Griffith, Jr.
Daniel J. Riley, Treasurer	Shayla Pulliam
	Joshua Shelton

Grade Levels and Student Enrollment

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

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

Mission Statement:

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and post-secondary education while developing career paths that offer greater employment and career growth opportunities. 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.

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

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

Charter School Network:	Excel Centers for Adult Learners
Name of Charter School:	The Excel Center - Clarksville
Designated Representative:	Betsy Delgado
Contact Information:	bdelgado@goodwillindy.org 317-524-4380
Grade Span (Format: "X-X"):	AHS
Maximum Enrollment:	300
Year 1 (Format: "YYYY"):	2022
Initial Approval Date:	

Yearly Enrollment By Grade Level

Grade Level	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	Maximum
9						
10						
11						
12						
AHS	300	300	300	315	315	300
Total Enrollment (School):	300	300	300	315	315	300

Approved Amendments
(Completed by ICSB)

Approval Date:

Amended Enrollment			
0	0	0	0

Amendment Notes

Executive Summary

Mission and Vision

The mission of The Excel Center is to provide 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 school 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 vision of Goodwill Education Initiatives, Inc. (GEI), through The Excel Center, is to deliver on the mission of Goodwill of Central and Southern Indiana, Inc. (GCSI): to change lives every day by empowering people to increase their independence and reach their potential through education, health, and employment. The Excel Center brings about hope and economic opportunity to communities, families, and individuals. Through the power of education, GEI’s goal is to set people on a pathway towards better career prospects that lead to economic self-sufficiency and ultimately break the cycle of poverty.

History

In 2003, GCSI leadership created GEI, a not-for-profit entity, to operate charter schools. That year, the Mayor of Indianapolis authorized a charter for the Indianapolis Metropolitan High School which opened in fall 2004, thus beginning GCSI and GEI’s experience in operating schools.

In 2008, a myriad of catalysts led GEI leadership to explore opening a school designed specifically for adults. Primarily, the Great Recession led to higher unemployment rates, leaving many individuals finding themselves either unemployed or having difficulty finding jobs that offered family-sustaining wages. Those that were hit hardest by the Recession were often people who never completed high school. Clients already being served by GCSI were struggling to find jobs that did not require at least a high school diploma and employers were also having a difficult time finding employees who met their minimum qualifications. In 2010, to meet the needs of an entire community, GEI opened The Excel Center, a high school designed for adults who previously dropped out of high school and were seeking to re-engage in their education to earn a high school diploma and begin postsecondary education to develop career paths that offer greater employment and career growth opportunities.

Since opening its first Excel Center in 2010, GEI has grown to become the largest charter school operator in the state, operating The Excel Center in 15 locations across central and southern Indiana, as well as Indianapolis Metropolitan High School.

Community Need

Across the state, there are more than 600,000 Hoosiers over the age of 18 without a high school diploma.¹ Individuals who drop out of high school face a number of challenges that affect their current well-being and future success. High school dropouts have worse health, lower incomes, and fewer job opportunities than the general population.² In addition, high

¹ U.S Census Bureau. American Community Survey, estimates released December 2017.

² Gouskova, E. & Stafford, F. (2005). Trends in household wealth dynamics, 2001-2003. Ann Arbor: Institute for Social Research, University of Michigan. Retrieved from

school dropouts are more likely to be recipients of public assistance and are eight times more likely to be incarcerated than high school graduates.³ The Excel Center has the ability to offer a significant number of Hoosiers an opportunity to improve their educational attainment.

The impact of dropping out of high school extends beyond the individual without a high school diploma and also has an impact on the economic stability of a local community. According to the Alliance for Excellent Education, an additional 10,000 high school graduates in Indiana would increase the gross state product by \$100 million, add 800 new jobs, and increase state and local tax revenue by \$4.4 million.⁴ There is a clear and significant need for high schools that serve adults and enable them to earn a high school diploma.

Outcomes

Since 2010, all Excel Centers operated by GEI have achieved “A” or “B” ratings on the state’s adult high school accountability system in each of the schools’ years of operation. Across The Excel Center network, students enroll with unique sets of challenges and barriers to overcome. Based on our iExcel self-reported student orientation surveys: the majority of students who come to The Excel Center receive at least one form of public assistance, slightly more than 10% of these students are employed full time, and close to half of students have at least one child under the age of 18.

Despite these challenges, The Excel Center has experienced continued and increasing success. Aside from last year and the impact of COVID-19 on schools, over the history of The Excel Center the schools have regularly increased both the number of graduates as well as the number of graduates who have achieved postsecondary success.

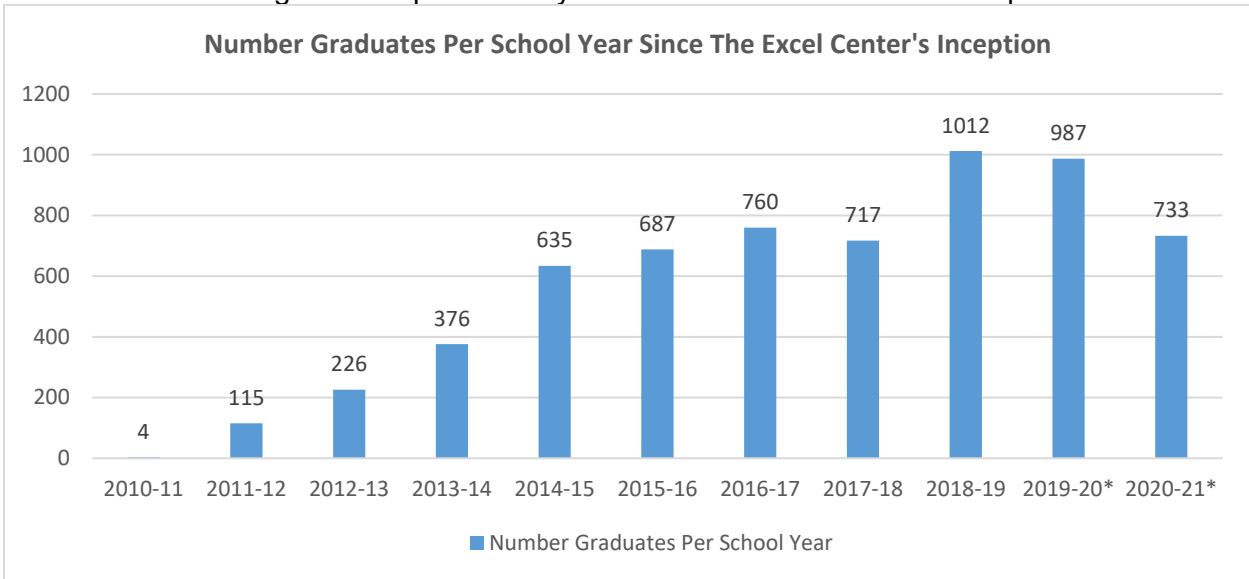
As of June 2021, The Excel Centers operated by GEI have produced over 6,100 graduates. In the most recent school year, 98% of all graduates earned either dual credit or an industry-recognized credential, with many students earning both. (see Chart 1 and Chart 2)

http://psidonline.isr.umich.edu/Publications/Papers/tsp/2005-03_Trends_in_household_01_03_July_05.pdf

³ Bridgeland, J.M., Dilulio, J.J., & Morison, K.B. (2006). *The silent epidemic: perspectives of high school dropouts*. Washington, DC: Civic Enterprises. Retrieved from <http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf>

⁴ Alliance for Excellent Education (2013). *The economic benefits of increasing the high school graduation rate for public school students in Indiana*. Retrieved from http://impact.all4ed.org/wp-content/uploads/2015/09/IN_2015.pdf

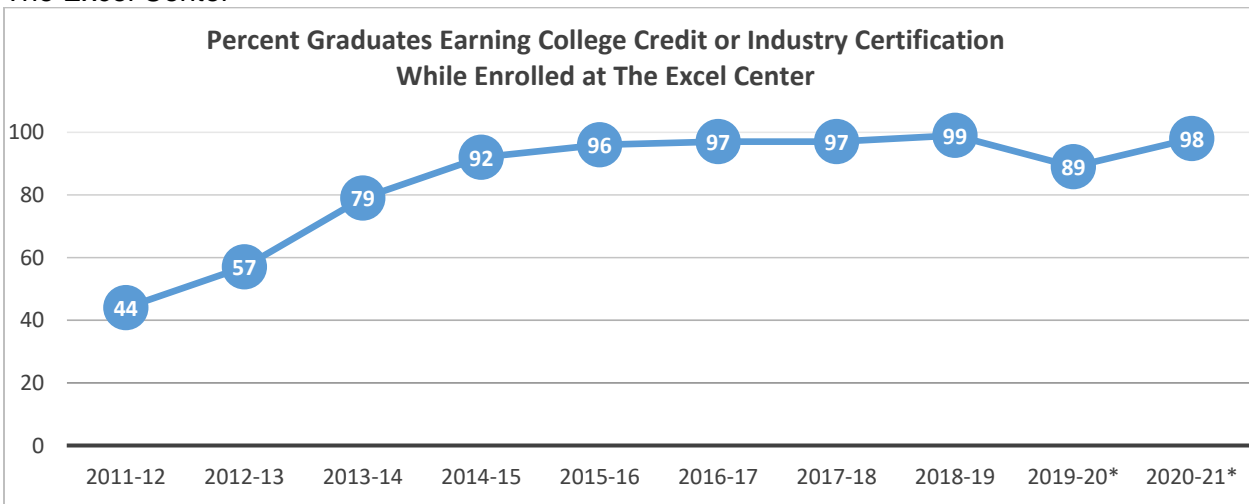
Chart 1. Number of graduates per school year since The Excel Center’s inception



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

Aside from the number of graduates during the COVID-19 pandemic, The Excel Center has not only continued to increase the number of graduates consistently, it has done so without reducing the quality of graduates, as supported by the percentage of Excel Center graduates leaving school with a dual credit, industry-recognized credential, or both.

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



**Note: SY2019-20 and SY2020-21 were severely disrupted by COVID -19, when all educational opportunities suddenly shifted to virtual instruction in March 2020. Students’ ability to earn certifications was impacted when most certification providers were not able to offer certification assessments in a virtual format.*

A third-party review of The Excel Center’s impact has demonstrated that students’ employment levels and earnings increase significantly as a result of attending the school. Graduating from The Excel Center confers a wage and re-employment effect premium of \$9,828 per graduate. In addition, a graduate from The Excel Center utilizes significantly less money per year in public spending among public assistance programs, leading to an annual savings of \$793.60 per year per student and a total of \$1,898,291 in annual savings yielded by all graduates of The Excel Center in Indiana.⁵

The Excel Center – Clarksville

Through this charter renewal application, GEI is seeking the full renewal of The Excel Center - Clarksville’s charter. Like all other Excel Centers operated by GEI, The Excel Center – Clarksville has a strong history of high quality academic, organizational, and financial performance. The Excel Center – Clarksville proudly serves its community, serving close to 300 students at any given time.

The Excel Center - Clarksville is a valued asset to the community it serves. It has a history of strong performance, earning an “A” or “B” rating on the state’s adult high school accountability system in each year of the school’s operation. Since opening in the 2017-18 school year, The Excel Center – Clarksville has graduated 250 students as of the end of the 2020-21 school year. During the same school year, even with the ongoing impact of COVID-19, 97% of The Excel Center - Clarksville graduates were still able to earn either dual credit, an industry-recognized credential, or both.

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

⁵ Center for Evaluation & Education Policy (March 2017). “The Excel Center Research Report”. Indiana University. Bloomington, Indiana.

Section I: Performance Review

Successes

The Excel Center – Clarksville has marked a number of successes since first opening its doors for the 2017-18 school year. For each of the school’s four years of operation, The Excel Center – Clarksville has earned an “A” or “B” based on Indiana’s adult high school accountability model. While the school has felt the impact of COVID-19 on the number of adults able to complete their diploma during the 2020-21 school year, The Excel Center – Clarksville takes pride in the quality of graduates it produces. In addition to increasing the annual number of graduates since its inaugural year, The Excel Center – Clarksville has also demonstrated an outstanding adult high school graduation rate, quickly jumping from a 49% in the school’s first year of operation (SY 2017-18), to earning a 106% and 105% consecutively during the school’s next two years of operation. (Table 1)

The Excel Center – Clarksville’s College and Career Readiness (CCR) rate has been a strong indicator of graduate quality as well. While the 2019-20 CCR rate is still very strong at 86%, this was the school’s lowest CCR rate since opening, demonstrating the outcome was more a reflection on the impact of COVID-19 than the school’s performance. When schools were required to shift to full virtual instruction in early 2020, this also affected the certification assessment providers, as many of them struggled to pivot to offering the practicum portion of these exams virtually. As a result, the school’s CCR rate was impacted not because of student performance but rather due to the inability of providers to offer the certification exams in a safe, virtual setting. (Table 1)

Table 1

The Excel Center – CLARKSVILLE				
Graduates, Adult High School Graduation Rate, and CCR Rate				
	2017-18	2018-19	2019-20	2020-21
Number Graduates per Year	23	75	85	67
Adult High School Graduation Rate	49%	106%	105%	---
CCR Rate	96%	100%	86%	97%

**Note: SY2019-20 was severely disrupted by COVID-19, requiring all educational opportunities to suddenly shift to virtual instruction. Students’ ability to earn certifications was impacted when most certification providers were not able to offer certification assessments in a virtual format. SY2020-21 was also impacted, when the school used a hybrid instructional model and the inability to connect with all students face to face affected the school’s ability to connect with students and help remove barriers.*

As of the spring of 2021, only four years after opening its doors, The Excel Center – Clarksville reached the milestone of helping nearly 250 Hoosiers who had previously left high school to earn their Indiana high school diploma. Of those nearly 250 graduates, on average 95% have left the school earning a dual credit, industry recognized credential, or both.

The Excel Center – Clarksville has a positive relationship with Prosser Career Center in New Albany. Through the current partnership, adults at The Excel Center – Clarksville have the opportunity to participate in some of Prosser’s adult certification programs. This allows adults at The Excel Center – Clarksville to participate in certifications with minimum age requirements for participants that make it challenging for The Excel Center – Clarksville to offer on its own. Prosser is looking to expand their adult certifications and The Excel Center – Clarksville looks

forward to continuing to work with them to best serve The Excel Center's adult students.

In addition to the academic performance of the school, The Excel Center – Clarksville is proud of additional work it has done since opening its doors for the 2017-18 school year. Mental health and the support to students and staff has been an ongoing focus of the school's work. In 2018, the staff was trained in Trauma Informed Care, and based on continued interest transitioned to embarking on Resiliency work in 2019. The focus of these initiatives has been centered around how staff and students understand and react to trauma. The school has continued professional development in this area, with the theme for this year's professional development being human connection: connecting, emotions, and communicating with each other.

Related to this initiative is GEI's partnership with Aspire. At the end of the 2019-20 school year, when so much was still uncertain around COVID-19, GEI conducted a network-wide needs assessment to ascertain students' needs during the pandemic. As identified through the survey, a significant percentage of students indicated they felt mental health and counseling services would make a difference for them. To help meet this need, GEI partnered with Aspire, allowing students to be referred for evaluations. Students can then receive virtual counseling sessions external from school, to allow students the privacy and confidentiality many of them wanted from their mental health counselor. These services are provided at no charge to students, which allows them to receive the counseling services they may need without the potential barrier of cost impeding their access.

Performance Dashboard Summary Measures Not Meeting or Exceeding Standard

In addition to these successes, The Excel Center – Clarksville is working to address items identified within the Indiana Charter School Board (ICSB) Accountability System Dashboard. While the school was not measured on the metrics included in the Academic Success page for the most recent school year because of the flexibility provided in HB 1514, two areas were identified as "Does Not Meet Standard" on the Academic Success page for the year prior, which The Excel Center – Clarksville would like to address. This metric is:

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

The metric of graduating from high school in four years puts The Excel Center in a unique position, in that the student population at an Excel Center is comprised predominantly of adults whose high school cohorts have already exited school. As a result, adult high schools are exempt from a number of accountability measures designed for schools serving traditional-aged students as outlined in the Indiana State Board of Education (SBOE) Adult Accountability Rule (511 IAC 6.3). This rule was approved by the SBOE in October 2015 and went into effect January 2016.

When students enroll at an Excel Center and their graduation cohort has already left high school, they are assigned to a grade level at the school. Even so, students enrolling in The Excel Center come to us in various states of credit completion and academic levels. Some students enter The Excel Center with significant credits and are very close to graduation, while others enroll with a longer path to graduation ahead of them. For students with a longer journey to graduation, a number of them enroll with minimal high school credits on their transcripts, while others have earned multiple credits in electives but need to earn the majority of core content credits before being able to graduate. In all of these situations, the goal of The Excel Center is to support these students in demonstrating mastery of the skills and content

necessary to earn the credits. The Excel Center prides itself on doing this in an educationally rigorous manner.

While The Excel Center, as an adult high school, is not accountable to the metric of 4-year graduation cohort in the same way as high schools for traditional-age students, The Excel Center is accountable to the adult high school graduation rate. By reviewing this metric as a reflection of the school’s graduation outcomes, it is clear that The Excel Center – Clarksville has performed well in this area, having earned an adult high school graduation rate of 105% for SY2019-20 and a 106% for SY2018-19. For its first year of performance, the adult high school graduation rate for the school was 49%, which is low but not uncommon for the first year of an Excel Center. Also consistent with an Excel Center’s outcomes is the lower adult high school graduation rate in the first year followed by a substantial jump with consistently higher results in all subsequent years. (Table 2)

Table 2

The Excel Center – CLARKSVILLE 4-Year Graduation Rate Trends			
	2019-20	2018-19	2017-18
4-Year Cohort Graduation Rate	26%	27%	12%
Adult High School Graduation Rate	105%	106%	49%

Similarly, the CCR rate for The Excel Center – Clarksville is also exceptionally high (86% being the lowest year, which was a result of COVID-19 and certification providers not being able to conduct certification exams virtually). Aside from that anomaly, CCR rates for the school ranged from 96% to 100%. These data demonstrate The Excel Center – Clarksville’s commitment to providing its students with a robust educational experience, resulting in a high-quality Indiana diploma for graduates.

Additionally, The Excel Center – Clarksville received a rating of “Does Not Meet Standard” for one standard under Financial Health:

- Standard 1: Current Ratio
- Standard 2: Days Cash on Hand
- Standard 5: Change in Net Assets Martin/Aggregated 3-year Margin
- Standard 6: Debt Asset Ratio

At the time The Excel Center – Clarksville opened, Indiana did not have a Charter School Program (CSP) grant to off-set any portion of start-up costs for the school, which required the school to absorb all costs related to start-up. Additionally, the renovation of the building cost far more than was originally expected, which created another financial impact on the school. Those factors combined with a very low enrollment in Year 1 created significant debt for the school that the school has been addressing since opening.

Operationally, The Excel Center – Clarksville has been cash flow positive for the last three years. However, pay down on the debt has kept total cash flow negative most years.

For all years of operation, The Excel Center – Clarksville has carried a significant balance in inter-company payables which are classified as current. Although the school has paid back more than \$600,000 of that payable, the balance still outweighs cash and receivables.

Related to paying intercompany debt, most went into lease holding improvement as Goodwill of Central Indiana merged with Goodwill of Southern Indiana, and then became Goodwill of Central and Southern Indiana. The Excel Center – Clarksville was opened in an existing building obtained as a result of the merger between the two entities.

Section II: Improvement

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

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

Since its inception, GEI has focused on sustaining success and striving towards continuous improvement in all facets of its operations. GEI has developed numerous plans and processes to sustain the success of The Excel Center and has a proven track record of sustaining the success of multiple schools. Since opening its first Excel Center in 2010, GEI has grown to become the largest charter school operator in the state, operating Excel Centers in 15 locations across Indiana as well as Indianapolis Metropolitan High School.

GEI has long demonstrated its ability and capacity to achieve long-term success for each of its schools. This section of The Excel Center – Clarksville charter renewal application articulates GEI’s plans and strategies for sustaining and continuing to build academic, organizational, and operational success over The Excel Center – Clarksville’s next charter term in a number of key areas.

(a) Governing Board

The GEI Board of Directors acts as the ultimate governing authority of all 15 Excel Centers operated by GEI, including The Excel Center - Clarksville. The GEI Board of Directors has operated for over seventeen years and has a demonstrated history of operating effectively and in a manner that supports schools to operate with a high degree of success. The Board has long been a model of school governance for other charter schools both locally and outside of Indiana. Over The Excel Center – Clarksville’ next charter term, the Board of Directors plans to maintain its high standard of operation and performance.

GEI’s Board of Directors brings together a considerable array of business experience in industry, public policy, education, finance, and workforce development. Members of the Board of Directors have extensive organizational leadership experience managing for-profit and not-for-profit businesses as well as knowledge of the local community and education landscape.

Board members choose to serve on the GEI Board of Directors for a number of reasons, including a desire to improve the educational systems available to children and adults, a belief in the performance and mission of GEI, helping individuals reach their maximum potential, and hoping to see more individuals earn the basic credential most needed for a successful, productive life – a high school diploma.

The Board concerns itself more with long-term rather than short-term matters, matters of policy rather than operational concerns, and matters of paramount rather than ordinary importance. The Board’s specific responsibilities include:

- Monitoring the school’s key performance indicators;
- Establishing policy;
- Approving long-term plans;
- Approving annual plans and budgets;

- Approving any actions that would create or have the potential to create significant obligations for the schools;
- Ensuring financial solvency;
- Assessing its own performance; and
- Taking other actions as necessary to ensure that structures and mechanisms are in place to maintain GEI's compliance with all applicable laws, regulations, and contracts, including requirements of the schools' charters.

In addition, the GEI Board of Directors is responsible for periodically (no less than annually) reviewing and evaluating its own performance as well as the relationship between GEI and GCSI. The Board's evaluative nature is directly related to its commitment of continuous improvement and to ensure that all services provided to the schools are meeting quality expectations, providing good value for the school, enhancing GEI's objective of being a good steward of its state and federal resources, and enabling students to achieve their maximum potential.

Although the Board assumes sole governing authority over The Excel Center, each Excel Center has a Community Advisory Team (CAT). The purpose of the CAT is three-fold: to strengthen partnerships between the local Excel Center and its community members, focus on enrollment and student retention rates, and foster student opportunities such as internships, job training, and pathways to employment. The CAT is responsible for providing input to the local Excel Center on factors that could affect the performance and/or long-term success of each Excel Center location, including major economic changes, changes in the political environment, and any major news. Moreover, the CAT provides a community voice to the schools.

The goal is to have the CAT meet on a quarterly basis in advance of GEI's Board of Directors meetings, but no fewer than twice annually. The School Director is responsible for managing the relationship between the school and the advisory group and setting the agenda for each meeting. As needed, agendas are developed in collaboration with the Board of Directors or GEI leadership. Because of the challenges of COVID-19 and the inability to meet in person for so long, the school is currently re-establishing relationships with community partners and organizations. The school has reached out to various community partners and is looking forward to reconnecting again on a regular basis.

(b) Leadership Team

A strong leadership team, including high quality school leaders, is essential to maintaining the success of The Excel Center – Clarksville. In addition to having a high-quality leadership team with individual strengths, a high level of collegiality and collaboration amongst the leadership team undoubtedly contributes to the success of The Excel Center – Clarksville. The leadership team at The Excel Center – Clarksville is comprised of:

- School Director: Corenn Lorenzini
- Lead Teacher: Claire Coppage
- Lead Coach: Danielle Tracey
- College & Career Readiness Specialist: Deborah Wesley
- Teacher of Record: Jessica Estes

The school-based leadership team at The Excel Center – Clarksville is also supported by the extended leadership team of GEI, which includes the Senior Vice President, Chief Mission & Education Officer; Vice President, Education Initiatives; Excel Center Regional Directors, and

other members of the GEI team.

The school-based leadership team meets on a routine basis to discuss leading and lagging indicators of school performance and to collaborate and communicate frequently for collective problem solving as issues arise. At least three times a year Excel Centers participate in a network-wide data review to identify best practices and challenges in performance, and capitalize on the expertise of the extended network to problem solve. This allows The Excel Center to develop initiatives to continuously improve the school model for the benefit of improving student outcomes.

GEI understands that developing and maintaining effective schools means developing and maintaining strong leaders, and as such, GEI has established various training and professional development models to support The Excel Center network and the staff that brings the model to life. GEI offers a training series is aptly named the Leadership Series in order to reflect its intentional focus on leadership development. GEI's other key training series consists of two distinct tracks, allowing activities to best align with the specific needs of the participants as it relates to the various roles within GEI. Evaluating and revising professional development has been a collaborative effort of GEI leadership, GCSI Human Resources, and The Excel Center directors. In addition to these leadership development opportunities, The Excel Center directors participate in monthly Directors' Meetings. These meetings provide ongoing training, development, and information as a means of educating and strengthening the knowledge base of Excel Center directors.

Similar meetings take place at least 5 times annually (once per Term) for Excel Center leadership team members. This includes monthly professional development for Lead Teachers, Lead Coaches, Special Education Teachers of Record, and English Language Learner Coordinators. These ongoing sessions allow for training and networking, as well as provide a 'train the trainer' model in which these staff members then return to their schools and share the information learned with their site-level team members. This structure reinforces GEI's continuous improvement culture and strengthens individual staff members' skills and the team as a whole.

(c) Teaching staff

At The Excel Center, the teaching staff is supported by Lead Teachers, who serve as professional instructional coaches. Lead Teachers play an active role in the development of the teachers' craft by providing feedback and guidance. Additionally, Lead Teachers participate in regular Excel Center network-wide Lead Teacher meetings. At these meetings, Lead Teachers share strategies and techniques for supporting teachers, as well as share best practice for what works in their own Excel Center to elicit the best educational outcomes from students.

Lead Teachers also receive support from GEI's Lead Teacher Liaison and the Vice President, Education Initiatives, both of whom can work with schools on specific initiatives and areas a school may wish to target. One of the most recent large-scale projects embarked upon was the transition to Indiana's Graduation Pathways. Because The Excel Center model focuses on "what comes next" for students, the Graduation Pathways is a natural fit. In order to make sure Excel Center staff members fully understood Indiana's shift in graduation requirements and what that looked like for The Excel Center, Excel Center leadership and teachers worked together closely to review all Excel Center requirements and create a crosswalk to the Graduation Pathways. Course content was reviewed, including all related projects and

assessments, to ensure The Excel Center was adequately aligning to Indiana's new graduation requirements.

(d) Academic achievement

The Excel Center has identified three main pillars that are critical to sustaining a high level of student academic achievement: (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 the barriers that may impede a student's continued educational success.

The academic philosophy for students who have dropped out of high school leads to flexibility in the design of the school's academic program. Students enroll at The Excel Center at various skill levels and have a varying number of credits to achieve. Many students will be working to balance their education with life commitments, including work and family obligations.

Therefore, The Excel Center uses a "one student at a time" method where each student establishes their educational goals and moves at their own pace to achieve learning goals. Every student at The Excel Center has a unique education plan and school staff work with each student to craft an educational program that fits their specific needs.

The environment within The Excel Center is designed to meet adults' learning needs by encouraging them to see the relevance and importance of their education while providing a mature environment for learning and discussion. The school is designed to reflect the characteristics and educational environments that benefit adult learners. Complete College America's 2011 report⁶ "Time is the Enemy" highlights how, for many adults in college, an extended period of time to progress through school is a major detriment to their lasting success. Although the report's findings focus on postsecondary education, its lessons about adult learners have been incorporated into the design of The Excel Center. For students who are balancing commute times, family obligations, work, and school, lengthy educational programs with few rewards are a major barrier to ongoing success. The following elements of Complete College America's recommendations have been incorporated into the academic design of The Excel Center:

- *Use of block schedules with fixed and predictable classroom meeting times.* Excel Center classes operate for 90 or 180 minutes each day.
- *Allow students to proceed at a faster pace, with shorter academic terms, less time of between terms, and year-round scheduling.* The Excel Center's year-round calendar takes minimal breaks and operates on five terms lasting 8 weeks each.
- *Simplify the registration process.* 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 an industry-recognized credential and/or college credits.
- *Form peer support and learning networks.* Students build relationships with other students and teachers in The Excel Center's small school environment. Additionally, life coaches work to ensure students remain engaged in the school's academic program and feel connected to, and that they belong, in the school.

⁶ 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/Time_Is_The_Enemy.pdf

- *Embed remediation into the regular educational design so that students don't waste time before they start earning credits.* The Excel Center has established a learning environment that meets adults where they are academically. Students participate in fixed-time classes where they cover key academic subjects in language arts, mathematics, social studies, and science. These courses are designed to build skills, teach material, and engage with students. Many students come to The Excel Center requiring significant remediation and special supports. For these students, reading, math, and basic skills labs allow them to learn critical information when they need it. Foundational courses allow students to earn elective credit, helping students connect their remedial work to the goal of earning credits toward their high school diplomas.

The Excel Center's focus on College and Career Readiness prepares students to learn the general skills necessary to become successful in the 21st century workplace. The Partnership for 21st Century Learning developed a framework that identified many of the critical competencies and skills essential to students preparing to enter the workforce in the 21st century.⁷ These skills are grouped into four general categories:

- (1) A strong mastery of key subjects and 21st century themes;
- (2) Life and career skills;
- (3) Learning and innovation skills; and
- (4) Information, media, and technology skills.

Building upon the Indiana Academic Standards, The Excel Center emphasizes these skills so that students are prepared for the modern workforce. Students will build on themes and case studies applied in workplace contexts, encouraging students to develop and demonstrate skills that will be valuable in workplace environments. Opportunities for students to demonstrate these skills are woven into core content and school progress. The school's emphasis on these skills enables each student to understand how mastery of the core curriculum can be used as a means to develop skills that will be important in their careers.

Many individuals who have dropped out of school will re-enter the educational system when they find that there are few employment opportunities available for individuals who lack a high school diploma. To respond to this demand, The Excel Center's coursework and learning environment enable students to access greater career opportunities. Intrinsic to The Excel Center school model is the graduation requirement of students participating in at least one dual credit or industry certification course. As our students are adults and often focused on "what comes next" after their diploma, this has always been a key element of The Excel Center model and something Excel Centers have implemented long before Indiana's transition to the Graduation Pathways. This requirement encourages the pursuit of a post-secondary education for greater career opportunities. The majority of these offerings are provided in cooperation with Ivy Tech. The additional Excel Center graduation requirement of post-secondary coursework not only gives students a taste of college and confidence in their ability to complete college-level work, but often provides a transferable credential in a high demand career field, increasing a student's employment opportunities. Through dual credit classes, students can begin their post-secondary career with earned credits toward their degree.

The Excel Center's academic environment is designed to prepare students for post-secondary education, which requires self-direction, initiative, and personal discipline. The

⁷ Partnership for 21st Century Learning. Framework for 21st Century Learning. Retrieved from <http://www.battleforkids.org/networks/p21/frameworks-resources>

Excel Center promotes students' awareness and access to valuable careers by introducing students to the benefits, details, and possibilities of a number of careers, and helping to outline the path a student may take to enter a career in a given field. The Excel Center spends significant time introducing students to industries and fields where there are good prospects of securing stable employment and finding a career in an industry with growth potential. The school will provide a variety of academic opportunities for growth that fit students' needs and learning styles. In order to allow students the freedom to explore these goals, students will determine the pace and, to some degree, content (depending on their career interests) of their academic program.

The Excel Center's coaching platform addresses the life barriers and issues that may prevent students from meeting their goals and achieving academic success. The Excel Center's 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 provides security, confidence, and encouragement for students to continue at times when the school work becomes difficult and life barriers become challenging to manage. Life coaches work with students to identify potential barriers to students' continued education, whether short-term (such as housing and childcare) or long-term (including self-confidence or emotional issues). The coach is responsible for student advocacy, barrier removal, community partnerships, and academic counseling.

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

The Excel Center school model is innovative in that it is a first-of-its-kind adult high school, which creates an opportunity for those who previously dropped out of high school to re-engage in their education and earn a full, state-recognized high school diploma. The Excel Center was the first adult high school in Indiana and the first-of-its-kind in the nation. Furthermore, The Excel Center's approach to education is innovative in that it provides wraparound services to students to allow them to overcome both academic and non-academic barriers to their educational success and future educational and career attainment. One of the areas where these wraparound services can support students significantly is in the area of student attendance.

Although attendance is no longer on the ICSB's dashboard for adult high schools as it was previously, attendance for students at The Excel Center – Clarksville is still a challenge and an area of priority. The Excel Center - Clarksville understands that students who previously left high school before graduating often did so because some type of barrier was interfering with the student's ability to complete their education. We also understand that when these students return to high school as adults, the same barriers (and potentially new barriers) may impede a student's ability to attend regularly. These barriers may include the need to work to support themselves and their family, caring for a child or relative, taking care of a health-related issue, or other similar obligations. As a result, The Excel Center supports its students with Life Coaches. Each student at The Excel Center - Clarksville is assigned a Coach, who works closely with the student. The Coach will work with a student to create and monitor the student's individual graduation plan, reach out to the student when attendance is a problem, and support the student in removing or addressing any barriers that may be interfering with the student's ability to attend regularly. While adult students may still need to miss class more frequently compared to traditionally-aged high school students in order to address their responsibilities outside of the classroom, additional tutoring sessions and opportunities for weekly support offered at The Excel Center – Clarksville can help a student maintain their academic work and continue to make progress towards graduation.

The Excel Center – Clarksville has also reviewed components of its coaching model to ensure the coaching structure as the school was implementing it provided students with the ideal level of support. After gathering input from staff and reviewing the coaching structure, The Excel Center – Clarksville realized the coaching model as they were implementing it had the opportunity to be adjusted in order provide students with more robust wraparound services while also strengthening academic supports to students with special needs. Prior to this realization, the Teacher of Record at The Excel Center – Clarksville also held a coaching caseload. While the rationale behind this initial structure was that it would allow the Teacher of Record to develop more relationships with students than solely her special education caseload, the unintended result was that while there were relationships with more students, there remained an opportunity to provide more support services directly to students. As a result of this realization, the Teacher of Record no longer carries a coaching caseload to allow her additional time to provide more in-depth instructional support for the students she serves. By concentrating the Teacher of Record's time more directly on the needs of students with disabilities and not coupling her time with coaching responsibilities, she is now able to offer more support to students through developing additional differentiation strategies and more opportunities for classroom push-ins. Additionally, the coaching team now focuses solely on coaching responsibilities, which includes partnering with teachers to make sure students have the level of support and barrier removal needed.

Since The Excel Center – Clarksville serves minors, the school pays special attention to the needs of this population of older youth to ensure they have the barrier removal they need to succeed at The Excel Center as well. During the course of the initial charter team, staff at The Excel Center - Clarksville realized that their population of minors required targeted supports in some areas that were different than what their over 18 students needed. The team was finding that minor students required more support in the areas of attendance, discipline, and obviously, parent communication. To ensure all students received the support and barrier removal they needed, The Excel Center – Clarksville assigned one of their coaches to specifically serve their older youth. The coach for older youth provides support consistent with the broader Excel Center model, as well as providing the practical support the school's minor students need in the areas of attendance, discipline, and parent communication. Older youth are assigned to this coach upon enrollment at The Excel Center – Clarksville and remain with that coach until they are one to terms away from graduation, at which time they transition to the Lead Coach who serves as a graduation coach and provides supports to all students as they prepare to transition to graduation and post-secondary success.

Related to the challenges of COVID-19, the teaching team has been working through re-adjusting to being fully in-person after the sudden transition to remote instruction in the spring of 2020 followed by last year's hybrid schedule. This has required the teaching staff to revisit the lesson planning process to ensure it aligns to instruction being delivered fully in-person. If English language learners require changes to their Individual Learning Plans (ILPs) or special education students require changes to their Individualized Learning Programs (IEPs) because of the shift back to full in-person learning, the team is making sure those changes take place. Additionally, the broader teaching team is working within their various content areas to revisit and improve vertical alignment on our class progression to better set up students for successes. After experiencing very different instructional settings the last two school years as a result of COVID-19, the team is being intentional in its work as it resumes full in-person instruction, making improvements where needed and re-norming the process of being in school together.

Beyond these growth areas for the coaching and instructional teams, The Excel Center – Clarksville has been working through the additional challenges COVID-19 has caused in terms of community partnerships. Prior to COVID-19 the school's Senior Seminar classes would tour local community colleges and engage with other groups throughout the community. With the impact of COVID-19, these activities were paused for over a year and many contacts at local organizations have since retired or left that particular organization. As a result, a number of partnerships will need to be re-established so that The Excel Center – Clarksville can engage with the community in a meaningful way.

The Excel Center – Clarksville will also be working on expanding employability options for students post-graduation as they move into the next charter cycle. The greater Clarksville area has a significant need for healthcare workers, as there are multiple hospitals in the area, including the greater Louisville area. These hospitals have previously indicated they prefer more experienced hires, but with the COVID-19 pandemic, there is a greater need for more healthcare workers and The Excel Center – Clarksville is looking forward to revisiting this conversation to see if there may be an opportunity to develop a joint training program that more specifically meets the hospitals' needs while providing students a more in-depth training as they earn related certifications. The Excel center – Shelbyville has developed a similar partnership with a local hospital network in their community and The Excel center – Clarksville is hopeful to develop something similar with their own local hospitals.


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

All evidence and explanation has been provided throughout the sections of this renewal application.

Section III: Proposed Changes to Charter Agreement

No proposed changes to the charter agreement are requested at this time.

Instructions for Renewal Budget Projections Workbook

 = Information should be entered into light gray shaded cells.

Name of Charter School: Anderson Excel Center
Location: Anderson Community School Corp

First Year of New Charter (Renewal Year): 2022 - 23 SY

<p>1. Instructions</p>	<ul style="list-style-type: none"> • All organizers submitting a Charter Renewal Application to the Indiana Charter School Board must complete worksheets 1 through 4 of the Renewal Budget Projections Workbook. No information is required to be entered into WHITE cells, they will autofill as information is entered into GREY cells. • Column and Row references in these instructions are to the Excel spreadsheet Column or Row.
<p>2. Enrollment Projection</p>	<ul style="list-style-type: none"> • Please complete the enrollment table for the school's current year, and provide enrollment projections for the next five (5) years beginning with the Renewal Year.
<p>3. Staffing Plan</p>	<ul style="list-style-type: none"> • Please provide a list of administrative, instructional, and other staff along with estimates of proposed salaries and benefits. Please include both full and part-time employees and contractors. Projected salary and benefits should align with current and 5-Year budgets. • The estimated "average salary" for each position should include all taxable amounts (including taxable fringe benefits, stipends, bonuses, awards, and allowances). • "Other Insurance" includes health care, long-term care, life, disability. • "Other Benefits" are non-taxable benefits (e.g., educational assistance, dependent care assistance, transportation benefits, non-taxable fringe benefits, etc.).
<p>4. 5-Year Budget</p>	<ul style="list-style-type: none"> • Please provide budget projections for the Current Year and the next 5 years. Note that the information provided in Tab 3 must align with the personnel expenses provided in Tab 4 or Tab 4 will throw an ERROR.
<p>Notes:</p>	<ul style="list-style-type: none"> • 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. • This template is not intended to be exhaustive. If it is unclear to which line a particular item of revenue or expense belongs, add it to the closest approximation or to one of the "other" categories and make a note in the budget narrative.

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

School Name: Anderson Excel Center
 Location: Anderson Community School Corp
 Renewal Year: 2022 - 23 SY

Is the school an Adult High School (please see instructions): Yes Complete Rows 32 and 37-40 only.

Enrollment	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5	Notes & Instructions
	2021 - 22 SY	2022 - 23 SY	2023 - 24 SY	2024 - 25 SY	2025 - 26 SY	2026 - 27 SY	
Kindergarten							<p>Please complete the enrollment table for the school's current year, and provide enrollment projections for the next five (5) years beginning with the Renewal Year.</p> <p>1) An "adult high school" is a charter school that has a majority of enrolled students that: (1) belong to a graduation cohort that has already graduated; or (2) are over the age of eighteen (18) years of age; at the time the student was first enrolled at the school. <u>If you are an adult high school, complete Rows 32, and 37-40 only.</u></p> <p>2) A "virtual student" is defined as a student for whom at least fifty percent (50%) of the instructional services received from the school is virtual instruction. Virtual instruction means instruction that is provided in an interactive learning environment created through technology in which students are separated from their teacher by time or space, or both. Students receiving more than 50% of their instruction virtually generate eighty-five percent (85%) of the foundation formula amount rather than 100%. The analysis is applicable on a per student basis.</p> <p>3) The "basic" tuition support grant for K-12 schools is equal to the following formula: (Foundation Amount X ADM) + ((Complexity Multiplier X Complexity Index) X ADM)</p> <p>The Distribution calculations are an estimate based on projected enrollment multiplied by basic tuition support in the amounts as set forth in the most recently passed (2021-23 FY) budget- Foundation = \$5,995 for the 2021-22 SY and \$6,235 for the 2022-23 SY (and beyond) and Complexity Multiplier = \$3,775. The school's actual distribution will be based on the school's ADM count of eligible pupils enrolled in the school on two count dates (in September and February) multiplied by the basic tuition support calculation. The calculation uses the Complexity Index for the school corporation in which the proposed charter school will be located- the school's actual Complexity Index amount will likely differ. The Special Education Grant amount is calculated on Tab 4 and uses the grant amount for mild/moderate disabilities (\$2,657 for the 2022-23 SY). The grant amount for severe disabilities is \$10,575 for the 2022-23 SY).</p> <p>4) The Adult Learner Grant amount for adult high schools is \$6,750. The Adult Distribution is calculated by multiplying Total Enrollment by the Adult Grant.</p>
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
Total K-12 Enrollment:	0	0	0	0	0	0	
Adult Learners (1)	300	300	300	315	315	315	
Total Adult Enrollment:	300	300	300	315	315	315	
Estimated % of Students:							
Special Education	7%	7%	7%	7%	7%	7%	
English Learners	5%	5%	6%	6%	7%	7%	
Free/Reduced Priced Lunch	35%	35%	35%	35%	35%	35%	
Virtual Students (2)	0%	0%	0%	0%	0%	0%	
K-12 Distribution (3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Adult Distribution (4)	\$ 2,025,000.00	\$ 2,025,000.00	\$ 2,025,000.00	\$ 2,126,250.00	\$ 2,126,250.00	\$ 2,126,250.00	

5-Year Projected Staffing Plan

School Name: Anderson Excel Center
Renewal Year: 2022 - 23 SY

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

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

	Current Year			Year 1			Year 2			Year 3			Year 4			Year 5		
	Number	Average Salary (1)	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense
INSTRUCTIONAL STAFF																		
Position (specify)		\$	\$		\$	\$		\$	\$		\$	\$		\$	\$		\$	\$
Lead Instructor	1.0	\$ 62,342.00	\$ 62,342.00	1.0	\$ 64,212.00	\$ 64,212.00	1.0	\$ 66,139.00	\$ 66,139.00	1.0	\$ 68,123.00	\$ 68,123.00	1.0	\$ 70,167.00	\$ 70,167.00	1.0	\$ 72,272.00	\$ 72,272.00
Humanities Instructor	1.0	\$ 43,375.00	\$ 43,375.00	1.0	\$ 44,676.00	\$ 44,676.00	1.0	\$ 46,016.00	\$ 46,016.00	1.0	\$ 47,397.00	\$ 47,397.00	1.0	\$ 48,819.00	\$ 48,819.00	1.0	\$ 50,283.00	\$ 50,283.00
Science Instructor	1.0	\$ 46,410.00	\$ 46,410.00	1.0	\$ 47,802.00	\$ 47,802.00	1.0	\$ 49,236.00	\$ 49,236.00	1.0	\$ 50,713.00	\$ 50,713.00	1.0	\$ 52,235.00	\$ 52,235.00	1.0	\$ 53,802.00	\$ 53,802.00
Math Instructor	1.0	\$ 49,655.00	\$ 49,655.00	1.0	\$ 51,144.00	\$ 51,144.00	1.0	\$ 52,679.00	\$ 52,679.00	1.0	\$ 54,259.00	\$ 54,259.00	1.0	\$ 55,887.00	\$ 55,887.00	1.0	\$ 57,563.00	\$ 57,563.00
Humanities Instructor	1.0	\$ 47,766.00	\$ 47,766.00	1.0	\$ 49,199.00	\$ 49,199.00	1.0	\$ 50,675.00	\$ 50,675.00	1.0	\$ 52,195.00	\$ 52,195.00	1.0	\$ 53,761.00	\$ 53,761.00	1.0	\$ 55,374.00	\$ 55,374.00
Math Instructor	1.0	\$ 45,378.00	\$ 45,378.00	1.0	\$ 46,739.00	\$ 46,739.00	1.0	\$ 48,142.00	\$ 48,142.00	1.0	\$ 49,586.00	\$ 49,586.00	1.0	\$ 51,073.00	\$ 51,073.00	1.0	\$ 52,606.00	\$ 52,606.00
Science Instructor	1.0	\$ 46,856.00	\$ 46,856.00	1.0	\$ 48,262.00	\$ 48,262.00	1.0	\$ 49,710.00	\$ 49,710.00	1.0	\$ 51,201.00	\$ 51,201.00	1.0	\$ 52,737.00	\$ 52,737.00	1.0	\$ 54,319.00	\$ 54,319.00
Resource Instructor	0.5	\$ 35,230.00	\$ 17,615.00	0.5	\$ 36,287.00	\$ 18,143.50	0.5	\$ 37,375.00	\$ 18,687.50	0.5	\$ 38,497.00	\$ 19,248.50	0.5	\$ 39,651.00	\$ 19,825.50	0.5	\$ 40,841.00	\$ 20,420.50
Distance Learning	1.0	\$ 13,720.00	\$ 13,720.00	1.0	\$ 14,132.00	\$ 14,132.00	1.0	\$ 14,555.00	\$ 14,555.00	1.0	\$ 14,992.00	\$ 14,992.00	1.0	\$ 15,442.00	\$ 15,442.00	1.0	\$ 15,904.00	\$ 15,904.00
Special Education Instructor	1.0	\$ 50,795.00	\$ 50,795.00	1.0	\$ 52,319.00	\$ 52,319.00	1.0	\$ 53,889.00	\$ 53,889.00	1.0	\$ 55,505.00	\$ 55,505.00	1.0	\$ 57,170.00	\$ 57,170.00	1.0	\$ 58,886.00	\$ 58,886.00
Paraprofessional	0.5	\$ 30,576.00	\$ 15,288.00	0.5	\$ 31,493.00	\$ 15,746.50	0.5	\$ 32,438.00	\$ 16,219.00	0.5	\$ 33,411.00	\$ 16,705.50	0.5	\$ 34,414.00	\$ 17,207.00	0.5	\$ 35,446.00	\$ 17,723.00
		\$	\$		\$	\$		\$	\$		\$	\$		\$	\$		\$	\$
Total Instructional Staff:	10.0		\$ 439,200.00	10.0		\$ 452,375.00	10.0		\$ 465,947.50	10.0		\$ 479,925.00	10.0		\$ 494,323.50	10.0		\$ 509,152.50
ADMIN & SUPPORT																		
Position (specify)		\$	\$		\$	\$		\$	\$		\$	\$		\$	\$		\$	\$
School Director	1.0	\$ 83,986.00	\$ 83,986.00	1.0	\$ 86,506.00	\$ 86,506.00	1.0	\$ 89,101.00	\$ 89,101.00	1.0	\$ 91,774.00	\$ 91,774.00	1.0	\$ 94,527.00	\$ 94,527.00	1.0	\$ 97,363.00	\$ 97,363.00
Manager, Office Administration	1.0	\$ 41,315.00	\$ 41,315.00	1.0	\$ 42,555.00	\$ 42,555.00	1.0	\$ 43,832.00	\$ 43,832.00	1.0	\$ 45,147.00	\$ 45,147.00	1.0	\$ 46,501.00	\$ 46,501.00	1.0	\$ 47,896.00	\$ 47,896.00
Lead Coach	1.0	\$ 53,772.00	\$ 53,772.00	1.0	\$ 55,386.00	\$ 55,386.00	1.0	\$ 57,047.00	\$ 57,047.00	1.0	\$ 58,758.00	\$ 58,758.00	1.0	\$ 60,521.00	\$ 60,521.00	1.0	\$ 62,337.00	\$ 62,337.00
Coach 1	1.0	\$ 43,607.00	\$ 43,607.00	1.0	\$ 44,915.00	\$ 44,915.00	1.0	\$ 46,263.00	\$ 46,263.00	1.0	\$ 47,651.00	\$ 47,651.00	1.0	\$ 49,080.00	\$ 49,080.00	1.0	\$ 50,552.00	\$ 50,552.00
Coach 2	1.0	\$ 45,376.00	\$ 45,376.00	1.0	\$ 46,737.00	\$ 46,737.00	1.0	\$ 48,139.00	\$ 48,139.00	1.0	\$ 49,583.00	\$ 49,583.00	1.0	\$ 51,071.00	\$ 51,071.00	1.0	\$ 52,603.00	\$ 52,603.00
Coach 3	1.0	\$ 45,507.00	\$ 45,507.00	1.0	\$ 46,872.00	\$ 46,872.00	1.0	\$ 48,278.00	\$ 48,278.00	1.0	\$ 49,727.00	\$ 49,727.00	1.0	\$ 51,219.00	\$ 51,219.00	1.0	\$ 52,755.00	\$ 52,755.00
College and Career Readiness	1.0	\$ 52,382.00	\$ 52,382.00	1.0	\$ 53,953.00	\$ 53,953.00	1.0	\$ 55,572.00	\$ 55,572.00	1.0	\$ 57,239.00	\$ 57,239.00	1.0	\$ 58,956.00	\$ 58,956.00	1.0	\$ 60,725.00	\$ 60,725.00
Childcare Manager	1.0	\$ 30,988.00	\$ 30,988.00	1.0	\$ 31,897.00	\$ 31,897.00	1.0	\$ 32,854.00	\$ 32,854.00	1.0	\$ 33,840.00	\$ 33,840.00	1.0	\$ 34,855.00	\$ 34,855.00	1.0	\$ 35,901.00	\$ 35,901.00
Childcare Attendant	2.0	\$ 23,685.50	\$ 47,371.00	2.0	\$ 24,396.00	\$ 48,792.00	2.0	\$ 25,128.00	\$ 50,256.00	2.0	\$ 25,882.00	\$ 51,764.00	2.0	\$ 26,658.00	\$ 53,316.00	2.0	\$ 27,458.00	\$ 54,916.00
		\$	\$		\$	\$		\$	\$		\$	\$		\$	\$		\$	\$
Total Admin & Support Staff:	10.0		\$ 444,284.00	10.0		\$ 457,613.00	10.0		\$ 471,342.00	10.0		\$ 485,483.00	10.0		\$ 500,046.00	10.0		\$ 515,048.00
		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense
BENEFITS		\$	\$		\$	\$		\$	\$		\$	\$		\$	\$		\$	\$
Health Insurance (2)		\$ 3,933.00	\$ 78,660.00		\$ 7,653.18	\$ 153,063.60		\$ 7,882.72	\$ 157,654.40		\$ 8,119.23	\$ 162,384.60		\$ 8,362.82	\$ 167,256.40		\$ 8,613.71	\$ 172,274.20
Retirement Contributions (3)		\$ 2,650.45	\$ 53,009.00		\$ 2,655.85	\$ 53,117.00		\$ 2,725.54	\$ 54,710.80		\$ 2,817.59	\$ 56,351.80		\$ 2,902.15	\$ 58,043.00		\$ 2,989.18	\$ 59,783.60
Social Security		6.2%	\$ 54,776.01		6.2%	\$ 56,419.26		6.2%	\$ 58,111.95		6.2%	\$ 59,855.30		6.2%	\$ 61,650.91		6.2%	\$ 63,500.43
Medicare		1.45%	\$ 12,810.52		1.45%	\$ 13,194.83		1.45%	\$ 13,590.70		1.45%	\$ 13,998.42		1.45%	\$ 14,418.36		1.45%	\$ 14,850.91
Unemployment		2.5%	\$ 22,087.10		2.5%	\$ 22,749.70		2.5%	\$ 23,432.24		2.5%	\$ 24,135.20		2.5%	\$ 24,859.24		2.5%	\$ 25,605.01
Other Compensation (4)		\$	\$		\$	\$		\$	\$		\$	\$		\$	\$		\$	\$

SUMMARY	Current Year		Year 1		Year 2		Year 3		Year 4		Year 5	
	Total Staff	Total Salaries + Benefits	Total Staff	Total Salaries + Benefits	Total Staff	Total Salaries + Benefits	Total Staff	Total Salaries + Benefits	Total Staff	Total Salaries + Benefits	Total Staff	Total Salaries + Benefits
	20.0	\$ 1,104,826.63	20.0	\$ 1,208,532.38	20.0	\$ 1,244,789.58	20.0	\$ 1,282,133.31	20.0	\$ 1,320,597.40	20.0	\$ 1,360,214.65
Student/teacher ratio	30:1		30:1		30:1		32:1		32:1		32:1	

Footnotes:

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

(1) Amounts paid to "employees" regardless of whether they are full-time, part-time, or limited-time should be listed in the **Average Salary** column (Rows 15-47) for each year. All pay provided to an employee for services performed should be included, including salaries, vacation allowances, bonuses, stipends, commissions, and taxable fringe benefits. For more information, see <https://www.irs.gov/publications/p15>.

(2) **Health Insurance** includes Group Life Insurance, Group Health Insurance, Group Accident Insurance, Other Authorized Group Insurance, and Workers Compensation Insurance.

(3) **Retirement Contributions** includes Severance/Early Retirement Pay, Public Employees Retirement Fund, Teachers Retirement Fund, Public Employees Retirement Fund (Optional Contribution), Teacher Retirement Fund (Optional Contribution).

(4) **Other Compensation** - includes any other benefits not otherwise classified above, including payments made to independent contractors. This cell should reflect the sum total of all Other Compensation for the year.

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

School Name: Anderson Excel Center
Renewal Year: 2022 - 23 SY

Special Instructions for Schools Contracting with a Management Company:

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

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

REVENUES	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5	Additional Information	
State Revenue - See Footnotes								
Basic Tuition Support / Adult Grant - From Tab 2	\$ 2,025,000.00	\$ 2,025,000.00	\$ 2,025,000.00	\$ 2,126,250.00	\$ 2,126,250.00	\$ 2,126,250.00	Other State Grants (Row 29)	
Special Education Grant - From Tab 2	\$ 55,797.00	\$ 55,797.00	\$ 55,797.00	\$ 58,586.85	\$ 58,586.85	\$ 58,586.85		
Honors Diploma Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
CTE Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Charter and Innovation Network School Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Formative Assessment Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
High Ability (Gifted and Talented) Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Textbook Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Remediation Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Teacher Appreciation Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Other State Grants (please describe) (1)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total State Revenue:	\$ 2,080,797.00	\$ 2,080,797.00	\$ 2,080,797.00	\$ 2,184,836.85	\$ 2,184,836.85	\$ 2,184,836.85		
Federal Revenue - See Footnotes								
Public Charter School Program Grant (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Federal Revenue (Row 41)	
Charter Facilities Assistance Program Grant (2011)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
IDEA- Part B Grant (Special Education)	\$ 32,304.00	\$ 32,627.00	\$ 32,953.00	\$ 38,260.00	\$ 68,642.00	\$ 39,029.00		
Title I	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Title II	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Federal Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Federal Breakfast Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Other Federal Revenue (please describe)	\$ 45,400.00	\$ 45,854.00	\$ 25,908.00	\$ -	\$ -	\$ -		
Total Federal Revenue:	\$ 77,704.00	\$ 78,481.00	\$ 58,861.00	\$ 38,260.00	\$ 68,642.00	\$ 39,029.00		
Other Revenue								
Contributions and Donations from Private Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Revenue (Row 50)	
Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Other Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Other Revenue (please describe)	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00		
Total Other Revenue:	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00		
TOTAL REVENUE:	\$ 2,173,501.00	\$ 2,174,278.00	\$ 2,154,658.00	\$ 2,238,096.85	\$ 2,268,478.85	\$ 2,238,865.85		
EXPENSES								
Administrative Staff - See Footnote (3)								
Executive Administration: Office of Superintendent	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Total Administrative Staff:	
School Administration: Office of the Principal	\$ 125,301.00	\$ 129,061.00	\$ 132,932.00	\$ 136,920.00	\$ 141,028.00	\$ 145,259.00		
Other School Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Business Manager/Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total Administrative Staff:	\$ 125,301.00	\$ 129,061.00	\$ 132,932.00	\$ 136,920.00	\$ 141,028.00	\$ 145,259.00		
Instructional Staff								
Teachers - Regular	\$ 373,116.00	\$ 384,309.00	\$ 395,840.50	\$ 407,715.00	\$ 419,945.50	\$ 432,542.50	Total Instructional Staff:	
Teachers - Special Education	\$ 50,795.00	\$ 52,319.00	\$ 53,889.00	\$ 55,505.00	\$ 57,170.00	\$ 58,886.00		
Substitutes, Assistants, Paraprofessionals, Aides	\$ 15,288.00	\$ 15,747.00	\$ 16,219.00	\$ 16,706.00	\$ 17,207.00	\$ 17,723.00		
Summer School Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total Instructional Staff:	\$ 439,199.00	\$ 452,375.00	\$ 465,948.50	\$ 479,926.00	\$ 494,322.50	\$ 509,151.50		
Non-Instructional/Support Staff - See Footnotes								
Social Workers, Guidance Counselors, Therapists	\$ 240,644.00	\$ 247,862.00	\$ 255,299.00	\$ 262,958.00	\$ 270,847.00	\$ 278,973.00	Other Support Staff (Row 78)	
Instructional Support Staff (4)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Other Support Staff (please describe) (5)	\$ 78,340.00	\$ 80,690.00	\$ 83,110.00	\$ 85,604.00	\$ 88,172.00	\$ 90,817.00		
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Information Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Security Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Athletic Coaches	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total Non-Instructional/Support Staff:	\$ 318,984.00	\$ 328,552.00	\$ 338,409.00	\$ 348,562.00	\$ 359,019.00	\$ 369,790.00		
Subtotal Wages and Salaries:								
	\$ 883,484.00	\$ 909,888.00	\$ 937,289.50	\$ 965,408.00	\$ 994,369.50	\$ 1,024,200.50		
Payroll Taxes and Benefits - From Tab 3								
Social Security/Medicare/Unemployment	\$ 89,673.63	\$ 92,363.78	\$ 95,134.88	\$ 97,988.91	\$ 100,928.50	\$ 103,956.35	Other Compensation (Row 94)	
Health Insurance	\$ 78,660.00	\$ 153,063.60	\$ 157,654.40	\$ 162,384.60	\$ 167,256.40	\$ 172,274.20		
Retirement Contributions	\$ 53,009.00	\$ 53,117.00	\$ 54,710.80	\$ 56,351.80	\$ 58,043.00	\$ 59,783.60		
Other Compensation (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total Payroll Taxes and Benefits:	\$ 221,342.63	\$ 298,544.38	\$ 307,500.08	\$ 316,725.31	\$ 326,227.90	\$ 336,014.15		
Total Personnel Expenses:								
	\$ 1,104,826.63	\$ 1,208,532.38	\$ 1,244,789.58	\$ 1,282,133.31	\$ 1,320,597.40	\$ 1,360,214.65		
Instructional Supplies and Resources - See Footnotes								
Textbooks	\$ 1,500.00	\$ 1,530.00	\$ 1,561.00	\$ 1,592.00	\$ 1,624.00	\$ 1,656.00	Other Instructional Supplies and Resources (Row 108)	
Library/Media Services (Other than Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Technology Supporting Instruction (computers, tablets, etc.)	\$ 3,000.00	\$ 3,060.00	\$ 3,121.00	\$ 3,184.00	\$ 3,247.00	\$ 3,312.00		
Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Instructional Software	\$ 5,100.00	\$ 5,202.00	\$ 5,306.00	\$ 5,412.00	\$ 5,520.00	\$ 5,631.00		
Professional Development	\$ 6,375.00	\$ 6,439.00	\$ 6,503.00	\$ 6,568.00	\$ 6,634.00	\$ 6,700.00		
Enrichment Programs (athletics or extra-curricular activities)	\$ 6,000.00	\$ 6,060.00	\$ 6,121.00	\$ 6,182.00	\$ 6,244.00	\$ 6,306.00		
Other Instructional Supplies (please describe)	\$ 70,800.00	\$ 71,508.00	\$ 72,223.00	\$ 72,945.00	\$ 73,675.00	\$ 74,412.00		
Total Instructional Supplies and Resources:	\$ 92,775.00	\$ 93,799.00	\$ 94,835.00	\$ 95,883.00	\$ 96,944.00	\$ 98,017.00		
Administrative Resources								
Administrative Technology - Computers & Software (not SIS)	\$ 3,434.00	\$ 3,503.00	\$ 3,573.00	\$ 3,644.00	\$ 3,717.00	\$ 3,791.00	Other Administrative Expenses (Row 114)	
Other Administrative Expenses (please describe)	\$ 10,630.00	\$ 10,736.00	\$ 10,844.00	\$ 10,952.00	\$ 11,062.00	\$ 11,172.00		
Total Administrative Resources:	\$ 14,064.00	\$ 14,239.00	\$ 14,417.00	\$ 14,596.00	\$ 14,779.00	\$ 14,963.00		
Governing Board Expenses								
Legal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Governing Board Expenses (Row 120)	
Other Governing Board Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total Governing Board Expenses:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Purchased or Other Services (do not include staff expenses)								
Audit Services	\$ 2,000.00	\$ 2,020.00	\$ 2,040.00	\$ 2,061.00	\$ 2,081.00	\$ 2,102.00	Other Services (Row 138)	
Payroll Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Financial Accounting	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Printing, Publishing, Duplicating Services	\$ 5,460.00	\$ 5,569.00	\$ 5,681.00	\$ 5,794.00	\$ 5,910.00	\$ 6,028.00		
Telecommunication & IT Services	\$ 25,607.00	\$ 25,863.00	\$ 26,122.00	\$ 26,383.00	\$ 26,647.00	\$ 26,913.00		
Insurance (non-facility)	\$ 4,700.00	\$ 4,747.00	\$ 4,794.00	\$ 4,842.00	\$ 4,891.00	\$ 4,940.00		
Travel	\$ 5,100.00	\$ 5,151.00	\$ 5,203.00	\$ 5,255.00	\$ 5,307.00	\$ 5,360.00		
Mail Services	\$ 3,000.00	\$ 3,030.00	\$ 3,060.00	\$ 3,091.00	\$ 3,122.00	\$ 3,153.00		
Special Education Administration	\$ 6,800.00	\$ 6,868.00	\$ 6,937.00	\$ 7,006.00	\$ 7,076.00	\$ 7,147.00		
Student Information Services or Systems	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Food Services	\$ 1,150.00	\$ 1,161.00	\$ 1,173.00	\$ 1,185.00	\$ 1,197.00	\$ 1,209.00		
Transportation Services	\$ 28,700.00	\$ 28,987.00	\$ 29,277.00	\$ 29,570.00	\$ 29,865.00	\$ 30,164.00		
Marketing Expenses	\$ 22,500.00	\$ 22,725.00	\$ 22,952.00	\$ 23,182.00	\$ 23,414.00	\$ 23,648.00		
Other Services (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total Professional Purchased or Other Services:	\$ 105,017.00	\$ 106,121.00	\$ 107,239.00	\$ 108,369.00	\$ 109,510.00	\$ 110,664.00		
Facilities Expenses (do not include staff expenses, e.g. custodian)								
Facility Lease/Mortgage Payments (please describe)	\$ 36,640.00	\$ 36,640.00	\$ 36,640.00	\$ 36,640.00	\$ 36,640.00	\$ 36,640.00		Lease, Mortgage, & Other Facilities (Rows 143, 158)
Capital Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Other Principal Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Operating Leases	\$ 11,264.00	\$ 11,377.00	\$ 11,490.00	\$ 11,605.00	\$ 11,721.00	\$ 11,839.00		
Interest Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Depreciation Expense	\$ 139,311.00	\$ 139,311.00	\$ 139,311.00	\$ 139,311.00	\$ 139,311.00	\$ 139,311.00		
Insurance (Facility)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Purchase of Furniture, Fixtures, & Equipment	\$ 2,508.00	\$ 2,558.00	\$ 2,609.00	\$ 2,662.00	\$ 2,715.00	\$ 2,769.00		
Electric & Gas	\$ 77,700.00	\$ 78,477.00	\$ 79,262.00	\$ 80,054.00	\$ 80,855.00	\$ 81,663.00		

The Excel Center – Clarksville
Budget Narrative

State Funding:

Fixed assumptions by ICSB have held funding at the current rate throughout the projection. An increase in available seats is assumed in the next budget cycle

Federal Funding:

Federal funding includes funding through the Part B Federal Special Education grants. Funding within the five-year budget is projected to increase 1%. The Excel Center will have ESSER II and ESSER III through 2024 which is included in this projection.

Other Revenue:

Budgeted amount represents the expected E-Rate Reimbursement for internet.

Inflation:

While certain expenses are likely to increase annually due to inflation. The budget model is using fairly flat expenses through the 5-year period except for salary and wage cost which were assumed to increase 3% per year.

Salaries/Wages:

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

Instructional Supplies and Resources:

Prior year actual and current year budget were used to develop the 5-year projection, assuming a 1-2% increase in most areas. Expenses, such as internet, were budgeted at full cost rather than the discounted e-rate expense, and the expected reimbursement was recorded in Other Income.

Support Supplies:

As described in the line, this includes operating supplies, dues, and graduation expenses. We also used prior year actual and the current year budget to calculate this amounts, assuming a 1-2% increase in most lines.

Professional or Contracted Services:

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

Facilities Expense:

The rental rate to our landlord (Goodwill of Central and Southern Indiana) is expected to remain flat over this projection to reflect the additional investment Clarksville Excel Center made in the build-out.

Depreciation is planned to remain flat reflective of the extensive Leasehold Improvements.

Other Expenses:

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

Other Financial Considerations, Depending on Potential State Funding Changes:

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

Exhibit C

Statement of Assurances

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

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of Indiana Code ("IC") § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board ("ICSB") and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients receiving federal Charter School Program Grant funds will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act of 2015*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

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

Signature from Authorized Representative of the Charter School Applicant


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

Betsy Delgado

SVP, Chief Mission & Education Officer

Name

Title



10/15/2021

Signature

Date