



**The Excel Center Elkhart
Application for Charter Renewal
October 2025**

Presented to the Indiana Charter School Board
By Goodwill LEADS, Inc.

Exhibits

Exhibit A: Application Checklist

#	Document	Page Limit	Format	Completed
	Renewal Proposal Overview	Use Template in Exhibit B	PDF	✓
	Renewal Application	30	MS Word or PDF	✓
1	Budget and Staffing Workbook	Template	MS Excel	✓
2	Budget Narrative	5	MS Word or PDF	✓
3	Statement of Assurances (only one form required)	Use Template in Exhibit C	PDF	✓
4	Entire Application (excluding items exempt from Indiana's Public Access Laws assuming prior written approval from Indiana's Public Access Counselor)		PDF	✓

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 - Elkhart

Charter School Address: 154 E Hively Ave Lot2, Suite 28, Elkhart IN 46517

Designated Representative and Contact Information (Phone & Email): Dr. Christopher Alber, 574.472.7381
CAlber@ExcelCenterHS.Org

Mission Statement: Empower individuals to live their most abundant lives.

School Leader/Principal: Katie Lowe

Current Board of Directors	
Debie Coble, President/CEO of GIM	Audra Peterson
Anthony Allison, Chair	Marcos Rodriquez, Jr.
Andrea Pearman, Vice Chair	Taira Nelson
Dana Trowbridge	
Juliann Jankowski	
Wally McQuade	

Identify ESP or partner organization (if applicable): Goodwill Industries of Michiana, Inc.

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.

Executive Summary

Mission and Vision

At The Excel Center Elkhart, our vision is deeply tied to the mission of empowering individuals and families through education, training, job placement, and other supportive services.

We advance our mission by providing adults with the opportunity to earn an Indiana Core 40 high school diploma, frequently after enduring years of personal and educational challenges. However, it's not just about academics. We support students in overcoming the barriers that may have previously made education inaccessible, such as full-time employment, family responsibilities, or a lack of adequate support. Throughout their journey, we encourage students to look beyond graduation and toward the next chapter—whether that means pursuing college, earning certifications, or securing meaningful employment that leads to long-term financial stability.

Our school model is grounded in adaptability, trust, and meaningful connections. We support students at every stage of life by offering flexible course options, on-site childcare, and a dedicated team that genuinely invests in their success. Each student is paired with a life coach who helps craft a personalized graduation plan, offering guidance and accountability throughout their journey. Whether balancing overnight shifts, returning to education after decades, or parenting solo, we provide the structure and support needed to make education manageable alongside life's demands.

We remain attentive to local trends, including which jobs are in demand and the skills employers are seeking, and we design our programming accordingly. For example, if a student expresses interest in nursing, we do more than offer encouragement, we invite a nurse into the classroom to conduct a mock interview, helping the student prepare and build a local professional connection. This approach is practical, personalized, and instills the confidence students need to move forward.

The people are the heart of what makes The Excel Center Elkhart special. The dedicated staff, passionate educators, and resilient students bring the mission to life every day. It is not just about the curriculum or teaching methods. It is about the relationships, the support, and the shared commitment to success. Our staff fosters a culture where students aren't just faces in a crowd; they're seen, heard, and valued as individuals with their own stories, struggles, and dreams. For many, it's the first time a school has met them with understanding rather than judgment.

Inside the classroom, our teachers design learning experiences that feel relevant and real. They focus less on memorizing facts and more on making meaningful connections. Recognizing that each student learns differently, we offer multiple avenues for demonstrating mastery, including authentic assessments such as presentations, essays, exams, and even creative formats like a rap battle when appropriate. These moments build confidence and help students see themselves as capable learners, maybe for the first time in their lives.

At The Excel Center Elkhart, our goal is always to move people forward, not just in school, but in life. From the very first class, students take an active role in planning their future. They track their own academic progress in their personalized credit tracking form, set their own goals for their education journey, and are treated as full partners in the process. Staff and students work side by side to build a learning environment rooted in respect, accountability, and genuine care.

It all starts in a safe, welcoming environment where students feel seen, supported, and valued. The past does not define the future here. Each student is empowered to shape a path that reflects personal goals and potential. Whether a student is with us for a few weeks or an entire year, our goal is for them to leave feeling confident and equipped for the next stage in life. Together, through education and opportunity, we are breaking cycles of poverty and building a stronger, more hopeful future for Elkhart County.

History

In 2014, the leadership of Goodwill Industries of Michiana (GIM) took a bold step to expand its mission beyond workforce development by establishing Goodwill LEADS, Inc. (GWL), a nonprofit organization created to operate charter schools for adults. Following authorization from the Indiana Charter School Board (ICSB), the first Excel Center operating under this model opened in South Bend in 2015, providing adult learners who had previously left school without graduating a second chance to earn a high school diploma.

Built on a proven model from Goodwill Education Initiatives, The Excel Center is designed specifically for adults aged 18 and older. Unlike GED programs, it allows students to earn a Core 40 high school diploma while also accessing wraparound support services like life coaching, free on-site childcare, transportation assistance, and career certification opportunities. The goal is simple yet powerful: to remove the barriers that have historically prevented people from completing education and to open pathways to college, job training, and meaningful employment.

Building on the success of its first three campuses, Goodwill LEADS continued to grow its impact across the region. The Elkhart community recognized both the urgent need for adult education and Goodwill's long history of helping people overcome obstacles and build better futures. In 2021, The Excel Center Elkhart opened as the fourth school in the network.

When The Excel Center Elkhart launched at The River of Life Community Church in 2021, community awareness of our identity and mission was still emerging. Over time, we grew and expanded. During our partnership with River of Life, we had the opportunity to transform the space to better meet our needs. What began as a few simple rooms grew into new classrooms and offices, including a stage that was transformed into a welcoming center with four offices for our life coaches.. Our classes, which started with numbers as low as three students, eventually grew to more than 25 in each class, creating a need for more space.

In 2024, The Excel Center Elkhart began a promising new chapter as part of the city's Neighborhood Opportunity Hub, made possible through strong community support and the leadership of Mayor Rod Roberson. The former Sears building at Woodland Crossing was

revitalized into a dynamic, multi-purpose campus bringing essential services together under one roof. Alongside the school, the facility now houses The Academy, which focuses on career and technical training; the Nurse-Family Partnership, supporting maternal and child health; and the Second Chance Program, support and resources for individuals reentering the workforce after incarceration, focusing on job readiness, skill development, and employment opportunities.

The journey to our new facility was marked by key milestones and community collaboration. Groundbreaking took place on April 10, 2024, setting the stage for a transformative move. In December, following a walk-through and final approval from ICSB, The Excel Center officially relocated to its new home at 154 W. Hively Avenue, Suite 28. In January 2025, we transitioned from the church to the Woodland Crossing location and resumed classes in our modern, purpose-built space. On March 19, the Elkhart community came together to celebrate this milestone with a ribbon-cutting ceremony, marking the beginning of an inspiring new era.



Goodwill, Ancon, and City of Elkhart, Mayor Rod Roberson break ground at Woodland Crossing.



Mayor Rod Roberson and Goodwill President & CEO Debbie Coble discuss the vision of the Neighborhood Opportunity Hub partnership.

The Excel Center Elkhart is a powerful example of what can happen when a community comes together to invest in education, equity, and opportunity. It continues to serve as a vital part of Goodwill's mission to help individuals build brighter futures—for themselves, their families, and our county.

Community Need

In Elkhart County, and across Indiana, there are thousands of adults who never had the chance to finish high school. Statewide, more than 423,000 adults between the ages of 18 and 64 do not have a diploma.¹ Right here in our own community, we see the impact of that every day: limited job opportunities, unstable incomes, and entire families struggling to break the cycle of poverty. In Elkhart County, nearly 13% of its residents live in poverty.² These are not just numbers, they represent people. Parents. Veterans. Neighbors. Individuals with aspirations, abilities, and untapped potential who were interrupted by life circumstances beyond their control. The Excel Center Elkhart was established to meet a critical need by offering adults a second chance to earn a Core 40 high school diploma, while also providing essential supports such as childcare, transportation assistance, and life coaching to help remove barriers to success.

The Excel Center Elkhart now operates within the Woodland Crossing Neighborhood Opportunity Hub, a facility that integrates education, health, and workforce development services in a single location.³ This initiative is part of Mayor Roberson's broader plan to invest in

¹ Indiana Department of Workforce Development, released 2025.

² Census Reporter, released 2023

³ Inside Indiana Business, released 2024

neighborhood revitalization, infrastructure, and overall quality of life. Rather than simply repurposing a building, the project aims to improve access to essential services by removing common barriers within traditional service delivery systems. The project is one of two in Elkhart receiving support from a \$12 million development grant awarded by Lilly Endowment Inc., with neighborhood improvements expected to take shape by 2027.⁴

Earning a diploma at The Excel Center is a transformative milestone—not only for the individual, but also for their family and the broader community. We witness students shift from surviving to thriving, creating lasting impact.

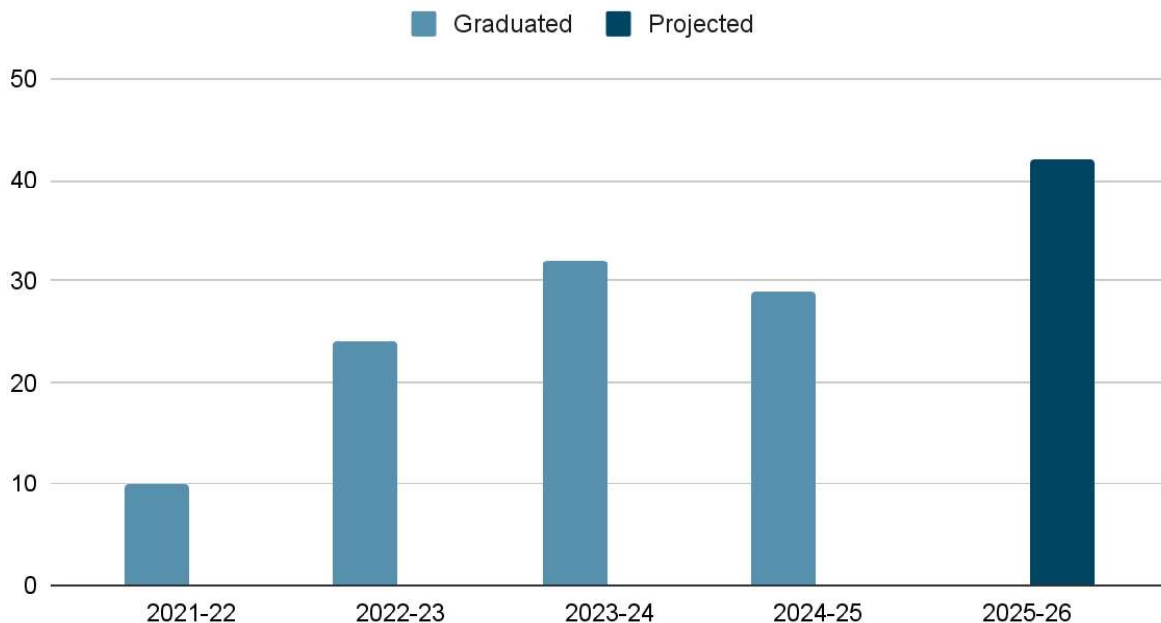
Outcomes

Through this charter renewal process, Goodwill LEADS is proud to seek the full renewal of The Excel Center Elkhart’s charter, a step we pursue with deep commitment and clarity of purpose. From the beginning, our focus has been clear: deliver a high-quality education, provide a rigorous and stable educational environment, and most importantly, make a real difference in the lives of adult learners in Elkhart and beyond.

Since opening our doors in 2021, The Excel Center Elkhart has helped 95 adults earn their high school diplomas, with another 42 expected to graduate in June of 2026. These numbers only begin to reflect the deeper impact. Each diploma represents hard work, renewed hope, and a meaningful step toward a better future.

Chart 1: The Excel Center Elkhart Overall Graduation numbers

Elkhart Graduates

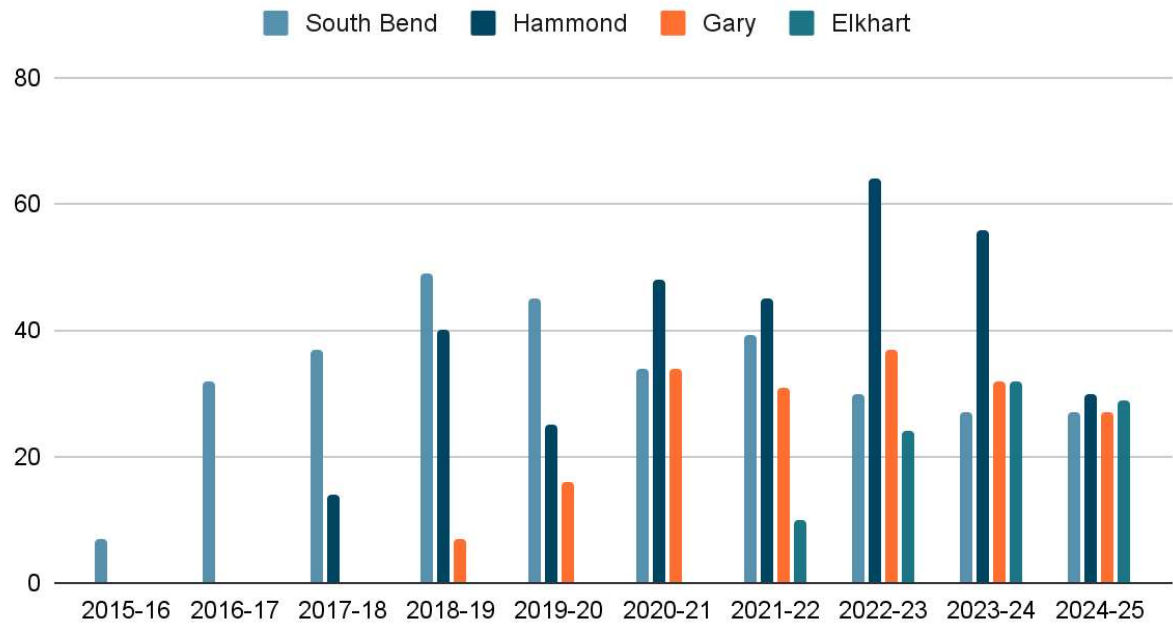


⁴ ABC 57, released October 2025

This school was founded on a simple but powerful belief that it's never too late to graduate and that a diploma can create avenues for growth. Today, our students have opportunities to earn college credit, receive career guidance, and complete industry certifications that lead to stable, meaningful employment. These are life-changing opportunities, and our model is built to make them possible. Across Michiana, more than 900 adults have graduated from The Excel Center since 2015, and this year we'll proudly celebrate our 1,000th graduate. That milestone is about more than numbers. It reflects perseverance, second chances, and the life-changing power of education. Every day, we see our students, many of whom have faced serious challenges, step into their potential and begin building futures they once thought were out of reach.

Chart 2: Overall Goodwill L.E.A.D.S. Graduates since 2015

Overall Goodwill Michiana Graduates



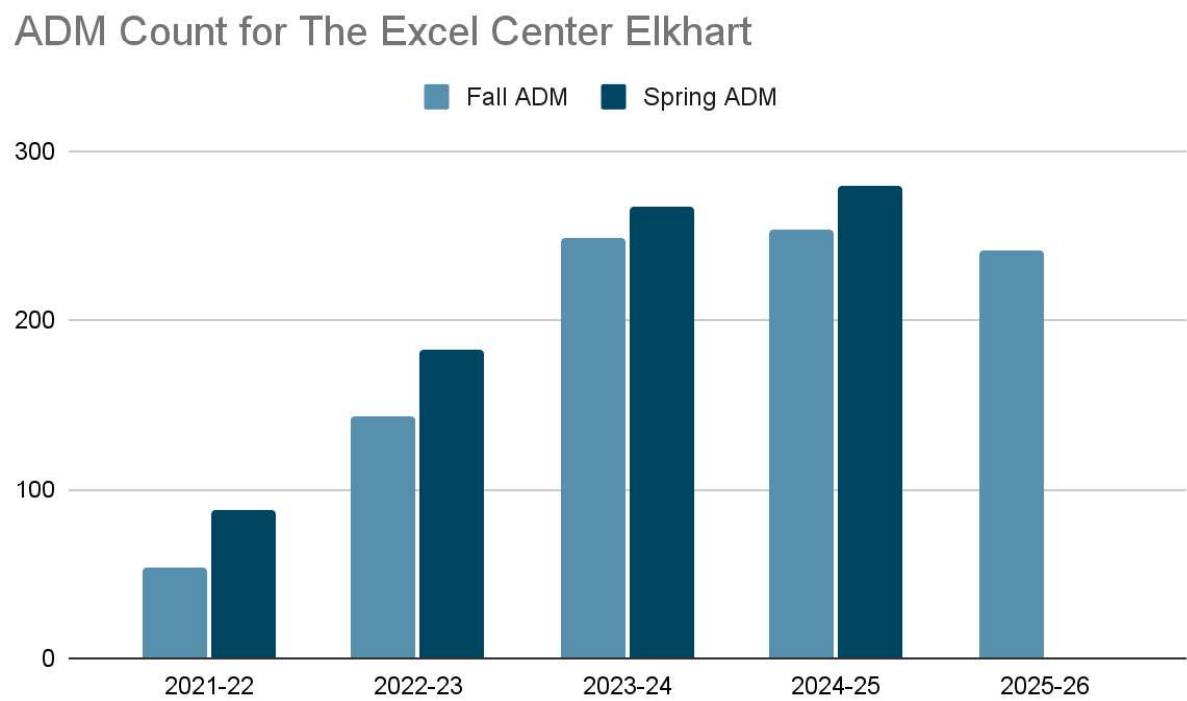
The effectiveness of our approach is supported by compelling data and measurable outcomes, demonstrating a meaningful and lasting impact. A third-party study from Notre Dame’s Wilson Sheehan Lab for Economic Opportunities (LEO) shows that our graduates are more likely to move from low-wage jobs into steady, better-paying careers.⁵ These results hold true across race, gender, and location, showing that our approach is working and helping to create real paths to economic mobility and equity.

This past year was a time of transition and growth for The Excel Center Elkhart. When founding Director Mike Gallo stepped into a national leadership role with The Excel Center’s National Office, Katie Lowe took over as the new director in Elkhart. She brings new energy, a clear vision, and a deep belief in the mission.

⁵ Wilson Sheehan Lab for Economic Opportunities, released July 2021

We also moved into a new, purpose-built facility, saw our highest-ever enrollment in spring 2025, and worked through some expected growing pains—like a dip in fall enrollment and graduation numbers, as well as staff turnover. Through it all, we stayed focused on meeting the needs of our students.

Chart 3: The Excel Center Elkhart ADM Counts



Under Mrs. Lowe’s leadership, we are reconnecting with the community, building stronger partnerships, and expanding the ways we support students, both in and out of the classroom. We’re doubling down on what matters most—meeting people where they are, breaking down barriers, and helping them build a future they can take pride in.

The Excel Center Elkhart is not just meeting expectations. It is exceeding them, thanks to the continued support of our authorizers and community partners. And we’re just getting started. At its core, The Excel Center Elkhart is built on a simple belief that everyone deserves access to a quality education. With strong leadership, a passionate team, and the ongoing support of Goodwill LEADS, we’re ready to grow, adapt, and keep changing lives, one graduate at a time.

Section I – Performance Review

Successes

At The Excel Center Elkhart, our educational model is grounded in strong relationships and individualized support, enabling us to uphold high academic standards while deeply understanding each student’s learning style, strengths, and goals. That personal connection

helps us place students where they'll thrive and makes the school feel like a place where they're truly seen and supported.

We acknowledge that our federal accountability rating has remained in the "B" or "C" range, a reflection of the complex challenges involved in serving a substantial Multilanguage Learner (MLL) population. Yet behind these figures lies a deeper story—one of resilience, transformation, and meaningful academic and personal growth.

As the Multilanguage Learner (MLL) population began to grow at our school, many students initially viewed The Excel Center Elkhart primarily as a place to learn English. Over time, however, we have transformed that perception by guiding students toward broader, more impactful goals—such as earning a high school diploma, pursuing career pathways, and building long-term stability. Our students know that we offer far more: the opportunity to earn a high school diploma, to keep learning, and to open new doors for themselves and their families. Word has spread throughout the community, and it's reshaping how people see us, and what they believe is possible for themselves.

We also know that for many MLL students, the path to graduation can take longer. Learning a new language while tackling rigorous academic coursework is no small feat. Our students arrive each day with determination, and they deserve support that reflects and honors the effort they consistently invest in their education. That's why we've invested in a team that believes in this mission—hiring intentionally, expanding our bilingual staff, and building a culture that helps students succeed both inside and outside the classroom.

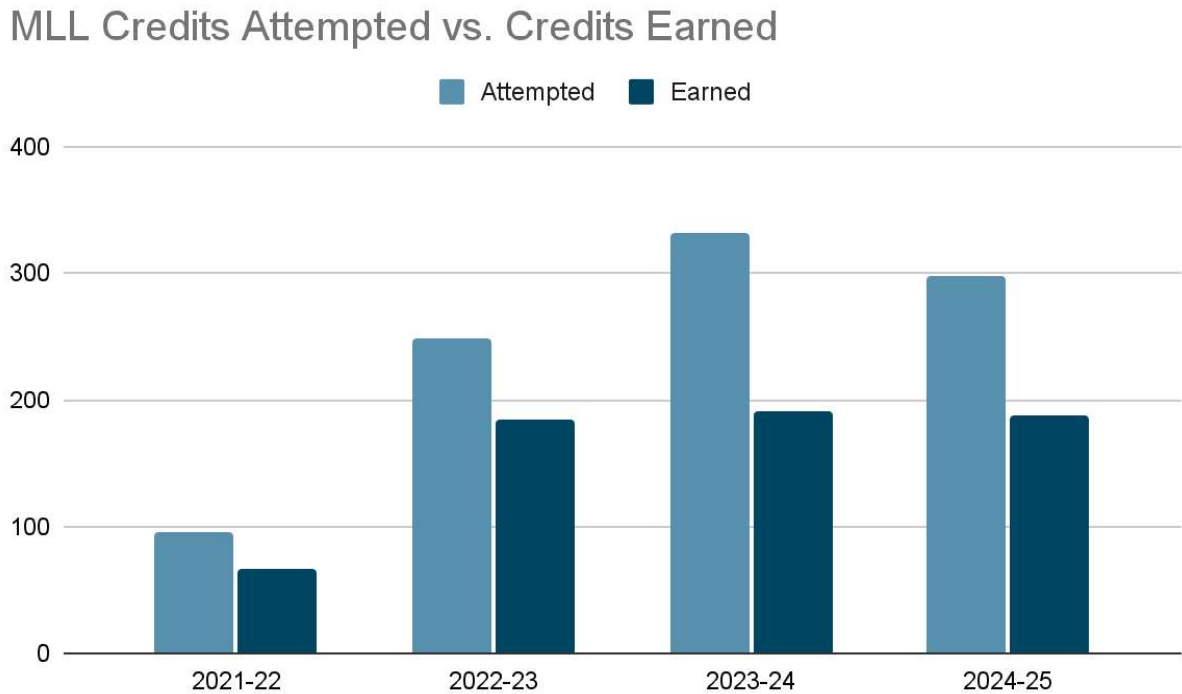
English instructor Taylor Ibrekic said it best: *"We are bringing in quality MLL students who are excited and eager to learn. Our MLL students actually have some of the best attendance and are among the most motivated learners. I've seen real growth in the program. This year, many students have graduated from immersion-specific classes and are now earning direct credits toward their Core 40 diplomas."*

Today, MLL students make up 70% of our school community, and their progress is one of our proudest achievements. Our MLL learners, along with all of our students, are now pushed to take a minimum of two classes each term. They're not just learning English. Our students are taking on full academic schedules, earning more credits every term, and moving steadily toward graduation. This shift has raised expectations and outcomes across the board. We've expanded our course offerings in English, math, health, and economics so students can engage in a broader curriculum and not just language development. It's been incredible to watch their confidence grow as they realize they're capable of so much more than they once believed.

Expanding access to education requires intentional growth in both programming and partnerships. Through the launch of our evening program, we've created new pathways for working adults to pursue their diplomas, and with support from the Quality Counts grant, we are implementing strategies to increase enrollment by 20 percent and better serve Multilanguage Learner (MLL) students. This model has inspired other schools in the Michiana network to do the same. Our recent Quality II grant—just under \$2 million—means even more resources are

now in place to support MLL students, from academic tools to staff training to wraparound services.

Chart 4: Multilanguage Learners Credits Attempted vs. Credits Achieved



While academic achievement is essential, our commitment extends beyond the classroom to addressing the real-life challenges that often hinder educational progress. That’s why we’ve built strong partnerships throughout Elkhart with school districts, local organizations, and community groups to connect students with mental health support, healthcare, job training, housing assistance, and more. Partners like Mental Health Awareness of Michiana (MHAM), Heart City Health, the Elkhart Chamber of Commerce, Living Faith, and Cultivate allow us to meet basic needs like food and childcare, so our students can focus on building their futures. Technology is more than just a tool in our classrooms, it’s a bridge that connects our students to opportunity, growth, and confidence. We begin by using early assessments and platforms like IXL to meet students exactly where they need support the most. These tools help us personalize their learning plans, making sure no one gets left behind and that every student feels seen. Encouraging our students to take multiple classes each term has created a shift that’s helped many of them accelerate their path toward graduation. We have always prioritized meaningful support over speed, building a foundation of high expectations, strong relationships, and a culture where students feel both challenged and genuinely valued.

We’re also proud to be the only school in our network equipped with advanced tools like SMART Boards in our classrooms. This technology doesn’t just make lessons more engaging—it gives students hands-on experience with the kind of digital tools they’ll use beyond school. It’s

about more than keeping up with technology; it's about preparing students to step confidently into the world with skills they can carry forward.

Math instructor Nathan Welling sees the impact firsthand: *"SMART Boards have been the most beneficial because they allow me to save all my progress while working with students without having to erase anything. The ability to reference back or reflect on work completed creates the ability to self-assess easier."*

In a space where every minute of learning counts, being able to pause, revisit, and build on what's already been learned is powerful. It keeps students engaged, encourages ownership of their progress, and reinforces the understanding that learning is a continuous journey rather than a race.

At the heart of everything we do is a culture of belonging. Many of our students say The Excel Center feels like family, and we believe that's our greatest strength. We have created a space where every student is seen, supported, and empowered to define success in their own way, and we are not only helping students graduate, but also equipping them with the tools, confidence, and community to create better lives for themselves and their families. This is more than just education, it's a transformation, and we're just getting started.

Performance Dashboard Summary Measures Not Meeting or Exceeding Standard

While we celebrate these successes, we also stay focused on improving and being open about where we can do better. The Excel Center Elkhart is currently not meeting the expectation on the Accountability System Dashboard for several indicators, including:

- 1.1a Attendance Rate
- 1.2a In Cohort
- 1.2b Grade 12
- 1.3 CCR Percentage

Financial Accountability Metrics, which have all reached meeting standards in 2024, including:

- Current Ratio
- Days Cash on Hand
- Primary Reserve Ratio
- Change in Net Assets Margin
- Debt to Asset Ratio
- Cash Flow
- Multo-Year Cash Flow
- Debt Service Coverage Ratio

1.1a Attendance Rate

The Excel Center Elkhart serves a unique and resilient group of adult learners, all over 18, who have made the brave choice to return to school to earn their high school diploma. Unlike traditional K-12 students, who are required to attend school and often have the steady support of parents or guardians, our students face very different realities.

Many of our students manage demanding full-time or part-time jobs to support themselves and their families, demonstrating remarkable commitment and resilience. Others are caring for young children, sometimes as single parents, managing households, or helping aging relatives. Many face tough barriers like unstable housing, food insecurity, unreliable transportation, or jobs that don't allow flexible hours for attending classes. And unlike younger students, many do not have a consistent support system encouraging them to come to school every day.

In recent months, national conversations and actions around immigration enforcement have added stress, especially for our Multilanguage Learner (MLL) students. Even though all our students are Indiana residents, the fear and anxiety are very real. For some, the possibility of being targeted or profiled has made them hesitant to come to school or even be out in public.

Strategy: In Indiana, adults age 18 and older are not required by law to attend school, and we recognize how complex life circumstances can affect their ability to be present consistently. While our attendance rates may appear lower than those of traditional schools, they reflect a reality shaped by responsibility—not disengagement. They are deeply committed, often balancing work, caregiving, and personal hardships such as housing instability, food insecurity, and limited transportation. Despite these obstacles, they show up when they can, persist through adversity, and continue working toward their goals across multiple terms. Their determination is a powerful testament to their desire to break cycles and build better futures for themselves and their families.

At The Excel Center Elkhart, we meet students where they are and continually strengthen our support systems by offering flexible schedules, evening classes, childcare, transportation assistance, and connections to local resources. We believe in each student's potential and walk alongside them as they pursue their education on their own terms and timeline.

We've expanded transportation help beyond bus passes to include gas cards, giving students more options and control over how they get to school. Our on-site childcare program, Kids Excel, continues to be a vital support—not just for the children of our students, but for any child living in their household. Whether they're parents, older siblings, or caretakers, students can attend class knowing their loved ones are in safe hands.

We also make sure students have access to reliable meals. Through partnerships with groups like Cultivate and the Northern Indiana Food Bank, we provide frozen meals and host food trucks on campus. Our staff even get creative, such as our popular "Soup Wars" event, where home-cooked meals bring students together, turns lunch into a time for connection and community.

We've seen enrollment and attendance dip amid the current national climate, and it's a challenge we're facing with care and understanding. The Excel Center Elkhart remains a safe, welcoming place for every student. Our staff handle these concerns with sensitivity and respect, committed to creating an environment where students feel secure and supported as they work toward their goals.

Beyond meeting basic needs, we're dedicated to staying connected with our students. We closely track attendance and reach out promptly when someone's missing, following up through phone calls, texts, Facebook messages, mail, and when needed, home visits—with care and urgency. This hands-on, person-centered approach allows us to check in, provide support, and re-engage students when life diverts their attention from the classroom.

Creating a thriving school culture takes a unified team effort. Everyone at the school, including teachers, life coaches, support staff, and Kids Excel, plays a vital role in building a community where people feel connected, cared for, and supported. We want students not only to attend classes but to truly feel a sense of belonging, and that belief drives everything we do.

1.2a In Cohort

Our ultimate goal is for every student to earn a high school diploma, yet the state's four-year graduation rate does not fully reflect the realities faced by the adult learners we serve at The Excel Center Elkhart. Our students enroll with the full intention of graduating, but many face complex life circumstances that may delay their progress, such as job loss, physical or mental health challenges, parenting responsibilities, housing instability, incarceration, or lack of family support. These are not excuses, they are real barriers that adult students must navigate while balancing the demands of school, work, and life. Unlike traditional high school students, our learners are often without the support structures typically found in K–12 education, and they must forge their own path forward, often after years of being disconnected from school.

The average age of our students is 32, and while we may not know the exact reasons they were unable to complete high school in a traditional setting, we do know that many come to us with significant obstacles, including: credit deficiencies, learning gaps, language barriers, or responsibilities that pulled them away from education earlier in life. Approximately 70% of our student population are Multilanguage Learners (MLLs), who often require additional time and support to master both English and the academic content required for an Indiana Core 40 diploma. We also serve an increasing number of students who arrive without foundational literacy or math skills, making it necessary to begin with remedial instruction before progressing into high school-level coursework. This means slowing down, differentiating instruction, and ensuring students gain the confidence and academic readiness needed to succeed, regardless of how long that takes.

At The Excel Center Elkhart, we do not impose a timeline on a student's success. Instead, we partner with them to introduce the Core 40 and Pathways requirements, supporting each individual in creating a plan that fits their life and their goals. For some, that may mean graduating outside the bounds of the traditional cohort timeline. But for us, that does not lessen the value of their achievement. We measure success by the persistence and transformation we see in our students every day. And because we understand that life can interrupt even the best-laid plans, we keep our doors open for students to return when circumstances allow. Whether a student finishes in four years or fourteen, the opportunity to earn a high school diploma remains a standing promise to every adult in our community.

Strategy: At The Excel Center Elkhart, we believe in the mission of meeting students exactly where they are academically, emotionally, and personally. Our students come to us from diverse backgrounds; many having faced educational interruptions due to circumstances beyond their control. We honor their courage to return to school by building a pathway that is personalized, intentional, and respectful of their lived experiences. From the very beginning, our goal is not to fit students into a rigid academic mold, but to understand their current skills, acknowledge their past progress, and work together to chart a path forward that leads to long-term success.

Through foundational courses like Excel Seminar, we set the tone for this student-centered approach. In this course, we establish academic expectations, cultivate critical employability skills, and build strong relationships that ground students in a culture of accountability, communication, and growth. Students complete their Credit Tracking Form (CTF) to understand which credits they bring from previous educational experiences, and they take placement assessments to accurately determine their current skill level in key areas like math and English. (See Artifact 1.) This ensures that every student is placed into the right courses, not based on assumptions about what they should know, but based on what they're ready to learn. We don't presume prior mastery or lack thereof. Instead, we focus on aligning support and challenges to match each student's readiness. The impact of this intentional early support is clear: since implementing Excel Seminar, we've seen an 80% student retention rate, signaling the powerful connection formed when students feel seen, valued, and capable.

Internally, both our teaching and coaching teams collaborate closely to review assessment data, student transcripts, and individual goals to ensure placement is both strategic and supportive. Our coaching team uses a tool we call the "Coach Report" to keep a close eye on how our students are doing each week. (See Artifact 2.) It helps us track key areas like one-on-one check-ins, classroom engagement, attendance, availability, and how productive students are from term to term. However, it is not just about numbers, it's about making sure no one slips through the cracks. The insights we gather allow our life coaches to really understand what each student is facing, so the support we give is personal, timely, and rooted in real connection. Every adult learner's journey is unique, and this approach allows us to meet each student at their point of need.

We understand that many of our learners, including our significant MLL population, may need additional time, scaffolding, and targeted support to achieve true mastery of Core 40 content. We embrace that reality, rather than resist it, because our commitment is to meaningful, lasting learning, not just credit accumulation. To strengthen this commitment, The Excel Center Elkhart recently completed Sheltered Instruction Observation Protocol (SIOP) training in partnership with The Excel Center National Office. This professional development equips our teachers with evidence-based strategies to support MLL students not only in English language courses, but across all subject areas. (See Artifact 3.) As we continue to welcome students with increasingly limited foundational academic skills, we have adjusted our instructional pacing, integrated more inclusive teaching practices, and expanded curriculum supports to ensure that every learner, regardless of language background, receives the depth of instruction needed to thrive, even within our accelerated model.

The Excel Center Elkhart does not limit enrollment based on a student's position within a traditional four-year cohort, recognizing that adult learners often follow nontraditional paths. While graduating "on time" may not be feasible for many, we actively encourage students to stay on track by enrolling in multiple courses, remaining engaged every available term, and utilizing the support systems in place to help them succeed. If life circumstances lead to a temporary withdrawal, our doors remain open, and we welcome students back without hesitation. Our mission goes beyond helping students earn diplomas—we equip them with the mindset, resources, and community needed for long-term success in the workforce, higher education, and their personal lives.

We also continue to grow our outreach efforts, partnering with local districts such as Elkhart Community Schools, and surrounding corporations like Goshen, Concord, and others, to identify students who are off-track for graduation. While some schools are hesitant to refer students prior to the state count, we continue the conversation around what's best for students. We encourage a mindset shift away from financial incentives toward a broader understanding of educational equity and community development. We believe students are more than a number, and we aim to be a second chance for those who need a different pathway to success.

The Excel Center Elkhart is proud to be part of a growing movement within Indiana to ensure adult high schools are evaluated through a lens that truly reflects the needs and goals of adult learners. The Indiana Charter School Board (ICSB) has developed a distinct accountability model specifically for adult high schools. This model recognizes the unique barriers many of our students face, such as returning to school after years away, balancing work and family, or starting with significant credit deficiencies. Rather than relying solely on traditional metrics, ICSB's framework includes a combination of graduation-to-enrollment rates, college and career readiness (CCR) indicators, and performance on graduation qualifying exams, all designed to better capture student growth and long-term outcomes.⁶ While traditional schools are graded under a more rigid model, ICSB acknowledges that a one-size-fits-all system doesn't work for adult learners—offering a more equitable and responsive approach through its *Accountability System for Adult High Schools*.⁷ This evolving framework is an important step toward ensuring schools like ours are seen clearly—for the real, measurable progress our students make every day.

We remain deeply committed to this work because we witness its impact every day in the lives of our students. The Excel Center Elkhart is more than a school—it's a place of renewal, of dignity, and of second chances. And we will continue to walk beside our students, no matter how long the road, because we believe they deserve nothing less.

1.2b Grade 12

At The Excel Center Elkhart, the classification of students by grade level—particularly as 12th graders—has evolved as part of a broader effort to better reflect the needs and progress of our adult learners. Unlike traditional high schools, The Excel Center does not rely on grade levels to guide instruction or determine a student's readiness to graduate. Grade levels are not tied to our teaching model, graduation eligibility, or a student's trajectory toward earning a Core 40 diploma.

Over the years, we've recognized that applying traditional K–12 grade-level labels doesn't always align with the realities of adult education. Many of our students re-enter school after adult learners were even categorized as “grade 13” when no better classification fit their academic history. These inconsistencies were particularly noticeable during a period of transition across The Excel Centers of Michiana, when schools were working to establish more consistent ways to identify graduates.

The data recorded in 2023, reflects the discrepancies in the number of students identified as 12th graders. Some students who were actually on track to graduate were still labeled as 11th grade, resulting in a misalignment between grade-level data and academic readiness. The Excel Center Elkhart now uses a more intentional and consistent process. Students are identified as 12th graders when they are enrolled in the Senior Seminar (CCR) course and are within 2–3 terms of completing the requirements for graduation, typically with 10 or fewer credits remaining. This approach ensures that the “12th grade” label has real meaning within our context: it signals a student's proximity to graduation rather than their age or previous classification.

Ultimately, while The Excel Center is required to assign grade levels for reporting purposes, we do so with the understanding that they don't define a student's experience, learning path, or potential to succeed. Our focus remains on helping every student progress toward a Core 40 diploma, regardless of the number attached to their file.

Strategy: At The Excel Center Elkhart, students who have earned 30 or more Core 40 credits are formally classified as grade 12. This credit-based classification system ensures that life coaches and teaching staff can clearly identify and support students who are on track for graduation, allowing for targeted interventions and timely academic planning.

Using earned credits as the sole metric for grade level designation provides a consistent, transparent approach that aligns with the school's commitment to accurate data reporting and equitable student support. While grade identification does not determine student success, it plays a key role in guiding support strategies and informing school accountability metrics.

This practice directly supports The Excel Center Elkhart's mission to empower adult learners through high-quality education and intentional coaching. Our approach reflects a commitment to integrity in data reporting and continuous improvement. For example, despite a temporary dip in the Grade 12 Indicator (1.2.b) during a statewide transition in reporting methods in 2023, The Excel Center Elkhart achieved 100% reporting accuracy in 2024, demonstrating resilience and dedication to excellence in performance tracking.

1.3 CCR Percentage

At The Excel Center Elkhart, we've proudly held a 100% College and Career Readiness (CCR) rate since 2022. That number reflects more than academic achievement; it reflects our mission in action. Every student who walks through our doors deserves more than a diploma, they

deserve a path forward. CCR is our way of making sure that path is real, relevant, and rooted in each student's strengths, goals, and the needs of our local workforce.

Strategic partnerships are essential to expanding our impact and ensuring students have access to the resources and opportunities they need to succeed. One of the most exciting opportunities we've created is with the Goodwill Academy. Together, we've built Locally Created Pathways (LCPs) that connect students to in-demand industries and real certifications. Our construction training program is offered right here at The Excel Center Elkhart, Woodland Crossing campus, giving students hands-on experience and skills that translate directly to jobs in the field. Additionally, students interested in automotive careers have access to our automotive technician certification program through The Excel Center South Bend, at the Bendix campus.

Having the Academy under the same roof in Elkhart changes everything. Students no longer have to choose between moving forward in their education or managing life's responsibilities. Transportation and on-site childcare help eliminate barriers that once prevented students from attending and succeeding.

Our hands-on, person-centered approach makes it possible to check in with students, provide support, and bring them back into the classroom when life pulls them away.

Strategy: To ensure we continue to thrive in this area, we're implementing a more personalized CCR planning strategy. Starting in their first term, each student will engage in focused career exploration sessions with their life coach and college and career readiness specialist. (See Artifact 4.) These sessions not only cover their availability and barriers, but also what each student is truly passionate about. We'll use that insight to guide students toward certifications, dual-credit opportunities, and training programs that align with both community workforce needs and the student's personal goals. We're also strengthening our feedback loop with local employers, so we can stay ahead of shifting industry trends and tailor our programming accordingly. Our goal is to make sure every student leaves The Excel Center not just with a diploma, but with a plan, a purpose, and the tools to move forward confidently.

SECTION II- SCHOOL IMPROVEMENT

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

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

A. Governing Board

At the heart of The Excel Center Elkhart's mission to transform lives through education is the Goodwill L.E.A.D.S. (GWL) Board of Directors, a group of dedicated individuals who believe

deeply in second chances, lifelong learning, and the power of community. The GWL Board serves as the governing body for all four Excel Centers in Northern Indiana. Composed of community leaders from across industries, including public policy, finance, education, workforce development, and nonprofit leadership. The GWL Board brings a rich diversity of knowledge, experience, and heart to their work. Many members are rooted in the communities served by The Excel Centers, and they serve not out of obligation, but out of a deep desire to give back, uplift others, and invest in a stronger future.

At the core of their leadership is a guiding framework: Learn, Educate, Advance, Develop, and Students (LEADS). These principles shape every action the board takes, from strategic planning to program expansion, and from fiscal responsibility to ensuring each student receives the support and opportunities they need to succeed, both in school and beyond.

The GWL Board works tirelessly to foster a learning environment where adult students are not just earning diplomas, but discovering confidence, purpose, and pathways to fulfilling careers. Their leadership is instrumental in driving initiatives like Career and Technical Education (CTE) and building partnerships with organizations such as the Center for Workforce Innovation (CWI), ensuring students are equipped with the tools to move beyond surviving and start truly thriving.

Their responsibilities go beyond governance. The GWL Board plays an active role in:

- Setting policies and strategic direction
- Approving annual goals and budgets
- Monitoring performance and outcomes
- Ensuring legal and financial accountability
- Evaluating the overall quality and impact of school services

Focusing on transparency and continuous improvement, the board holds itself accountable to the highest standards, keeping students at the center of all decision-making.

Effective connection and clear communication are foundational to building trust, fostering engagement, and supporting student success. The Excel Center's superintendent provides weekly updates to ensure the board remains closely attuned to daily operations, student achievements, curriculum innovation, and community engagement. In addition, the board meets quarterly with school directors to review progress, share best practices, and chart the course forward together.

Driven by a deep commitment to equity, opportunity, and student success, the superintendent and school directors collaborate closely with Goodwill Education Initiatives, Inc. (GEI) to expand access to high-quality education for adults across the region. Every decision reflects a shared commitment to empowering students not only to graduate but to thrive.

B. Leadership Team

Strong leadership is the heartbeat of The Excel Center Elkhart. It's not about titles, it's about people showing up every day with a shared commitment to our students, our mission, and each

other. Our leadership team, alongside every staff member in the building, operates with deep respect, trust, and collaboration. We believe in transparency. We believe in listening. And we believe that the best decisions are made when voices are heard and leadership is shared. Our school is led by a team of passionate and dedicated individuals who pour their hearts into this work:

- School Director: Katie Lowe
- Office Manager: Thalia Ascencio
- Lead Teacher: Kristina O'Donnell
- Lead Coach: Jackie Williams
- Special Education & MLL Director: Erin Proskey
- Kids Excel Director: Jenny Gammage

Though this team is newly formed, four of the six have been here since the doors first opened—carrying the roots of our school's story and helping to write its future. Together, we meet weekly to analyze data, respond to the needs of our school and community, and constantly reflect on how we can grow and improve. We show up for one another by leaning in, solving problems, sharing laughter, and lifting each other up, because leading with care creates the space our students need to thrive.

We are fortunate to have the steadfast leadership of our superintendent, Dr. Christopher Alber, who brings 31 years of experience in education and is now in his fourth year leading the Michiana network. His mission-focused approach has brought stability and clarity to our work. Through weekly visits, Dr. Alber offers encouragement, insight, and guidance that fuel our continued growth.

Goodwill of Michiana (GIM) understands that great schools are built by great leaders, and great leaders never stop learning. Goodwill Education Initiatives, Inc. (GEI) has strengthened leadership across the network by investing in the professional development of The Excel Center directors, including targeted training such as the two-day Employee Relations workshop. This support helps strengthen not only our systems but our confidence as leaders, ensuring that we are equipped to face challenges, support our staff, and serve our students with excellence.

At The Excel Center Elkhart, leadership is defined by compassion, collaboration, and care, not by titles. It's this shared commitment that keeps us moving forward together.

C. Teaching Staff

Leadership at The Excel Center Elkhart is a shared responsibility that lives in every hallway, every classroom, and every conversation, where educators grow, students learn, and lives are transformed. Our teaching staff is guided and empowered by Lead Teacher Kristina O'Donnell, who brings not only deep instructional knowledge but also an unwavering belief in the potential of every educator she coaches. Kristina serves as an instructional leader and mentor, working one-on-one with teachers to strengthen their practice, celebrate their growth, and ensure they have the tools and confidence to meet students where they are.

She doesn't do it alone. Kristina works in close partnership with Lead Coach Jackie Williams and our Special Education and MLL Director, Erin Proskey—three incredible leaders who together hold 77 years of combined experience in the classroom. Their collaboration isn't just structured, it's personal. They know the power of shared wisdom and real-time support, and they use it to build something rare: a culture where teachers feel seen, heard, and supported.

Kristina leads weekly teacher meetings that go beyond logistics. Teacher meetings are spaces to reflect, problem-solve, and grow together. Thanks to the strong connection between instructional coaching and student support, our team has fostered an open-door culture rooted in trust. Teachers know they don't have to do it alone. They can walk into a colleague's room, ask for feedback, share a win, or ask for help—and know they'll be met with respect and care. This is who we are at The Excel Center Elkhart. We are a team united by a commitment to excellence, to one another, and to the mission that drives us each day: helping students build the futures they deserve.

At The Excel Center, we've always believed in the power of connection; however, sometimes, even with the best intentions, we need to pause and reflect. After taking a year off from Excel Exchanges to give teams more time to focus on their individual responsibilities, it became clear that something meaningful was missing. The break was intentional, many staff members had requested more space to manage their growing workloads, but over time, we saw what happens when we stop coming together: collaboration slows, alignment fades, and the sense of shared purpose that defines our network starts to feel distant.

Goodwill LEADS has made it a priority to reintegrate Excel Exchanges into the academic calendar, recognizing their value in fostering collaboration, professional growth, and shared learning across the network. Excel Exchanges are more than meetings; they are meaningful opportunities for connection and collaboration. Teachers, coaches, directors, and support staff from across the network come together to share ideas, solve challenges, and re-center on our mission, reminding us that our impact is stronger, our vision clearer, and our schools more united when we work as one.

D. Academic Achievement

We are a team united by a commitment to excellence, to one another, and to the mission that drives us every day, helping students build the futures they deserve. Our students arrive with unique stories, responsibilities, and aspirations, and we are committed to meeting them at every stage of their journey. Whether they've been out of school for a few years or a few decades, we provide a place where adult learners are seen, heard, and supported every step of the way.

Students are encouraged to take ownership of their education and advocate for what they need to succeed. We want students not only to earn a diploma, but to understand how it connects them to better jobs, career growth, and access to college or training opportunities. It's about demonstrating the real, measurable value of education and walking alongside students as they pursue greater opportunity and long-term success.

At The Excel Center Elkhart, we've created a mature, adult-focused learning environment tailored to meet the unique needs of our student body. Our class schedule supports an accelerated pace, with four 90-minute periods each day and five 8-week terms per year. This structure allows students to make steady, meaningful progress, while minimizing the gaps between terms that can disrupt momentum. Our efficient enrollment process ensures students can begin their journey quickly, followed by personalized support from a life coach who helps develop a realistic graduation plan aligned with each student's goals.

Our academic philosophy is grounded in rigor, relevance, and flexibility. Every student has a unique learning journey, and we meet them where they are by designing a pathway that supports their pace, their progress, and their personal commitments. Many of our students are balancing school with work, parenting or caregiving, and often health concerns. We understand that success looks different for each individual. That's why we combine academic excellence with a robust coaching model, wraparound services, and a culture that believes deeply in second chances.

A portion of our students arrive at The Excel Center Elkhart carrying the weight of their unfinished educational journey. Many need to rebuild basic skills before they can confidently take on grade-level coursework, and we honor that. That's why we've created a remediation model that's not only intentional, but compassionate. Through targeted academic labs and elective credits that serve a real purpose, students are able to strengthen foundational skills *and* move forward on the path toward their Core 40 diploma—without feeling like they're starting over.

What truly distinguishes us is the depth of our support, which extends beyond academics to embrace the whole person—their challenges, strengths, and potential. As Lead Coach Jackie Williams puts it, *"We do a fantastic job of meeting students where they are—physically by being located where we are, emotionally by providing life coaches and including social-emotional skills in class, and educationally by providing instruction at the student's level to boost them up to graduation more quickly."* A deeply rooted mindset guides our work, helping students not only catch up academically, but also rebuild confidence and rediscover belief in themselves.

Inside the classroom, that belief is reflected in meaningful practice. Employability skills are integrated throughout every course, reinforcing our focus not only on academic content but on life beyond graduation. Whether it's mastering time management, refining communication, staying organized, or learning to advocate for oneself, students gain practical competencies they can apply in the workplace, in further education, and in daily life. This is more than instruction—it's renewal. It's about rebuilding confidence, restoring hope, and opening doors to futures many never imagined possible.

Our work aligns with the broader needs of our local community and industries in Michiana. By staying responsive to workforce trends and partnering with local employers, we help students step into careers, certifications, and college programs that elevate their futures. At The Excel Center Elkhart, we don't just teach, we transform. And we do it one student, one plan, one victory at a time.

Section III: Proposed Changes

There are no proposed changes to the charter agreement at this time.

Budget Narrative

State Funding:

The Excel Center Elkhart is positioned for strategic growth, supported by targeted funding designed to expand access and improve outcomes. Quality Counts II grant funding is specifically aimed at increasing enrollment by 20 percent and enhancing educational opportunities for Multilanguage Learner (MLL) students. While last year's enrollment was slightly higher, we anticipate serving 242 students this year and reaching 300 by year six. This growth is supported by the Adult Learners appropriation, which is projected to remain steady at approximately \$6,750 per student in the coming years.

Other Funding:

Occasionally, we receive additional funding, but the majority of our resources come from state allocations and grants we pursue. The school is also eligible for federal grants and recently secured a \$1,999,000 award as part of the Quality Counts cohort 3.

Financial Accountability Metrics:

During the application process, we found a few irregularities in our balance sheet metrics. Specifically, there was a significant drop in assets from 2023 to 2024. However, we expect that our audit will result in adjustments to the internal balance sheet. Overall, all four schools are currently in the strongest financial position they have ever been in.

Salaries and Wages:

We planned for a 3% annual increase in salaries and wages, in line with anticipated student growth. As of June, our budget accounted for 300 seats, but the October ADM count shows 242 seats at present. We are confident enrollment will rise in the near future, supported by targeted strategies funded through the Quality Counts grant, which is designed to boost enrollment by 20 percent and enhance educational opportunities for Multilanguage Learner (MLL) students.

Instructional Supplies and Resources:

Projections for instructional supplies and resources are based on the current year's budget, with a planned 3% increase each year for the next five years. This is in line with the expected average inflation rate over that period.

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Artifact 1



The Excel Center Elkhart Student Core 40 Requirement Tracking Sheet

Student Name:	Last Update:
Excel Center Start:	Target Graduation:

*Term is WHEN you took the course (9th gr., T3 2024, etc.). Grade is your final grade/score in the class.
 *Record the highest grade/score for repeated/duplicate courses that can be counted only once.

Math - 6 Credits			
Course	Term	Grade	Status
Algebra 1A			
Algebra 1B			
Geometry A			
Geometry B			
Algebra 2A			
Algebra 2B			
Total Math (6):			0

Science - 6 Credits			
Course	Term	Grade	Status
ICP/Chem/Phys A			
ICP/Chem/Phys B			
Biology A			
Biology B			
EAS/other			
EAS/other			
Total Science (6):			0

PE/Health - 3 Credits			
Course	Term	Grade	Status
PE			
PE			
Health 3506			
Total PE/Health (3):			0

General Electives - 6 Credits			
Course	Term	Grade	Status
CH DEV			
COMP SCI		10	
ENG 10 LAB			
"			
GERMAN			
BAS SKILLS			
Total Electives (6):			0

English - 8 Credits			
Course	Term	Grade	Status
9F			
9F			
GENRES			
GENRES			
10F			
10F			
CONT LIT			
GRAMMAR			
Total English (8):			0

Social Studies - 6 Credits			
Course	Term	Grade	Status
US History A			
US History B			
World Hist or His/Geog			
World Hist or His/Geog			
Government			
Econ			
Total SS (6):			0

Directed Electives - 5 Credits			
Course	Term	Grade	Status
Prep CC/Sen. Sem.			
Career Prep/Sen. Sem			
PREP CC			
Total Directed Electives (5):			0

Excel Center Requirements			
Requirement	Term	Grade	Status
Senior Seminar 70%+ Certification, 3 Dual Credits, or ASVAB & 1 DC or Cert			
Percentage of Core 40 Credits		0%	

Artifact 2

		1 0 0.00%		2 0 0.00%		3 0 0.00%		4 0 0.00%		5 0 0.00%		6 0 0.00%		7 0 0.00%		8 0 0.00%		9 0 0.00%		10 0 0.00%		11 0 0.00%		12 0 0.00%		13 0 0.00%		14 0 0.00%		15 0 0.00%		16 0 0.00%		17 0 0.00%		18 0 0.00%		19 0 0.00%		20 0 0.00%		21 0 0.00%		22 0 0.00%		23 0 0.00%		24 0 0.00%		25 0 0.00%		26 0 0.00%		27 0 0.00%		28 0 0.00%		29 0 0.00%		30 0 0.00%		31 0 0.00%		32 0 0.00%		33 0 0.00%		34 0 0.00%		35 0 0.00%		36 0 0.00%		37 0 0.00%		38 0 0.00%		39 0 0.00%		40 0 0.00%		41 0 0.00%		42 0 0.00%		43 0 0.00%		44 0 0.00%		45 0 0.00%		46 0 0.00%		47 0 0.00%		48 0 0.00%		49 0 0.00%		50 0 0.00%		51 0 0.00%		52 0 0.00%		53 0 0.00%		54 0 0.00%		55 0 0.00%		56 0 0.00%		57 0 0.00%		58 0 0.00%		59 0 0.00%		60 0 0.00%		61 0 0.00%		62 0 0.00%		63 0 0.00%		64 0 0.00%		65 0 0.00%		66 0 0.00%		67 0 0.00%		68 0 0.00%		69 0 0.00%		70 0 0.00%		71 0 0.00%		72 0 0.00%		73 0 0.00%		74 0 0.00%		75 0 0.00%		76 0 0.00%		77 0 0.00%		78 0 0.00%		79 0 0.00%		80 0 0.00%		81 0 0.00%		82 0 0.00%		83 0 0.00%		84 0 0.00%		85 0 0.00%		86 0 0.00%		87 0 0.00%		88 0 0.00%		89 0 0.00%		90 0 0.00%		91 0 0.00%		92 0 0.00%		93 0 0.00%		94 0 0.00%		95 0 0.00%		96 0 0.00%		97 0 0.00%		98 0 0.00%		99 0 0.00%		100 0 0.00%		101 0 0.00%		102 0 0.00%		103 0 0.00%		104 0 0.00%		105 0 0.00%		106 0 0.00%		107 0 0.00%		108 0 0.00%		109 0 0.00%		110 0 0.00%		111 0 0.00%		112 0 0.00%		113 0 0.00%		114 0 0.00%		115 0 0.00%		116 0 0.00%		117 0 0.00%		118 0 0.00%		119 0 0.00%		120 0 0.00%		121 0 0.00%		122 0 0.00%		123 0 0.00%		124 0 0.00%		125 0 0.00%		126 0 0.00%		127 0 0.00%		128 0 0.00%		129 0 0.00%		130 0 0.00%		131 0 0.00%		132 0 0.00%		133 0 0.00%		134 0 0.00%		135 0 0.00%		136 0 0.00%		137 0 0.00%		138 0 0.00%		139 0 0.00%		140 0 0.00%		141 0 0.00%		142 0 0.00%		143 0 0.00%		144 0 0.00%		145 0 0.00%		146 0 0.00%		147 0 0.00%		148 0 0.00%		149 0 0.00%		150 0 0.00%		151 0 0.00%		152 0 0.00%		153 0 0.00%		154 0 0.00%		155 0 0.00%		156 0 0.00%		157 0 0.00%		158 0 0.00%		159 0 0.00%		160 0 0.00%		161 0 0.00%		162 0 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- Language Objectives:**
- Promote student academic language growth.
 - Include the use of either receptive (listening and reading) and/or productive language skills (speaking and writing)
 - Connect clearly with the lesson topic or lesson activities

Essential Question: Which of the four domains will the students use to accomplish the content objective?

Category	Example
Key vocabulary refers to the technical terms, concept words, and other words needed to discuss, read, or write about the topic of a lesson	Students will be able to define the terms . . . orally and in writing
Language Functions refer to the ways students use language in the lesson.	Students will be able to formulate questions and generate hypotheses
Language Skills are the reading, writing, listening, and speaking skills students need to learn	Students will read and determine a main idea. Students will write an explanation. . .
Grammar or Language Structures can be taught when they are prevalent in the written or spoken discourse of the class.	Students will use adverbs when drafting their report. Students will recognize imperative sentences
Lesson Tasks involve identifying language that is embedded in a single lesson and turning it into explicit instruction in language.	Students will be able to read and summarize a text passage with peers and then teach the main information to another student.
Language Learning Strategies may include corrective strategies (reread confusing text), self-monitoring strategies (make and confirm predictions), pre-reading strategies (relate to personal experience), or language practice strategies (repeat or release phrases, visualize).	Students will be able to confirm their responses to text questions with a peer. Students will be able to represent data graphically.

Adapted from Making Content Comprehensible for English Language Learners by Echevarria, Short and Vogt

Action Words

Listening	Speaking	Reading	Writing
act arrange distinguish duplicate categorize choose copy follow directions identify indicate label listen match order point recognize role play show sort tell	agree/disagree answer/ask converse debate define describe discuss explain express give instructions identify name predict pronounce release repeat rephrase respond resist share summarize tell use vocabulary	discover distinguish explore find find specific info identify infer interpret locate make connections match preview predict read read aloud skim	ask and answer questions brainstorm classify collect compare/contrast create describe edit evaluate explain illustrate journal label list order/organize record revise state & justify opinion summarize support write/take notes

Language objectives can be **process oriented**: explore, listen to, recognize, discuss, express, practice OR **performance oriented**: define, write, paraphrase, argue, complete, read and respond

3 Parts

Language Function	Action verb appropriate for an ELP level
Topic	Content related to what is taught at grade level w/ standards
Support	Scaffold necessary for the ELL to demonstrate understanding through language

Example: Make predictions from illustrated text using personal experiences.

Artifact 4

Individual Student Meeting

Student:

Coach:

Academics	
Review Grad Plan	
Discuss Current Progress	
Review Attendance	

Personal Needs and Arrangements	
Housing: Who do you live with? Is the housing stable?	
Transportation: How do you get to school/work? Is your transportation reliable?	
Childcare Needs: Do you have children? Ages? Are you in need of childcare?	
Availability: The more you can attend classes, the more accelerated your graduation track is.	
Employment: Do you currently work? Do you have a resume? Do you have any barriers that would be keeping you from obtaining employment?	
Other Potential Barriers: What is the main reason that has kept you from earning your diploma? Do you feel this could still be an obstacle in your way to obtain your diploma now? What barriers may arise in the future?	

Post-Secondary Plans	
Career/ College Interest and plans	
Certification Interest	
Dual Credit Interest	



1805 Western Ave • P.O. Box 3846 • South Bend, IN 46619
Phone (574) 472-7300

September 23, 2025

Lindsay Olmor
Executive Director
Indiana Charter School Board
143 W. Market St., Suite 400
Indianapolis, IN 46204

Dear Ms. Olmor,

I would like to take this opportunity to provide a statement of support for the renewal of the charter for the Excel Center in Elkhart, IN.

I became President/CEO of Goodwill Industries of Michiana in November of 2013. It was early 2014 that I brought the concept of the Excel Center to my Board of Directors. It was a short discussion to bring them to a unanimous "yes," and they have not looked back since.

The Excel Centers play an integral role in helping Goodwill fulfill its mission of empowering people to live their most abundant life. We count it as a privilege to be able to give adults a second chance to earn their high school diploma.

Additionally, at each Board Meeting in July, the Goodwill Board of Directors receives a recap of the school year from a member of the Goodwill L.E.A.D.S. Board of Directors (School Board). This ensures our Board is consistently up to date on the school's successes, concerns, and other important developments. The Goodwill Board of Directors remains committed to the Excel Center and its continued success.

Sincerely,

Debie M. Coble

Debie M. Coble
President/CEO

Empower people to achieve their most abundant life.
Goodwill-NI.org

Congress of the United States
House of Representatives
Washington, DC 20515-1402

October 16, 2025

Indiana Charter School Board
143 W. Market St., Suite 400
Indianapolis, IN 46204

Dear Indiana Charter School Board,

I am writing to express my support for The Excel Centers and the vital role they play in Indiana's education landscape. These schools provide adults who did not complete high school with a meaningful second chance to earn their diploma and pursue their educational and career goals.

The Excel Center's innovative model stands out for its holistic approach to adult education—combining rigorous academics with wraparound support such as life coaching, free childcare, and transportation assistance. These services are critical to helping adult learners overcome barriers and achieve long-term success in both their personal and professional lives.

As a Representative and proud Hoosier, I have seen firsthand the life-changing power of education. The Excel Centers go beyond traditional instruction by equipping graduates with workforce certifications, dual credits, and career readiness skills. This model not only transforms individual lives but also strengthens families, communities, and local economies across our state.

Investing in The Excel Centers is an investment in Indiana's future—a stronger workforce, more resilient families, and thriving communities.

I urge the Indiana Charter School Board to give The Excel Centers its full and favorable consideration as is permissible within all applicable laws, rules, and regulations.

Sincerely,



Rudy Yakym
Member of Congress
Indiana's Second District

Rod Roberson
Mayor



Office of Mayor Rod Roberson
229 S. Second St.
Elkhart, Indiana 46516

October 16, 2025

Dear Indiana Charter School Board,

I am writing on behalf of The City of Elkhart to express my support for The Excel Centers. As a vital part of our state's education ecosystem, The Excel Center provides adults who did not complete high school with a second chance to earn their diploma and achieve their educational goals.

The Excel Center has made a significant impact in our communities by addressing the unique challenges adult learners face. Its innovative model combines rigorous academic instruction with essential support services such as life coaching, free childcare, and transportation assistance. These resources are critical in helping adult students overcome barriers and succeed not only in the classroom but also in their careers and personal lives.

As an educational leader, I have seen firsthand the difference a high school diploma can make in a student's life. The Excel Center goes beyond traditional education, equipping graduates with workforce certifications, dual credits, and career readiness skills that prepare them for meaningful employment and further educational opportunities. This approach not only transforms the lives of individual graduates but also strengthens families, communities, and local economies across Indiana.

By investing in The Excel Centers, we are investing in a stronger, more educated workforce, healthier families, and thriving communities.

Thank you for your consideration and support of this transformative program.

Sincerely,

A handwritten signature in black ink, appearing to be "Rod Roberson".

Mayor Rod Roberson
City of Elkhart



October 13, 2025

To Whom It May Concern,

I'm writing on behalf of the Community Foundation of Elkhart County to offer our support for the upcoming charter renewal.

The Excel Center Elkhart plays a unique and irreplaceable role in our region. It reaches individuals who are too often overlooked and helps them re-enter the workforce with the confidence, education, and skills to succeed. This mission aligns closely with our own, and we consider The Excel Center a critical partner in building a stronger, more inclusive community.

We strongly support the request to renew The Excel Center Elkhart's charter and allow their work to continue and expand. The community needs it—and the lives changed by their program are a testament to its importance.

Thank you for your time and consideration.

A handwritten signature in black ink, appearing to read "Guy Fisher".

Guy Fisher
Chief Program Officer
Community Foundation of Elkhart County

10/13/25

To Whom It May Concern,

I am writing on behalf of Bashor Children's Home to offer our support for The Excel Center – Elkhart in its upcoming charter renewal.

The Excel Center – Elkhart services a niche of learners that are often overlooked in our current educational systems. With the support provided by The Excel Center, individuals can enter or re-enter the workforce with the confidence, a high school diploma, and skills to succeed. This mission mirrors our own, and we regard The Excel Center as an essential partner in helping individuals with complex needs overcome barriers and thrive as educated, skilled young adults.

We support the renewal of The Excel Center – Elkhart's charter so they can sustain and scale their work. The students they've transformed are the strongest proof of their importance.

Thank you for your time and consideration.

Sincerely,



Jessica Bealor

Director of Residential Education and Exceptional Needs

Bashor Children's Home

jbealor@bashor.org

574-875-5117



October 10, 2025

The Excel Center
Katie Lowe MAdEd | Director
The Excel Center
154 W. Hively Ave
Lot 2, Suite 28 | Elkhart, IN 46517

To Whom It May Concern,

On behalf of Goshen College, I am writing to express our strong support for the renewal of the charter for The Excel Center in Elkhart. As a local institution of higher learning, we've seen firsthand the impact this school has had on adult learners in our community—many of whom come to us with a renewed sense of purpose, confidence, and an academic foundation thanks to their time at The Excel Center.

The Excel Center is doing something truly special. It offers adults a second chance at earning a high school diploma, but more than that—it equips them with the tools and support they need to take the next step in their education and careers. We've welcomed students from The Excel Center who, in many cases, didn't see college as a possibility before. We want to see their students walk through our doors ready to thrive, but they need The Excel Center to be available to support their educational journey.

What sets The Excel Center apart is its holistic, student-centered approach. The flexible class schedules, career and college counseling, and wraparound services like childcare and transportation make education accessible in ways that traditional models often don't. These supports make a real difference in helping students stay committed and ultimately, move forward.

Since its opening, The Excel Center in Elkhart has created a meaningful pathway for adult learners to reconnect with education—and in many cases, to continue that journey into college. The ripple effect of this work is felt not only in our classrooms, but throughout the community as these students go on to build careers, support their families, and inspire others to pursue their goals.

Renewing The Excel Center's charter is essential to ensuring this work can continue. We at Goshen College are proud to stand alongside them in their mission to empower through



education. We respectfully and wholeheartedly encourage you to approve their charter renewal and support the incredible impact they are making in Elkhart.

Sincerely,

A handwritten signature in dark ink, appearing to read "Dr. Gilberto Perez Jr." with a stylized flourish at the end.

Dr. Gilberto Perez Jr.

Vice President for Student Life, Hispanic Serving Initiatives, and Dean of Students
Co-leader, Center for Community Engagement



COMMUNITY CHURCH

PRAYERS MINISTRIES INC.

Reaching Out from the Heart of the City - Flowing to the Nations
Senior Pastors Leonard and Janet Cook, Ph.D.

Monday, October 13, 2025

To whom it may concern,

Several years ago, The Excel Center began its journey right here in our building. We had the privilege of watching this incredible program grow from its earliest days. Our partnership was built on a shared belief in second chances and the power of education to change lives. Many of their graduates went on to become active, contributing members of our community, and we've seen firsthand how their success stories inspire others to take that same step forward.

The Excel Center Elkhart fills a unique and vital role in our region—reaching adults who might otherwise slip through the cracks and giving them the tools to thrive. Their mission aligns closely with our own commitment to serve, uplift, and equip people to live out their full potential.

We strongly urge you to renew The Excel Center Elkhart's charter so that this life-changing work can continue and expand. Our community is better because of them, and their ongoing presence is nothing short of essential.

Thank you for your time and consideration.

With sincere appreciation,

President, Dr. Janet Cook, PhD
Vice President, Venessa R. Cook
Prayers Ministries Inc. dba River of Life Community Church
drjanetcookphd@icloud.com
574-522-2114



LEXINGTON HOUSE OF ELKHART, INC

A place to rebuild your confidence and resiliency for the mental health wellness journey

DATE: October 15th, 2025

RE: Letter of Support

FR: Francis Disori, Executive Director Lexington House of Elkhart

To whom it may concern:

Please accept this letter of SUPPORT for The Excel Center. This program is clearly making a positive impact on our community. In its maturity over the past few years, it has progressed to now being recognized as part of the everyday vocabulary among community service providers. It is clearly evolving into a valued community resource.

For members of Lexington House of Elkhart Clubhouse (adults with a history of mental illness) The Excel Center serves as an awesome community partnership complementing the Clubhouse's model of being a resource for re-building confidence and resiliency.

Lexington House of Elkhart Clubhouse 100% in support The Excel Center and what it brings to the community!

Best Regards
Francis Disori

"A community of recovery, hope and dignity that empowers people with a history of mental illness through friendship, meaningful work and cultivating strengths"



October 14, 2025

To Whom It May Concern,

I'm writing on behalf of Mental Health Awareness of Michiana to offer my full and enthusiastic support for the upcoming charter renewal.

Through our partnership, we have provided mental health support to students at the Excel Center through our Pro Bono Counseling Project and Peer Support Services. The outcomes we've seen speak volumes—not only in terms of academic achievement, but in long-term emotional stability and community impact.

The Excel Center Elkhart plays a unique and irreplaceable role in our region. It reaches individuals who are too often overlooked and helps them re-enter the workforce with the confidence, education, and skills to succeed. This mission aligns closely with our own, and we consider The Excel Center a critical partner in building a stronger, more inclusive community.

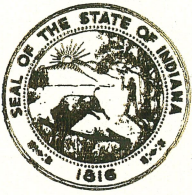
We strongly request you to renew The Excel Center Elkhart's charter and allow their work to continue and expand. The community needs it—and the lives changed by their program are a testament to its importance.

Thank you for your time and consideration.

Sincerely,

Lisa Kelly, Executive Director
Mental Health Awareness of Michiana

LBKelly@mhamichiana.org
574-393-8809, x3



**STATE OF INDIANA
HOUSE OF REPRESENTATIVES**

THIRD FLOOR STATE HOUSE
INDIANAPOLIS, INDIANA 46204

Jake Teshka
200 West Washington Street
Indianapolis, IN 46204
www.in.gov/H7
H7@iga.in.gov
317-232-9650

October 16, 2025

Dear Indiana Charter School Board,

I am writing to express my support for The Excel Centers. As a vital part of our state's education ecosystem, The Excel Center provides adults who did not complete high school with a second chance to earn their diploma and achieve their educational goals.

The Excel Center has made a significant impact in our communities by addressing the unique challenges adult learners face. Its innovative model combines rigorous academic instruction with essential support services such as life coaching, free childcare, and transportation assistance. These resources are critical in helping adult students overcome barriers and succeed not only in the classroom but also in their careers and personal lives.

In my position as a Representative and a resident, I have seen firsthand the difference a high school diploma can make in a student's life. The Excel Center goes beyond traditional education, equipping graduates with workforce certifications, dual credits, and career readiness skills that prepare them for meaningful employment and further educational opportunities. This approach not only transforms the lives of individual graduates but also strengthens families, communities, and local economies across Indiana.

By investing in The Excel Centers, we are investing in a stronger, more educated workforce, healthier families, and thriving communities.

Thank you for your consideration and support of this transformative program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jake", is written over a faint, circular official stamp.

Representative Jake Teshka

Exhibit C: Statement of Assurances

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

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

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

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

Dr. Christopher Alber

Name

Dr. Christopher Alber
Signature

10/20/2025

Date

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

School Name: THE EXCEL CENTER ELKHART
 Location: Elkhart Community Schools
 Renewal Year: 2026 - 27 SY

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

Adult High School?

Complete Rows 32 and 37-40 only.

Enrollment	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
	2025 - 26 SY	2026 - 27 SY	2027 - 28 SY	2028 - 29 SY	2029 - 30 SY	2030 - 31 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)						
	242	278	290	300	300	300
Total Adult Enrollment:						
	242	278	290	300	300	300
Estimated % of Students:						
Special Education						
English Learners						
Free/Reduced Priced Lunch						
Virtual Students (2)						
K-12 Distribution (3)						
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adult Distribution (4)						
	\$ 1,633,500.00	\$ 1,876,500.00	\$ 1,957,500.00	\$ 2,025,000.00	\$ 2,025,000.00	\$ 2,025,000.00

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. ICSB is prohibited from authorizing an adult high school unless the general assembly has made a specific appropriation for the high school pursuant to Indiana Code 20-24-7-13.5. If your proposal is for an adult high school, complete Row 32 only.

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:

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

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 (2025) budget- Foundation = \$6,967 for the 2025-26 SY and \$7,071 for the 2026-27 SY (and beyond) and Complexity Multiplier = \$4,001 for the 2025-26 SY and \$4,015 for the 2026-27 SY (and beyond). The school's actual distribution will be based on the school's ADM count of eligible pupils enrolled in the school on two count dates (in October and February) multiplied by the basic tuition support calculation. The calculation uses the Complexity Index for the school corporation in which the proposed charter school will be located- the school's actual Complexity Index amount will likely differ. The Special Education Grant amount is calculated on Tab 4 and uses the grant amount for moderate disabilities (\$2,913 for the 2025-26 SY). The grant amount for severe disabilities is \$11,592 for the 2025-26 SY).

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.

[illegible][illegible]

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

School Name: THE EXCEL CENTER ELKHART
Renewal Year: 2026 - 27 SY

Special Instructions for Schools Contracting with a Management Company:

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 168 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

If a line item is completed that includes the words "(please describe)" a specific description of the item must be provided in the appropriate box in Column N.

Failure to provide a description as requested will result in rejection of the submission.

REVENUES	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5	Additional Information
State Revenue - See Footnotes							Other State Grants (Row 28)
Basic Tuition Support / Adult Learners Grant - From Tab 2	\$ 1,633,500.00	\$ 1,876,500.00	\$ 1,957,500.00	\$ 2,025,000.00	\$ 2,025,000.00	\$ 2,025,000.00	
Special Education Grant - From Tab 2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Honors Diploma/Academic Performance Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Career and Technical Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Non-English Speaking Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter and Innovation Network School Grant (\$1,400 per student)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Formative (Interim) Assessment Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Curricular Material Reimbursement Program (\$150 per student)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Remediation Testing Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Teacher Appreciation Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other State Grants (please describe) (1)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total State Revenue:	\$ 1,633,500.00	\$ 1,876,500.00	\$ 1,957,500.00	\$ 2,025,000.00	\$ 2,025,000.00	\$ 2,025,000.00	
Federal Revenue - See Footnotes							Other Federal Revenue (Row 40)
Public Charter School Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter Facilities Assistance Program Grant (2011)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
IDEA- Part B Grant (Special Education)	\$ 23,511.00	\$ -	\$ -	\$ -	\$ -	\$ -	Line 35 - per the IDEA website Line 40-Quality Count II - Cohort 3
Title I	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Title II	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Federal Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Federal Breakfast Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Federal Revenue (please describe)	\$ 1,063,074.14	\$ 936,218.44	\$ -	\$ -	\$ -	\$ -	
Total Federal Revenue:	\$ 1,086,585.14	\$ 936,218.44	\$ -	\$ -	\$ -	\$ -	
Other Revenue							Other Revenue (Row 54)
Contributions and Donations from Private Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter School Capital Grants Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Common School Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Line 54 - Erate reimbursement and Coffell Vending Machine commissions
Property Tax Sharing (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Operating/Safety Referendum Sharing (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Indiana Bond Bank	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Revenue (please describe)	\$ 1,125.12	\$ 1,158.87	\$ 1,193.64	\$ 1,229.45	\$ 1,266.33	\$ 1,304.32	
Total Other Revenue:	\$ 1,125.12	\$ 1,158.87	\$ 1,193.64	\$ 1,229.45	\$ 1,266.33	\$ 1,304.32	
TOTAL REVENUE:	\$ 2,721,210.26	\$ 2,813,877.31	\$ 1,958,693.64	\$ 2,026,229.45	\$ 2,026,266.33	\$ 2,026,304.32	
EXPENSES							
Administrative Staff - See Footnote (3)							
Executive Administration: Office of Superintendent	\$ 38,625.00	\$ 39,783.75	\$ 40,977.26	\$ 42,206.58	\$ 43,472.78	\$ 44,776.96	
School Administration: Office of the Principal	\$ 82,400.00	\$ 84,872.00	\$ 87,418.16	\$ 90,040.70	\$ 92,471.93	\$ 95,524.18	
Other School Administration	\$ 51,081.82	\$ 52,614.27	\$ 54,192.70	\$ 55,818.48	\$ 57,493.04	\$ 59,217.83	
Business Manager/Director of Finance	\$ 12,500.00	\$ 12,875.00	\$ 13,261.25	\$ 13,659.09	\$ 14,068.86	\$ 14,490.93	
Total Administrative Staff:	\$ 184,606.82	\$ 190,145.02	\$ 195,849.38	\$ 201,724.86	\$ 207,506.60	\$ 214,009.90	
Instructional Staff							
Teachers - Regular	\$ 315,149.10	\$ 324,603.57	\$ 401,210.02	\$ 413,246.32	\$ 425,643.71	\$ 438,413.02	
Teachers - Special Education	\$ 64,150.00	\$ 66,074.50	\$ 68,056.74	\$ 70,098.44	\$ 72,201.39	\$ 74,367.53	
Substitutes, Assistants, Paraprofessionals, Aides	\$ 53,399.32	\$ 55,001.30	\$ 56,651.34	\$ 58,350.88	\$ 60,101.41	\$ 61,904.45	
Summer School Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Instructional Staff:	\$ 432,698.42	\$ 445,679.37	\$ 525,918.10	\$ 541,695.64	\$ 557,946.51	\$ 574,685.00	
Non-Instructional/Support Staff - See Footnotes							Other Support Staff (Row 82)
Social Workers, Guidance Counselors, Therapists	\$ 227,681.39	\$ 234,511.83	\$ 239,191.98	\$ 246,367.73	\$ 254,028.76	\$ 261,371.43	
Instructional Support Staff (4)	\$ 53,399.32	\$ 55,001.30	\$ 56,651.34	\$ 58,350.88	\$ 60,101.41	\$ 61,904.45	
Other Support Staff (please describe) (5)	\$ 91,412.19	\$ 94,154.56	\$ 96,979.20	\$ 99,888.57	\$ 102,885.23	\$ 105,971.79	
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Information Technology	\$ 14,618.67	\$ 15,057.23	\$ 15,508.95	\$ 15,974.22	\$ 16,453.44	\$ 16,947.05	
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)	\$ 20,280.00	\$ 20,888.40	\$ 23,870.24	\$ 24,586.36	\$ 25,323.95	\$ 26,083.67	Line 82 Kid's Excel and Other Admin Support staff
Security Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Athletic Coaches	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Non-Instructional/Support Staff:	\$ 407,391.57	\$ 419,613.32	\$ 432,201.71	\$ 445,167.76	\$ 458,792.79	\$ 472,278.39	
Subtotal Wages and Salaries:	\$ 1,024,696.81	\$ 1,055,437.71	\$ 1,153,969.18	\$ 1,188,588.26	\$ 1,224,245.90	\$ 1,260,973.28	
Payroll Taxes and Benefits - From Tab 3							Other Compensation (Row 98)
Social Security/Medicare/Unemployment	\$ 104,006.73	\$ 107,126.93	\$ 117,127.87	\$ 120,641.71	\$ 124,260.96	\$ 127,988.79	
Health Insurance	\$ 36,607.58	\$ 37,705.79	\$ 40,602.28	\$ 41,820.43	\$ 43,075.04	\$ 44,367.34	
Retirement Contributions	\$ 94,214.65	\$ 98,036.65	\$ 103,263.10	\$ 106,460.99	\$ 109,724.82	\$ 113,056.57	Line 98 - Workers Compensation 1%
Other Compensation (please describe)	\$ 9,602.52	\$ 9,890.60	\$ 10,743.30	\$ 11,065.59	\$ 11,397.56	\$ 11,739.49	
Total Payroll Taxes and Benefits:	\$ 244,431.47	\$ 227,759.96	\$ 241,736.55	\$ 248,988.72	\$ 256,458.39	\$ 264,152.19	
Total Personnel Expenses:	\$ 1,269,128.28	\$ 1,278,197.68	\$ 1,395,705.73	\$ 1,437,576.98	\$ 1,480,704.29	\$ 1,525,125.47	
Instructional Supplies and Resources - See Footnotes							Other Instructional Supplies and Resources (Row 108)
Curricular Materials	\$ 5,000.00	\$ 5,150.00	\$ 5,304.50	\$ 5,463.64	\$ 5,627.54	\$ 5,796.37	
Library/Media Services (Other than Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Technology Supporting Instruction (computers, tablets, etc.)	\$ 14,000.00	\$ 14,420.00	\$ 14,852.60	\$ 15,298.18	\$ 15,757.12	\$ 16,229.84	
Student Assessment	\$ 45,000.00	\$ 45,000.00	\$ 8,000.00	\$ 8,240.00	\$ 8,487.20	\$ 8,741.82	
Instructional Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Line 112 Classroom supplies
Professional Development	\$ 3,000.00	\$ 3,090.00	\$ 3,182.70	\$ 3,278.18	\$ 3,376.53	\$ 3,477.82	
Enrichment Programs (athletics or extra-curricular activities)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Instructional Supplies (please describe)	\$ 3,000.00	\$ 3,090.00	\$ 3,182.70	\$ 3,278.18	\$ 3,376.53	\$ 3,477.82	
Total Instructional Supplies and Resources:	\$ 70,000.00	\$ 70,750.00	\$ 34,522.50	\$ 35,558.18	\$ 36,624.92	\$ 37,723.67	
Administrative Resources							Other Administrative Expenses (Row 118)
Administrative Technology - Computers & Software (not SIS)	\$ 10,000.00	\$ 10,300.00	\$ 10,609.00	\$ 10,927.27	\$ 11,255.08	\$ 11,592.74	
Other Administrative Expenses (please describe)	\$ 7,750.00	\$ 7,982.50	\$ 8,221.98	\$ 8,468.63	\$ 8,722.69	\$ 8,984.37	Line 118 Office supplies

Total Administrative Resources:	\$	17,750.00	\$	18,282.50	\$	18,830.98	\$	19,395.90	\$	19,977.77	\$	20,577.11
Governing Board Expenses												
Legal Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other Governing Board Expenses (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Governing Board Expenses:	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Purchased or Other Services (do not include staff expenses)												
Audit Services	\$	19,500.00	\$	20,085.00	\$	20,687.55	\$	21,308.18	\$	21,947.42	\$	22,605.84
Payroll Services	\$	6,000.00	\$	6,180.00	\$	6,365.40	\$	6,556.36	\$	6,753.05	\$	6,955.64
Financial Accounting	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Printing, Publishing, Duplicating Services	\$	3,500.00	\$	3,605.00	\$	3,713.15	\$	3,824.54	\$	3,939.28	\$	4,057.46
Telecommunication & IT Services	\$	13,360.00	\$	13,760.80	\$	14,173.62	\$	14,598.83	\$	15,036.80	\$	15,489.90
Insurance (non-facility)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Travel	\$	4,500.00	\$	4,635.00	\$	4,774.05	\$	4,917.27	\$	5,064.79	\$	5,216.73
Mail Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Special Education Administration	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Student Information Services or Systems	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Food Services	\$	1,500.00	\$	1,545.00	\$	1,591.35	\$	1,639.09	\$	1,688.26	\$	1,738.91
Transportation Services	\$	5,000.00	\$	5,150.00	\$	5,304.50	\$	5,463.64	\$	5,627.54	\$	5,796.37
Marketing Expenses	\$	50,000.00	\$	51,500.00	\$	53,045.00	\$	54,636.35	\$	56,275.44	\$	57,963.70
Other Services (please describe)	\$	12,000.00	\$	12,360.00	\$	12,730.80	\$	13,112.72	\$	13,506.11	\$	13,911.29
Total Professional Purchased or Other Services:	\$	115,360.00	\$	118,820.80	\$	122,385.42	\$	126,056.98	\$	129,838.69	\$	133,735.84
Facilities Expenses (do not include staff expenses, e.g. custodian)												
Facility Lease/Mortgage Payments (please describe)	\$	60,000.00	\$	61,800.00	\$	63,654.00	\$	65,563.62	\$	67,530.53	\$	69,556.44
Capital Improvements	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other Principal Payments	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Operating Leases	\$	5,880.00	\$	6,056.40	\$	6,239.09	\$	6,425.23	\$	6,617.99	\$	6,816.53
Interest Expense (as accrued)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Depreciation Expense	\$	57,600.00	\$	59,328.00	\$	61,107.84	\$	62,941.08	\$	64,829.31	\$	66,774.19
Insurance (Facility)	\$	16,000.00	\$	16,480.00	\$	16,974.40	\$	17,484.63	\$	18,008.14	\$	18,548.39
Purchase of Furniture, Fixtures, & Equipment	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Electric & Gas	\$	35,000.00	\$	36,050.00	\$	37,131.50	\$	38,245.45	\$	39,392.81	\$	40,574.59
Water & Sewage	\$	3,400.00	\$	3,502.00	\$	3,607.06	\$	3,715.27	\$	3,826.73	\$	3,941.53
Repair and Maintenance Services (include supply costs)	\$	5,000.00	\$	5,150.00	\$	5,304.50	\$	5,463.64	\$	5,627.54	\$	5,796.37
Custodial Services (include supply costs)	\$	4,000.00	\$	4,120.00	\$	4,243.60	\$	4,370.91	\$	4,502.04	\$	4,637.10
Waste Disposal	\$	3,200.55	\$	3,296.57	\$	3,395.46	\$	3,497.33	\$	3,602.25	\$	3,710.31
Security Services	\$	500.00	\$	515.00	\$	530.45	\$	546.36	\$	562.75	\$	579.64
Other Facility Expenses (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Facilities Expenses:	\$	190,580.55	\$	196,297.97	\$	202,187.90	\$	208,253.52	\$	214,500.09	\$	220,935.09
Other Expenses - See Footnotes												
Indiana Charter School Board Administrative Fee (6)	\$	14,000.00	\$	12,251.25	\$	14,073.75	\$	14,681.25	\$	15,187.50	\$	15,187.50
Management Fee (7)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Bank Fees	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Escrow	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other Expenses (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Other Expenses:	\$	14,000.00	\$	12,251.25	\$	14,073.75	\$	14,681.25	\$	15,187.50	\$	15,187.50
TOTAL EXPENSES:	\$	1,676,818.83	\$	1,694,600.20	\$	1,787,706.28	\$	1,841,522.82	\$	1,896,833.26	\$	1,953,284.68
CHANGE IN NET ASSETS:	\$	1,044,391.43	\$	1,119,277.12	\$	170,987.36	\$	184,706.63	\$	129,433.08	\$	73,019.65

Line 142 GIL Dues

Other Governing Board Expenses (Row 124)

Other Services (Row 142)

Line 142 GIL Dues

Lease, Mortgage, & Other Facilities (Rows 147, 161)

Other Expenses (Row 170)

Footnotes:

(1) Including, but not limited to: alternative education program grants (IC 20-30-8); educational technology plan grants (IC 20-20-13); school safety plan grants (IC 5-2-10.1-6); secured school fund grants (IC 10-21-1-2); dual language pilot program grants (IC 20-20-41-2); teacher and student achievement fund grants (IC 20-20-43-3); student and parent support services grants (IC 20-34-9); etc.

(2) Marion, Lake, St. Joseph, and Vanderburgh counties only.

(3) Office of Superintendent includes the Head of School, School Leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions; Office of the Principal includes Vice- and Assistant Principals; Other School Administration includes Chief Academic Officers; Directors, Deans, and Coordinators of: Curriculum, Instruction, Faculty, Students, Assessment, Student Affairs, Student Achievement, and similar positions.

(4) Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.

(5) Secretary; Receptionist; Attendance Clerk; Office Manager, Cafeteria Worker, and other full or part-time employees not specifically described.

(6) Three quarters of one percent (0.75%) of the basic tuition support or adult learner grant amount received by the school.

(7) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All amounts separate from a specific "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease payments, instructional supplies, software, technology, etc.) and described in the "Other Expenses" Column and/or in the Budget Narrative.