



Elkhart Excel Center
2626 Prairie Street
Elkhart, IN 46614
574-850-8808

Gary Excel Center
4610 W Ridge Road
Gary, IN 46408
219-980-6381

Hammond Excel Center
3438 169th St.
Hammond, IN 46236
219.844.1911

South Bend Excel
2721 Kenwood Ave.
South Bend, IN 46628
574.314.5570

November 18, 2021

James Betley
Executive Director
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Mr. Betley,

Per our discussion during our site visit at the Hammond Excel Center, I truly appreciate the conversation around our current situation and our plans for the future.

As a result, I would like to submit an addendum to our application for the renewal of our charter at the Hammond Excel.

I know that our being a part of the Hammond community is making a difference for the individuals who have not had the opportunity to complete their education but have a desire to do so. I was talking to a gentleman this week who recently retired from his job. He stated that getting his high school diploma is the last thing on his bucket list. He had to drop out of school at 17 to provide for his family.

Thank you for the support from the ICSB which allows us to be a part of the journey of bringing hope and success into individuals' lives.

Please let me know if you have any questions or concerns.

Sincerely,

A handwritten signature in black ink that reads "Debie M Coble".

Debie M Coble

Addendum to Charter Renewal Application
For
Excel Center, Hammond Indiana

After the submission of the original application, some changes have occurred. This provides an update to the application.

Leadership Changes – On November 3, 2021, Cindy Cavanaugh, Vice President of Excel Centers submitted her resignation, effectively immediately. A board meeting discussed the path to be taken in hiring the next individual. The President/CEO of Goodwill Industries of Michiana, Inc. will provide direct supervision for the directors of the Excel Centers for the immediate future.

The board of directors approved the President/CEO to retain a search firm to assist with the hiring of the new Vice President. A firm has been retained, and the process will begin within the next two weeks.

Student Count – Coming out the pandemic has been a challenge. However, the 2020-2021 year saw the highest number of graduates from the Hammond Excel since the doors opened – 49.

As the schools re-opened its doors, most of the Excel Centers in Indiana and across the nation have found themselves with fewer students. There are three factors that we believe are contributing to this situation: :

1. COVID Fatigue – We found students struggling to return to school due to the uncertainty faced last year. Students with children were not sure if their kids would remain in school or go virtual. As well as some students simply needed respite for mental health reasons. Some students were not comfortable returning to an in-person setting and did not want to utilize the online option.
2. Greater availability of jobs for individuals who do not have a high school diploma.
3. Difficulty in recruiting during the pandemic due to traditional sites not holding events.

To ensure that we are keeping the urgency of increasing the number of people changing their lives with a high school diploma, each director of an Excel Center is required to send the following to the President/CEO on a weekly basis:

1. Active student count
2. Applications in the system
3. Number of recruiting events

We are also hiring two recruiters who will be focused strictly on recruitment efforts to help increase the number of students enrolling in Excel.

As a network, we have increased our student count by approximately 100 students.

Financial Concerns – Excel Centers are very cognizant of expenses and are working to ensure that money is spent where it will maximize the student experience. Because Goodwill is the parent company of Excel Centers and sees the Excel Centers as a vital part of our mission, there is an agreement with the Board of Directors of both organizations that Goodwill will provide funding if needed while building back the student count.

Goodwill continues to provide in-kind services for the Excel Centers include the following positions:

1. Leadership by the President/CEO
2. Accounting
3. Human Resources
4. Public Relations
5. IT Support

Having these positions provide as in-kind continue to assist in the infrastructure help to keep the expenses lower, thus allowing more resources for our students.

Respectfully submitted,

A handwritten signature in cursive script that reads "Debie M Coble".

Debie M Coble
President/CEO

Exhibit A

Application Checklist - Renewal

#	Document	Page Limit	Format	Completed
	Renewal Proposal Overview	Use Template in <u>Exhibit B</u>	PDF	<input checked="" type="checkbox"/>
	Renewal Application	30	MS Word or PDF	<input checked="" type="checkbox"/>
1	Budget and Staffing Workbook	Template	MS Excel	<input checked="" type="checkbox"/>
2	Budget Narrative	5 pages	MS Word or PDF	<input checked="" type="checkbox"/>
3	Statement of Assurances (only one form required)	Use Template in <u>Exhibit C</u>	PDF	<input checked="" type="checkbox"/>
4	Entire Application (including Exhibits)		PDF	<input checked="" type="checkbox"/>

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: Goodwill LEADS, Inc., The Excel Center -Hammond

Charter School Address: 3438 169th Street, Hammond, IN 46323

Designated Representative and Contact

Information (Phone & Email): Debie Coble (574) 532.3930 dcoble@goodwill-ni.org

Mission Statement: To strengthen communities by empowering individuals and families through education, training and job placement.

School Leader/Principal: David Plesac

Current Board of Directors	
Debie Coble-Board Chair	Mary Pat Latowski-Vice Chair
Anthony Allison	Andrea Pearman
Ann Carol Nash	Bishop Eddie Miller
Dana Trowbridge - Secretary/Treasurer	Juliann Jankowski
Marguerite Taylor	Pastor Kelly Williams
Luis Gonzalez	Robert Buggs
Rolla Baumgartner	Wally McQuade

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): N/A

Section 1: Performance Review

The Excel Center – Hammond opened its doors in the fall of 2017 in response to Indiana’s 700,000 adults without a high school diploma - 29,000 individuals in Lake County. Since its initial year in 2015, Goodwill Industries of Michiana, Inc. (GIM) has expanded to include three other Excel Centers and has graduated 388 students with 128 from Hammond (as of the end of Term 1 for the 2021-2022 school year). The Excel Centers, Michiana (TECM) is committed to ensuring proof of impact of The Excel Center. Because of this, our Vice President of TECM is a member of The Excel Center National Advisory Board. This board commissioned the Lab for Economic Opportunities (LEO)¹ to conduct an impact study. In their 2018 report, they found:

- Approximately 22% of graduates are enrolled in college within the year after their application.
- Three years after applying to The Excel Center, the average annual earnings for graduates is \$3202 greater than the non-enrolling group and \$3289 greater than the non-graduating group.
- Over 95% of all diplomas being granted by TECM are Core 40 diplomas.
- 73% of graduates earned an industry recognized certification or college credit.

Successes

The Excel Center-Hammond opened its doors for the 2017-2018 school year and has marked several successes. Since the inception of Indiana’s adult high school accountability model, The Excel Center-Hammond has earned an accountability grade of “B” for the 2017-2018 school year which is their first year of existence and has continued to earn a “B” the following two years. Due to the COVID-19 pandemic, school grades were not issued for the 2020-2021 school year.

¹ Wilson Sheenan Lab for Economic Opportunities (2018). *THE EXCEL CENTER: COMPARING EDUCATION AND EMPLOYMENT OUTCOMES OF GRADUATES AND NON-GRADUATES*

The first year of operation saw a graduate count of 14. In 2018-2019, 39 students graduated, with 25 in school year 2019-2020, a lower number than predicted but one that was a result of the pandemic. School year 2020-2021 saw a marked increase of graduates with a total of 49 and Hammond has one graduate for Term 1, 2021-2022 school year.

In addition, The Excel Center-Hammond has produced the following data as it pertains to the Career and College requirement:

2017-2018: 100% CCR

2018-2019: 100% CCR

2019-2020: 100% CCR

2020-2021: 96% CCR

Overall TOTAL: 99% CCR

Performance Dashboard Summary Measures Not Meeting or Exceeding Standard

Based on the Indiana Charter School Board (ICSB) Accountability System, The Excel Center-Hammond has had three areas identified as “Does Not Meet” within its current dashboard pertaining to “Academic Success” and “Organizational Compliance”. These are:

- 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.
- 3.2.a. The school met attendance goals.

While all three of these subcategories are metrics currently identified within the ICSB’s 2019-2020 Accountability System Dashboard, The Excel Centers are exempt in terms of traditional school-age structures due to their status as an adult high school as outlined in the Indiana State Board of Education’s (SBOE) Adult Accountability Rule (511 IAC 6.3). The SBOE approved this rule in October 2015, and it went into effect January 2016. Although the ICSB Accountability System was revised and approved by its Board in May of 2017, the performance dashboard still reflects the prior metrics. TECM has changed how senior

students are identified. In the past, when a student enrolled at TECM, he/she were identified as a junior level student. If that student completed the first year and returned the following school year, he/she was automatically identified as a senior, regardless of the number of credits earned or anticipated graduation date. Now all students remain juniors and are only identified as seniors when they are three terms from graduation. This will be a truer measure of The Excel Center-Hammond's graduation rate.

In terms of attendance, TECM understands that students who previously left high school prior to graduation often did so because some type of barrier was interfering with their ability to complete their education. We also understand that when these students return to high school as adults, the same barriers (or potentially new barriers) may impede the student's ability to attend school. As a result, TECM provides its students with Life Coaches. Each student is assigned a Life Coach, who works closely with the student to provide support the student needs in creating and monitoring the graduation plan, reaching out to the student when attendance is a problem, and supporting the student in removing or addressing any barriers that may be interfering with the student's ability to attend regularly. Because adult students may still need to miss class more frequently in order to address their responsibilities outside of the classroom as compared to traditionally aged high school students, additional tutoring sessions and opportunities for weekly support are a critical part of TECM model. The Life Coaches help students maintain their academic work, break down barriers and continue to make progress towards graduation.

Since attendance is a common issue in all Excel Centers, we track and monitor attendance in each individual class period weekly. Teachers are required to list struggling students on their "Productivity Slides," a shared Google Slides document where Teachers input data on attendance, pass rates (productivity), and failing students. Life Coaches review these slides weekly to help them identify students failing certain classes. Each student's situation is discussed between Life Coaches, Teachers, and the student to determine the best options

for success. Classes with the highest attendance and productivity are celebrated at our weekly “pep rallies” where the entire school meets to celebrate accomplishments from the week prior. School-wide data is also tracked, displayed, and discussed at these pep rallies to motivate and help encourage students to continue their courses of action. Teachers and Life Coaches call students who are absent, send letters, texts, Facebook messages, emails, and even do home visits to engage students and encourage them to come to school.

The remaining areas identified as “Does Not Meet” are reading the Financial Health of both Hammond and the network. As identified within the dashboard, there was a balloon payment of \$1.3 million dollars for a previous loan that was due June 30, 2021. This loan has been renewed for an additional five-year term. Due to the amount and the fact that it has been placed in the “near term” category, we do not meet these standards. It affects both Hammond’s and the network’s “Current Ratio” and “Debt Service Ratio”. However, this amount is due to GIM, which works with the school to ensure that it is solvent and able to financially meet the needs of the students and staff.

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

(a) Governing Board

With the addition of two Excel Center schools, both in Lake County, the board identified the need to include members that are from the Lake County area. We have added two new

individuals to the board within the last three years, Robert Buggs and Andrea Pearman bringing the total number of board members in northwest Indiana to four. TECM is always looking for individuals with both an understanding of the impact The Excel Centers has on its communities, as well as the ability to assist TECM with their time, talents and treasures which includes the ability to help strengthen partnerships with community members, foster student opportunities such as internships, job training, and pathways to employment and contribute their expertise to the needs of TECM.

Goodwill L.E.A.D.S. completed strategic planning in the 2019-2020 school year to ensure that we are focusing on our future opportunities and acknowledging our risks. It has four pillars including people, engagement, operational excellence and financial stability. This is an all-encompassing plan that ensures that students, staff, community, continuous improvements, as well as financial stability are the center focus. Goals are monitored monthly and course action is taken as needed if goals are not being met.

(b) Leadership Team

Debie Coble, President/CEO of GIM, has oversight of The Excel Centers and is a vital voice in the planning and vision of TECM. Under her direction, leadership development opportunities are provided to staff and employees. Ms. Coble has thirty-one years of experience with GIM, seventeen as the Vice President of Workforce Development Services (mission) and just under eight years as President/CEO. The Excel Centers were brought to northern Indiana under her direction.

Our Vice President of Excel Centers is a graduate of Purdue Northwest's Leadership Northwest Indiana. She was a member of the Goodwill International Senior Leader Program, Cohort XXIII. She is also a doctoral candidate in a Ed.D Leadership program with a focus on Adult Education.

During the SY 2018-2019, three school Directors, their Lead Teachers and the Gary/Hammond Lead Life Coach participated in GIM's leadership initiative. The purpose of

this training was to strengthen leadership teams, across GIM. During their training, each participant identified his/her personal management style and how that correlated to those they manage or work under.

The Excel Center Directors participate in monthly Director's Meetings which provide ongoing training, development, and information as a means of educating and strengthening their knowledge base. They also have guest speakers present to expand their leadership knowledge. They have also attended outside professional development as it pertains to leadership.

(c) Teaching Staff

At TECM, all teachers are required to obtain a valid Indiana Teaching license. We believe this sets us apart from other schools where this is not a requirement and ensures that our students are learning from individuals that have had pedagogy as it relates to the area content and how students learn. As a means to ensure that an environment of lifetime learning is reinforced for the students, staff are required to obtain 20 hours of development each year.

At each Excel Center, the teaching staff is supported by a Lead Teacher, who serve as a professional instructional coach. Lead Teachers play an active role in the development of the teachers' craft by providing feedback and guidance. Additionally, Lead Teachers remain in constant contact with each other. Their communication includes sharing strategies and techniques for supporting teachers, as well as best practice for what works in their own Excel Center to elicit the best educational outcomes from students.

Lead Teachers are also supported by our central office staff members which include District Test Coordinator, District Special Education Coordinator, and District Scheduling and Support Coordinator.

We are in the process of aligning our curriculum within our four schools. This project is expected to be completed by the end of the school year. However, each school works in conjunction with each other when a new course is required by the state or when there is a desire to take a traditionally “on-line” class off-line and have students receive direct instruction.

The teams also worked on aligning curriculum maps to the current Indiana Academic Standards, and revised unit and final assessments. While the work of curriculum alignment and review will be ongoing, this project has provided a much needed refocusing effort on the interrelatedness of curriculum, instruction and assessment to ensure that students are prepared for life beyond The Excel Center.

(d) Academic Achievement

As mentioned in the section above, a significant part of last two years was spent reviewing curriculum maps for each course, ensuring curriculum maps aligned to the most recent Indiana Academic Standards covered in each course, and developing consistent unit and final assessments for courses.

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

The Excel Center-Hammond is currently working on their challenges. With our schools quickly shifting to “virtual” learning at the beginning of the COVID-19 pandemic, new skills were needed. We conducted professional development internally to assist staff members who lacked Google Classroom skills needed to engage with students. We have also identified that new habits have formed due to COVID, some of these not beneficial to our students. We are in the process of identifying areas where additional support can be provided for both students and staff to ensure we are meeting the needs of all.

Another challenge that coincides with the COVID concern is that of our lower-than-expected enrollment. This challenge is not unique to TECM, as all Excel Centers across the nation have experienced a significant drop in enrollment. In an effort to increase our network's student count, the school board approved the hiring of a Recruiter/ Retention/Alumni Coordinator. This person will work for all four schools to not only increase student count but to also reengage students who did not complete course work and remain engaged with our alumni.

Another way that The Excel Center-Hammond has been working to bring students into the school is by working with the local school corporations to assist their students in transferring/ transitioning to The Excel Center. Both the School City of Hammond and School City of East Chicago refer students to The Excel Center-Hammond.

The Goodwill programs and The Excel Center – Hammond have been working to deepen their relationship and provide a seamless referral process for individuals who either do not have a high school diploma to The Excel Center or students (or their families) who need additional assistance to Goodwill programs. This wrap around approach provides students with additional support to increase the likelihood of success.

With the state no longer requiring Adult Education schools to take a state assessment, we are leaning more heavily on our certification and dual credit requirements. GIM has hired a Director of CTE who is assisting us with getting our students into certification programs which includes working more closely with Ivy Tech to be able to offer a wider selection of dual credits. Our Kids Excel Director, Rose Loraff, has been approved to teach the dual credit Early Childhood Education courses that will lead to certification and dual credits. The courses will begin in January 2022.

An ongoing challenge is the transportation component of our barrier removal for students. From the moment we opened Hammond, we have utilized either Uber or Lift to transport

students to and from the building. Just prior to COVID, we were in negotiations with a local van company to transport our students, which would have allowed us to assist our students in taking accountability for their own transportation as they would be responsible for making the arrangements. Due to COVID, this option is no longer available, and we continue to seek alternatives.

In an effort to ensure that our staff is growing in cultural awareness, they have attended three cultural awareness trainings conducted by Marla Godette of Mentoring Moments.

Another area of concern has been an increase in the number of students who show up outside of an 8-week term wishing to enroll. Because of the structure of the 8-week terms and the condensed nature of the blended courses indicative of The Excel Center model, students new to the model find it extremely challenging to begin classes mid-term, resulting in either potential students not enrolling or students becoming discouraged and not remaining engaged. These courses are designed specific to an 8-week term, with students earning credits in multiple content areas in that condensed time period. For students wanting to start The Excel Center mid-term, this condensed schedule with intertwined courses was not navigable in less than 8 weeks without compromising the integrity of the courses offered (and subsequently, the resulting credits). However, with the desire of The Excel Center – Hammond to respond to this increase in students arriving mid-term, a flex enrollment opportunity was created. As a means to maintain the integrity of The Excel Center model and the credits offered, individual courses were identified that could still be taught in condensed timeframes while remaining consistent with the model; thus, allowing a new student to begin accessing his/her education in a more efficient manner. These courses have a curriculum map and corresponding assessments that allow for the course to be taught in blocks of time over a period of two or four weeks, thus maintaining The Excel Center's priority of direct instruction and engagement of students as soon as they enroll.

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

All evidence and explanation is provided throughout the other sections of this renewal application.

School Enrollment Projections

(must align with Renewal Application Enrollment Plan)

School Name: Goodwill LEADS, Inc. d/b/a The Excel Center - Hammond
 Location: School City of Hammond
 Renewal Year: 2022 - 23 SY

Is the school an Adult High School (please see instructions): Yes No

Complete Rows 32 and 37-40 only.

Notes & Instructions

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.

- 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. If you are an adult high school, complete Rows 32, and 37-40 only.
- 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.
- 3) The "basic" tuition support grant for K-12 schools is equal to the following formula:

$$(\text{Foundation Amount} \times \text{ADM}) + ((\text{Complexity Multiplier} \times \text{Complexity Index}) \times \text{ADM})$$

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.
- 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.

Enrollment	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
	2021 - 22 SY	2022 - 23 SY	2023 - 24 SY	2024 - 25 SY	2025 - 26 SY	2026 - 27 SY
Kindergarten						
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)	200	225	250	275	275	275
Total Adult Enrollment:	200	225	250	275	275	275
Estimated % of Students:						
Special Education	11%	11%	11%	11%	11%	11%
English Learners	36%	36%	36%	36%	36%	36%
Free/Reduced Priced Lunch	80%	80%	80%	80%	80%	80%
Virtual Students (2)	0%	0%	0%	0%	0%	0%
K-12 Distribution (3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adult Distribution (4)	\$ 1,350,000.00	\$ 1,518,750.00	\$ 1,687,500.00	\$ 1,856,250.00	\$ 1,856,250.00	\$ 1,856,250.00

5-Year Projected Staffing Plan

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																		
Math Instructor	1.0	\$ 47,271.00	\$ 47,271.00	1.0	\$ 48,690.00	\$ 48,690.00	1.0	\$ 50,150.00	\$ 50,150.00	1.0	\$ 51,655.00	\$ 51,655.00	1.0	\$ 53,204.00	\$ 53,204.00	1.0	\$ 54,800.00	\$ 54,800.00
Science Instructor	1.0	\$ 45,190.00	\$ 45,190.00	1.0	\$ 46,397.00	\$ 46,397.00	1.0	\$ 47,697.00	\$ 47,697.00	1.0	\$ 49,090.00	\$ 49,090.00	1.0	\$ 50,575.00	\$ 50,575.00	1.0	\$ 52,150.00	\$ 52,150.00
English Instructor	1.0	\$ 45,190.00	\$ 45,190.00	1.0	\$ 46,397.00	\$ 46,397.00	1.0	\$ 47,697.00	\$ 47,697.00	1.0	\$ 49,090.00	\$ 49,090.00	1.0	\$ 50,575.00	\$ 50,575.00	1.0	\$ 52,150.00	\$ 52,150.00
SPED	1.0	\$ 43,860.00	\$ 43,860.00	1.0	\$ 45,176.00	\$ 45,176.00	1.0	\$ 46,531.00	\$ 46,531.00	1.0	\$ 47,927.00	\$ 47,927.00	1.0	\$ 49,365.00	\$ 49,365.00	1.0	\$ 50,846.00	\$ 50,846.00
LEAD Instructor	1.0	\$ 47,284.00	\$ 47,284.00	1.0	\$ 48,651.00	\$ 48,651.00	1.0	\$ 50,111.00	\$ 50,111.00	1.0	\$ 51,614.00	\$ 51,614.00	1.0	\$ 53,160.00	\$ 53,160.00	1.0	\$ 54,750.00	\$ 54,750.00
Math Instructor	1.0	\$ 55,000.00	\$ 55,000.00	1.0	\$ 56,650.00	\$ 56,650.00	1.0	\$ 58,349.00	\$ 58,349.00	1.0	\$ 60,100.00	\$ 60,100.00	1.0	\$ 61,903.00	\$ 61,903.00	1.0	\$ 63,760.00	\$ 63,760.00
Math Instructor	1.0	\$ 27,115.00	\$ 27,115.00	1.0	\$ 27,115.00	\$ 27,115.00	1.0	\$ 27,115.00	\$ 27,115.00	1.0	\$ 27,115.00	\$ 27,115.00	1.0	\$ 27,115.00	\$ 27,115.00	1.0	\$ 27,115.00	\$ 27,115.00
Total Instructional Staff:	7.0	\$ 310,389.00	\$ 310,389.00	7.0	\$ 338,773.00	\$ 338,773.00	7.0	\$ 347,525.00	\$ 347,525.00	7.0	\$ 356,342.00	\$ 356,342.00	7.0	\$ 365,828.00	\$ 365,828.00	7.0	\$ 375,393.00	\$ 375,393.00
ADMINISTRATIVE STAFF																		
VP - The Excel Center	0.3	\$ 95,875.00	\$ 28,962.75	0.3	\$ 98,751.25	\$ 29,625.38	0.3	\$ 101,718.75	\$ 30,515.63	0.3	\$ 104,765.25	\$ 31,429.08	0.3	\$ 107,908.16	\$ 32,360.44	0.3	\$ 111,145.40	\$ 33,310.71
Scheduling Support Coordinator	0.3	\$ 60,648.84	\$ 18,194.65	0.3	\$ 62,122.98	\$ 18,636.89	0.3	\$ 63,698.88	\$ 19,104.07	0.3	\$ 65,377.25	\$ 19,588.17	0.3	\$ 67,159.75	\$ 20,091.00	0.3	\$ 69,047.00	\$ 20,604.75
Central Office Manager	0.3	\$ 46,998.38	\$ 14,098.60	0.3	\$ 48,408.33	\$ 14,522.50	0.3	\$ 49,879.00	\$ 14,957.25	0.3	\$ 51,404.25	\$ 15,402.75	0.3	\$ 52,987.25	\$ 15,869.25	0.3	\$ 54,622.00	\$ 16,357.50
School Director	1.0	\$ 72,120.00	\$ 72,120.00	1.0	\$ 74,280.00	\$ 74,280.00	1.0	\$ 76,537.50	\$ 76,537.50	1.0	\$ 78,894.00	\$ 78,894.00	1.0	\$ 81,351.00	\$ 81,351.00	1.0	\$ 83,908.00	\$ 83,908.00
Office Manager	1.0	\$ 38,110.00	\$ 38,110.00	1.0	\$ 39,263.00	\$ 39,263.00	1.0	\$ 40,511.00	\$ 40,511.00	1.0	\$ 41,854.00	\$ 41,854.00	1.0	\$ 43,293.00	\$ 43,293.00	1.0	\$ 44,828.00	\$ 44,828.00
Life Coach	1.0	\$ 40,000.00	\$ 40,000.00	1.0	\$ 41,200.00	\$ 41,200.00	1.0	\$ 42,485.00	\$ 42,485.00	1.0	\$ 43,854.00	\$ 43,854.00	1.0	\$ 45,307.00	\$ 45,307.00	1.0	\$ 46,874.00	\$ 46,874.00
Life Coach	1.0	\$ 37,734.00	\$ 37,734.00	1.0	\$ 38,866.00	\$ 38,866.00	1.0	\$ 40,032.00	\$ 40,032.00	1.0	\$ 41,333.00	\$ 41,333.00	1.0	\$ 42,669.00	\$ 42,669.00	1.0	\$ 44,141.00	\$ 44,141.00
Life Coach	1.0	\$ 47,272.00	\$ 47,272.00	1.0	\$ 48,590.00	\$ 48,590.00	1.0	\$ 50,150.00	\$ 50,150.00	1.0	\$ 51,855.00	\$ 51,855.00	1.0	\$ 53,605.00	\$ 53,605.00	1.0	\$ 55,500.00	\$ 55,500.00
Life Coach	1.0	\$ 42,616.00	\$ 42,616.00	1.0	\$ 43,895.00	\$ 43,895.00	1.0	\$ 45,212.00	\$ 45,212.00	1.0	\$ 46,568.00	\$ 46,568.00	1.0	\$ 48,064.00	\$ 48,064.00	1.0	\$ 49,700.00	\$ 49,700.00
Early Childhood Site Director	0.3	\$ 55,415.62	\$ 16,624.69	0.3	\$ 57,078.28	\$ 17,122.52	0.3	\$ 58,790.48	\$ 17,647.61	0.3	\$ 60,557.70	\$ 18,199.59	0.3	\$ 62,375.33	\$ 18,798.00	0.3	\$ 64,249.00	\$ 19,422.25
Lead Early Childhood Educator	1.0	\$ 32,824.00	\$ 32,824.00	1.0	\$ 33,899.00	\$ 33,899.00	1.0	\$ 35,023.00	\$ 35,023.00	1.0	\$ 36,194.00	\$ 36,194.00	1.0	\$ 37,419.00	\$ 37,419.00	1.0	\$ 38,696.00	\$ 38,696.00
Early Childhood Asst	1.0	\$ 20,085.00	\$ 20,085.00	1.0	\$ 20,688.00	\$ 20,688.00	1.0	\$ 21,308.00	\$ 21,308.00	1.0	\$ 21,947.00	\$ 21,947.00	1.0	\$ 22,604.00	\$ 22,604.00	1.0	\$ 23,288.00	\$ 23,288.00
Total Admin & Support Staff:	9.0	\$ 392,984.46	\$ 392,984.46	9.0	\$ 404,684.17	\$ 404,684.17	9.0	\$ 416,916.87	\$ 416,916.87	9.0	\$ 429,424.15	\$ 429,424.15	9.0	\$ 442,207.94	\$ 442,207.94	9.0	\$ 455,376.93	\$ 455,376.93
BENEFITS																		
Health Insurance (2)	\$ 2,786.00	\$ 44,576.00	\$ 44,576.00	\$ 2,865.67	\$ 45,680.72	\$ 45,680.72	\$ 2,927.07	\$ 46,833.12	\$ 46,833.12	\$ 3,000.27	\$ 48,034.32	\$ 48,034.32	\$ 3,075.27	\$ 49,284.32	\$ 49,284.32	\$ 3,152.13	\$ 50,684.08	\$ 50,684.08
Retirement Contributions (3)	\$ 2,645.38	\$ 42,926.08	\$ 42,926.08	\$ 2,733.06	\$ 44,049.06	\$ 44,049.06	\$ 2,827.44	\$ 45,229.04	\$ 45,229.04	\$ 2,928.18	\$ 46,462.08	\$ 46,462.08	\$ 3,034.88	\$ 47,750.08	\$ 47,750.08	\$ 3,144.18	\$ 49,094.08	\$ 49,094.08
Social Security	6.2%	\$ 48,609.13	\$ 48,609.13	6.2%	\$ 50,104.43	\$ 50,104.43	6.2%	\$ 51,641.00	\$ 51,641.00	6.2%	\$ 53,219.00	\$ 53,219.00	6.2%	\$ 54,839.00	\$ 54,839.00	6.2%	\$ 56,500.00	\$ 56,500.00
Medicare	1.45%	\$ 10,188.92	\$ 10,188.92	1.45%	\$ 10,504.13	\$ 10,504.13	1.45%	\$ 10,824.41	\$ 10,824.41	1.45%	\$ 11,149.51	\$ 11,149.51	1.45%	\$ 11,479.51	\$ 11,479.51	1.45%	\$ 11,814.00	\$ 11,814.00
Unemployment	2.5%	\$ 17,584.34	\$ 17,584.34	2.5%	\$ 18,286.43	\$ 18,286.43	2.5%	\$ 19,000.00	\$ 19,000.00	2.5%	\$ 19,725.00	\$ 19,725.00	2.5%	\$ 20,461.00	\$ 20,461.00	2.5%	\$ 21,238.00	\$ 21,238.00
Other Compensation (4)		\$ 3,750.00	\$ 3,750.00		\$ 3,750.00	\$ 3,750.00		\$ 3,750.00	\$ 3,750.00		\$ 3,750.00	\$ 3,750.00		\$ 3,750.00	\$ 3,750.00		\$ 3,750.00	\$ 3,750.00

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL STAFF	16.0	16.0	16.0	16.0	16.0
Total Salaries:	\$ 743,457.17	\$ 764,441.87	\$ 785,966.15	\$ 808,135.94	\$ 830,969.93
Total Benefits:	\$ 169,910.58	\$ 190,133.01	\$ 179,279.96	\$ 184,162.20	\$ 190,658.08
Total Salaries + Benefits:	\$ 913,367.75	\$ 954,574.88	\$ 965,246.11	\$ 992,298.14	\$ 1,021,627.91
Student/teacher ratio	32:1	36:1	39:1	39:1	38:1
Student/staff ratio	25:1	28:1	31:1	31:1	31:1

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 not 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 refer to the number of fringe benefits, number of fringe 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, 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 13-47.
 (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 13-47) 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: Goodwill LEADS, Inc. d/b/a The Excel Center - Hammond
 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 (C/MO/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	\$ 1,350,000.00	\$ 1,518,790.00	\$ 1,687,500.00	\$ 1,856,250.00	\$ 1,856,250.00	\$ 1,856,250.00	
Special Education Grant - From Tab 2	\$ 58,454.00	\$ 65,760.75	\$ 73,067.50	\$ 80,374.25	\$ 80,374.25	\$ 80,374.25	Other State Grants (Row 29)
Honors/Diploma Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
CIE 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:	\$ 1,408,454.00	\$ 1,584,510.75	\$ 1,760,567.50	\$ 1,936,624.25	\$ 1,936,624.25	\$ 1,936,624.25	
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)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Title I	\$ 6,575.00	\$ -	\$ -	\$ -	\$ -	\$ -	
Federal Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Federal Breakfast Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Federal Revenue (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Federal Revenue:	\$ 6,575.00	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Revenue							
Contributions and Donations from Private Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Revenue (Row 50)
Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Revenue (please describe)	\$ 200,000.00	\$ 80,000.00	\$ -	\$ -	\$ -	\$ -	Current year and Y1 "Other Revenue" may be provided by the school's Network cash reserve to offset cash shortfalls. Also the school will have approximately \$625K available under a Line of Credit provided by Goodwill Industries of Michigan, Inc for working capital purposes.
Total Other Revenue:	\$ 200,000.00	\$ 80,000.00	\$ -	\$ -	\$ -	\$ -	
TOTAL REVENUE:	\$ 1,615,029.00	\$ 1,664,510.75	\$ 1,760,567.50	\$ 1,936,624.25	\$ 1,936,624.25	\$ 1,936,624.25	
EXPENSES							
Administrative Staff - See Footnote (3)							
Executive Administration: Office of Superintendent	\$ 23,968.75	\$ 24,687.81	\$ 25,428.45	\$ 26,191.30	\$ 26,977.04	\$ 27,766.35	
School Administration: Office of the Principal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other School Administration	\$ 96,520.81	\$ 99,415.83	\$ 102,398.82	\$ 105,470.42	\$ 108,635.32	\$ 111,894.22	
Business Manager/Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Administrative Staff:	\$ 120,489.56	\$ 124,103.64	\$ 127,827.27	\$ 131,661.72	\$ 135,612.36	\$ 139,660.57	
Instructional Staff							
Teachers - Regular	\$ 219,295.00	\$ 244,346.00	\$ 250,883.00	\$ 257,001.00	\$ 263,300.00	\$ 269,790.00	
Teachers - Special Education	\$ 91,094.00	\$ 93,827.00	\$ 96,642.00	\$ 99,541.00	\$ 102,528.00	\$ 105,603.00	
Substitutes, Assistants, Paraprofessionals, Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Summer School Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Instructional Staff:	\$ 310,389.00	\$ 338,173.00	\$ 347,525.00	\$ 356,542.00	\$ 365,828.00	\$ 375,393.00	Other Support Staff (row 78)
Non-Instructional/Support Staff - See Footnotes							
Social Workers, Guidance Counselors, Therapists	\$ 167,622.00	\$ 172,551.00	\$ 177,830.00	\$ 183,165.00	\$ 188,660.00	\$ 194,320.00	
Instructional Support Staff (4)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Support Staff (please describe) (5)	\$ 104,872.90	\$ 108,029.53	\$ 111,259.60	\$ 114,597.43	\$ 118,035.58	\$ 121,576.36	
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Information Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Security Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Athletic Coaches	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Includes Office Manager and Early Childhood employees.

Total Non-Instructional/Support Staff:	\$ 272,494.90	\$ 280,580.53	\$ 289,089.60	\$ 297,762.43	\$ 306,695.58	\$ 315,896.36
Subtotal Wages and Salaries:	\$ 703,373.46	\$ 743,457.17	\$ 764,441.87	\$ 785,866.15	\$ 808,135.94	\$ 830,969.93
Payroll Taxes and Benefits - From Tab 3	\$ 71,992.41	\$ 75,460.90	\$ 77,590.85	\$ 79,775.56	\$ 82,025.80	\$ 84,343.45
Social Security/Medicare/Unemployment	\$ 44,376.00	\$ 45,690.72	\$ 46,833.12	\$ 48,004.32	\$ 49,204.32	\$ 50,434.08
Health Insurance	\$ 42,126.08	\$ 45,008.96	\$ 47,359.04	\$ 49,182.08	\$ 50,658.08	\$ 52,295.29
Retirement Contributions	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00
Other Compensation (please describe)	\$ 162,844.49	\$ 169,910.58	\$ 170,533.01	\$ 179,275.96	\$ 184,162.20	\$ 189,185.61
Total Payroll Taxes and Benefits:	\$ 865,417.95	\$ 913,367.75	\$ 954,974.88	\$ 985,246.11	\$ 992,298.14	\$ 1,020,155.54
Total Personnel Expenses:	\$ 1,568,791.41	\$ 1,656,817.92	\$ 1,719,064.48	\$ 1,771,112.24	\$ 1,800,434.08	\$ 1,851,121.47

Instructional Supplies and Resources - See Footnotes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library/Media Services (Other than Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology Supporting Instruction (computers, tablets, etc.)	\$ 20,041.00	\$ 27,000.00	\$ -	\$ -	\$ -	\$ -
Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ 5,708.00	\$ 5,870.00	\$ 6,056.00	\$ 6,237.00	\$ 6,424.00	\$ 6,617.00
Enrichment Programs (athletics or extra-curricular activities)	\$ 4,936.00	\$ 5,084.00	\$ 5,287.00	\$ 5,594.00	\$ 5,956.00	\$ 6,372.00
Other Instructional Supplies (please describe)	\$ 4,316.00	\$ 4,445.00	\$ 4,579.00	\$ 4,716.00	\$ 4,858.00	\$ 5,003.00
Total Instructional Supplies and Resources:	\$ 35,001.00	\$ 42,408.00	\$ 51,922.00	\$ 61,347.00	\$ 71,638.00	\$ 82,700.00

Administrative Resources	\$ 7,080.00	\$ 7,292.00	\$ 7,511.00	\$ 7,737.00	\$ 7,969.00	\$ 8,208.00
Administrative Technology - Computers & software (not SIS)	\$ 44,988.00	\$ 51,255.00	\$ 52,255.00	\$ 49,072.00	\$ 50,544.00	\$ 52,061.00
Other Administrative Expenses (please describe)	\$ 51,988.00	\$ 58,547.00	\$ 59,766.00	\$ 56,809.00	\$ 58,513.00	\$ 60,269.00
Total Administrative Resources:	\$ 104,056.00	\$ 117,094.00	\$ 119,532.00	\$ 113,618.00	\$ 117,026.00	\$ 120,538.00

Governing Board Expenses	\$ 400.00	\$ 412.00	\$ 424.00	\$ 437.00	\$ 450.00	\$ 464.00
Legal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Governing Board Expenses (please describe)	\$ 400.00	\$ 412.00	\$ 424.00	\$ 437.00	\$ 450.00	\$ 464.00
Total Governing Board Expenses:	\$ 400.00	\$ 412.00	\$ 424.00	\$ 437.00	\$ 450.00	\$ 464.00

Purchased or Other Services (do not include staff expenses)	\$ 1,170.00	\$ 1,154.00	\$ 1,188.00	\$ 1,224.00	\$ 1,261.00	\$ 1,298.00
Audit Services	\$ 5,460.00	\$ 5,624.00	\$ 5,793.00	\$ 5,966.00	\$ 6,145.00	\$ 6,330.00
Payroll Services	\$ 3,752.00	\$ 3,865.00	\$ 3,980.00	\$ 4,100.00	\$ 4,223.00	\$ 4,350.00
Financial Accounting	\$ 3,216.00	\$ 3,312.00	\$ 3,412.00	\$ 3,514.00	\$ 3,620.00	\$ 3,728.00
Printing, Publishing, Duplicating Services	\$ 47,668.00	\$ 49,088.00	\$ 50,571.00	\$ 52,088.00	\$ 53,651.00	\$ 55,260.00
Telecommunication & IT Services	\$ 10,368.00	\$ 10,879.00	\$ 10,999.00	\$ 11,329.00	\$ 11,669.00	\$ 12,019.00
Insurance (non-facility)	\$ 9,272.00	\$ 9,550.00	\$ 9,837.00	\$ 10,132.00	\$ 10,436.00	\$ 10,749.00
Travel	\$ 816.00	\$ 840.00	\$ 866.00	\$ 892.00	\$ 918.00	\$ 946.00
Mail Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Information Services or Systems	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food Services	\$ 3,270.00	\$ 3,317.00	\$ 3,416.00	\$ 3,519.00	\$ 3,624.00	\$ 3,733.00
Transportation Services	\$ 19,084.00	\$ 19,657.00	\$ 20,246.00	\$ 20,854.00	\$ 21,479.00	\$ 22,124.00
Marketing Expenses	\$ 67,252.00	\$ 69,270.00	\$ 71,948.00	\$ 73,488.00	\$ 75,699.00	\$ 77,964.00
Other Services (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Other Services:	\$ 171,228.00	\$ 176,366.00	\$ 181,656.00	\$ 187,106.00	\$ 192,719.00	\$ 198,501.00

Facilities Expenses (do not include staff expenses, e.g. custodian)	\$ 99,208.00	\$ 103,672.00	\$ 108,338.00	\$ 113,213.00	\$ 118,307.00	\$ 123,631.00
Facility Lease/Mortgage Payments (please describe)	\$ -	\$ 14,000.00	\$ -	\$ -	\$ -	\$ -
Capital Improvements	\$ 148,873.00	\$ 112,464.18	\$ 116,176.21	\$ 240,006.03	\$ 208,965.15	\$ 128,417.21
Other Principal Payments	\$ 3,256.00	\$ 3,256.00	\$ 3,256.00	\$ 3,256.00	\$ 3,256.00	\$ 3,256.00
Operating Leases	\$ 43,912.92	\$ 42,966.55	\$ 38,856.52	\$ 34,542.46	\$ 25,753.51	\$ 24,484.87
Interest Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation Expense	\$ 169,188.00	\$ 133,433.92	\$ 116,563.92	\$ 116,563.92	\$ 104,879.40	\$ 104,267.76
Insurance (facility)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Purchase of Furniture, Fixtures, & Equipment	\$ 30,004.00	\$ 30,904.00	\$ 31,831.00	\$ 32,786.00	\$ 33,770.00	\$ 34,785.00
Electric & Gas	\$ 760.00	\$ 763.00	\$ 806.00	\$ 830.00	\$ 855.00	\$ 881.00
Water & Sewage	\$ 42,095.00	\$ 43,297.00	\$ 54,396.00	\$ 45,934.00	\$ 47,312.00	\$ 48,731.00
Repair and Maintenance Services (including cost of supplies)	\$ 37,468.00	\$ 38,592.00	\$ 39,750.00	\$ 40,942.00	\$ 42,171.00	\$ 43,436.00
Custodial Services (including cost of supplies)	\$ 3,028.00	\$ 3,119.00	\$ 3,212.00	\$ 3,309.00	\$ 3,408.00	\$ 3,510.00
Waste Disposal	\$ 20,148.00	\$ 20,752.00	\$ 21,375.00	\$ 22,016.00	\$ 22,677.00	\$ 23,357.00
Security Services	\$ 25,568.00	\$ 26,335.00	\$ 27,125.00	\$ 27,939.00	\$ 28,777.00	\$ 29,640.00
Other Facility Expenses (please describe)	\$ 623,449.92	\$ 573,174.65	\$ 561,883.65	\$ 681,338.01	\$ 640,131.06	\$ 568,394.84
Total Facilities Expenses:	\$ 1,258,912.92	\$ 1,258,912.92	\$ 1,258,912.92	\$ 1,258,912.92	\$ 1,258,912.92	\$ 1,258,912.92

Other Expenses - See Footnotes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee (6)	\$ 752.00	\$ 775.00	\$ 798.00	\$ 822.00	\$ 846.00	\$ 872.00
Management Fee (7)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Escrow	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Expenses (please describe)	\$ 6,575.00	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Expenses:	\$ 7,327.00	\$ 10,900.00	\$ 12,188.63	\$ 13,478.25	\$ 14,767.88	\$ 14,793.88
TOTAL EXPENSES:	\$ 1,754,811.87	\$ 1,775,175.40	\$ 1,786,815.15	\$ 1,920,761.37	\$ 1,915,717.07	\$ 1,879,920.25

Other Compensation (Row 94)
Includes chair stipends for 3 individuals paid at various times during the year.

Other Instructional Supplies and Resources (Row 108)
Miscellaneous classroom supplies/equipments & supplies under capital threshold/instructional computer expense

Other Administrative Expenses (Row 114)
Goodwill staff working on behalf of LEADS. This includes financial and payroll services. Other expenses include graduation, general office, due/fees and Kid Excel supply expenses.

Other Governing Board Expenses (Row 120)
Software used for submitting LEADS Board meeting material for member review prior to these meetings.

Other Services (Row 138)
Lease, Mortgage, & Other Facilities (Rows 143, 158)

The School leases building space under a five year lease agreement effective September 1, 2017. The School is responsible for real estate taxes and a common area maintenance of \$3,885 per month. The lease includes two optional additional five year terms. The real estate taxes is under budget line item "Other Facility Expenses". The common area maintenance is included in the budget line item "Repair and Maintenance Services"

Other Expenses (Row 167)
Current year expenses under The CARES act for FY 2020

Attachment 2 – Budget Narrative

REVENUE

Revenue Assumptions

The Excel Center-Hammond was conservative on the projected student count. This is directly related to the ongoing pandemic. However, we do believe that we will reach 250 by year 2 and be able to maintain or exceed this number. Our believe is based on the increasing cost of living and the inability of companies and organizations being able to sustain the current wages. This could/will lead to lay-offs and a downturn in the economy. Previous experience has taught us that this is the biggest driver of students enrolling in The Excel Centers. The assumption is that the appropriation for adult learners will remain at \$6,750.

Federal Revenue

Public Law 101476 (IDEA): Federal funding includes funding through the Part B Federal Special Education grants. Funding within the five-year budget is projected to remain flat.

EXPENDITURES

Inflation

Certain expenses are projected to increase annually due to inflation. The budget model assumes an average 3% increase per annum.

Personnel Expenses

Wages, Benefits, and Payroll Taxes: Wages were calculated based upon the most recent payroll with an annual increase of 3% for years 1-5. Also, there is an anticipated new math teacher hire in the current year. The health insurance was based upon 9/30/1` actual amounts with future years increasing at 2.5%.

Retirement Benefits: Licensed teachers receive a benefit through TRF and all other staff are eligible for a 403(b). Goodwill LEADS provides the maximum input for those eligible for TRF. For individuals contributing to 403(b), Goodwill LEADS contributes three percent of the employee's wage and will match an additional two percent.

Professional Development: Includes ongoing education at local conferences and trainings, tuition reimbursement for college classes taken by staff, and for curriculum development.

Stipends: Includes \$5,000 for the Department Chairs.

Instructional Supplies and Resources

Budget projections were based on current year with an inflation rate of 3% for years 1-5.

Technology: Technology expenses include a projected cost of \$20,041.00 in the current year for student chromebooks and portable zoom room equipment. Year 1 budgets \$27k for a refresh for staff laptops noted on line 102, year 1 of the 5-year budget tab.

Software: Software includes installed office, instructional, remediation, and assessment software.

Other Classroom Supplies: Costs include binders, printing expenses and other materials used for classroom instruction.

Other (Dual Credit and Student Certification courses): Costs for students to attend dual credit courses and to receive certifications to assist with career readiness.

Board Expenses

Board expenses for training, development, and supplies are included in the fees listed on line 119 of the 5-Year budget tab.

Professional Purchased or Contracted Services

Expenditure projections are based on costs as of 6/30/2021 and includes an inflation rate of 3% for years 1-5. Costs that vary based on student enrollment (i.e. transportation, classroom

materials, printing, etc.) were forecasted to increase. Expenses, such as internet, were budgeted at full cost rather than the discounted e-rate expense.

Legal: Based on the last four years, no cost is anticipated.

Printing/Newsletter/Annual Report Services: Estimate includes costs for materials.

Because no textbooks are purchased, printing accounts for the vast majority of curriculum costs.

Internet Services and Telephone/Telecommunication Services: Costs for internet and telephone usage calculated based upon current non-discounted billing rates.

Insurance: Includes all required coverage. The budget was determined using current rates.

Travel: Travel allows staff to visit The Excel Center schools across the state and to attend trainings and conferences.

Postage: Postage rate based on current Excel Center postage usage.

Special Education Services: Costs incurred include testing and other special services required to meet the individual needs of special education students. This line item does not include staff expense.

Transportation: The budget was determined using historical transportation expenditures

Student Information System: The Student Information System cost is included in the amount listed for software subscriptions.

Security Services: Includes fees to Majestic for onsite security. The budget was determined using historical expenditures.

Facilities Expense

Facility: The lease renewal with rent escalations of 4.5% per year, upon renewal, are factored into the rental expense budget. In addition, the replacement of the front exterior doors, on advice of Goodwill Ind., Michiana's Director of Security, estimated cost \$14,000 can be found on line 143 in year 1.

Building maintenance (painting, updating floor tiles/carpet as needed) \$10,000 on line 153 in year 2.

Kids Excel outdoor playscape est.\$5,000 year 2

Kids Excel outdoor playscape est. \$5,000 year 3.

Depreciation: Depreciation is based on current capital purchases and will decline based upon useful life being depleted.

Utilities: The budget was determine using the current historical expenditures.

Custodial: The budget was determined using the monthly rate of the current service provider.

Other Costs/Misc. Notes:

Indiana Charter School Board Administrative Fee: Fee is set at 0.5% of Adult Learner funds.

Unemployment: On the "Staffing Plan" tab of the budget, row 55, unemployment auto-calculates, but Goodwill Industries of Michiana opts to self-insure unemployment, which means we have no costs associated with this unless someone is entitled to unemployment.

Debt: Payments on The Excel Center-Hammonds' line of credit in the amount of \$10,000 per quarter have been deferred to future years.

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.

Debie M Coble

Name



Signature

President/CEO

Title

10/21/2021

Date