



**The Excel Center
Evansville Southeast**

**A proposal for new school operators
Submitted by Goodwill Educates, Inc.**

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Exhibit B

Charter Application Overview – New Operator

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

Name of proposed Charter School: The Excel Center Evansville Southeast

Proposed Charter School location:* 5001 Washington Ave. Evansville, IN 47715

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

School district of proposed location: Evansville Vanderburgh School Corporation

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

Designated representative: Connie Ralph

Contact Information (Phone & Email): 812-204-2630 cralph@evvgoodwill.org

Planned opening year for the school: 2024

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.) Adult high school

Proposed 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.

Target student population (if any): Adults who previously dropped out of high school

Has or will an application for the same charter school be submitted to another authorizer either concurrently or in the near future?

Yes No

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

List the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4.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

Authorizer(s): _____

Submission date(s): _____

Signature of Designated Representative

Connie Ralph

Name



Signature

10/3/2023

Date

Executive Summary

Evansville Goodwill Industries (Evansville Goodwill) has been working closely with other Goodwill organizations throughout the state of Indiana since fall of 2021 to determine if The Excel Center school model would add value to the array of services Evansville Goodwill provides. Leadership from Evansville Goodwill engaged their board members & employees, community partners, education leaders, elected officials, and the entire Evansville community in the process. The result of this work, as will be outlined in this charter application, identified not only a significant level of need for The Excel Center in Evansville, but there is also a high level of support from the community to provide this resource to its residents.

In order to open a high-quality charter school, Evansville Goodwill and the community created Goodwill Educates Inc., an Indiana-based nonprofit organization that will hold the charter for The Excel Center Evansville Southeast and govern the school effectively. The Goodwill Educates board has chosen to maintain a close connection to Evansville Goodwill to leverage the strong nonprofit expertise the organization has in human resources, IT, marketing, finance, and its strong presence throughout the Evansville community.

Mission and Vision

The mission and vision of The Excel Center Evansville Southeast match the mission and vision of Evansville Goodwill. The mission is to help people, families and communities thrive through the power of relationships, education, and work. The vision of the school is an Evansville community where all people and families thrive.

Educational Needs and Demands of Evansville Community

As part of its due diligence process in determining if Goodwill Educates, Inc. should apply to open The Excel Center school model, Evansville Goodwill worked with Goodwill Education Initiatives (GEI), the founder of The Excel Center school model, to study the feasibility of opening a school in this community. GEI found that in Vanderburgh County there are more than 13,000 adults without a high school diploma who could benefit from attending The Excel Center Evansville Southeast. This is a large enough population to sustain the need for an adult high school like The Excel Center.

The Evansville community spoke to the demand for adult-focused education with an astounding 42 letters of support to the Indiana legislature. Letters of support came from the CEO of the Evansville Regional Economic Partnership, the chairman of Koch Enterprises, Inc., and executives of Fifth Third Bank but the most powerful letters of support came from the students who would benefit from the free education at The Excel Center Evansville Southeast. Demand was demonstrated close to home when Evansville Goodwill team members shared their need to earn a high school diploma. Through partnerships with nonprofits serving children, Evansville Goodwill learned of parents who could benefit from the free education and wrap around supports of The Excel Center Evansville Southeast.

Community Engagement and Partnerships

Through community partnerships cultivated by Evansville Goodwill, the community responded with overwhelming support for The Excel Center Evansville Southeast. Over the last year, leadership from

Evansville Goodwill worked diligently to educate the Evansville community by hosting events in the facility where the school will be located, meeting with and presenting to key staff from Evansville Vanderburgh School Corporation (EVSC), Ivy Tech Community College, Southwestern Indiana Workforce Board, local and state officials including the Mayor of Evansville, Lloyd Winnecke and State Representatives Tim O'Brien and Ryan Hatfield. Evansville Goodwill leadership has created multiple partnerships with small nonprofits like The Dream Center, Community One, Building Blocks, Junior Achievement, and The Potter's Wheel.

In September 2022, Evansville Goodwill joined 23 community partners, including University of Evansville and EVSC to apply for the Promise Neighborhood grant through the Department of Education. The Promise Neighborhood grant is focused on providing wrap around care from cradle to career. The specific request of Evansville Goodwill was to add The Excel Center to the application. This addition to the proposal helped create comprehensive service provision and expand the populations served through the Promise Neighborhood grant. The University of Evansville was notified in March 2023 that the Evansville Promise Neighborhood was awarded \$30 million and over \$800,000 of that will support The Excel Center Evansville Southeast.

Goodwill Educates, through its close connection with Evansville Goodwill, will be able to recruit students from this population by leveraging Evansville Goodwill partnerships.

The Excel Center Evansville Southeast will partner closely with GEI and Goodwill Leads, two other organizations operating The Excel Center school model successfully. These organizations will work together to share resources and best practices related to educating adults. The school will also be part of The Excel Center National Network which will provide professional development and other support for the school. Staff will be able to participate in positional huddles to problem-solve and learn from other leaders, as well as join professional development opportunities and seek targeted support as needed.

Education Plan/School Design

The Excel Center Evansville Southeast will meet the unique needs of the Evansville community and plans to follow the successful educational design as other Excel Center campuses throughout Indiana.

This educational design has been proven to be effective at the 40 Excel Center locations throughout the country, 20 of which are within Indiana. Last year, more than 1,700 students graduated from The Excel Center, collectively earning more than 1,300 industry certifications and 2,200 college credits. In addition, a recent study by the Lab for Economic Opportunity (LEO) at the University of Notre Dame found that graduates from The Excel Center earn 39% more than their peers five years after graduation.¹ The Excel Center Evansville Southeast will be an effective way to support adult students in earning their diplomas and increasing their income, ultimately changing the trajectory of their lives. The Excel Center Evansville Southeast will work directly with GEI's national office team to support the opening of the school. The

¹Brough, Rebecca and Phillips, David and Turner, Patrick, High Schools Tailored to Adults Can Help Them Complete a Traditional Diploma and Excel in the Labor Market (January 21, 2023). Available at SSRN: <https://ssrn.com/abstract=3840453> or <http://dx.doi.org/10.2139/ssrn.3840453>

GEI national office team has extensive experience opening The Excel Center school locations in Indiana and other communities throughout the country.

Section 1: Evidence of Capacity

Key Members of the Applicant Group

Key members of Goodwill Educates, Inc. who have made significant contributions to this charter application and/or school operations are provided below. Included are key staff members' names, titles, and the specific roles they have played in the charter application, school development, and ongoing operations.

Connie Ralph, President & CEO

In March 2019, Connie Ralph was named President & CEO of Evansville Goodwill Industries, Inc. after serving in multiple other roles since 1992. Her wide-ranging experience includes mission expansion, federal grants management, fund-raising, donated goods retail and operations, community relations, strategic planning, and training and development. After only four years as CEO, Connie has increased the organization's net worth by 60% and annual revenue by 40%.

Eager to expand mission services, Connie recognized the gap in educational and workforce opportunities for adults without high school diplomas in southwest Indiana and began researching The Excel Center as a potential model. In collaboration with other Goodwills in Indiana, she successfully educated local legislators resulting in funding availability to operate The Excel Center in Evansville.

Connie holds a special place in her heart for people struggling with homelessness and other barriers and served on the Board of Directors of Aurora Inc. for over 20 years, including serving as the Chairperson. She also was a long-term member of the Homeless Services Council of Southwestern Indiana and participated in the Talent EVV Poverty Transformative Strategy Team.

Currently, Connie is a member of the Board of Directors of Liberty Federal Credit Union, chairs the nominating committee, and participates on the Personnel, ALM/Budget, Technology, and Facilities Committees. She is also a member of the Southwest Indiana Community Organizations Active in Disaster.

Connie earned a bachelor's degree in psychology from the University of Southern Indiana and a master's degree in Rehabilitation Administration & Services from Southern Illinois University. Connie is also a graduate of Goodwill Industries International's Executive Development Program.

Carlada Patterson, Board Member of Goodwill Educates, Inc.

Passionate about helping people become the best version of themselves, Carlada has 15+ years of experience in the human services and organizational leadership industry. Carlada graduated from Purdue University with a Bachelor of Science degree in Youth, Adult, and Family Services in 2008. She soon

discovered that she desired to further her education as a servant leader by obtaining her Master of Science degree in Public Service Administration from the University of Evansville in 2012.

In 2008, Carlada started her professional career at Evansville Goodwill Industries, Inc, fulfilling her mission of helping people, as the Assistant Director and Case Manager of the Goodwill Family Center, a transitional housing program for homeless families. Carlada Patterson has been the Director of Extended Day Programs at the Evansville Vanderburgh School Corporation (EVSC) since May 2016. She started her career at EVSC in June 2012 as an administrator, leading operational systems in the Office of Transportation. She has a wealth of knowledge and experience working with school administrators and understanding the goals of the school district.

Carlada believes that education is a powerful tool that everyone should have access to at all levels. As an advocate of the work that EGI is doing in education and public service, in August 2023, Carlada was named Vice Chair for The Goodwill Educates, Inc. Board of Directors. Carlada also serves as a member of the Evansville Goodwill Industries, Inc. Board of Directors.

Cheryl Kuchna, Board Member of Goodwill Educates, Inc.

Cheryl is a long-time Evansville Goodwill Industries, Inc. board member with broad experience in both for-profit and nonprofit sectors. She currently consults with local nonprofits and congregations in the areas of organization and leadership development. Cheryl recently worked with Welborn Baptist Foundation and IU Executive Education to design and introduce a Next Generation Leadership Academy for nonprofit Executive Directors in the tri-state area. She continues to support WBF efforts to build strong nonprofit organizations in the region including development of the new Grow regional platform.

Cheryl has over 20 years' experience in the nonprofit sector including the startup and development of Jacob's Village, a residential community for people with special needs. She has broad management experience in the for-profit sector having worked for 25 years in various leadership roles for Mead Johnson/Bristol-Myers Squibb.

She holds a Bachelor of Science in Chemistry from the University of Michigan and a Master of Business Administration from the University of Evansville. Cheryl has served on the Boards of Morningside and Olivet Presbyterian churches, Tres Dias, Christian Leadership Development, Easter Seals Rehabilitation Center, Jacob's Village, Seton Harvest, Evansville Goodwill Industries, and is currently Chairperson of the Evansville Goodwill Foundation.

Jared McIntosh, Board Member of Goodwill Educates, Inc.

Jared McIntosh is the Vice President, Business Banking Relationship Manager at Fifth Third Bank in Evansville. In his role he has demonstrated skill in managing portfolios, generating new clients, and ensuring client satisfaction. With his expertise in credit and risk analysis, he has been instrumental in asset retention and portfolio expansion. Since starting with Fifth Third in 2017, he has seen 138% overall revenue growth of portfolio and 150% of production metrics exceeded year over year.

From 2016-17, McIntosh served as a Commercial Loan Officer Assistant Vice President at Old National Bank in Evansville. Here, he was responsible for both building new client relationships and maintaining the current commercial loan portfolio. He achieved performance goals in loan production, portfolio

growth, fee generation and deposit growth, while also cross-selling other financial services. Additionally, he managed a \$20 million loan portfolio and experienced an impressive 35% portfolio growth within the first year.

Prior to his time at Old National Bank from 2012-16, McIntosh worked as a Deposit Services Officer, Commercial Lender, and Bank Manager at First Security Bank in Evansville. His responsibilities included cash flow and treasury management, as well as the evaluation of credit and risk. McIntosh also excelled in new client and account generation, creating new depository services, and finding innovative ways to market products.

Notably, he was awarded the “Rising Star Award” for outstanding performance and achievement as a new member of the bank. He played a leading role in generating and selling cash management products and services for the company, contributing to a \$3.1 million deposit and loan portfolio growth from 2013-14.

McIntosh serves as a board member for Bank-On Evansville, Evansville Goodwill Industries, Inc., Indiana Bankers Association and is a Fifth Third Bank Young Bankers Club Facilitator. He previously served as Chairman of the Evansville Commercial Loan Administration Board, President of the Board for Leadership Evansville, and President of the USI Alumni Council.

McIntosh was awarded the prestigious Fifth Third Bank President’s Circle award in 2022, a testament to his performance and dedication to the banking industry. He was also inducted into the 2015 Class of Evansville Business Journal’s “20 under 40” recognizing his leadership and accomplishments in the Evansville business community. Furthermore, McIntosh was inducted into the 2017 Evansville News4U “20 40 and Under” most influential people in the tri-state, demonstrating his impact and influence in the Evansville region.

In his spare time, McIntosh serves as a volunteer for Easterseals Rehabilitation Center, HOPE of Evansville, WNIN Evansville, Leadership Evansville, Feed Evansville, and USI Alumni Association.

McIntosh has been married to his wife, Linzee McIntosh, for 8 years and together they have one son, Elias McIntosh, age 4.

Michelle Ramacciotti, Board Member of Goodwill Educates, Inc.

Michelle is the Sr. HR Manager for Inotiv in Mt. Vernon, IN. Michelle brings over 30 years of experience in human resources, including C-suite positions for Gibbs Die Casting and Amtech Corporation. Michelle’s human resources experience is heavy in manufacturing, both high-tech and automotive. Michelle has served on the Evansville Goodwill Industries, Inc. Board of Directors since 2020. Michelle is the current chairperson of the Evansville Goodwill Industries, Inc. Board of Directors and serves on the Governance Committee.

Raised in western Illinois, Michelle graduated from Quincy University with a bachelor’s degree in Personnel Administration. Michelle has held a SHRM-CP certification for 20 years. Her core values include integrity, doing the right thing, servant leadership and the development of others. Michelle resides in Evansville, IN with her husband and youngest daughter. She enjoys the outdoors, playing tennis, pickleball, hiking and bike riding.

Mike West, Board Member of Goodwill Educates, Inc.

Mike has served on the Evansville Goodwill, Inc. Board of Directors since 2022. Since 2023 Mike has been employed with Encore Real Estate Investment Services. In this role Mike specializes in the representation of clients buying and selling single and multi-tenant retail properties across the United States. Mike was previously employed with Marcus & Millichap where he gained experience in real estate investment.

He has played an integral role in new business development and consistently providing clients with market leading information and advisory services. Additionally, he brings ten years of sales experience from the retail and manufacturing industries and is exceptional in relationship development.

Amanda Simmons, Vice President, Finance

Amanda has been with Evansville Goodwill Inc. since 2009 and has served as Vice President of Finance since January 2021. In her current role, she oversees all accounting, financial, and information technology activities for the organization's 15 locations. Amanda has over 13 years of experience managing federal grant awards from the Department of Labor and Housing and Urban Development. Her responsibilities include developing the budget for the school with leadership, grant oversight, and maintaining the organization's long-term financial sustainability. Amanda graduated from the University of Kentucky with a bachelor's and master's degree in accounting. Amanda has been a licensed CPA in Indiana since 2011.

Brandy Smith, Vice President, Mission Services

Brandy has been with Evansville Goodwill's mission services department since 2016, coaching and mentoring clients seeking employment. In 2019, Brandy became the vice president of mission services, overseeing growth and impact of the mission. In an agency committed to excellence, Brandy successfully led Evansville Goodwill to their 10th consecutive 3-year CARF accreditation in 2022.

Brandy received her bachelor's degree in psychology and master's degree in human services with a concentration on Social Services Administration, both from the University of Illinois - Springfield. Brandy participated in the Talent EVV Early Childcare and Education Coalition; a two-generation poverty focus group. As a member of the National Organization of Human Services and a champion for social justice, Brandy is a strong advocate for the underserved and holds a person-centered philosophy.

Juanita Rager, Vice President, Human Resources

Juanita brings a wealth of HR experience to her role as Vice President of Human Resources. With over a decade dedicated to this field, over eight of those years have been spent with Evansville Goodwill Industries, Inc. Juanita started as an HR Assistant in 2015. Juanita's professional career steadily grew with Goodwill, beginning with a promotion to Director of Human Resources in 2018 and ultimately leading to her current role. As VP of Human Resources, Juanita's responsibilities encompass staffing, talent management, employee relations, and HR Operations. Additionally, she is the Executive Sponsor of the BE DEI (Belonging, Engagement, Diversity, Equity, and Inclusion) Committee. Her unwavering passion

lies in creating an inclusive work environment and driving innovative HR strategies for the continued success of our organization.

Morgan McCray, Director of Mission Advancement and Community Relations

In 2021, Morgan McCray joined the Evansville Goodwill Industries, Inc. team as the Director of Mission Advancement and Community Relations. In this role, she has been an integral part of the organization, devoting her time and efforts to build awareness and community support to further the mission of Evansville Goodwill within the tri-state area.

Through grassroots efforts, Morgan has made a significant impact on expanding support for increased educational opportunities for adults in the community. By demonstrating the potential impact of The Excel Center through presentations and collaborations with various community partners, she has become a strong advocate of this inclusive environment for adult learners.

Morgan has previously worked alongside educators in the special education sector to provide additional support and enrichment services to children with disabilities to enhance their quality of life and continuous learning outside of school. Within this role, she recognized the importance of wraparound services to ensure individuals can overcome barriers, leading to her passion for innovation and community service.

Betsy Delgado, Vice President of Mission and Education Initiatives

Betsy is Senior Vice President and Chief Mission & Education Officer at GEI. Betsy joined GEI in 2011 as the Executive Director of The Excel Center. Since then, she has managed the accelerated growth of The Excel Center from one school to over 40 nationwide locations. Promoted to Vice President of Mission Advancement in 2013. Her role at GEI was further expanded in 2016 when she was named Vice President of Mission and Education Initiatives, where she led GEI's family-focused efforts to improve lives through access to education, employment, and health programs.

In her current role as Senior Vice President and Chief Mission and Education Officer, she leads GEI's strategic efforts to help individuals and families access education, employment, and health services. Betsy oversees all GEI's education initiatives, including The Excel Center—which now boasts 16 locations in central and southern Indiana and over 7,000 graduates. Betsy also provides strategic direction for the Indianapolis Metropolitan High School, GEI's free charter high school for students grades 9-12 who are experiencing barriers to education.

Betsy is a Two-Generation Fellow with Ascend at the Aspen Institute and received her MBA at Notre Dame University in 2020. In 2018, she was appointed Chairperson to the Early Learning Advisory Committee by the Governor of Indiana and served as Chair for 3 years. In 2022, Betsy was reappointed by Governor Holcomb to continue serving on the Early Learning Advisory Committee. Betsy is also a Pahara Fellow, cohort 23-24 at the Pahara Institute, focusing on education innovation.

Katie Bustamante, Senior Director

Katie started with GEI at The Excel Center West when it opened in 2013. She served as the college and career readiness specialist before becoming the director of The Excel Center West in July 2015. Currently, Katie serves as the senior director for GEI's national office team, supporting Goodwill organizations

across the country in their efforts to open and operate Excel Centers. She joined the national office team in 2018 as school development director where she helped support school leadership teams and trained school staff in school opening processes and procedures, EL supports, The Excel Center coaching model, college and career readiness, data-driven decision making, leadership development, and other topics. Prior to joining GEI, she was a high school and middle school English teacher and volleyball coach in Indianapolis Public Schools for three years where she also completed her Teach for America corps years. Katie has a Bachelor's degree in Journalism and American Studies from Miami University, a Master's in Teaching from Marian University, and a Master's in School Administration from Butler University.

Jaylyn Brown, Policy, Research & Advocacy Manager

Jaylyn is the policy, research, and advocacy manager for GEI's national office team. Jaylyn works with national partners to assess the aptitude for opening The Excel Center campuses in new territories. She provides support for policy analysis, advocacy planning, and research. Prior to joining GEI, Jaylyn worked for a non-profit organization in Chicago for three years. Her work consisted of building relationships with school administrators, teachers, and community members to discuss ways to positively impact students in the classroom and through policymaking. During her time in Chicago, Jaylyn completed a math fellowship at The University of Chicago Charter School where she worked directly with high school students. Jaylyn is a skilled researcher with an emphasis on data analytics and policy analysis. Jaylyn has an M.A. in Education Policy from Loyola University Chicago.

Khalilah Palmer, School Development Director

Khalilah is the school development director for GEI's national office team. Khalilah is responsible for the comprehensive development and continuous improvement of multiple schools that have adopted The Excel Center model and The Excel Center National Network schools. Khalilah Palmer actively manages relationships with The Excel Center National Network school directors and staff to ensure that all GEI-provided curricular, instructional, and model element materials are developed and deployed to assigned schools. She holds a Master's of Science in Education from Indiana University; a Master's of Business Administration from Indiana Wesleyan University; and an Indiana teacher's license in business education.

Sarah Thomas, Regional Director

Sarah has been a part of the Goodwill family since 2012, working for Goodwill organizations in Indiana and Houston. She has experience in a variety of roles leading grant management, program development, special events, fundraising, and policy analysis. Throughout her career, Sarah has facilitated government and private grant proposals that have resulted in more than \$52 million in revenue. Currently, Sarah works closely with national partners to open The Excel Center campuses in new states. She provides support around engaging local leaders, community development, and fundraising for The Excel Center. Sarah studied sociology and nonprofit management as an undergrad and holds a Masters in Philanthropic Studies from the Lilly School of Philanthropy at Indiana University.

In addition to the above listed key figures of this application, the following list of individuals serve on the Board of Directors of Goodwill Educates, Inc.:

- Connie Ralph

- Caarlada Patterson
- Cheryl Kuchna
- Jared McIntosh
- Michelle Ramacciotti
- Mike West

Resumes for all individuals listed in this section are included as Attachment 1.

Governance Structure

The Excel Center Evansville Southeast will be operated by Goodwill Educates, Inc. The board of Goodwill Educates will be involved in oversight of all aspects of the school but plans to ensure autonomy at the building-level by leaving the management of day-to-day school operations to the school leader.

Currently, the board has six members and the By-Laws for Goodwill Educates, Inc. state that it cannot exceed 11. Future members from primary and postsecondary education, public policy and law, nonprofit management, and the media would complement strengths of existing board members. These community members chose to join the board of Goodwill Educates in part because of the demand from the Evansville community.

The Goodwill Educates, Inc. Board of Directors has extensive board governance experience. The board is comprised of professionals from diverse industries with experience in education, human resources, finance, and nonprofit management. The board will be responsible for ensuring the school meets all its agreements with ICSB and other entities, which means it will focus on long-term goals rather than short-term. The board will approve policies, assess the performance of the school by reviewing data, and keep the necessary structures in place to comply with laws and regulations. The President & CEO of Evansville Goodwill, Connie Ralph, will sit on the board of Goodwill Educates as an ex-officio member. Connie will be responsible for ensuring the board maintains active and effective oversight of The Excel Center Evansville Southeast. Connie will also oversee the services provided to The Excel Center Evansville Southeast in the form of HR, IT, marketing, and finance support.

In addition to its oversight of The Excel Center Evansville Southeast, Goodwill Educates will also annually evaluate the services provided to the school by Evansville Goodwill to ensure they are contributing to student success and a high-quality educational experience.

To date, the board has held one executive meeting on September 14, 2023, to establish foundational policy, including a meeting schedule, facility updates, and director qualifications. In that meeting it was determined that Goodwill Educates, Inc. Board of Directors will meet monthly through the end of 2023 and quarterly beginning in January 2024. The board will fully comply with Indiana’s Public Access Laws and welcomes the public to engage with the school. To ensure this compliance, the board members and school leadership have familiarized themselves with the Handbook on Indiana’s Public Access Laws.

The board will comply with all requirements, including but not limited to:

- Posting notice of meetings at least 48 hours in advance at the school’s “principal office,” on the school’s website, and giving ICSB notice,
- Posting agendas as required,
- Ensuring the meeting is open to the public, including an electronic means of participating,

- Ensuring quorum, electronic participation, conflict of interest, and voting requirements are met, and
- Documenting appropriate meeting minutes (date, place, members present, etc.).

All board members have signed a Statement of Economic Interest & Conflict of Interest Form which is included in Attachment 2.

Advisory Bodies

When building support for this charter application and The Excel Center Evansville Southeast, the applicant team, led by the staff of Evansville Goodwill, engaged nonprofit partners, including community impact and childcare professionals, a director of city projects, and the senior manager of insights and analytics from Strive Together to serve on an advisory council. The intent was to build a network for community development to bring an Excel Center to Evansville.

The council met five times, bi-monthly, from September 2022 to May 2023. Through this council, connections were made with key community figures to build a foundation for awareness and support. Evansville Goodwill continues to work with Building Blocks childcare resources to develop high quality drop-in childcare at The Excel Center Evansville Southeast. While the drop-in childcare will not be a licensed facility, it is being designed to align with many of the standards for Paths to Quality in Indiana.

Although the council disband in May 2023, the Goodwill Educates board will engage 4-6 former council members and other relevant stakeholders to develop a new council with goals focused on service provision at The Excel Center Evansville Southeast. The council will meet semi-annually (January and July). The intent of the council will be at the discretion of the Goodwill Educates board but will be informative in nature to help guide the performance and success of The Excel Center.

Head of School Candidate

The school leader has not yet been identified.

- **Timeline:** The Excel Center Evansville Southeast has a goal of hiring the school director at a minimum of 6-months prior to the school opening.
- **Criteria:** The school director will be responsible for implementing school-wide goals around graduation outcomes, enrollment needs, student achievement and retention, and the overall operations of the school. Some of the specific qualifications for the role include:
 - **Proven Leadership** - Leads, develops, and gets results for a team, department, and organization through qualities of integrity, accountability, empathy, humility, resilience, vision, influence, and positivity, ideally in a school leadership role managing professionals.
 - **Communication Skills** - Articulates thoughts and expresses ideas effectively using oral, written, visual, and non-verbal communication skills, as well as listening skills to comprehend others' needs. Delivers information in person, in writing, and in a digital world.
- **Degree and Credential Requirements** - Bachelor's degree in relevant field required, master's degree preferred. Current Indiana Teaching License, or ability to obtain, required. Industry Standards - Displays a working knowledge of the Indiana Academic Standards, Common Core State Standards, and 21st Century Skills and is familiar with compliance requirements for adult high schools in Indiana.

- Process: Upon approval of the charter application, The Evansville Goodwill HR team will post the position for The Excel Center Evansville Southeast school director. Applications will be reviewed on a rolling basis and as potential candidates are identified, they will be interviewed by available Goodwill Educates Board members, existing Excel Center staff from GEI, and/or Evansville Goodwill staff.

The school director will be responsible for overseeing the school’s leadership team, which will mirror the leadership teams that are effectively operating at other Excel Center locations in Indiana. The leadership team will include the lead teacher, lead life coach, and college & career specialist. These three roles represent the three pillars of The Excel Center Evansville Southeast school design. The lead teacher will be responsible for ensuring the teaching staff provide high-quality instruction to students that prepares them for their next step in life. The lead life coach will be responsible for leading the life coaching team that will provide academic guidance and non-academic support to students to mitigate any challenges they have to achieving their education and the college & career specialist (CC specialist) will be responsible for ensuring students have in-demand industry certifications and dual credit opportunities to advance their career or college goals. More detail on the leadership team is included in Question 7 below.

The Goodwill Educates board will hold the school director accountable for achieving the goals outlined in the ICSB charter agreement and for providing an excellent resource to the Evansville community. As part of this process, the board will review student performance data and financials throughout the year. Annually, the Goodwill Educates board or its designee will evaluate the school director based on a school director evaluation rubric which will also take the attainment of school performance goals into account. If necessary, the school director will be placed on a performance improvement plan and terminated if improvement does not occur.

School Leadership Team

None of the school leadership team members have been identified to date.

- Timeline: The Excel Center Evansville Southeast has a goal of hiring the leadership team at a minimum of 3 months prior to school opening.
- The Lead Teacher will oversee the instructional team and be responsible for ensuring, with the support of the school director, that The Excel Center Evansville Southeast’s curriculum is effectively implemented. The lead teacher will work in partnership with the lead life coach to build a school environment where academics and life challenges and responsibilities are equally supported. Criteria includes
 - Degree and Credential Requirements - Bachelor’s degree in subject specialty and a current Indiana Teaching Certification in the subject specialty.
 - Teaching Expertise - Plans and delivers instruction and evaluation of student learning in nontraditional and/or in an adult education setting.
 - Teamwork - Works well with others and makes valued contributions in a team setting to achieve the required goals and outcomes.
- The lead life coach will oversee the team of life coaches and often carry their own caseload of students to support. The lead life coach will work closely with the lead teacher to ensure students are effectively supported, inside and outside the classroom. Criteria for this role includes:
 - Counseling Expertise - Provides academic, career, college/certification access, and social-emotional mentoring, counseling, or advising ideally to students in a nontraditional, and/or in an adult education setting.
 - Student Engagement - Takes a strengths-based, student-centered approach to developing relationships at all levels while establishing appropriate boundaries.

- Building Collaborative Relationships - Develops, maintains, and strengthens partnerships with others inside or outside the organization who can provide information, assistance, and support.
- The college & career specialist will be responsible for overseeing the school’s offerings related to industry-certifications and dual credit options. This role will be responsible for teaching Senior Seminar, a required class that ensures students have the skills they need to achieve their college or career goals. Criteria for the college & career specialist includes:
 - Industry Expertise - Works in a secondary or higher education setting, and/or in career counseling and workforce development.
 - Program Management - Is skilled at developing, organizing, monitoring, and evaluating career pathway development programs, including writing policies and procedures, mapped to learning goals that align with post-secondary plans.
 - Informed Decision-Making - Identifies and comprehends issues, problems, and opportunities; compares data from different sources to draw conclusions.
- Process for hiring: Ideally, The Excel Center Evansville Southeast will first hire the school director, who will then take the lead on hiring the leadership team of the school. The school director will be supported by Evansville Goodwill HR staff who will post positions, screen candidates, perform background checks and confirm applicants’ teaching credentials. Each candidate will be interviewed by the school director, board members when possible, and GEI staff to ensure they have the skills and talents needed to serve students at The Excel Center Evansville Southeast.

All decision-making authority over The Excel Center Evansville Southeast will lie at the school and board level. The Excel Center Evansville Southeast does not plan to contract with an education services provider; however, the school will collaborate closely with Evansville Goodwill and with other Goodwill organizations operating The Excel Center in Indiana. The collaboration will ensure the sharing of best practices, problem-solving sessions, joint-training opportunities, and other measures that will help the entire Excel Center network be good stewards of state funding.

The table below outlines the decision-making authority on key functions. Day-to-day decisions will be made at the school level while long-term matters of paramount will be decided upon by the Goodwill Educates board.

TABLE KEY

X = primary decision-making authority

/ = supporting authority

Key Function	Board	School
<i>Curriculum:</i> The school leadership team, specifically the school director and lead teacher, will be responsible for implementing the curriculum in alignment to Indiana state standards and requirements. The lead teacher or school director will approve teacher lesson plans and the use of any supplemental curricular materials.		X

<i>Culture:</i> The school leadership team will be responsible for setting, developing, and nurturing the culture of the school. The school director will provide best-practices and leadership for the lead teacher, lead life coach and college & career specialist.		X
<i>Performance Goals:</i> The governing board will approve all school performance goals based on charter goals and school accountability measures. The school leader set internal benchmarks to ensure performance goals are met.	X	/
<i>School Policies:</i> The board will be responsible for approving draft policies developed by the school director and for holding the director accountable for implementing and following all policies.	X	/
<i>Recruitment & Hiring:</i> The school director and leadership team will be responsible for hiring the school staff. As their schedules allow, the board will participate in the hiring process, especially for the school director position.	/	X
<i>Community Relations:</i> The board will engage relevant stakeholders to serve on an advisory council to provide a voice to the community and continue to build support for the school. The school director will also be responsible for building community relationships and forming partnerships to support student achievement.	X	/
<i>Facilities Management:</i> Facilities management will be the responsibility of the school director, who will be supported by the Evansville Goodwill facilities team.		X
<i>Contracting & Procurement:</i> Contracting and procurement will be the responsibility of the school director and will be supported by Evansville Goodwill’s accounting team.		X
<i>Budget, Finance & Accounting:</i> The annual budget will be developed each year by the school director with support from Goodwill’s finance team. Once the budget is ready, it will be reviewed by the board for modification and approval.	/	X

Section II: School Design

Curriculum & Instructional Design

Basic Learning Environment

The Excel Center Evansville Southeast expects to serve a different population of high school students than traditional schools: adults who left their original school prior to earning their high school diploma. To most effectively serve this unique student population, The Excel Center Evansville Southeast has been designed in a manner that allows students with differing education backgrounds to be successful and provides flexibility when needed since students will have adult responsibilities in their lives outside of

school.

The Excel Center Evansville Southeast's basic learning environment will be primarily direct instruction from a qualified teacher with limited options for distance learning and credit recovery courses. This reflects what has been proven to be successful at other Excel Center locations throughout the state of Indiana but will also be tailored to fit the needs of students coming from Evansville and surrounding communities. Direct instruction classes will be offered Monday-Thursday with Fridays reserved for student independent study and self-directed learning. Most students will use Fridays to seek additional tutoring, meet with teachers or life coaches, or manage their non-academic responsibilities. Distance learning classes will also be Monday-Thursday and students will be able to take these classes while physically located within The Excel Center Evansville Southeast, they will not be able to log in from alternative locations. Similarly, students who take online credit recovery courses via a standards-based online learning program will have access to a teacher from The Excel Center Evansville Southeast who will monitor their progress and provide appropriate support.

The Excel Center school model has been evaluated for effectiveness by multiple third parties since it started in 2010. The most recent evidence of effectiveness comes from The Wilson Sheehan Lab for Economic Opportunity (LEO) at the University of Notre Dame. LEO completed a quasi-experimental study on the effectiveness of The Excel Center. The study found:

- Higher college enrollment: Excel Center graduates are more likely to enroll in college,
- Higher employment: Excel Center graduates are 22% more likely to be employed in the formal sector, or by a licensed organization,
- Higher earnings: Excel Center graduates see a 39% increase in their earnings after 5 years.²

This school model is designed to support adult students as they earn their high school diplomas and earn industry-recognized credentials that will meet the needs of Evansville employers or earn dual college credit that will allow them to go on to a post-secondary institution. The school's focus on diplomas and college and career readiness aligns with the ICSB's accountability metrics for adult high schools, thus allowing ICSB to hold the school to high standards.

Class Size and Structure

The Excel Center Evansville Southeast plans to maintain relatively small class sizes of between 15-25 students. The school will operate a balanced calendar with five 8-week terms. Classes will be held Monday-Thursday and will be 90 minutes or 180 minutes in length. Each day of fixed-time instruction will provide 450 minutes, or 7.5 hours, of instructional time available for students. Each week will include 30 hours of fixed-length instruction. On Fridays, students will participate in tutoring, one-on-one support, or make up anything they may have missed throughout the week. All classes will be aligned to Indiana Academic Standards and ensure students are able to master the Indiana College & Career Ready Academic Standards. Additional information regarding the instructional strategies teachers will use and the curriculum are included in further sections.

² Brough, Rebecca and Phillips, David and Turner, Patrick, High Schools Tailored to Adults Can Help Them Complete a Traditional Diploma and Excel in the Labor Market (January 21, 2023). Available at SSRN: <https://ssrn.com/abstract=3840453> or <http://dx.doi.org/10.2139/ssrn.3840453>

In addition to support in the classroom and on Fridays from teachers, every student at The Excel Center Evansville Southeast will be assigned a life coach. Life coaches will be providing academic guidance to students while also supporting them as they navigate non-academic challenges such as seeking stable housing, accessing food security, or finding appropriate mental and physical healthcare. The life coach-student relationship will be an integral part of The Excel Center Evansville Southeast.

Curriculum Overview

The Excel Center Evansville Southeast will be adopting the same curriculum used at other Excel Center locations throughout the state. The curriculum differs from that offered at traditional schools because it was customized to serve the needs of adult learners and designed by experienced teachers and lead teachers from GEI's Excel Center locations. The curriculum is aligned to the Indiana Academic Standards and the Indiana Academic Standards for social-emotional learning and employability skills. In addition, to further support adults entering college or careers, the curriculum is aligned to justice-informed standards adopted from New York. These standards include diversity, equity, and inclusion and are embedded into each course.

The team that designed the curriculum spent a year participating in multi-disciplinary committees that went through a specific process to ensure each class is rigorous, aligned to appropriate standards, and teaches the materials adults need to be successful in a way that helps them master it within the 8-week term time frame. The committees examined state standards for academics, social-emotional learning, employability skills, and justice skills, including diversity, equity, and inclusion. After identifying standards, the committees created a vertical articulation of skills per content area, aligning standards to appropriate skill levels, and course progression. Once the vertical articulation was established and course standards were assigned, the committee created the resources teachers will need to create lesson plans, this included

- A curriculum map containing academic, employability, social-emotional learning, and justice standards,
- A pacing guide, to ensure content is taught in the time frame that fits The Excel Center model,
- A choice board of final assessments and unit assessments, and
- A standardized scoring rubric.

At each stage in the process, the resources were vetted and adjusted by the teachers using the curriculum at GEI's schools. As part of the school start-up plans, the lead teacher at The Excel Center Evansville Southeast will review this curriculum and make any adjustments that are necessary for the local community. The teaching team at The Excel Center Evansville Southeast will use the curriculum resources from GEI to create their own lesson plans that will be reviewed by the lead teacher and the school director. Throughout the first year of operation, the teachers and lead teacher will evaluate if any adjustments need to be made to the curriculum or if any supplemental materials are needed to support student mastery of the standards. Ultimately, The Excel Center Evansville Southeast's two curriculum goals will align with the rest of The Excel Center campuses in Indiana: 1) teach the necessary content and skills to ensure students meet the requirements of the Indiana Graduation Pathways and 2) develop proficiency in the technical and employability skills required to be successful in modern careers. These two goals align with ICSB's accountability requirements for adult high schools and will support ICSB in holding the school to high standards.

Use of Technology in Learning Environment

The Excel Center Evansville Southeast plans to use technology as much as possible in teaching students to ensure they develop the digital skills needed to be successful in their postsecondary and employment

plans. Students will learn basic digital skills as well as how to spot dangerous or potential digital hazards. Students will utilize Microsoft applications and/or Google applications such as Microsoft 360, Google Docs, Google Slides, PowerPoint, Excel, and Google Classroom as needed throughout their time at The Excel Center Evansville Southeast. Each teacher will incorporate web-based supplemental materials in the classroom to bolster students' digital skills acumen. Some of the supplemental materials teachers may decide to use, with the approval of the lead teacher and school director, are Nearpod, Burlington English, NewsELA, Read Theory, or IXL. Opportunities to use technology will be woven into the core content of The Excel Center Evansville Southeast's courses.

Evansville Goodwill's GoodSkills Academy will serve as an excellent resource for Excel Center students to increase their digital skills. Free classes are offered at Evansville Goodwill headquarters.

High Quality Staffing

It is The Excel Center Evansville Southeast's goal to hire licensed teachers for all classes. Due to the innovative Excel Center model that welcomes all students, regardless of their previous education level, the school expects to offer remedial classes to build students' basic skills. Some remedial classes may be taught by teachers who are licensed in a different content area, for example, it is possible that a licensed Math teacher will teach remedial English courses and will do so with the support of a licensed English teacher and the lead teacher. The Evansville Goodwill HR team will be responsible for confirming the licensure of all teachers hired to work at The Excel Center Evansville Southeast.

Evidence-based Model

As noted throughout this application, The Excel Center Evansville Southeast will be following the innovative school model developed by GEI and expanded across Indiana over the past decade. The Excel Center school model is built on a foundation of strategies that support adult learners. The curricular approach of the school is found in *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*, *Mentoring Adult Learners: A Guide for Educators and Trainers*, and *Mentor: Guiding the Journey of Adult Learners*.

During the development of The Excel Center model, the schools examined aspects of postsecondary education that supported the needs of adults and included those strategies in the school. The Excel Center Evansville Southeast plans to follow these best practices, as recommended by Complete College America

- *Use block schedules with fixed and predictable classroom meeting times.* Classes will operate for at least 90 minutes each day, with fixed student schedules for each term.
- *Allow students to proceed at a faster pace, with shorter academic terms, less time off between terms, and year-round scheduling.* The school's year-round calendar will take minimal breaks and operate on five 8-week terms.
- *Simplify the registration process.* Students will enroll in the program during orientation and receive substantial help from life coaches, teachers, and other staff to understand their path to earning a high school diploma and certification and/or college credits.
- *Form peer support and learning networks.* Students will build relationships with other students and teachers in the small school environment. In addition, life coaches will work to ensure that students remain engaged in the school's academic program and feel like they belong in the school's culture.
- *Embed remediation into the regular educational design, so that students do not waste time before they start earning credits.* Foundational math and English courses will allow students to earn

elective credit, helping students connect their remedial work to the goal of earning credits towards their high school diploma.³

The Excel Centers in Indiana, eight other states and Washington DC have proven the effectiveness of the school model. There are now 40 Excel Centers throughout the country, and more than 11,000 students have graduated since 2010, the majority of whom have earned an industry certification and/or dual college credit. The Excel Center Evansville Southeast will work with these other schools to ensure its students are able to achieve their goals.

Instructional Strategies for Adults

The Excel Center model across the country uses similar instructional strategies to support student mastery of state standards. Life coaches will be responsible for ensuring students are placed in appropriate classes that meet their skill level and help them earn the credits they need to graduate with their Core 40 high school diploma. In addition to support from life coaches, students will be encouraged to take the initiative and develop self-advocacy skills to access the resources offered by The Excel Center Evansville Southeast. Life coaches and teachers will provide one-on-one attention to students to encourage their persistence and keep them motivated.

The Excel Center Evansville Southeast will use the gradual release of responsibility instructional framework. This model allows cognitive work to shift from teacher modeling to joint responsibility, to eventual independent practice by the student.⁴ Specifically in The Excel Center model, this follows four distinct steps:

1. *Whole group*: This will include the teacher modeling the task, establishing the purpose of the lesson, and providing examples of the thinking and language necessary.
2. *Teacher facilitated small group*: where the teacher facilitates as groups of students work through the task, often taking turns coming to the whiteboard to model their thought processes.
3. *Student-driven small group*: students facilitate one another's learning in small groups with the teacher posing questions rather than giving answers.
4. *Independent student practice*: Where students apply what they have learned in class, often through formative assessments.⁵

All The Excel Center Evansville Southeast lesson plans will include the gradual release of responsibility model and the four phases described above. This instructional strategy will allow students to work in peer groups and engage in respectful discussion - two important skills for success in the workplace. Ultimately, the goal of every course will be independent student mastery of the content, skills, and standards to which the course is aligned.

³ Complete College America (2011). *Time is the Enemy: The surprising truth about why today's college students aren't graduating ... and what needs to change*. Washington DC: Complete College America. Retrieved from http://www.completecollege.org/docs/Time_Is_The_Enemy.pdf

⁴ Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8(3), 317–344. [https://doi.org/10.1016/0361-476X\(83\)90019-X](https://doi.org/10.1016/0361-476X(83)90019-X)

⁵ Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Data collected from the existing Excel Center sites as well as scientifically based research performed by the U.S. Department of Education⁶ indicate that explicit instruction in disciplinary literacy strategies positively affects reading comprehension and student self-confidence.⁷ Therefore, in addition to the gradual release of responsibility approach, teachers at The Excel Center Evansville Southeast will implement disciplinary literacy strategies in the classroom. Teachers will use three interrelated strategies to embed disciplinary literacy skills into their lessons, including 1) clearly demonstrating how an expert reader of a particular discipline reads and makes meaning of texts. 2) Explicit instruction of challenging concepts and vocabulary. 3) Prepare appropriate scaffolding materials. Incorporating disciplinary literacy strategies with the gradual release of responsibility model requires extensive teacher modeling, leading to independent student mastery.

Since students will enter The Excel Center Evansville Southeast with differing levels of academic needs, teachers will always plan for differentiation. This will allow teachers to accommodate different learning styles and meet the needs of all students. Examples of differentiation strategies include

- Use of vertical text sets - provide opportunities for students to read standards-aligned content at reading levels that match or slightly stretch their reading level.
- Student choice
- Heterogeneous and homogeneous grouping,
- Parallel tasks, and
- Incorporating opportunities for multiple learning modalities.

The gradual release of responsibility instructional strategy includes a great deal of opportunities for cooperative group work; therefore, teachers will need to be strategic when selecting groups to maximize instructional time and provide for differentiation.

Teachers will participate in weekly data meetings to review the academic progress of their students with life coaches and other staff. Based on the student's progress data, teachers will implement individualized interventions with the support of the life coaches. This could mean having a student come in on Friday for extra tutoring or using heterogeneous groupings where students have an opportunity to work with peers who have already mastered the content. Additionally, by reviewing data on a weekly basis, teachers will have the opportunity to tweak lesson plans to allow for reteaching of missed concepts.

Since students are placed into courses based on previous credit and skill level, remediation is built into the model. Students who show they are not proficient in grade-level standards will start their sequence in remedial classes therefore reducing the amount of time needed to remediate skills in grade-level courses.

⁶ U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse (2010). Reading Apprenticeship ®: What Works Clearinghouse intervention report. Retrieved from <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=414>

⁷ Lesmeister, M. B. (2010, February). CTE and literacy: Teaching adults to read with Reading Apprenticeship. Association of Career and Technical Education, Techniques. 28-32.

Please see Attachment 3: Core Curriculum Scope and Sequence

Please see Attachment 4: Calendar

Virtual Instruction

The course schedule will vary each term to meet the needs of students, therefore The Excel Center Evansville Southeast will not have a set number of days or hours that students will participate in virtual instruction. The Excel Center Evansville Southeast will not provide enough virtual instruction to qualify as a virtual charter school under Indiana law. Most student classes will be in-person and when distance learning or credit recovery options are available to students, they will do so with significant support and monitoring from an onsite teacher.

Pupil Performance Standards

Please see Attachment 5: Academic and Exit Standards

Student Promotion

Similar to other Excel Center campuses, students at The Excel Center Evansville Southeast will be entering at a variety of skill levels and with differing course needs. Therefore, the school will not classify students using distinct grade levels, except as required for IDOE reporting purposes. Students will matriculate through the course scope and sequence by successfully demonstrating mastery over the standards established in each course. Teachers will assess mastery through student work, formative, and summative assessments. Students must earn a passing grade of a D or higher in the course to receive credit toward their Core 40 diploma. Parents are unlikely to be heavily involved in The Excel Center Evansville Southeast since most students will already be their own guardian; however, if a minor student is enrolled then the student's life coach will be responsible for communicating promotion and graduation criteria with parents. In addition, life coaches will be responsible for ensuring every student understands what is required of them to graduate and what their individual path to graduation requires them to accomplish.

Graduation Requirements (High Schools Only)

In order to earn their Indiana Core 40 high school diploma, students at The Excel Center Evansville Southeast will fulfill the graduation pathway requirements, including

- Earning credits required to earn a Core 40 high school diploma
- Learning and demonstrating employability skills, and
- Postsecondary-ready competencies

Earning Credits

The Excel Center Evansville Southeast will offer the following coursework required to earn the Core 40 diploma.

SUBJECT	REQUIRED CREDITS
English / Language Arts	8
Mathematics	6
Science	6
Social Studies	6
Directed Electives	5
Physical Education	2
Health and Wellness	1
General Electives	6

Students will earn credit hours by demonstrating mastery over standards to earn a passing grade of a D or higher. Students who previously completed some high school classes may be able to apply previous credits to their Core 40 diploma requirements. The school office manager or registrar will transcribe previous credits into the student information system in the appropriate credit section (for example students earning a passing grade in one credit of English 9 at a previous school will be coded earning one credit of English.) Life coaches will review these previous credits awarded to help in creating students' graduation plans. Life coaches will examine past transcripts to ensure previous credits transfer as appropriate. Students will also be able to earn credit by enrolling in dual-credit programs and industry-certification classes.

Using the same calculation methods as other Excel Center campuses, The Excel Center Evansville Southeast will calculate student grade point averages (GPA) using the scale below that corresponds to the letter grade a student earns. GPAs will be averaged based on the points earned for each credit. In courses that award multiple credits, the student's letter grade will apply the same point for each of the credits earned.

GPA Calculation	
Letter Grade	Points Per Course
A	4.0
A-	3.667
B+	3.333

B	3.0
B-	2.667
C+	2.333
C	2.0
C-	1.667
D+	1.333
D	1.0
D-	0.667
F	0 points

Learning and Demonstrating Employability Skills

Students will engage in Project-based learning as part of a capstone project in the Senior Seminar course, which is aligned to the Career Ready Practices Standards. This course will incorporate career exploration, as well as a foundation of skills important to workplace success. Students will also have the option to choose Service or Work-based learning experiences if that aligns better with their graduation pathway.

Postsecondary-ready competencies

Students will complete at least one of the post-secondary ready competencies required by graduation pathways. The Excel Center Evansville Southeast college & career specialist will ensure students can choose from a myriad of in-demand industry certifications and dual credit course options. Students will also be able to choose one of the other options if it aligns with their future goals. Students’ life coaches will work with them from the beginning of their enrollment to identify career goals or postsecondary plans, this includes completing a career interest and exploration assessment. The Excel Center Evansville Southeast plans to partner with Ivy Tech Community College to ensure that students earn accredited and transferrable credits through applicable dual-credit coursework.

The Excel Center Evansville Southeast will offer certifications that align with the job market demands of the Evansville community and with student aptitudes and interests. Manufacturing is the leading industry in the Evansville metro area with healthcare & social assistance, utilities, construction, and educational services also making the list of fastest-growing occupations. Therefore, The Excel Center Evansville Southeast plans to offer certifications such as those listed in the table below. The list of offerings will be evaluated and adjusted as needed each year against the approved list from the Department of Workforce Development and vetted with employer partners and industry leaders.

Industry	Health Sciences	Information Technology	Manufacturing	Transportation, Distribution, and Logistics
Industry-Recognized Certifications Offered	Emergency Medical Technician (EMT)	IT Fundamentals Microsoft Office Specialist (MOS)	American Welding Society Certification	MSSC Certified Logistics Technician

	<ul style="list-style-type: none"> • Pharmacy Technician (CPhT) • Certified Nursing Assistant (CNA) • Certified Medical Assistant (CCMA) • Medical Billing and Coding Specialist 	Quickbooks	NCCER Core Construction	Commercial Driver's License (CDL)
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Within The Excel Center’s accelerated curriculum, general electives are offered through remedial courses and woven into other classes. Directed elective credits will be earned through coursework that aligns to students’ selected college and/or career pathways. The electives represent a common benchmark for what students should know and be able to do after completing a program of study in a career pathway, ensuring that students have the knowledge, skills, and dispositions that are critical to becoming career ready. Examples of directed elective courses include Senior Seminar, Financial Foundations, and industry certifications as aligned to the IDOE high school course titles and descriptions.

The Excel Center Evansville Southeast will create electronic transcripts and use the common data fields as required by Indiana Code. This will include attendance records showing the time frame students were enrolled, records of courses taken and what credits were earned, including postsecondary certificates or dual credit courses. Transcripts will also include the student’s performance on standardized testing from any point in their high school career, including GQE, ECA, ISTEP, ACT, and TABE scores.

Additional Graduation Requirements

The Excel Center Evansville Southeast does not currently plan to implement any graduation requirements that exceed those required by the state of Indiana.

College and Career Readiness

As described above, the Senior Seminar course is aligned to the Career Ready Practices Standards. During this course, students will master the skills required to earn one credit in Career Exploration and one credit in Preparation for College and Career. In addition, the curriculum is aligned to Indiana’s Employability Skills Standards which are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development’s Employability Skills Benchmarks, the Governor’s Work Ethic Certificate, and the Indiana Department of Education’s Social Emotional Learning Competencies. Throughout their coursework, students will be able to practice the skills needed to be successful in postsecondary learning environments while still supported by their Excel Center Evansville Southeast teachers and life coaches. In addition to being prepared for post-secondary opportunities through practice, students will also have the opportunity to enroll in dual-credit courses which will help them build confidence that they can be successful in college courses.

At-Risk Student Intervention

The Excel Center Evansville Southeast will offer the same barrier removal services to students as other Excel Center campuses including free, onsite childcare and transportation assistance. In addition, life

coaches will be responsible for supporting students, especially those who are at risk of dropping out or who may not be progressing through their individual graduation plans. Life coaches are hired for their ability to connect with students and are trained to help students address challenges that may have impeded their previous academic success. The primary goal of a life coach is to keep students engaged, motivated, and constantly moving toward completion of their credits to earn their high school diploma and prepare for postsecondary education or the workforce.

Special Populations and At-Risk Students

The Excel Center Evansville Southeast will use the structure of The Excel Center model to provide appropriate instructional methods that meet the academic needs of each individual student. Teachers will use differentiation in all classrooms to ensure all special student populations receive the support they need to earn a high school diploma. The school will adhere to all state and federal laws associated with serving special student populations and build on the learning and experience from other Excel Center campuses to create a learning environment that is welcoming to all students. The Excel Center Evansville Southeast expects to serve students with IEPs, students with Section 504 plans, English Learners (“EL”), students at risk of academic failure or dropping out, and to a limited extent, students identified as intellectually gifted.

Summary of Services: Students with IEPs and Section 504 Plans

The Excel Center Evansville Southeast plans to hire a special education teacher of record (TOR) to ensure students with or in need of IEPs and Section 504 plans are appropriately served. The Excel Center Evansville Southeast has a plan for identifying these students, ensuring they are in their least restrictive environment (LRE) and have all the resources necessary to utilize supplementary services and/or accommodations as indicated in their IEP or Section 504 plan. The special education TOR will also coordinate professional development as needed for staff, as well as monitor and evaluate student progress.

Summary of Services: English Learners (EL)

Based on conversations with the local school district, Evansville Vanderburgh School Corporation (EVSC), The Excel Center Evansville Southeast expects to serve a population of EL students, though it may be small considering EVSC reported only 4.4% of their student population qualifying for EL services during the 2022-2023 school year.⁸ In order to do this effectively, the school plans to hire an EL TOR licensed to provide EL services. As part of the intake process, students will take the Home Language Survey, WIDA-ACCESS or EF SET Standard Test, and a Lexile score assessment. Students who are identified as qualifying for EL services will have access to English Immersion classes, Burlington English, and other resources to support their acquisition of the English language. EL students’ English proficiency will be regularly assessed to ensure growth. School leadership will ensure the program is resourced and monitor the effectiveness of the EL program.

Summary of Services: Intellectually Gifted Students

⁸ Indiana Department of Education. Data Center & Reports. *Corporation Enrollment by Special Education and English Language Learners (ELL)*. Accessed September 21, 2023. Retrieved from <https://www.in.gov/doi/data-center-and-reports/>

Based on the intake testing at other Excel Center locations, The Excel Center Evansville Southeast does not anticipate serving a large population of intellectually gifted students; however, the school has a plan to ensure the needs of intellectually gifted students are met. The academic design of the school accommodates a wide range of student skill levels to achieve its goal of giving each student a realistic and attainable path to educational success and sustainable employment. Students who are intellectually gifted will be encouraged to enroll in as many courses as possible and to take challenging industry certification or dual-credit courses.

Summary of Services: Students Below Grade Level or At-Risk of Dropping Out

Based on data from other Excel Center campuses, The Excel Center Evansville Southeast expects approximately 70% of students will enroll below 6th grade in math proficiency and 45% will be below a 6th-grade reading level. The Excel Center model is designed to meet students where they are in their education; therefore, students who are below grade level will be able to enroll in remedial courses that are specifically designed to build their basic skills. Teachers will differentiate their lessons to support those learning new skills and all students will have access to tutoring, extra support, and one-on-one meetings with teachers. In addition, students who are below grade level or at-risk of dropping out will be supported by their life coach. The life coach will help students identify the potential barriers, whether academic or otherwise, that may make it difficult for them to succeed in school. The life coach will also help students develop plans for mitigating barriers and accessing resources to be successful.

Students with IEPs and Section 504 Plans

Identifying and Serving Special Needs Students

The Excel Center Evansville Southeast will use the IDEA Child Find process for all students who enroll to ensure students with disabilities are identified under state and federal criteria. As part of the enrollment process, students will be asked if they have ever received special education services or Section 504 services. Students will be asked again about special education services and Section 504 plans during new student orientation. For students who respond that they have previously received services, the special education TOR will contact the student's previous school to get a copy of the IEP or Section 504 plan. For any students who self-identify as needing special education services or who staff identify as being in need of services, the special education TOR will initiate an educational evaluation.

To initiate an educational evaluation, the school, guardian, or student must make a request to evaluate either written or verbal. The guardian and/or student must provide written consent for the evaluation to begin.

Once a request has been made The Excel Center Evansville Southeast will follow these procedures:

1. Complete appropriate forms in Indiana IEP
2. Contact the contracted school psychologist and provide the following information:
 - a. Name
 - b. Age
 - c. Gender
 - d. Date of birth
 - e. School Name and Address
 - f. Areas for evaluation
3. Complete social development history, teacher report form, and student report form
4. Scan all forms to the school psychologist
5. Work with the school psychologist to set up times for testing

6. After evaluation testing is complete and the final report is ready, schedule the case conference

After a written request has been made, the evaluation team must complete the evaluation and hold a case conference within 50 instructional days. The evaluation team may include:

- General education teacher
- Special education TOR
- Contracted school psychologist
- Contracted speech/language pathologist
- Life coach
- Related service providers
- Guardian
- Student

The special education TOR will then write IEPs for students with special education needs and will be responsible for notifying instructors, life coaches, and other school staff of students' specialized plans. Special education TOR will work with instructors to ensure that students receive appropriate services that enable them to stay on track to graduate. Students will also be able to access the programs, practices, and strategies outlined below.

Evidence-based Instructional Strategies

After a student is identified as qualifying for special education or Section 504 Services, the special education TOR will examine the student's previous IEPs and Section 504 plans if available and hold a move-in conference to discuss where the student experienced struggles and successes to determine the LRE at The Excel Center Evansville Southeast. The individuals who will participate in the move-in conference, and future case conferences, will be the special education TOR, teachers, life coach, student, and parent/guardian if applicable. Students with special education needs will be supported by their IEP and/or Section 504 Plan and will be placed in learning environments that fit their needs. All students will spend most of their instructional day in their LRE, participating in fixed-length classes alongside the general student population. Unless noted in their IEP or Section 504 plan, all students will have access to the curriculum and services provided by the school. Students with special needs have a full spectrum of services available to them. Some of these services will be contracted by the school on an as-needed basis and include speech and language therapy, occupational therapy, and/or physical therapy.

It will be the priority of the special education TOR to ensure that students' IEPs and Section 504 plans are implemented with fidelity. The special education TOR will meet with students regularly to monitor their progress against IEP or Section 504 goals. Other strategies The Excel Center Evansville Southeast plans to use include

- Instructional strategies such as one-on-one instruction, remediation techniques, self-paced lessons, or computer-based tutorials.
- Behavior modification supports that will enhance social and work-related skill-building and remove barriers to school performance and job success. Behavior modifications may include coping strategies, social stories, or anger management, etc.
- Students may use specific technology such as Read and Write Gold's speech-to-text conversion devices or calculators,
- Vertical text sets or receive additional time on exams,

- Push in support from the special education TOR to assist students individually or in small groups, and all students will have access to tutoring sessions on Fridays and before and after school.

The special education TOR will be responsible for ensuring all students have access to the general education curriculum in their LRE and that accommodations are in place to facilitate that access. The special education TOR will work closely with students' life coaches to facilitate learning plans and stay abreast of any challenges students with IEPs or Section 504 plans experience.

In addition to the service described above, every student with an IEP will work with the special education TOR to also have a clearly identified transition plan as part of their IEP. The services and activities in this plan will include educational programming and employment training that aligns with the students' career goals and fits their needs. The special education TOR will use transition assessments to help students identify their interests and find the right path for their postsecondary or employment plans post-graduation. The special education TOR will maintain close partnerships with local resources such as Vocational Rehabilitation Services. Evansville Goodwill is a long-time community rehabilitation provider of vocational rehabilitation services in Indiana. The partnership between Evansville Goodwill and the Vocational Rehabilitation counselors will serve as a resource for students and a reciprocal referral source for both organizations. In Evansville, Vocational Rehabilitation Services provides work skills training, college assistance, job placement, and other training for individuals with disabilities that may be included as part of students' transition plans. Other transition services the special education TOR may organize include college tours, internships, or training for work skills development.

Evaluating Student IEP Progress

A core function of the special education TOR will be evaluating and monitoring the progress of special education students with the goals outlined in their IEP or Section 504. The data the special education TOR will monitor will include daily attendance, test scores, and credit attainment of students with disabilities on a weekly basis. Based on the results of the data, teachers and the special education TOR may implement new interventions. The special education TOR will also be responsible for reviewing student data every term related to IEP goals and/or Section 504 plans and keeping the school director informed of the status of special education students. Student progress will also be monitored by the entire case conference. At least annually the special education TOR will organize a case conference to discuss student progress with the student, teachers, life coach, school director, and family (if applicable). The special education TOR will involve every student in the creation and implementation of their IEP to ensure they play an active role in the process.

It is possible, though based on data from other Excel Center locations, unlikely, that The Excel Center Evansville Southeast will not be able to serve as a student's LRE. In such instances, this decision will be reached by the case conference committee, which will also determine a plan to ensure the student is pleased in an alternative environment that provides greater access to the learning curriculum. The case conference committee will only consider this sort of decision when a student has a repeated history of being unsuccessful in the current placement and is not making progress toward the goals outlined in the student's IEP. Some of the alternative environments that will be available to students include a shorter instructional day or with the support of the special education TOR, using an online curriculum.

Promotion for Students with Special Needs

The Excel Center Evansville Southeast is committed to serving all students and plans to encourage all students to set their goal as the Core 40 high school diploma. If a student is unable to meet this goal and

cannot pass core classes or meet the Indiana Graduation Pathways requirements, The Excel Center Evansville Southeast will permit the student to seek a General Education diploma. Before students are permitted to seek the General Education diploma, the student and staff must have exhausted all available interventions, as agreed upon by the case conference committee. Students seeking the general education diploma will still be required to earn an employment-related certification that will bolster the student's post-high school career goals.

Qualified Special Education Staff

The Excel Center Evansville Southeast school director will hire a licensed special education TOR who has experience teaching special education. When possible, the school will seek general education teachers who are dual-licensed in special education to provide additional support. The Excel Center Evansville Southeast does not intend to hire a paraprofessional during year one and will evaluate the need to hire for such a role based on the number of students who could benefit from additional support. The school plans to contract with outside providers for some services, such as speech-language therapy, physical therapy, occupational therapy, psychological services, and other related services as indicated in a student's IEP or 504 Plan. The special education TOR and any other special education staff hired will complete training on the laws and regulations associated with IDEA and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. This will ensure staff understand and follow all policies, procedures, and guidelines related to serving students with disabilities.

English Learners (EL)

Identifying EL Students

The Excel Center Evansville Southeast plans to follow all IDOE guidance related to the identification of students who qualify for EL services. Identification will start during the enrollment process when all students complete the home language survey. Based on their response to the survey, students under the age of 22 will be assessed using the WIDA screener. Students who have aged out of traditional EL services will be assessed using the EF Standard Test. This is a new screener currently being administered at The Excel Center campuses in Indiana. The Excel Center Evansville Southeast plans to use this screener for older students but will reevaluate and make changes as needed. These screeners will assess English Language Proficiency and students will also complete diagnostic assessments to measure their Lexile scores. The Excel Center Evansville Southeast staff will use the results of these assessments to identify students who are eligible for EL services.

Serving EL Students

The Excel Center Evansville Southeast will ensure academic success and equitable access to its education program for EL students in alignment with state and federal laws and regulations. To accomplish this, The Excel Center Evansville Southeast will hire a licensed EL TOR to serve this population. The EL TOR will work with any student identified through the process outlined above as qualifying for EL services to develop an Individual Language Plan (ILP) or EL Accommodation Plan (for students 22+).

The plans will include the needs of the student and identify what school resources and/or classroom accommodations the student will use in order to fully access the academic program. Students who have a Lexile score below 1000 will be enrolled in immersion classes specifically designed to support the acquisition of the English language. Another element of The Excel Center Evansville Southeast EL program will be in-class accommodations such as the use of bilingual dictionaries or online translation services. The Excel Center Evansville Southeast will also provide all EL students with access to

Burlington English, a foundation English acquisition program that is used at other Excel Center locations. The Excel Center Evansville Southeast chose this program based on recommendations from other Excel Center operators and will evaluate and make changes if it deems Burlington English insufficient for the EL program. While all students can meet one-on-one with teachers and work in small groups, EL students who need it will be explicitly encouraged to participate in small group instruction and seek one-on-one support.

In addition to evaluating Burlington English, The Excel Center Evansville Southeast will regularly analyze the effectiveness of its EL program to ensure it is affording students access to the school's full academic program.

Evaluating EL Student Progress

The Excel Center Evansville Southeast will assess students periodically using the WIDA ACCESS test and the EF Standard Test, for students over age 22. These periodic assessments will allow The Excel Center Evansville Southeast to monitor the progress of EL students and exit them from the EL program once their scores indicate they have reached the level of English proficiency they need. In addition to monitoring students through these assessments, The Excel Center Evansville Southeast EL TOR and school director will review data related to EL student achievement regularly. This will include data related to credit attainment, attendance, graduation rates, and any other indicators that will provide staff insight into how EL students are faring at The Excel Center Evansville Southeast. In addition, the EL TOR will regularly meet with teachers who will monitor EL student progress through student work, formal and informal assessments, and test results.

Qualified EL Staff

The Excel Center Evansville Southeast will hire an EL TOR licensed to serve EL populations in compliance with state requirements. This staff member will be responsible for ensuring The Excel Center Evansville Southeast's EL program is operating effectively. This staff member will also assist other teaching staff in learning how to effectively serve EL students by coordinating professional development opportunities and ensuring all staff understand the state and federal regulations associated with EL students. Teachers will participate in targeted professional development related to their content area to understand how to make effective accommodations and modifications to their lessons to support EL students' learning such as

- Content adaptations,
- Building background knowledge,
- Creating comprehensible explanations
- Scaffolded learning experiences, and
- Providing opportunities for review prior to mastery assessments.

Students Performing Below Grade Level

The Excel Center Evansville Southeast, like all Excel Centers, is designed to meet students where they are in their academic journey. Upon enrollment, all students will take diagnostic tests and based on these scores, will be placed in the appropriate course in The Excel Center Evansville Southeast course progression. These courses are designed to build foundational skills so students can be successful in their secondary-level courses. Math Foundations teaches the standards typically found in Grade 6 and the first half of Grade 7 courses. Pre-Algebra picks up with the second half of Grade 7 and Grade 8 skills. This class also uses a scaffolded spiral curriculum to ensure students are ready to move on to Algebra I.

For foundational English skills, English Foundations 1 covers material for Grades 5 and 6 while English Foundations 2 align with Indiana Academic Standards for Grades 7 and 8. The goal of these two courses is to prepare students for high-school-level material.

Teachers will know which of their students are below grade level from their test scores and through regular data reviews. This will prompt teachers to individualize instruction and tailor the coursework to meet the needs of students. Students performing below grade level will also be able to utilize extra support such as web-based technology programs, manipulatives, and other resources to facilitate their learning. Teachers and the school director will monitor student progress through data reviews, classroom work, and assessments.

Intellectually Gifted

Identifying Intellectually Gifted Students

When the intake diagnostics or student performance indicates a student is academically gifted, The Excel Center Evansville Southeast staff will employ the following strategies to enhance the student's abilities and help push them to reach their potential.

- Teachers will differentiate the student's lessons to ensure the student is challenged by the materials.
- Life coaches will encourage the student to enroll in as many classes as possible to help the student move through the course progression at the level that fits their academic aptitude.
- Life coaches and the college & career specialist will work together to help the student identify a challenging industry certification and/or dual college credit classes to take that align with their college or career plans.

Qualified Staff for Intellectually Gifted Instruction

The Excel Center Evansville Southeast will hire licensed teachers who have the experience necessary to provide differentiation in their classroom that fits the needs of intellectually gifted students. Life coaches and the college & career specialist will also be trained to identify intellectually gifted students as part of their training on the intake process and data review process.

Monitoring Intellectually Gifted Student Progress

The Excel Center Evansville Southeast will assess students upon enrollment and monitor their progress through regular data reviews that happen weekly and after each term.

Virtual Instruction for Special Populations

The Excel Center model is designed to be primarily in-person and The Excel Center Evansville Southeast plans to follow that model and not rely heavily on virtual instruction. If students with disabilities or EL students are enrolled in any virtual courses, it will be in accordance with their IEP and/or Section 504 plan, or ILP or EL Accommodation Plan. The special education TOR and EL TOR will support students using virtual instruction throughout the term to ensure their needs are being met.

Performance Management

Performance Goals

The governing board of The Excel Center Evansville Southeast is dedicated to ensuring the services provided by the school result in a high level of achievement for students. To monitor student performance, the board will receive regular reporting from the school director focusing on several key components:

1. Graduation goals: The board will review the number of grads and projected graduates for the year, as well as the number of credits earned.
2. College & Career Readiness: The board will see what percentage of graduates have earned an industry certification and/or at least three dual-college credits.
3. Fiscal health: the board will review the enrollment count, especially when near count days, to ensure the school is hitting its enrollment targets.

The school board will review this information on a regular basis to monitor student performance and maintain an effective school.

Assessment

The Excel Center Evansville Southeast will administer all state assessments and testing requirements for the students it serves, this includes state proficiency exams, English Language Proficiency Assessments, and alternative assessments. Students at The Excel Center Evansville Southeast will also complete regular assessments to monitor their academic growth, including baseline assessments upon enrollment. Teachers will be responsible for assessing student learning needs and progress throughout the year using formative and summative assessments that align to Indiana State Standards. The college & career specialist will ensure students who plan to enroll in dual-college credit courses through Ivy Tech complete the Knowledge Assessment test.

Data Collection and Analysis

Data collection at The Excel Center Evansville Southeast will be the responsibility of the entire school staff. Most of the data entry will be completed by life coaches and teachers. The school director will be primarily responsible for the analysis of the data and for ensuring The Excel Center Evansville Southeast implements a data-driven approach to serve students. It will be a key priority of the school's professional development plan to ensure all staff are able to use and analyze data to improve instruction and services to students. The school director will generate reports necessary for leaders and staff to perform ongoing assessments of school performance, highlighting performance across key areas at both school-wide and per-class groupings in the following areas:

- Attendance trends, both between terms and within the term,
- Credit attainment, both in aggregate and on a per-student basis,
- Identifying students who are at risk of dropping out of school. The SIS will provide information to assess student progression from week to week and allow staff to develop interventions to maximize engagement,
- Reports on coaching performance, which identify the academic success of the students who fall within a particular life coach's caseload. These indicators will include the total credits earned within the caseload, the average class attendance, and student credit attainment.

Teachers will also analyze data to improve their educational instruction and identify what material may need to be re-taught to students. Life coaches will use attendance and retention data to prioritize which students may need additional support or motivation. The school director will also be responsible for ensuring data is appropriately reported to the board, IDOE, and ICSB as required.

Through The Excel Center National Network, the school will have access to data comparing performance across locations, doing deep analysis into why certain schools perform better than others, or suggesting ways to improve performance among special student populations. GEI staff will be able to support the school director by making connections to other schools based on their data performance to troubleshoot and share best practices.

Data Management

The Excel Center Evansville Southeast has not identified which student information system it will use yet; however, it is considering the use of Synergy based on the system's use at other Indiana Excel Center locations and its compatibility with IDOE reporting requirements. Data collection will be the responsibility of all staff members, but the school director, lead teacher, and lead life coach will be primarily responsible for training staff to interpret data and will use data analysis to make plans related to professional development and identify opportunities the school has for improvement.

Data Training and Support

As part of The Excel Center Evansville Southeast's pre-opening plan, school leadership, and teachers will be trained on The Excel Center model's data review process. It is a key priority of staff development to be able to understand and interpret data. Training will include strategies for reviewing and analyzing data and correctly interpreting what that data is telling the staff about student achievement and student needs. For example, student assessment data will allow teachers to evaluate student progress and determine if re-teaching is needed for any lessons. Additionally, the school director will review data metrics that are specific to student sub-populations to monitor progress, make hiring decisions, and see if any specific professional development is needed.

Corrective Action

The board of The Excel Center Evansville Southeast will be aware very quickly if the school begins to fall short of the academic expectations established by ICSB because data will be provided at every school board meeting. The first step the board would take would be to instruct the school director to prepare information related to data at the individual, classroom, and school levels to determine where the problem lies.

- Individual level: student progress will be monitored through classroom assessment data and if students are not meeting expectations, school staff will implement a two-pronged approach to provide support. Teachers will increase the amount of one-on-one attention students receive and life coaches will meet with the student to discuss if any non-academic challenges are affecting the students' schoolwork and consider reducing the student's course load.
- Classroom Level: Poor performance at the classroom level most often indicates teachers need to adjust their instructional strategies to ensure students are mastering state standards. If this occurs, the lead teacher will work with the teacher through observation and coaching to support improved academic outcomes.
- School Level: Poor performance at the school level may be because of poor organizational culture, processes that need improvement, or leadership challenges. To address this, the board may require the school director to receive professional development such as coaching from other school leaders within The Excel Center National Network.

Once the board is aware of the root cause of the challenges, they will determine the next steps around increasing professional development, making leadership changes, or any other course of action that may be necessary.

School Staffing Structure

Please see Attachment 6: Organizational Chart

The Excel Center Evansville Southeast anticipates enrolling 150 students during year 1, stepping up to 200 students during year 2 and 300 by year 4 which will be the maximum enrollment anticipated by The Excel Center Evansville Southeast. The staffing numbers reflect this expected growth to full capacity by year 4.

Recruitment of Qualified Teachers

The Excel Center Evansville Southeast intends to hire the lead teacher up to three months prior to school opening and the rest of the teaching team at least one month prior to school opening. The school intends to hire licensed teachers for all core content positions, as well as licensed staff for serving special student populations. The school will ensure at least 90% of full-time teaching staff are licensed in accordance with the Indiana Code.

Due to The Excel Center Evansville Southeast's unique student population and accelerated academic pace, some key selection criteria for staff will be their emotional intelligence and ability to form strong relationships with students, problem-solving abilities, and comfort in making changes or shifts based on new information.

The school director will be supported with hiring teachers by the HR team of Evansville Goodwill. While this is the first school the HR team will be hiring for, it has vast experience hiring individuals from the Evansville community into a variety of roles across Evansville Goodwill's retail and mission programs. The Evansville Goodwill HR team is led by Vice President, Human Resources – Juanita Rager. Juanita has over 12 years in the HR field with 8 of those years at Evansville Goodwill. Juanita earned an MBA from the University of Southern Indiana. Juanita is a long-time SHRM member. She is also a member of the Evansville Area Human Resources Association, Owensboro Society for Human Resource Management, and the Metro East Illinois SHRM Chapter. She will be able to leverage her involvement in these organizations to extend our reach for job openings. Juanita is supported by a Human Resources Coordinator and Human Resources Specialist.

Building community relationships for this charter application helped Evansville Goodwill connect with the former president of the Retired Teachers Association in Evansville. The Excel Center model can be appealing for those outside of the traditional classroom teacher model.

The Evansville Goodwill HR team will use several traditional avenues to recruit teachers to The Excel Center Evansville Southeast including job postings on the IDOE job bank, Goodwill's website, JazzHR which encompasses 18 job search sites like Indeed, LinkedIn, Google, Glassdoor, among others. Evansville has two 4-year universities and a community college, attending career fairs at those local

colleges and universities will be part of recruitment efforts. The Evansville Goodwill team will also leverage The Excel Center National network by trying to recruit from the deep pool of talented teachers who are already familiar with The Excel Center model. The HR team will secure teachers with challenging-to-find qualifications by making direct inquiries to potential applicants and canvassing the community to fill the needed roles. Working with the school director, HR staff will be responsible for sourcing and screening candidates for available positions and verifying the licensing of all the teaching staff presented as candidates.

Staffing Plan

The Excel Center Evansville Southeast intends to be fully staffed by year 4 and the staffing plan below outlines the fully-staff plan. This staffing model is similar to schools operating The Excel Center model across the state and includes the innovative element of free onsite childcare through the drop-in childcare center.

Position	Number	Description
School Director	1	Leader of the School
Office Manager	1	Administrative duties
Registrar	1	Student academic recordkeeping
Lead Teacher	1	Supports teachers and oversee instruction
Teachers, including EL TOR	8	Licensed instructors in Math, Science, Humanities, English, and licensure in EL
Special Education Coordinator	1	Support teachers and oversee Special Education instruction, and licensure in Special Education
Paraprofessionals	0	Support instruction through small group and one-on-one support (part time)
Lead Life Coach	1	Supports life coaches and oversees coaching model
Life Coaches	4	Assist in helping students with academic or non-academic barriers
College & Career Specialist	1	Helps students plan career paths and assists in job skills certification planning and/or college planning and enrollment
Drop-In Center/Asst. Director	1	Manages The Excel Center's drop-in childcare center
Drop-In Center Attendants	2	Provides childcare in the drop-in center during operating hours (part time)

Performance Evaluations

The Excel Center Evansville Southeast will comply with state requirements regarding the evaluation of certified employees and therefore will adjust its plan in accordance with state guidance. The Excel Center Evansville Southeast will use a staff evaluation rubric to monitor the effectiveness of teachers and all other certified employees. The lead teacher or school director will conduct at least one formal observation throughout the school year. The lead teacher or school director will also complete evaluations based on observations and student data frequently throughout the year. If teachers require a performance improvement plan due to a low score on any of the evaluations, they may be subjected to further formal evaluations throughout the school year. Teachers, regardless of evaluation status, may request more observations throughout the school year. The Goodwill Educates Board, or its designee, will evaluate the school director based on his performance using the school director evaluation rubric, the attainment of school performance goals, and an annual performance and development review.

Performance Evaluation

Based on their performance during evaluations, if a staff member needs to be placed on a performance improvement plan, their immediate supervisor will be responsible for communicating how the staff member can improve their performance and move to “effective” on their evaluation. In the event a staff member is on a performance improvement plan for longer than one term, the school director will discuss the plan with the immediate supervisor to determine the appropriate next steps, such as not rehiring that teacher. The school director will be responsible for creating succession plans for every leadership position and training staff to be able to step into leadership roles. The school director will use student achievement data to make determinations about professional development needs. The school director will also regularly discuss the school’s professional development plan with the school leadership team to ensure future leaders are being cultivated.

Compensation System

The Excel Center Evansville Southeast employees will be at-will and will not use contracts. The salaries for all positions are included in the budget projection template and are on par and competitive with the local market. The benefits that will be provided to The Excel Center Evansville Southeast full-time employees are:

- Group Health/Dental/Life Insurance option
- Goodwill Employer Care Program – Health Clinics option
- Paid vacation, personal, and sick days
- 403b tax deferred annuity
- Employee Assistance Program
- Tuition Support/Reimbursement
- Direct Deposit
- 25% Goodwill discount

Professional Development

The Excel Center Evansville Southeast will work with GEI to develop a robust plan for professional development that includes local training as well as opportunities to observe The Excel Center model at existing Excel Center locations throughout the state. GEI will provide comprehensive training to leadership and teaching staff on the following topics.

- Curriculum, assessment, and data analysis,
- Instructional best practices for adult students,
- Enrollment processes and procedures,
- State reporting and assessment training and timelines,
- Student recruitment and engagement strategy,
- Review of Standard Operating Procedures for all staff positions,
- School culture,
- The Excel Center life coaching model,
- Staff evaluation,
- Student information system, and
- Core model elements of The Excel Center school model

Teaching staff will learn how to implement the instructional strategies described earlier in this application, including the gradual release of responsibility model, in a manner that is effective for adult learners and sets a culture of high achievement. After year one, teacher evaluation results combined with student achievement data will drive the professional development plans, leading to opportunities for school-wide and individualized professional learning. To ensure the virtual instruction that is provided, even though it will be limited, is effective, staff will participate in professional development for monitoring student progress and providing supplemental support.

Support for School Leaders

Professional development for the school leaders will start as soon as they are hired. The school director will follow a specific professional development plan meant to provide familiarity with The Excel Center school model, ensure the school leader meets peers and is partnered with a mentor, and is supported throughout the school opening process and year. The first training series will provide an overview of the school model and help the school director understand a number of key elements of the school including

- Mission, vision, and core values of The Excel Center,
- Develop a clear sense of student needs,
- Develop a sense of the school culture cultivated within The Excel Center,
- Observe classes to understand the course and classroom structure compared to a traditional school environment,
- Understand the roles of the lead teacher and life coaches,
- Understand the key supports available to students in The Excel Center, and
- Develop an awareness of the data tools and resources available to schools within The Excel Center National Network.

Throughout the first training series, there will be a focus on Evansville and how Excel Center resources and frameworks align with the needs of the Evansville students and partners. The school director will be paired with another school director from one of the existing Excel Center campuses operated by GEI for a year-long mentoring style of partnership. Through phone calls, texts, and virtual and in-person meetings the two directors will discuss school start-up progress, troubleshoot challenges, share best practices, and more. In addition to being a peer mentor, the school director will work with GEI leadership including the school development director and the senior director of The Excel Center National Office throughout the school start-up process. The school director will also visit other Excel Center locations to gain an understanding of how to run orientation, how to refine the curriculum, develop the master schedule, and observe how other staff roles work in different settings.

Support for the Education Program

The professional development described throughout this section will support the education program and build staff capacity because it will be tailored to their specific needs. Teachers will get to meet with and learn from other teachers using the same curriculum and instructional strategies they will be using. Life coaches will meet with and learn best practices from their positional peers, etc. Every staff member at The Excel Center Evansville Southeast will have the opportunity to meet and interact with The Excel Center staff from GEI's campuses. The start-up and continuous professional development staff will participate in will ensure the staff is implementing the evidence-based Excel Center school model with fidelity.

Professional Development Training

Prior to school start-up, The Excel Center Evansville Southeast staff will participate in professional development from GEI. This training will be similar to training provided to all new Excel Center staff, but GEI will also work with the school director to identify any areas that need refinement or additional support based on the previous experiences of staff. Topics included in this pre-opening training include

- Shadow days and positional standard operating procedures: Staff will have the opportunity to visit other Excel Center locations In Indiana to see the best practices of a successful adult high school firsthand. During this time, they will meet with positional peers to learn about the role as well as go through training on the standard operating procedures of their specific role.
- Student Information System training: Staff will go through training to understand the basic functions of the student information system.
- Student Recruitment and Orientation Training: Staff will be trained in how to recruit students as well as how to successfully facilitate an orientation process that emphasizes a welcoming culture for adult learners.
- Curriculum Development: Staff will be trained on The Excel Center content strategy and framework, including curriculum maps, lesson planning, and checklists.
- Teaching strategies: Teachers will be trained in best practices for teaching adults in an accelerated format. They will also be trained in how to support students using differentiation and gradual release of responsibility.
- Special Education and English learners: Teachers will be trained on the processes and supports needed to successfully support students with disabilities and English Language Learners
- Other positions: Staff will be trained in the other roles in the building so they can understand how staff will work collaboratively and in alignment to support students and the mission of the school.

Professional Development Schedule

There will be at least 20 professional development days built into the calendar throughout the school year. In between each 8-week term, students will have a week off school and staff will participate in professional development. In addition to the dedicated days between terms, the school director will plan for professional development on Fridays throughout the school year since it will not interrupt direct instruction classes. The Excel Center model is well-designed to facilitate professional development for staff.

Professional development will be aligned with student achievement data and adjusted throughout the year. On a weekly basis, the school director will look at attendance and enrollment trends, student work and mastery, and student achievement data. Based on these results, the leadership team will schedule professional development sessions. Teachers and life coaches will be expected to start their day prior to the student school day and stay approximately 30-60 minutes after, time that can be used for data/student-focused meetings, professional learning, and common planning time.

Evaluating Professional Development Effectiveness

The school director and board will use student achievement data to determine the effectiveness of the professional development program and identify future professional development needs. Throughout the school year, the school director will review performance metrics with the school staff. These data reviews and discussions will create a meaningful opportunity to measure the effectiveness of techniques and interventions used by staff.

School Culture

The Excel Center Evansville Southeast will build a high-achieving culture that values personal growth and development. To achieve this, the school has been designed to meet adults' learning needs by reflecting the characteristics of educational environments that benefit adult learners, including open discussion, self-directed learning, and personal accountability. Students who attend The Excel Center Evansville Southeast will be prepared for their next step in life whether it is college or career by developing skills in self-direction, initiative, and personal discipline. In order to allow students the freedom to explore these goals, students will determine the pace and, to some degree, the content of their academic program.

All students at The Excel Center Evansville Southeast will have chosen to return to school and continue their education. This choice by students to engage in furthering their education goals is part of the key design of The Excel Center model; students have recognized the need for education and have demonstrated a certain level of motivation to continue their schooling. Starting on the first day of school, The Excel Center Evansville Southeast will build supportive relationships with students by helping them overcome life barriers and set realistic goals to continue their academic progress. Specifically, students will develop confidence in their own abilities, receive encouragement and support from life coaches, and receive advance confirmation that they can be successful in post-secondary environments by enrolling in dual credit courses. These supports are intended to develop all students' sense of self-efficacy in achieving their educational and career goals.

The school will provide ample opportunity for adult learners to develop relationships with their peers and with staff to provide support, stay motivated, and build resilience when the work gets challenging. The core of The Excel Center model is fixed-time classes with face-to-face instruction, which will permit teachers to establish relationships of trust, relevance, and respect with students. Life coaches will be a critical part of establishing the school culture within The Excel Center by helping students navigate challenges in their lives and keeping students engaged and motivated.

Student Discipline

Discipline Philosophy

The Excel Center Evansville Southeast plans to adopt the same philosophy for student discipline as other Excel Center campuses throughout the state but will also re-evaluate this philosophy and the attached discipline policy as needed. The philosophy regarding student behavior and discipline is that all students, regardless of race, gender, age, background, ability, or any other factor, have the right to earn a high school diploma, while maintaining their basic health, safety, and security. All members of the school community will conduct themselves in a manner that upholds and maintains these rights. Students or faculty who engage in behaviors that negatively impact the ability of students to receive an education, or

any individual's health or safety, will be dismissed from The Excel Center Evansville Southeast. This philosophy is consistent with The Excel Center's school model, mission, and educational philosophy because it places an emphasis on students and supports them to overcome all barriers to achieving a high school diploma.

Please see Attachment 7: Discipline Policy

Supplemental Programming

Summer School

NA - The Excel Center Evansville Southeast will operate a balanced calendar without any additional summer school options.

Extra-curricular Activities

The Excel Center Evansville Southeast does not intend to devote much time or resources to extra-curricular activities due to its adult student population. Instead, the school will focus on supporting students as they navigate non-academic challenges.

Addressing Mental, Emotional, and Social Well-being

As part of The Excel Center Evansville Southeast's adoption of The Excel Center curriculum, teachers and staff will help students develop their social-emotional skills and build resilience. The curriculum has social-emotional learning and college and career readiness standards built in. The curriculum has been specifically adapted to be relevant to adult learners and focused on future success. The environment of the school is designed to help students learn important social-emotional skills such as being considerate to others, problem-solving, and critical thinking.

Working with a long-time mental health provider and Evansville Goodwill partner, the Lampion Center will be available to provide counseling services to children, adults, and families. Professionals of The Lampion Center are trained to work with clients experiencing life stress, trauma, and anxiety among other life transitions. The Lampion Center has programs specific to providing support to parents, a service that fits well with the population served by Excel Centers.

Other Student-Focused Activities

The Excel Center Evansville Southeast expects to serve students who are parents/caregivers of young children. Therefore, the school will provide free drop-in childcare to students while they are in the building. Students will be able to focus on their studies assured that their children are well cared for just down the hall. The Excel Center Evansville Southeast will hire the staff to provide care and ensure compliance with all state regulations and health and safety laws for operating drop-in childcare programs.

The Excel Center Evansville Southeast will implement the coaching model that has been effective at schools for the last decade. This includes helping students address the life barriers and issues that prevented them from being academically successful during their previous school experience. Life coaches will work to identify potential barriers to students' continued education, whether through short-term barriers, such as housing and childcare, or long-term challenges, such as student self-efficacy and self-

confidence. If life coaches can identify needs that affect multiple students, they may develop resources for students that can be accessed at the school such as an onsite food pantry, parenting group, or professional clothing closets.

Section III: Need, Demand, and the Community

Student Recruitment and Marketing

The Evansville Promise Neighborhood grant will help increase student outreach with funding for a full-time Student Recruiter position with a focus on the Promise Neighborhood. Nonprofit partners, like The Dream Center, working with children in that neighborhood can help guide recruitment efforts and provide referrals. Overall, it is anticipated that 33% of the student population at The Excel Center Evansville Southeast will reside in the Promise Neighborhood.

Along with that focused recruitment in the Promise Neighborhood, The Excel Center Evansville Southeast has a two-prong approach planned for recruiting students and marketing the school across the entire Evansville community. The first prong of student recruitment will be the responsibility of the school director and school staff. This aspect of the plan will start as soon as the school director and other school staff are hired. School staff will arrange booths or stands at fairs and block parties scheduled by other community organizations to pass out fliers, meet potential students, and spread the word about the new school. In addition, staff will be organized into groups and spend time knocking on doors in the neighborhood and apartment complexes surrounding the school location. The goal of this door-to-door canvassing will be to explain the purpose of the school and invite prospective students to enroll.

In addition to seeking students out in their communities, the location of the school has ample outside space for the school director to organize and host community fairs, block parties, open houses, cookouts, and other events to bring potential students to the school and help them complete enrollment forms.

The second prong to the student recruitment and marketing strategy for The Excel Center Evansville Southeast will be led by the Evansville Goodwill marketing team. This team has extensive experience marketing in the Evansville community for 14 stores and 4 programs, as well as proactively preparing the community for The Excel Center. Through grassroots efforts including community presentations, educating partners, and promotion at events, a foundation has been created to support student recruitment efforts by The Excel Center staff and future marketing. While The Excel Center staff continues these grassroots efforts, the Evansville Goodwill marketing team will use a broader approach with Google Ads, TV and radio commercials, earned media, and mailing campaigns to bring awareness of the program to the target demographics and general public. In addition, the marketing team will measure the reach, conversions, and impressions of different digital tactics to identify most effective tactics for the target demographic in Evansville and generate retargeting tactics to convert interested students into enrolled students.

Evansville Goodwill will spend significant time and effort recruiting students by providing information about The Excel Center Evansville Southeast through a number of existing community channels, including

1. Evansville Goodwill's current services. Evansville Goodwill operates 14 retail stores and nine are in the Southern Indiana region, with nearly 200 employees. Evansville Goodwill serves over 500 individuals annually through four mission service programs focused on job training and placement. Market research conducted by Goodwill Industries International provided insight into the demographics of thrift shoppers. The research showed that on average 57% of thrift shoppers possess less than a college degree. In creating community awareness and education around The Excel Center, Goodwill employees self-identified as a person in need of this service. Through Evansville Goodwill's Indiana footprint, information can reach shoppers, clients, donors, and employees.
2. Partnerships with current and prospective service providers. Evansville Goodwill will leverage its current partnerships in Evansville to promote The Excel Center Evansville Southeast. The school director and Goodwill leadership will meet with partners throughout the community to fully explain the aim of The Excel Center and its target student population. Staff will seek alignment with partners in education and workforce development, and the public and social services sectors.
3. News media releases. The official opening of The Excel Center Evansville Southeast will be announced via local media. Evansville Goodwill has already issued press releases about the new headquarters and The Excel Center that will reside there. Evansville Goodwill added a tab on their website that links to an interest form for more information about The Excel Center Evansville Southeast.
4. New website development. Evansville Goodwill will provide information and enrollment forms to the public on its website. The Excel Center Evansville Southeast will have its own website, as well. The school will use social media, Facebook, Twitter, and email blasts to disseminate information about The Excel Center Evansville Southeast and upcoming events.

These strategies will ensure families have equal access to the school and that the target student population is aware of the opening of the school.

Please see Attachment 8: Evidence of Community Engagement and Support

Ongoing Engagement and Support

Evansville Goodwill engaged in a feasibility study in November 2022 to determine the viability and need for an adult high school in Vanderburgh County. The study showed over 13,000 adults without a high school diploma in Vanderburgh County. Evansville Goodwill saw the need first-hand during employee tours of Evansville Goodwill's new headquarters when employees expressed the need to finish a high school diploma.

Evansville Goodwill's community partners work with school-aged children whose parents lack high school diplomas. As a result of the Evansville Promise Neighborhood grant, a recruiter position has been added. This position will focus on the Promise Neighborhood to help ensure at least 33% of Excel Center students reside in the Promise Neighborhood. The 23 partners of the Evansville Promise Neighborhood grant will also serve as referral sources for students.

As the only adult high school in southwestern Indiana, The Excel Center Evansville Southeast is expected to draw students from surrounding counties of Posey, Warrick, and Gibson counties.

Evansville Goodwill leadership met with the Chief Transformation Officer of EVSC under the instruction of the superintendent to learn more about the school. Since that meeting, Evansville Goodwill leadership has a scheduled meeting with EVSC superintendent on October 18, 2023. Working with EVSC leadership, we can disseminate information about The Excel Center Evansville Southeast through EVSC student/parent communication tools.

Evansville Goodwill will continue to provide marketing support to Goodwill Educates, Inc. to plan more community tours, attend community events to recruit and create awareness about The Excel Center Evansville Southeast. Evansville Goodwill's 33rd annual fundraiser in November of 2022 was focused on bringing The Excel Center to Evansville. The 34th annual fundraiser in 2023 will focus on the the Excel Center Evansville Southeast, also. Each year this event creates an opportunity to reach over 2,000 people.

Please see Attachment 9: Other School Options

Please note, that no other adult high schools are currently operating in Vanderburgh County, therefore this attachment focuses on the traditional high schools in the area.

Parents & Community

Parent Engagement

The Excel Center Evansville Southeast is a high school serving adult students; therefore, it is unlikely the parents of many students will be involved in the school. There may be, however, some students who enroll who still have parents/guardians and therefore The Excel Center Evansville Southeast plans to engage them in a manner that is similar to a traditional-age high school. It will be the responsibility of the students' life coach to communicate with parents and provide information on school expectations as well as how parents can be involved in the school community, life coaches will meet with parents and family members to help provide support for younger students who are experiencing life challenges that make The Excel Center Evansville Southeast the right fit.

Community Resources

The Excel Center Evansville Southeast will have many important partnerships in the community but the most important one will be with Evansville Goodwill. Evansville Goodwill has supported the development of Goodwill Educates and started the process of bringing The Excel Center school model to the Evansville community. The organization will also provide resources and support to the school that will allow school staff to focus on the students and academic program of the school. This support includes

- Use and maintenance of facilities (Evansville Goodwill will be the school's landlord),
- Back-office style of support through IT, marketing, HR, and community relations,
- Employment opportunities for students and/or their family members

The collaborative partnership of Evansville Goodwill and 23 agencies that form the Evansville Promise Neighborhood provides a myriad of support services to Excel Center students and families. The Evansville Promise Neighborhood grant focuses on four pipelines; improve early health and kindergarten readiness, improve student achievement and success, improve post-secondary education access,

affordability, completion and success and workforce readiness, and improve neighborhoods and communities. Major partners include two of the area’s biggest educators, University of Evansville, and Evansville Vanderburgh School Corporation, with corporate support from The City of Evansville, Toyota Indiana, CenterPoint Energy, Fifth Third Bank, among others.

The Evansville Promise Neighborhood makes the following resources available to students of The Excel Center Evansville Southeast:

Partner Organization	Nature of the partnership with the school
Evansville Goodwill Industries, Inc.	Administrative support; use of maintenance facilities
Work Solutions	Job placement for students
The GoodSkills Academy	Free digital skills classes; referral source
Nurse Family Partnership	Referral source for students; support services for students who are first time mothers
Ivy Tech	Dual credit and industry certification courses
Building Blocks	Professional consultation for drop-in childcare center
Fifth Third Bank	Financial literacy classes for students
WorkOne	Job training, certifications, and placement for students
EVPL	Evansville Promise Neighborhood partner; referral source; free wifi and computer access for students
The Dream Center	Evansville Promise Neighborhood partner; referral source; support services for children of Excel Center students
United Way	Evansville Promise Neighborhood partner; referral source
Potters Wheel	Evansville Promise Neighborhood partner; referral source
Community One	Evansville Promise Neighborhood partner; referral source
ECHO Housing	Evansville Promise Neighborhood partner; referral source
HOPE of Evansville	Evansville Promise Neighborhood partner; referral source; affordable housing options in Evansville
YMCA	Evansville Promise Neighborhood partner; referral source
Youth First	Evansville Promise Neighborhood partner; referral source; family-centric support services
Junior Achievement	Evansville Promise Neighborhood partner; referral source; learning support for parents and schools
Youthbuild	Evansville Promise Neighborhood partner; referral source

Please see Attachment 10: Grievance Policy

Section IV: Startup Plan

The Organizer

Please see Attachment 11: Governance Docs, which includes

- Either a 501(c)(3) IRS Application or proof of application submission
- Articles of Incorporation (filed with the Indiana Secretary of State);
- Bylaws (formally approved by the governing board and signed by a board officer);
- Code of Ethics policy; and
- Conflict of Interest policy.

Please see page 15 of the By-Laws for the necessary dissolution clause

Please see Attachment 12: Statement of Assurances

Startup Plan

Please see Attachment 13: Startup Plan

Transportation

Similar to other Excel Centers in Indiana, The Excel Center Evansville Southeast does not intend to provide direct transportation services for students due to the extended hours of school operation and schedules that will vary term to term. The school will provide transportation assistance to ensure students are able to attend school.

The Excel Center Evansville Southeast will be located on the bus line of the Metropolitan Evansville Transit System (METS) and the school will provide students a bus pass, free of charge. Since many students will be adults, they will have access to personal vehicles and will be able to drive themselves to and from school. Life coaches will be responsible for helping to organize carpool groups and will provide gas cards to students on an as-needed basis. Finally, the school will be located in an area of Evansville that is accessible via walking or biking. The school does not intend to schedule extracurricular events or field trips that will require additional transportation services. METS offers a special program for individuals with disabilities and the special education TOR will ensure all students with IEPs, Section 504 plans, and students who qualify for McKinney-Vento have adequate transportation to and from school.

School Safety

The Excel Center Evansville Southeast and its board will take the safety and security of the students and staff very seriously. To ensure they are protected, the school intends to install locking doors that require staff badges to open or can be opened by a designated staff person.

In addition to these safety measures, teachers and life coaches will develop close relationships with students which will encourage students to inform staff of any potential threats or safety risks. The school

will develop a school safety plan prior to opening and conduct all required training and drills. Each term the school will conduct safety drills. These will include fire, tornado, lock down and lock out drills.

Processes for safety drills will be reviewed and discussed regularly with school staff. Staff will be trained to feel empowered to call lockdowns or notify school leadership of any potential issues or safety risks. Additionally, all staff will be empowered to call for support immediately as safety concerns arise. Leaders will participate in the Indiana School Safety Specialist Academy and following annual professional development. Leadership will also create relationships with local law enforcement or other local safety community organizations to ensure students and staff are safe.

Evansville Goodwill has worked with Directors of other Excel Centers to gather information to build the most secure environment for students, staff, and children. The school is designed with an exclusive entry that is designated for the students of The Excel Center Evansville Southeast, only. Extreme caution has been used for the development of the drop-in childcare center to ensure the safety of the children. The school will be equipped with panic buttons to alert staff to an emergency. The space is heavily protected by a badge system that is required for staff at all entrances and exits of the school.

A video intercom system with door release will allow office staff to grant student entry for further protection against individuals with potential malicious motives. In the event of an emergency, the described safety measures will allow for the school to quickly be placed on lockdown. Cameras will be positioned throughout for full coverage of the entire school. The camera system is both a deterrent to theft, misappropriation, misbehavior, and a tremendous tool for training, investigation, and prosecution of those who would steal from or otherwise harm The Excel Center Evansville Southeast and/or those it serves.

A member of the school staff will participate in the Indiana Department of Education School Safety training. In addition to the annual training, the school will develop a school safety plan prior to opening and conduct all required training and drills.

Please see Attachment 14: Liability Insurance Policy

Student Admissions & Enrollment

Please see Attachment 15: Enrollment Policy

2) NA, The Excel Center Evansville Southeast is not an Indianapolis-based school.

3) NA, The Excel Center Evansville Southeast is not a virtual charter school.

Section V: School Finance

Budget and Finance

Internal Controls

Evansville Goodwill's Finance team will support The Excel Center Evansville Southeast with accounting, purchasing, payroll, and the annual audit. No administrative services are expected to be contracted for the school. See Attachment 17 for Evansville Goodwill's standard operating procedures which will be extended to The Excel Center Evansville Southeast.

Purchasing

The Excel Center Evansville Southeast administrative staff will be responsible for requesting purchases for the operation of the school. Items such as office supplies will be purchased through Amazon and be approved and processed by the Finance team of Evansville Goodwill. The School Director will be issued a company credit card that can be used for routine purchases. All receipts of purchases will be sent to the Finance team of Evansville Goodwill for reconciliation and recording in the organization's accounting system. Purchases outside of normal supplies for the school will be requested through the appropriate support department at Evansville Goodwill such as Maintenance, IT or Marketing. The head of the support department will coordinate purchases and request purchase orders, if required, from the Vice President of Finance.

Payroll

The Excel Center Evansville Southeast School Director will be responsible for the day-to-day oversight of the school's payroll to include approval of time off and approval of time worked. Payroll for the school will be processed through Paycor, a payroll processing provider that will be used by both Evansville Goodwill and Goodwill Educates. The Finance team of Evansville Goodwill be responsible for processing payroll through the Paycor system. The Vice President of Finance and Director of Finance will both be listed as the payroll administrators in the Paycor system for the school. The payroll administrators in Paycor will have the responsibility for the final processing of the school payroll.

Annual Audit

The Excel Center Evansville Southeast will contract with Kemper CPA Group to provide auditing services. Kemper CPA Group will conduct an annual audit in accordance with General Accepted Accounting Principles (GAAP). As outlined in the Audit Committee SOP, results of the audit will be reviewed with the Board of Directors to ensure all practices in place by the Finance department are meeting all audit standards.

Finance/Internal Controls

Finance/internal controls for the Excel Center Evansville Southeast will be in accordance with standards for Evansville Goodwill. Evansville Goodwill follows Generally Accepted Accounting Principles (GAAP) and has rigorous internal financial controls in place including proper segregation of duties, authorization and processing of disbursements, and maintaining bank accounts in federally insured banks. The Finance department ensures appropriate separation of duties so that no one person can initiate, record, authorize, and reconcile a transaction to prevent both intentional or unintentional mistakes. The Vice President of Finance conducts the final review of all transactions processed in the Finance department to ensure accuracy. The Vice President of Finance does not have the rights to process the transactions themselves, which are processed by other Finance department staff.

Finance Team

The Evansville Goodwill Finance team will be led by Amanda Simmons, Vice President of Finance. Amanda has over 14 years of experience with Evansville Goodwill and has held all positions in the department which provides extensive knowledge on the day-to-day operations of the department. Currently, the Finance team has 3 employees (aside from the Vice President) who conduct the day-to-day operations of accounting and payroll. The team members have more than 30 years of combined experience in payroll and accounting. The team has managed federal grants such as Housing and Urban Development (HUD) and Senior Community Services Employment Program (SCSEP) for over 10 years.

Please see Attachment 16: ICSB Budget Projections Workbook

Please See Attachment 17: Budget Narrative

Attachment 18 is not applicable as Goodwill Educates is a new nonprofit.

Facility

1) NA, a facility has already been identified.

Facility Planning

In 2020, Evansville Goodwill purchased a 180,000 square foot facility located at 5001 Washington Ave, Evansville, IN 47715. This facility fulfilled a goal to expand the mission of Evansville Goodwill in an area of the community that is often forgotten. A key piece of this goal included 26,000 sq ft dedicated to The Excel Center Evansville Southeast which will operate alongside the new Evansville Goodwill headquarters and within the Evansville Vanderburgh School Corporation District (EVSC). By operating alongside The Evansville Goodwill headquarters, a close connection can be maintained to leverage the expertise of the nonprofit and strengthen the network between Goodwill and The Excel Center staff.

Within The Excel Center Evansville Southeast facility, an optimal learning environment will be created through 10 state-of-the-art classrooms equipped with the tools necessary to thrive in an evolving society centered around technology. Beyond the classroom doors, students and staff will have access to two meeting rooms, a conference room, and a student and staff lounge and break area, to promote community and connection. A drop-in childcare center will ensure that students can achieve their educational goals with the comfort of knowing their child is safe and secure. Additional student support services will be available within the offices of Life Coaches and faculty where administration will also support the daily operations of the school.

Accessibility is at the forefront of The Excel Center Evansville Southeast's design, in full compliance of the Americans with Disabilities Act. It is equipped with an elevator for students with physical disabilities to access the second-floor classes. In addition, safety is paramount, not only for the students and staff but also for the childcare within the drop-in childcare center. For further details on the layout and design, floor plans are included as part of the Budget Narrative in Attachment 17.

The Excel Center Evansville Southeast facility was made possible by the generous startup funding from Evansville Goodwill, which is dedicated to covering the anticipated \$3 million renovation cost.

3) NA, not an Indianapolis-based school

CONNIE J. RALPH

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812.204.2630 Cell

PROFESSIONAL EXPERIENCE

EVANSVILLE GOODWILL INDUSTRIES, INC.

President & CEO

Evansville, Indiana

2019 – Present

Responsible for providing leadership that assures continued growth and success of the organization.

- Work in partnership with the Board of Directors to provide support and guide governance and fiduciary responsibilities.
- Provide visionary leadership to build community partnerships and increase community impact.
- Manage a team of four executives and up to 400 employees.
- Grown organizational revenue by 40% and net worth by 60% in four years.
- In conjunction with the Board of Directors and staff, responsible for the development and execution of the strategic plan.
- Provide oversight of operations and services to assure sustainability of the business model and achievement of the mission.
- Create and ensure an internal culture that promotes passion for the mission, reinforces organizational values and supports diversity, equity, and inclusion.
- Empower staff to be innovative and creative to assure achievement of the goals of the organization.

Vice President of Northern Division & and Human Services

1994 – 2019

Responsible for diversifying funding sources and increasing people served while maintaining program integrity and positive outcomes. Directly responsible for staffing, budgeting, strategic planning, program development and implementation, developing relationships with constituents, grant writing, fundraising, and assuring compliance with applicable regulations.

- Oversaw four retail stores and donated goods operations to assure flow of materials, achievement of sales goals, provision of exceptional customer service, and maintenance of buildings and grounds.
- Opened two new stores from the ground up including the selection and installation of fixtures, design of interior signage, stocking product, and grand opening marketing and advertising.
- Worked with Board of Directors on Audit Committee, Strategic Planning Committee, Fundraising committees, and other ad hoc committees upon request.
- Coordinated and assured agency CARF compliance. Achieved seven consecutive three-year accreditations since first attempt in 1994.

- Increased and maintained people served annually in employment programs by 1600% by diversifying funding sources through contracts and grant writing.
- In addition to Indiana and Kentucky Vocational Rehabilitation, obtained contracts with the Office of Veteran's Affairs, Indiana IMPACT (TANF and Food Stamps), Indiana Department of Workforce Development (WIA), Access to Recovery, and Ticket to Work.
- Achieved and maintained 85.9% expense to revenue ratio in mission services.
- Oversaw acquisition of the Resource Agency for the Deaf and Hard of Hearing (RADHH) providing sign language interpreting services, case management for the Deaf, and sign language instruction to the general public.
- Implemented major annual fundraiser in 1995 which netted over \$950,000 over 19 years. Coordinated volunteers, performed media relations, coordinated sales and marketing, cash management, and sponsor relations.
- Shared unique fundraising experience (Ducks on the Ohio) as a presenter at GII Learning Event in 1996.
- Established and managed Community Relations Department responsible for special event fundraising, media relations, branding, and creation of agency marketing materials.
- Provided oversight of Goodwill Family Center, a transitional housing program for homeless families. Wrote grants and assured achievement of program objectives with 75% of residents moving into permanent housing upon program exit.
- Applied for and received first annual Annie E. Casey Family Strengthening Award through GII for Goodwill Family Center program.

Human Services Director

March 1992 – 1994

Responsible for overseeing vocational evaluation, work adjustment, and job placement programs for people with disabilities funded by Indiana Vocational Rehabilitation.

EVANSVILLE ARC

Evansville, Indiana

Employment Services Coordinator

1990 – March 1992

Promoted to implement new Supported Employment Program providing job coaching and competitive job placement for people with developmental disabilities. Supervised and scheduled job coaches and assured compliance with all funding source requirements including long-term follow-along.

Work Adjustment Coordinator

September 1987 - 1990

Assisted people with developmental disabilities to acquire work skills in a sheltered workshop setting. Provided counseling, job readiness skills training, and supervision per VR and agency guidelines.

EDUCATION

<i>Goodwill Industries International, Leadership Institute</i> Executive Development Program	<i>November 2008 – June 2010</i>
<i>Southern Illinois University</i> Master of Science in Rehabilitation Administration and Services	<i>December 1995</i>
<i>University of Southern Indiana</i> Bachelor of Science in Psychology Minor in Sociology	<i>December 1986</i>

PROFESSIONAL AFFILIATIONS

- Liberty Federal Credit Union, Board of Directors
(Nominating Committee Chair, Technology Committee, Budget Committee) *2021 – Present*
- Southwest Indiana Community Organizations Active in Disaster *2020 – Present*
- Talent 2025 Poverty Transformative Strategy Team #1 *2020 - 2022*
- Board of Directors, Aurora Inc., Past President *1994 – 2020*
- Homeless Services Council of Southwestern Indiana
(Steering Committee, Education and Training Committee) *1997 – 2012*
- Founding member of Business Advisory Council
Evansville Goodwill Industries *1997 - Present*

CARLADA PATTERSON

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4800 Sweetser Ave., Evansville, IN 47715



PROFILE

Highly motivated analytical director with 15+ years of experience in human services, organizational leadership, data systems, and operational program management. Skilled at developing and implementing processes to achieve successful outcomes in a fast-paced environment. Passionate about cultivating a positive culture where growth can take place amongst all stakeholders to achieve a common goal.

EDUCATION

University of Evansville

Master of Science in Public Service Administration
2010 – 2012

Purdue University

Bachelor of Science in Youth, Adult, & Family Services
2004 – 2008

Purdue University

Lean Six Sigma Green Belt Certification
2016

SKILLS

- Microsoft Office(Excel, Word, & PowerPoint)
- Google's G Suite (Sheets, Docs, Drive, & Forms)
- Project Management
- Analyzing Data
- Communication Skills
- Critical Thinker
- Leadership Skills
- Motivator

INVOLVEMENT

Board of Directors

Evansville Goodwill Industries | 2023

Board of Directors

Goodwill Educates Inc. | 2021

Community Leadership Program Alum

Leadership Everyone | 2021

Board of Directors

Youth Resources of Southwestern Indiana, Inc. | 2016-2021

REFERENCES

Available Upon Request

PROFESSIONAL EXPERIENCE

Director of Extended Day Programs

Evansville Vanderburgh School Corporation | June 2016 - Present

- Oversee the daily operations of 20 before and after school child care programs for 2,000+ students and 100+ employees
- In charge of implementing an operations software for student and parent information to track operational data for \$2.5 million in revenue
- Cultivate partnerships with software developers to provide system enhancements
- Responsible for making departmental changes based on KPI's
- Team member of the implementation team for PowerSchool, Student Information System(SIS)
- Responsible for creating and implementing a training program for staff to successfully utilize PowerSchool to collect data
- Develop and implement policies and procedures to ensure compliance with state and local regulations
- Responsible for developing systems for recruitment, training, and evaluation of staff

Assistant Manger of the Office of Transportation

Evansville Vanderburgh School Corporation | July 2012 - June 2016

- Supervised 300 bus drivers and attendants
- Implemented a data tracking software to manage internal communication for student incidents
- Created a highly effective training program to assist bus drivers with managing student behaviors
- Managed daily operations, scheduling and hiring of bus drivers and attendants
- Sought opportunities to create awareness of school bus safety
- Supported efficient management of the office of transportation through effective organization and communication

Assistant Director/Case Manager

The Goodwill Family Center | November 2008-July 2012

- Provided case management services to over 75 families experiencing homelessness in need of support for housing stability
- Led daily operations of facility and staff in absence of the Director
- Monitored client progress, ensuring that services were being provided in a timely and effective manner
- Managed the Homeless Information Management System (HMIS) to track data and analyze trends

Cheryl R. Kuchna

1060 Jefferson Ct.
Newburgh, Indiana 47630

Phone: (812) 483-6954 (mobile)
Email: crkuchna@gmail.com

Profile

Experienced leader with demonstrated ability to work in both the for-profit as well as non-profit/faith-based sectors. Over 25 years of broad corporate experience in the pharmaceutical and nutritional industries including R&D, Product Development, New Business Development, Strategic Planning, Marketing and Quality Assurance. Skilled in building capacity within non-profit and faith-based organizations including Board Development, Strategic and Operational Planning, Fund development, and Team Building. A strong coach and team developer noted for tapping skills and abilities of diverse groups of people for high performance. A highly versatile business manager whose background and expertise have driven performance improvement in both large and small organizations.

Expertise

- Strategic and Business plan development and implementation
- Business process design and implementation; emphasis on new product process
- Team leadership in multi-disciplinary environments
- Project and portfolio management
- Small business start-up and executive management
- Nonprofit capacity building and leadership development

Professional Experience

NONPROFIT CONSULTING: 2002-current

Provided consulting services to nonprofit organizations in need of assistance for short to mid-term major projects/initiatives, especially capacity building support. Designed and implemented executive and board leadership training in support of Welborn Baptist Foundation Nonprofit Excellence impact area, in collaboration with IU School of Public and Environmental Affairs. Assisted in the design and launch of the Grow capacity building platform for the region.

JACOB'S VILLAGE, INC. 2002-2014

Formulated initial business plan, established Board of Directors and started up a residential facility for adults with developmental and functional disabilities. Neighborhood community was developed to offer 5 homes and 12 affordable, accessible apartments for over 30 disabled and senior residents. Led a capital campaign that enabled development of a multi-purpose community center facility to house resident programs.

BRISTOL MYERS SQUIBB, Mead Johnson Company Evansville, Indiana 1976-2001

Wide ranging leadership responsibilities across numerous functions in both nutritional and pharmaceutical divisions.

Education

University of Michigan (Ann Arbor, MI) - B.S. Chemistry
University of Evansville (Evansville, IN) – M.B.A.

Community Engagement

- Olivet Community Church – Governing board, teacher, finance team
- Christian Leadership Development – Board of Directors
- Evansville Goodwill Industries – Board of Directors
- Habitat for Humanity of Evansville – Board of Directors
- Seton Harvest – Board of Directors
- Tri-State Tres Dias

Jared R. McIntosh

5741 Drakewick Drive.

Evansville, IN 47711

812-604-3248

Jrmcintosh3@Gmail.com

Summary

Innovative, successful and accomplished business associate seeking to establish new business alliances and meet new challenges. Proven leader with special capabilities in relationship building, strategizing, team building & Management, and obtaining company initiatives.

Professional Skills

Knowledgeable and trained in the following Operating Systems:

Microsoft Word

Microsoft PowerPoint

Microsoft Excel

Microsoft Access

Professional Experience

Fifth Third Bank N.A

Vice President, Business Banking Relationship Manager III September 2017-Present

- Responsible for client maintenance and portfolio management. Current portfolio ranges in excess of \$80MM in assets. Responsible for new client generation of prospects with annual revenue greater than \$10-\$20MM. Responsible for asset retention, portfolio expansion, credit and risk analysis, and client satisfaction.
- 138% overall revenue growth of portfolio year over year
- Indiana team leader for new quality relationship generation
- 150% of production metrics exceeded year over year
- Achieved perfect 5 satisfaction scores via customer/client survey
- Team Lead/Commercial contributor for the preferred banking team

Old National Bank-Evansville IN

Commercial Loan Officer AVP January 2016- September 2017

- Responsible for building new client relationships as well as maintaining current commercial loan portfolio. Tasked with achieving performance goals in loan production, portfolio growth, fee generation and deposit growth. Also, responsible for knowledge & cross selling of depository, wealth, insurance, and treasury management services. Responsible for account integrity and client maintenance
- Trained in evaluation of credit & **risk**
- Managed \$20 Million Dollar Loan Portfolio
- 35% portfolio growth within first year
- 138% of loan production and fee goals

First Security Bank- Evansville, IN

December 2012- January 2016

Deposit Services Officer/ Commercial Lender/Branch Manager

- Responsible for cash flow and treasury management for business clients as well as new client/account generation, sale of treasury management products, evaluation of credit and

risk, building and maintaining commercial loan portfolio, as well as maintaining account integrity and client account maintenance. Responsible for creating new depository services and finding innovative ways to market products.

- Deposit Officer managing the entire greater Evansville Region
- Managed the Evansville Downtown Branch
- Managed loan Portfolio
- Recipient of the 'Rising Star Award" which is given to one new member of the bank recognizing outstanding performance and achievement
- 3.1 million dollar deposit & loan portfolio growth from the period of 2013-2014
- Leading officer in the generation and sale of Cash management products and services for the entire company

Education

University of Southern Indiana- Evansville, IN

(BS) in Business Administration with a minor in Marketing-Awarded May 8, 2011

IBA & RMA certified in Credit & Risk evaluation

IBA & RMA certified in Cash Flow Analysis and Financial Statement Analysis

Jared R. McIntosh

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Evansville, IN 47711

812-604-3248

Jrmcintosh3@Gmail.com

Extra-Curricular activities

- Past Chairman of the Evansville Commercial Loan Administration Board
- Past President of the Board for Leadership Evansville
- Past President for the USI Alumni Council
- Bank-On Evansville Board Member
- Board Member of Evansville Goodwill Industries Inc.
- Member of the Indiana Bankers Association (IBA)
- Fifth Third Bank Young Bankers Club Facilitator

Awards

- Awarded Fifth Third Bank President's circle award-2022
- Inducted into the 2015 class of Evansville Business Journal's 20 Under 40
- Inducted into the 2017 Evansville News 4U class of 20 Under 40 most influential people in the Tri-State
- Awarded Young Banker of the year First Security Bank-2013 (Rising Star Award)
- University of Southern Indiana David L. Rice Alumni Achievement Award-2023

Community Service and Outreach

- Volunteer for Easterseals Rehabilitation Center
- Volunteer for HOPE of Evansville
- Volunteer for WNIN Evansville
- Volunteer for Leadership Evansville
- Volunteer for Feed Evansville
- USI Alumni activities volunteer
- Past Mentor to the USI sales team

References upon request

MICHELLE RAMACCIOTTI, SHRM-SCP

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An experienced professional in Human Resources with expertise in benefits, compensation, employment law, payroll, employee relations, staffing/recruiting, organizational development, HRIS systems and OSHA reporting/incident investigation. A leader who understands process improvement and problem solving. Proven results by collaborating with company leaders to achieve maximum business results. Outstanding interpersonal and leadership skills.

PROFESSIONAL EXPERIENCE

INOTIV **2022-present**

Sr. HR Manager

Oversee site HR responsibilities, including hiring, onboarding, people development, compliance and more.

- Serve as a business partner to site leaders and employees.
- Partner with corporate HR on strategies and implementation of new programs/policies

GIBBS DIE CASTING CORPORATION, Henderson, KY **2014-2022**

Director, Human Resources

Human Resource executive responsible for all human resource and training functions of 1,000+ employee organization. Supervise and coach seven full-time staff. Responsible for and provide direction on talent acquisition, retention, on-boarding of team members, employee relations, Gibbs University, succession planning, compensation, performance management, and organizational development. This position reports to the President and is a member of the Executive Leadership team.

- Instituted new Paid Time Off Policy
- Re-wrote Team Member Handbook and deployed electronically
- Created and implemented intern program for both high school technical students and college students.
- Added standardized work instruction template to required work for staff, creating over 100 documented processes.
- Served on parent company task force for to implement new Human Capital Management (HRIS) system, including new Performance Management module
- Served on parent company focus group to revamp Engagement Survey for all subsidiaries.
- Collaborated with operations to launch two new state of the art manufacturing plants.
- Successfully negotiated takeover contracts with two contingent workforce providers.

BRISTOL-MYERS SQUIBB (HR Solutions), Mt. Vernon, IN **2013-2014**

TOYOTA MOTOR MANUFACTURING INDIANA, Princeton, IN **1998-2013**

TRANSCORE (previously Intermec Technologies, Amtech Systems Division [previously Amtech Systems Corporation]), Dallas, TX **1990-1998**

EDUCATION & CERTIFICATION

QUINCY UNIVERSITY, Quincy, IL

Bachelor of Science in Personnel Administration

Professional Certifications: SHRM – Senior Certified Professional, Human Resource Generalist Certificate

MEMBERSHIPS & AFFILIATIONS

Society for Human Resource Management (SHRM)
Evansville Goodwill Industries Board - Chair and Executive Committee Member
Evansville Goodwill Industries Foundation Board Member
Evansville Goodwill Industries Governance Committee Ex-Officio
Goodwill Educates Board

MICHAEL J. WEST

michaeljess83@gmail.com

270.313.2766

Objective

To deliver results. By embracing continuous development and focusing on execution, I meet and exceed expectations. I believe highly in thorough communication, an essential skill necessary in most every interaction. I find this combination effective in establishing and maintaining solid relationships.

Skills Summary

- Relationship Development
- Multi-Department Collaboration
- Prospecting & Sales Generation
- Conflict Resolution
- Customer Advisory
- Accountable & Results Oriented

Professional Experience

Encore Real Estate Investment Services Owensboro, KY 2021 - Present

Associate Advisor - Single Tenant Net Lease & Multi-Tenant Investment Properties

- Investment advisor in the acquisition and disposition of Commercial assets
- Conduct pricing valuations and provide strategic planning and positioning of investor portfolios
- 200+ Prospecting calls weekly, generating opportunity for both investors and property owners

Berry Global Inc. Evansville, IN 2017 – 2021

Business Development & Outside Sales – CPNA HealthCare & Distribution 10/2017 – 09/2021

- \$176K in new business growth and repeat business for upcoming Healthcare segment
- Developed product sample kit, product brochure and new packaging concepts
- \$380K jar sale with committed annual forecast of \$5.5M in packaging
- Proficient in collaborating with multiple internal channels to meet customer requirements
- Sustain business while managing customer expectations through supply chain issues

Enterprise Holdings Inc. Evansville, IN 2013 – 2017

Branch Manager & Senior Account Specialist – Owensboro, KY 2015 – 2017

- Responsible for 120+ car fleet and staff of 8
- \$80,000 OTC/Inside sales contribution
- \$75,000 in new growth, B2B/Outside sales
- 20% Corporate Business Growth as Branch Manager
- Consistent above-average customer service ratings (measured monthly)
- Conduct sales trainings supporting employee growth and promotion

Education

University of Southern Indiana Evansville, IN 2005 – 2010

Bachelor of Arts - Communication Studies

Amanda Simmons

Vice President, Finance

Contact

5573 Saint Clare Drive
Newburgh, IN 47630
(270) 302-5328
asimmons@evvgoodwill.org

Education

University of Kentucky
Bachelor's in Accounting
2004-2008

University of Kentucky
Master's in Accounting
2008-2009

Experience

January 2021 – Present

Vice President, Finance • Evansville Goodwill Industries, Inc.

Responsibilities: tracking the organizations financial position; analyzing financial performance to predict future organization needs; conduct financial planning for annual organization budgets; oversee all finance and IT staff; and oversee various independent audits.

February 2011-January 2021

Director of Finance • Evansville Goodwill Industries, Inc.

Responsibilities: oversee multi-state payroll for 300+ employees including entering all time and deductions, maintaining employee payroll files, and entering all new hire information into payroll system; oversee finance staff in Vice Presidents absence; prepare W2's at year end; respond to all employee payroll requests, process accounts payable payments on a weekly basis; and process grant billings

August 2009-February 2011

Accounts Receivable Clerk • Evansville Goodwill Industries, Inc.

Responsibilities: primary point of contact for all point-of-sale issues including all technology, maintain tax exemption files for all customers, audit store deposits, process accounts receivable billings for all departments, maintain accounts receivable customer files, and record all payments received for accounts receivable invoices

Certification

Certified Public Accountant
Licensed in Indiana since 2011

References

Available upon request.

Brandy D. Smith

8531 Hazel Court
Evansville, IN 47725
(812) 217-1885
bsmith@evvgoodwill.org

OBJECTIVE:

As a human services executive, I am committed to advancing the mission of Evansville Goodwill through service expansion to underrepresented populations by using a person-centered approach to understand and address the needs of populations served.

SUMMARY OF QUALIFICATIONS:

- Bachelor's degree in Psychology from an accredited university
- 60+ hours of graduate credits in Human Development Counseling with a specialization in Marriage Family Therapy
- Excellent interpersonal and communication skills
- Graduate Assistantship in the Office of Disability Services at the University of Illinois – Springfield
- Family and Community Specialist at CEFS Economic Opportunity Corp
- Working knowledge of the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973, Workforce Investment Act Title I, as well as the Workforce Innovation and Opportunity Act
- Familiarity with local and state social service resources
- Proficient in Microsoft Word and Excel, as well as the ability to quickly adapt to database programs

CAREER EXPERIENCE:

04/2019 – Present

Vice President, Mission Services- Evansville Goodwill Industries *Evansville, IN*

- Oversee all Mission programming including but not limited to, job training and employment service programs, GoodSkills Academy, GoodGuide program,
- Seek grant opportunities to expand and enhance Goodwill programs and services offered to the community.
- Develop community partnerships to advance the Goodwill mission.
- Contribute in the development of and oversight of program budgets.
- Monitor performance measures in relation to WIOA standards.
- Attending Board of Directors meetings, bi-monthly.
- Serve as the Chairperson for the CARF Accreditation team and surveys.
- Serve on the Business Advisory Council.
- Develop partnerships with community nonprofits and employers to benefit Goodwill clients and employees.
- Other duties as instructed by the President/CEO of Evansville Goodwill Industries, Inc.

04/2017 to 04/2019

Human Services Director – Evansville Goodwill Industries *Evansville, IN*

- Supervise program compliance with applicable contractual, grant, and referral sources including CARF standards.
- Serve as a liaison between Goodwill Industries and contractual partners including grant providers and referral sources.
- Supervise the achievement of positive outcomes for clients that meet the goals and objectives of all assigned employment programs.
- Ensure the quality of Goodwill Industries' services while maximizing utilization of available contracted resources.
- Supervise, train and evaluate all personnel in assigned employment programs.
- Develop and implement proactive recruitment, staff training and marketing plans.
- Work cooperatively with other agency staff to maximize rehabilitation opportunities for clients served.
- Participate as an active member of the Goodwill's Business Advisory Council
- Other duties as assigned by the Vice President of Mission Services

08/2016 to 04/2017

Employment Specialist – Evansville Goodwill Industries *Evansville, IN*

- Assist clients in obtaining and retaining competitive employment that is consistent with vocational goals
- Assess the needs, strengths and functional limitations of each client to provide individualized employment services
- Develop, follow and update an individualized employment plan for each client on my caseload
- Develop and nurture employer-provider relationships to assist in exceeding the expectations of community employers
- Support clients by providing career exploration, job readiness and job search activities to develop client short-term and long-term goals
- Provide follow-along support to clients working in the community
- Participate as an active member of the Goodwill's Business Advisory Council
- Other duties as assigned by the Vice President of Human Resources

EDUCATION:

University of Illinois – Springfield, IL – M.A. Human Services – Social Services Administration (completed 2022)

University of Illinois – Springfield, IL – M.A. Human Development Counseling (incomplete 2005)

University of Illinois – Springfield, IL – B.A. Psychology (completed 1999)

JUANITA RAGER

Newburgh IN | 812.474.2222 ext. 139 | jrager@evvgoodwill.org

OBJECTIVE

Dedicated and results-driven Human Resources leader with a proven track record of success, offering 10+ years of experience in HR. Currently serving as Vice President of Human Resources at Evansville Goodwill Industries, Inc., with a strong foundation built on progressively responsible roles. As VP of Human Resources, my responsibilities encompass staffing, talent management, employee relations, and HR Operations. Additionally, I serve as the Executive Sponsor of the BE DEI (Belonging, Engagement, Diversity, Equity, and Inclusion) Committee. My unwavering passion lies in creating an inclusive work environment and driving innovative HR strategies for the continued success of our organization.

SKILLS

- Strategic HR Management
- Talent Acquisition and Retention
- Employee Relations
- Compensation and Benefits
- Diversity and Inclusion
- Performance Management
- HR Policy Development
- Training and Development
- Labor Relations
- Employment Law Compliance
- Safety Compliance

RELEVANT EXPERIENCE

Evansville Goodwill Industries, Inc. | Evansville, IN

Vice President, Human Resource | Safety Director

Director of Human Resources | Safety Director

Human Resources Assistant

June 2021 - Present

January 2019 – June 2021

August 2015 – January 2019

- As a member of the executive team, lead the strategic development, direction, and implementation of human resource, talent acquisition, safety, and compliance functions for the organization under the leadership of the President & CEO.
- Serve as Executive Sponsor for the Diversity, Equity, and Inclusion (DEI) committee, driving initiatives to foster a diverse and inclusive workplace culture.
- Fulfill the role of Privacy Officer, ensuring compliance with data protection regulations.
- Assist in leading the organization's CARF accreditation efforts for the workforce and safety sections, ensuring compliance with CARF standards and regulations.
- Key responsibilities include:

1. Developing and overseeing HR, safety, and compliance strategies, policies, and programs.
2. Leading the development and implementation of a diversity and inclusion strategic plan.
3. Designing recruiting and retention programs aligned with organizational goals.
4. Providing strategic leadership and counsel to leadership and across the organization.
5. Monitoring changes in regulatory and market conditions and implementing necessary adjustments.
6. Embedding diverse, equitable, and inclusive messaging internally and externally.
7. Developing and maintaining a competitive benefit and compensation program.
8. Ensuring effective use of a human resources information system.
9. Researching and sharing industry trends and best practices.
10. Conducting investigations into accidents/injuries, discrimination allegations, and team member misconduct.
11. Developing and implementing short and long-range strategies in alignment with the organization's mission.
12. Ensuring vehicle and equipment compliance with U.S. Department of Transportation and state agencies.
13. Representing the organization at community, business, and civic functions.
14. Providing leadership, direction, and support to Board of Directors committees.
15. Facilitating volunteer programs and ensuring proper supervision and training of volunteers.
16. Performing other duties as assigned by the President.

EDUCATION

Master of Business Administration	May 2020
Human Resource Management University of Southern Indiana Evansville Indiana	
Bachelor of Science – Summa Cum Laude	May 2012
Human Resource Management, Organizational Management Oakland City University Oakland City Indiana	
Associate in Science – Summa Cum Laude	December 2011
Business Administration Oakland City University Oakland City Indiana	

PROFESSIONAL MEMBERSHIPS

- Society for Human Resource Management (SHRM)
- Evansville Area Human Resources Association
- Owensboro Society for Human Resource Management
- Metro East Illinois SHRM Chapter
- OSHA 30 Certification

Morgan McCray

✉ MorganMMcCray@gmail.com

☎ 317-292-4326

📍 Evansville, IN 47712

Experience

Director of Mission Advancement & Community Relations
Evansville Goodwill Industries, Inc.

April 2021-Present
Evansville, IN

- Develop and execute comprehensive communication and marketing strategies based on market research and overall goals of the organization
- Form strategic partnerships with corporations, non-profit organizations, and various community entities to advance Goodwill's mission and objectives
- Generate community support for organizational initiatives through public speaking engagements, email campaigns, social media content creation, community events, and relationship building with elected officials, businesses, schools, and media outlets
- Manage fundraising efforts by coordinating annual events, identifying potential donors, and maintaining a database to monitor effectiveness of fundraising strategies
- Distribute and create press releases to media outlets and act as primary contact for media inquiries
- Oversee annual marketing budget by monitoring spending, reporting potential budgetary needs, and ensuring cost-effective practices to meet objectives
- Collaborate with departments across the organization to enhance organizational culture through increased communication and engagement
- Engage in leadership teams, such as CARF and crisis response teams, contributing to organizational decision-making and problem-solving

Social Media & Marketing Manager (part-time)
Boonville Overstock, LLC

December 2020- July 2021
Boonville, IN

- Developed and created strategic social media plans and marketing techniques
- Managed and updated website including writing blogs to generate traffic to clients site
- Coordinated events with local artists, news stations, and print media

Program Coordinator
Special Reach, Inc.

May 2019-November 2020
San Antonio, TX

- Coordinated the development, implementation, and maintenance of several in-person and virtual programs
- Collaborated with certified special education teachers to maintain program safety and create enrichment activities for program participants
- Scheduled, managed, and recruited volunteers, staff members, and program participants
- Developed strategic plans for fundraising events focused on engaging existing stakeholders

Education

Indiana University

2018

- Bachelor of Arts: Law & Public Policy
- Minors in Spanish, Psychology, and Nonprofit Management

University of Alcalá-Franklin Institute

2017

- Month-long academic experience in Alcalá De Henares, Spain which included complete immersion into Spanish culture through home-stay with non-English speaking family

Activities

- Evansville Regional Economic Partnership (E-REP), Member
- Young Professionals Alliance (YPA), Member
- Goodwill Business Advisory Council, Member

BETSY K. DELGADO

Cell: 317.605.4253 Email: bdelgado@alumni.nd.edu

COMMITTEES & BOARDS

- National Research Dissemination Committee- Laboratory of Economic Opportunity, University of Notre Dame
- National Post-secondary Task Force, Aspen Institute
- Governor Appointed Chair, Indiana Early Learning Advisory Committee
- EmployIndy Workforce Board, Indiana
- Career Pathways Task Force, Indiana Career Council
- Racial Equity and Civility Committee, Indianapolis Mayor's Office

PUBLICATIONS AND NATIONAL PRESENTATIONS

- *Scaling Up, Scaling Out* - <https://ascend.aspeninstitute.org/resources/scaling-up-scaling-out/>
- *Excel Center Strategic Plan for National Expansion* https://issuu.com/goodwillindy/docs/the_excel_center-_strategic_plan_for_national_expansion
- *Research Report: The Excel Center*- University of Notre Dame, Indiana University and Ball State
- *Excel Center Report to the Nation* - Yearly publication
- *Uncomfortable Truths, Healing Impact* - Panel with Van Jones, CNN, <https://youtu.be/5eIaCgTrcKw>
- *2 Gen for Tennessee* – Guest Speaker on the topic of Whole Family Education and Change
- *Getting to Scale*, Ascend Fellows – Presented our publication
- *Investments for Generations*, National Conference of Legislators
- *The Father Factor: Fatherhood Forum*, The Aspen Institute
- *Wrapping around the Student Parent*, Kresge Foundation
- *Supporting Student Parent Families in a Time of Crises*, The Aspen Institute
- *Presentation to the Laboratory for Economic Opportunity Board*, University of Notre Dame
- *Excel Center Panel/USC Reception*, University of Notre Dame
- *Promoting Entrepreneurship and a 21st Century Workforce Based on Evidence*- Panel with Paul Ryan and the American Idea Foundation

BETSY K. DELGADO

Cell: 317.605.4253 Email: bdelgado@alumni.nd.edu

EDUCATION

Executive MBA, Business and Strategy

University of Notre Dame

Bachelor of English and Education

University of North Dakota

Ascend Fellow

Aspen Institute

Executive Development Program

Goodwill Industries International

JAYLYN BROWN
Silver Spring, MD 20901
812-746-5554 jaylynbrown71@gmail.com

EDUCATION

INSTITUTE FOR EDUCATIONAL LEADERSHIP Washington, D.C.
Education Policy Fellowship Program 2022-2023

LOYOLA UNIVERSITY CHICAGO Chicago, IL
Master of Arts, Cultural and Educational Policy Studies 2016-2018

INDIANA STATE UNIVERSITY Terre Haute, IN
Bachelor of Science 2011-2015

PROFESSIONAL EXPERIENCE

GOODWILL EDUCATION INITIATIVES Remote
Policy, Research and Advocacy Manager 2021-Present

- Conduct policy research and analysis of multiple state education statutes and regulations that impact our school model
- Present findings and provide recommendations to partners that prepare them for legislative session
- Educate elected officials, state agencies, and community partners through written and verbal communications regarding our school model

BRIGHT STAR COMMUNITY OUTREACH Chicago, IL
Program Manager-Education 2018-2021

- Lead and managed program outcomes, program development, and staff instruction of OST programming in middle and high schools
- Coordinated with other departments and key stakeholders on outreach, student intervention, technical assistance, and program development.
- Communicated with families and local education agencies on available services related to financial literacy, mental health, employment, and youth enrichment.

SAGA EDUCATION Chicago, IL
Math Lab Fellowship- University of Chicago Charter School 2015-2016

- Provided high dosage math tutoring to high school students and created lesson plans to meet the needs of students
- Generated weekly student progress reports for department meetings and parent communications.

INDIANA STATE UNIVERSITY-Department of Applied Medicine Terre Haute, IN
Research Assistant-Science Education 2012-2015

- Researched and created interactive, physiological models for elementary school students
- Presented research findings at the Experimental Biology Conference and National Conferences on Undergraduate Research for two consecutive years

VOLUNTEER EXPERIENCE

Youth Guidance Chicago, IL
Advisory Committee Member 2019-2020

Katie Bustamante

Home Address

306 E. Stoneridge Dr
Milford, OH 45150

Contact Information

(513) 702-2991
katiemorgan425@gmail.com

Objective

To obtain a position with an organization where I can utilize my leadership, communication, planning and organizational skills and experiences to contribute to the growth and success of the organization and its clients.

Work Experience

The Excel Center National Office – Senior Director

The Excel Center National Office – Regional Director

November 2020-Present

- Supported in the creation and execution of The Excel Center National Office strategic plan
- Managed and supported at team of three individuals leading to the growth of The Excel Center National Network including 20 Goodwills operating Excel Centers or in phase work
- Developed and executed professional development programming for Goodwill and Excel Center staff.
- Managed and supported Goodwill leadership teams in 5 phases of opening an Excel Center leading to 40 network schools open in 9 states and Washington DC.

The Excel Center National Office - School Development Director March 2018-November 2020

- Developed and executed professional development programming for Excel Center staff leading successful opening of 3 Excel Centers.
- Organized The Excel Center National Conference for over 30 schools including both in person and virtual events
- Supported the growth and improvement of The Excel Center nationally through development such as mock charter reviews, leadership professional development and ELL training.

The Excel Center West – School Director

July 2015-March 2018

Indianapolis, IN

- Responsible for a school of approximately 370 diverse, adult learners driven with the mission of providing a quality education to empower people to increase their independence and reach their potential through education and employment.
- Planned and executed professional development to grow staff in their ability to support our adult students who represent over 40 countries and 26 languages.
- Developed long term calendar, schedule and course alignment for adult charter school.
- Managed staff of 22 teachers, coaches and support staff
- Oversaw over \$2 million budget and daily operations for an extremely diverse and unique high school for adults seeking a core 40 high school diploma.
- Developed staff members leading to 5 staff members earning promotions within the first two years as Director.
- Increased school grade from a “B” to an “A” between first and second year as director with an increase of 18 graduates from 2015-2016 to 2016-2017 school year.

- Collaborated with local schools, businesses, agencies and nonprofits to connect students and graduates to resources and further mission development.

The Excel Center West – College and Career Readiness Coordinator July 2013-July 2015
Indianapolis, IN

- Oversaw and mentored students in CCR program leading to 23 graduates in first year, 68 in year 2.
- Organized and implemented college and career readiness program leading to 32 dual credits earned and 42 work industry certifications.
- Organized and implemented graduate teams to assist in graduate support.
- Organized, executed and oversaw orientation and recruitment events leading to the recruitment of over 50 students.
- Mentored over 80 students in areas of scheduling, classes and life issues

George Washington Community High School - Teacher July 2010-June 2013
Indianapolis, IN

- Taught 7th, 8th, and 9th grade English, Journalism and College Readiness to over 100 students a year.
- Selected member and minute keeper of Instructional Leadership Team 2012.
- Organized, developed and oversaw materials, plans and execution for all school remediation classes.
- Planned and executed lesson plans, turn around process and data analysis as selected member of 8-step data team.
- Developed, created and oversaw 15 member student council, executed field day for over 500 students and staff.
- Assistant varsity and middle school volleyball coach, varsity swim coach.

Teach For America Corps Member July 2010-May 2012
Indianapolis, IN

- Selected member, one of 46,000 applicants, 2010-2012
- Taught 7th -9th grade English, Journalism and College Readiness to a very diverse population in Indianapolis Public Schools.
- Planned and executed English professional development for 30 first and second year teachers as an alumni.

Kicks For Kids Intern Summer 2009
Cincinnati, OH/Covington, KY

- Organized, planned and executed fundraising events such as the KFK/Meijer golf classic utilizing celebrity participants and social networking media such as Twitter to increase participation. 2009 event netted over \$400,000.
- Created a marketing campaign using social networking media such as Facebook and Email to generate participation in fundraising events to the greater Cincinnati community such as KFK basketball camp.

WMSR - News Director

Oxford, OH

Fall 2008 to Spring 2009

- Directed news team of 10 associates and served on executive board.
- Managed and assigned stories to news team members, hosted a radio weekly show.

Education

Butler University, Indianapolis, IN graduation December 2015

- Masters of Science in Educational Administration (EPPSP program)
- Building Administrator License

Marian University, Indianapolis, IN graduation May 2012

- Masters of Arts in Teaching
- Secondary ELA and Reading License

Miami University, Oxford, OH graduation May 2010

- Bachelors of Arts in Journalism
- Bachelors of Arts in American Studies
- Miami University Scholar

Leadership/Awards Experience

Senior Leader Program at Goodwill Industries International, October 2019 to August 2020

Chapter Advisor for Mu chapter of Kappa Kappa Gamma, July 2014 to January 2017

- Volunteered to mentor chapter council made up of approximately 20 college aged women at Butler University.
- Coached members through conflict resolution, decision making and diplomatic relations.

Kappa Kappa Gamma Fraternity Chapter President, Jan. to Dec. 2009

- Oversaw operation of entire chapter of 160 women, 2nd largest at Miami University
- Generated and implemented ideas for fundraising, educational programs and social programs
- Led budget team in allocating the chapters \$150,000 annual budget

Society of Professional Journalists, Mark of Excellence Award, 2011

- Received the national award for in-depth radio reporting –Tracking Stimulus Dollars in Southwest Ohio played on Cincinnati's NPR affiliate

Khalilah R. Palmer

10428 Bellchime Court, Indianapolis, IN 46235 -- (317) 775-5276 -- Khalilahpalmer70@gmail.com

Objective

Passionate, energetic school leader with a wealth of experience in multiple roles seeks a position in which she can influence and encourage all phases of national school development.

Education

Master's in Educational Leadership, Indiana University, Indianapolis, IN

June 2016

Emphasis: Urban Educational Leadership

State of Indiana teacher's license in business education (7-12)

Master of Business Administration, Indiana Wesleyan University, Marion, IN

August 2000

Employment and Experience

School Development Director

GEI, The Excel Center National Office

April 2021- Present

- Collaborate with the national director and school director to develop and execute professional development
- Provide training and regular mentoring to TEC Network life coaches, and college and career readiness coaches; instructional staff, including lead teachers; and office staff, including registrar and childcare directors
- Work closely with the National Director to maximize the support services available to the licensee, including those available through GEI's Central Office staff
- Assist the school director and lead teacher with implementing staff evaluation system
- Create and modify curricular and instructional materials as needed
- Work closely with the national director to provide continued monitoring and support to TEC Network schools to ensure quality control accountability, best practices

School Director

The Excel Center Shelbyville, Goodwill Education Initiatives, Indianapolis, IN

June 2016 – April 2021

- Led the entire process of opening a new school in 30 days while securing a temporary building for learning to occur
- Collaborate with mayor and other city and county leaders to determine the greatest needs of adult learners in the area and how the school can serve those needs
- Led a school that earned an "A" rating in each of its first four years
- Recruited and serve students from Shelby, Decatur, Rush, Fayette, Hancock, and Johnson counties
- Maintained a school enrollment of 155 after having started with a projected maximum enrollment of 115
- Overseen all daily operations of the school, including fiscal matters to ensure that the school operates in the black
- Hired, supervised, and evaluated leadership team and coaching and teaching staff
- Maintained a strong, interdependent network with local political, business, and industry leaders through active participation in Shelbyville Community Networking meetings, Leadership Shelby County events, Shelbyville Chamber of Commerce events, and The Excel Center Shelbyville's Community Advisory Team
- Hosted St. Louis, Missouri, and Little Rock, Arkansas, school development teams, including school staff, corporate leaders, and legislators, as they explored The Excel Center Shelbyville's small school model
- Maintained a graduation rate of 100%, with 93% of all graduates earning one or more of fourteen industry-recognized certifications offered
- Assisted in creation of a CCMA certification partnership with MHP Hospital, resulting in a 100% pass rate among student and graduate participants and the hiring of those certification earners
- Facilitated opportunities for professional development of entire team at the corporate, local, state, and national levels
- Led team in achieving Indiana Charter School Board's approval for 5-year accreditation renewal in 2020

Khalilah R. Palmer

Leadership Team Member, College and Career Readiness Specialist/Career Education Teacher/Graduate Coach

The Excel Center Franklin and Meadows, Goodwill Education Initiatives, Indianapolis, IN

June 2012-June 2016

College and Career Readiness Specialist:

- Served on the team that opened The Excel Center Franklin location while recruiting students
- Assisted over 80% of graduates in finding gainful employment and/or gaining college admission
- Secured certification programs based on student interests and employment outlook projections
- Provided students with college and career counseling
- Initiated new community contacts and cultivated business relationships
- Co-taught a course designed to help students transition to college and/or a career
- Collaborated with a team of 11 college and career readiness specialists to grow new certification and college and career exploration opportunities
- Trained new College and Career Readiness specialists from expansion sites

Career Education Teacher:

- Taught Hire Technology certification program and Ivy Tech dual credit courses in business and marketing
- Created thought-provoking, interactive lessons plans that were differentiated according to student needs
- Ensured that all lesson plans fulfilled the State of Indiana Academic Standards

Graduate Coach:

- Served as liaison between potential graduates and school staff
- Collaborated with lead coach to conduct Senior Seminar
- Managed and advocated for a caseload of 20 graduates
- Ensured that students earned the Indiana Core 40 diploma by meeting all credit requirements and passing the state-mandated End-of-Course Assessments

Life/Academic Coach

The Excel Center Michigan/Goodwill Education Initiatives, Indianapolis, IN

June 2010 - July 2012

- Served as a member of the founding staff of the first Excel Center in the nation
- Encouraged 60 students' academic progress, attendance, and ability to overcome life barriers such as homelessness, criminal background, childcare issues, and drug abuse issues
- Conducted weekly cohort group meetings in which a holistic approach was used while facilitating lessons to assist students with becoming successful socially, academically, and in employment situations
- Wrote lesson plans for all cohort group meetings and ensured that they met State of Indiana Academic Standards so that students could earn credit in "Career Planning and Success"
- Created procedures, documents, and recognition programs, including schedule request form, attendance tracking sheet, food pantry voucher, cohort room availability chart, goal tracking sheet, and student recognition breakfast
- Assisted in creation of orientation process, attendance acceptability criteria, student request form for financial resources, coaches' handbook, employee evaluation form, employee handbook, and student recognition poster
- Wrote grant for student resources and connected students to several local resources.
- Developed and cultivated relationship with United Way, which resulted in 12 students receiving Christmas funds
- Conducted job readiness seminar for 15 students, including sessions on how to prepare for employment, conduct a career search, and maintain employment

Activities and Awards

- Member of the Goodwill of Central and Southern Indiana Cultural Action Team **2020-present**
- Ten-year service award at Goodwill Industries/Goodwill Education Initiative **2020**
- Coalition on Adult Basic Education national conference attendee **2018 and 2019**
- The Excel Center National Conference presenter of five sessions focused on the small school model, ensuring solid relationships with community stakeholders, creating a school-wide emphasis on students' employability skills, and establishing partnerships with certification providers **2018-present**

Sarah Thomas, MA

sapennal@gmail.com

WORK EXPERIENCE

Goodwill Network

Indianapolis, IN; Houston, TX; Remote (August 2012- Present)

National Excel Center Business Development & Advancement Director; Manager of Grants, Special Events; Foundation Relations

- Executes the scaling plan for The Excel Center by leading the team developing advocacy plans at the state and federal level
- Engages local and national leaders in conversations related to high-quality education and training options for adults
- Designs, facilitates and trains staff on the process to identify, qualify, solicit and steward grant funding from private foundations and government entities, resulting in more than \$52,000,000 in fundraising
- Develops and maintains relationships with grant funders, community partners, and internal and external stakeholders
- Facilitated the selection process for awarding \$100,000 in traditional and nontraditional scholarships annually
- Implemented and managed the configuration of Blackbaud Grantmaking database

New York YMCA Camps

Huguenot, NY (Summer 2012)

American Camping Association (ACA) Standards Coordinator

- Audited camp policies and practices to ensure compliance with 175 ACA safety standards – 98% pass rate
- Facilitated communication between multiple levels of camp staff to ensure all ACA safety standards were met & documented

Camp Talcott Program Director

- Scheduled, implemented and supervised activities of 35 staff and 200 campers per week
- Co-facilitated and designed staff training

Youth Villages

Memphis, TN (June 2011-April 2012)

Overnight Teacher Counselor YV360 Development Program

- Coordinated and organized the daily schedule for 10 male adolescent youth in residential treatment for physical aggression
- Taught life skill activities and assisted in group therapy to facilitate successful rehabilitation for each child
- Earned Overnight Teacher Counselor of the Quarter Award

Fairview Elementary/Indiana University Center for Innovative Teaching

Bloomington, IN (August 2008- May 2011)

Advocate for Community Engagement

- Served as a liaison between IU professors and Fairview faculty to match volunteers with the needs at Fairview Elementary
- Recruited and oriented volunteer assistance for tutoring, recess, and classroom help while recording all relevant data
- Lead class/community presentations for recruitment and updated website with volunteer opportunities

VOLUNTEER EXPERIENCE

Champions Creek Homeowners Association

2019

Director at Large

- Monitor financial statements, budgeting, and architectural requests for a homeowner's association comprising 252 homes.

YMCA of Greater Indianapolis, Flat Rock River YMCA Camp

St. Paul, IN (January 2015-September 2017)

Alumni Campaign Chair

- Recruited and led volunteer campaign workers with diverse experience in fundraising
- Created written and video case for support and designed direct mail piece for growing camp alumni donor base
- Ensured proper donor recognition by organizing personal acknowledgements and the end-of-campaign celebration

EDUCATION

Indiana University-Purdue University Indianapolis

Indianapolis, IN (2012-2014)

Masters in Philanthropic Studies GPA 3.9/4.0

Graduate Certificate in Nonprofit Management

Indiana University

Bloomington, IN (2007- 2011)

Bachelors of Science in Sociology and German 3.8/4.0

Nonprofit Leadership Alliance Certified Nonprofit Professional

Minor in Gender Studies

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

1. Name of charter school on whose governing board you serve:

The Excel Center Evansville Southeast

2. Your full name:

Connie Jo Ralph

3. Your spouse's full name:

Todd Christian Ralph

Employment History

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

- My resume is attached.
 My resume is not attached. Please provide a narrative response:

Resume is attached

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

Evansville Goodwill Industries, Inc. - President & Chief Executive Officer

6. List the name(s) of your spouse's employer(s) and the nature of the business:

Retired from Centerpoint Energy.

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

Connie Ralph - President & Chief Executive Officer of Evansville Goodwill Industries, Inc. Evansville Goodwill Industries, Inc. is the sole member of Goodwill Educates, Inc. which is the entity operating The Excel Center Evansville Southeast. I am also a director on the Board of Liberty Federal Credit Union.

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

- No.
- Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

- Not applicable.
- No.
- Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

- No.
- Yes. Please describe the relationship and the nature of the partnership:

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

- No.
- Yes. Please describe the nature of the potential conflict(s):

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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

Connie Ralph

Name



Signature

9/21/2023

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

1. Name of charter school on whose governing board you serve:

2. Your full name:

3. Your spouse's full name:

Employment History

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

6. List the name(s) of your spouse's employer(s) and the nature of the business:

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

No.

Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

Not applicable.

No.

Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.

Yes. Please describe the relationship and the nature of the partnership:

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

No.

Yes. Please describe the nature of the potential conflict(s):

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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

Name

Carolee Peterson

Signature

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

1. Name of charter school on whose governing board you serve:

The Excel Center Evansville Southeast

2. Your full name:

Cheryl R Kuchna

3. Your spouse's full name:

Employment History

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

- My resume is attached.
 My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

Self-employed; nonprofit consultant

6. List the name(s) of your spouse's employer(s) and the nature of the business:

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business:

Sole proprietorship offering consulting services to nonprofit organizations with a focus on organization/leadership development and capacity building.

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

- No.
 Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

- Not applicable.
 No.
 Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

- No.
 Yes. Please describe the relationship and the nature of the partnership:

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

- No.
 Yes. Please describe the nature of the potential conflict(s):

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Act?

Yes.

Don't Know/ Unsure.

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

Cheryl Kuchna

Name

Cheryl Kuchna

Signature

9/22/23

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

1. Name of charter school on whose governing board you serve:

The Excel Center Evansville Southeast

2. Your full name:

Jared Richard McIntosh

3. Your spouse's full name:

Linzee Slone McIntosh

Employment History:

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

Fifth Third Bank- Financial Institution

6. List the name(s) of your spouse's employer(s) and the nature of the business:

Metronet Inc.- Fiber optic provider

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

NO

Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No

Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

NO

Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No

Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not Applicable

No

Yes. Please describe the relationship.

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not Applicable

No

Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

Not Applicable

No

Yes. Please describe the nature of the business.

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No

Yes. Please describe the relationship and nature of the partnership.

Fifth Third Bank may be one of the financial institutions that partner with the school to provide deposit accounts and treasury management services in the future.

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

No

Yes. Please describe the nature of the potential conflict.

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

X Yes

Don't know/Unsure

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

Jared R. McIntosh

Name



Signature

9/29/2023

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

1. Name of charter school on whose governing board you serve:

2. Your full name:

3. Your spouse's full name:

Employment History

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

6. List the name(s) of your spouse's employer(s) and the nature of the business:

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

No.

Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

Not applicable.

No.

Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.

Yes. Please describe the relationship and the nature of the partnership:

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

No.

Yes. Please describe the nature of the potential conflict(s):

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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

Name

Signature

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

1. Name of charter school on whose governing board you serve:

2. Your full name:

3. Your spouse's full name:

Employment History

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

6. List the name(s) of your spouse's employer(s) and the nature of the business:

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

No.

Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

Not applicable.

No.

Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.

Yes. Please describe the relationship and the nature of the partnership:

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

No.

Yes. Please describe the nature of the potential conflict(s):

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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

Name

Michael West

Signature

Date

Attachment 3: Core Curriculum Scope & Sequence

MATHEMATICS

The Excel Center’s mathematics curriculum aligns to Indiana Academic Standards for Mathematics and the Standards for Mathematical Practice, standards grounded in evidence and designed to ensure that all students have the academic knowledge and skills they need to succeed after high school. The Excel Center mathematics program follows the two major evidence-based design principles of the standards for mathematics: focus and coherence. This results in a deep and rigorous curriculum, and one in which students acquire conceptual understanding, procedural skills and fluency, and the ability to apply mathematics to solve problems. Additionally, these math courses each incorporate social-emotional learning standards, employability skills, and justice skills, including diversity, equity, and inclusion. The Excel Center mathematics courses are designed to meet learners where they are by offering remedial courses for basic skills credits and developing student skills through mastery that allows them to move through the high school curriculum. Math Foundations and Pre-Algebra courses are aligned to Indiana Academic Standards for math in Grades 5-8 to help students reach a readiness for Algebra I standards and beyond. These remedial courses utilize mastery-based approaches to instruction and incorporate multiple modes of learning and technology to propel students toward mastery. After remedial courses, a student progresses to Algebra I and beyond, earning high school credits toward graduation. Geometry introduces the tools central to the study of space and spatial relationships, including transformations, proofs, and constructions. Algebra II extends the knowledge students have of algebraic and statistical concepts. They have investigated linear, exponential, and quadratic functions in previous years, and Algebra II further develops important mathematical ideas introduced in Algebra I by extending techniques to solve equations and students’ knowledge of functions by studying inverses and new function families. Students may take a fourth-year math course, the selection of which will align with their college and career pathway.

COURSE TITLE Standard Course Length	<i>Credit Type</i> Quantity - # DOE CODE	Prerequisites / Notes
Math Foundations MATH FOUND 90m/8w (or 90m/4w a&b)	<i>General Electives</i> 1 - 0500 BAS SKLS: MATH /4w	
PREALG 90m/8w (or 90m/4w a&b)	<i>General Electives</i> 1 - 0500 BAS SKLS: PREALG /4w	
ALGEBRA I 180m/8w (or 90m/8w IA & IB)	<i>Mathematics</i> 1 - 2520 ALG I /4w (or /8w IA & IB) <i>General Electives</i> 1 - 2516 ALG I LAB /4w (or /8w IA & IB)	
GEOM 180m/8w	<i>Mathematics</i> 2 - 2532 GEOM	Algebra 1 credit
ALG II 180m/8w	<i>Mathematics</i> 2 - 2522 ALG II	Algebra 1 credit

ENGLISH

The Excel Center’s English courses combine English and writing standards and skills beginning with elementary-level skills vertically articulated through college-level standards. The English Language Arts standards require students to utilize higher-order thinking skills and require high school graduates to be college and career-ready. Indiana Academic Standards are internationally benchmarked and were designed through backward mapping from 21st-century college and career readiness benchmarks, creating a seamless vertical articulation of content and skill

requirements. Additionally, these ELA courses each incorporate social-emotional learning standards, employability skills, and justice standards that incorporate diversity, equity, and inclusion.

COURSE TITLE Standard Course Length	<i>Credit Type</i> Quantity - # DOE CODE	Prerequisites/Notes
ENG IMMER 1 90m/8w (or 90m/4w a&b)	<i>General Electives</i> 1 - 0500 BAS SKLS: ENG IMMER/4w	
ENG IMMER 2 90m/8w (or 90m/4w a&b)	<i>General Electives</i> 1 - 0500 BAS SKLS: ENG IMMER/4w	
ENG FOUND 1 90m/8w (or 90m/4w a&b)	<i>General Electives</i> 1 - 1120 DEV READNG ₁ 1 - 0500 BAS SKLS: ENG FOUND 1	Lexile Score: 201 - 770L
ENG FOUND 2 90m/8w (or 90m/4w a&b)	<i>General Electives</i> 1 - 1120 DEV READNG ₁ 1 - 0500 BAS SKLS: ENG FOUND 2	Lexile Score: 771 - 985L
English/Language Arts I ENG/LA I 90m/8w	<i>English</i> 1 - 1062 GRAMMAR 1 - 1054 CONTEM LIT	Lexile Score: 986 - 1085L
English/Language Arts II ENG/LA II 90m/8w	<i>English</i> 1 - 1092 CREAT WRIT 1 - 1050 20TH-C LIT	Lexile Score: 1086 - 1130L
English/Language Arts III ENG/LA III 90m/8w	<i>English</i> 1 - 1090 COMP 1 - 1052 WORLD LIT	Lexile Score: 1131+L OR Required: ELA I or II credit
English/Language Arts IV ENG/LA IV 90m/8w	<i>English</i> 1 - 1094 EXPOS WRIT 1 - 1032 ETHNIC LIT General Elective 1 - 1516 ETH STUDIES	Lexile Score: 1131+L

SOCIAL STUDIES

The Social Studies courses for Grades 9-12 are well-articulated, increasing in rigor and expectations without repetition of content. The selection of the standards included in the courses fits with the goal of The Excel Center to prepare students for postsecondary education and career pathways. Additionally, these Social Studies courses each incorporate social-emotional learning standards, employability skills, and justice standards that incorporate diversity, equity, and inclusion.

COURSE TITLE Standard Course Length	<i>Credit Type</i> Quantity - # DOE CODE	Prerequisites / Notes
Indiana Studies IN STUDIES 90m/4w (or 180m/2w)	<i>General Electives</i> 1 - 1518 IN STUDIES 1 - 1536 ST/LOC GOV'T	
Financial Foundations FIN FOND 90m/8w (or 180m/4w)	<i>Social Studies</i> 1 - 1514 ECON <i>Direct Electives</i> 1 - 4540 PRSFINRSP 2 - 4512 BUS MATH	Required: Pre-Algebra credit (prior to course enrollment)

Geography History of the Worlds GEOG/HST WLD 90m/8w (or 90m/4w a&b)	<i>Social Studies Elective</i> 2 - 1570 GEOG/HST WLD	Required: Eng Found 2 credit OR Lexile Score: 986+L	
GOVT 90m/8w	<i>Social Studies</i> 1 - 1540 US GOVT <i>General Elective</i> 1 - 1512 CPIE	Required: ELA I or II credit OR Lexile Score: 1130+L	Dual Credit Alternative for GOVT See POLS 101 (8w)
US HIST 90m/8w (or 90m/4w a&b)	<i>Social Studies</i> 2 - 1542 US HIST	Required: ELA I or II credit OR Lexile Score: 1130+L	Dual Credit Alternative for 1542aUHST See HIST 101 (8w)

HEALTH & SCIENCE

The Excel Center science courses are aligned to Indiana Academic Standards for science and include social-emotional learning standards, employability skills, and justice skills, including diversity, equity, and inclusion. These courses combine an approach to learning by combining discovery, analysis, laboratory experience, and practical application. Students move through contextual scientific inquiry in the fields of earth and space, biology, chemistry, and physics.

COURSE TITLE Standard Course Length	<i>Credit Type</i> Quantity - # DOE CODE	Prerequisites
Health & Wellness Seminar HLTH & WELL SEM 90m/8w	<i>Health</i> 1 - 3506 HLTH & WELL <i>Physical Education</i> 1 - 3542 PHYS ED I 1 - 3544 PHYS ED II <i>Direct Elective</i> 1 - 5366 HUMAN DEV	NONE
Earth & Space Science EAS 90m/8w (or 90m/4w a&b)	<i>Science Electives</i> 2 - 3044 EAS	Required: Eng Found 2 credit OR Lexile 900+
BIO 90m/8w (or 90m/4w a&b)	<i>Life Science</i> 2 - 3024 BIO I	Required: Eng Found 2 credit OR Lexile 900+
Integrated Chemistry -Physics ICP 90m/8w (or 90m/4w a&b)	<i>Physical Science</i> 2 - 3108 ICP	Required: Alg 1 credit OR Quantile 1100+ AND ELA II credit OR Lexile 1000+

OTHER

COURSE TITLE Standard Course Length	<i>Synergy</i> <i>Course ID</i> for <i>Scheduling</i>	<i>Credit Type</i> Quantity - # DOE CODE	Prerequisites
ADULTROLES 90m/4w (or 180m/2w)	*ARLS	<i>Direct Electives</i> 1 - 5330 ADULTROLES	NONE
Social Emotional Learning SEL 90m/4w (or 180m/2w)	*SEL	<i>Direct Elective</i> 1 - 5366 HUMAN DEV <i>General Electives</i> 1 - 3508 CHI	NONE

Study Skills BAS SKLS: STUDY <i>Varies by school</i>	* <i>STUDY</i>	<i>General Electives</i> 2 - 0500 BAS SKLS: STUDY	NONE
PREP CC 90m/4w (or 180m/2w)	* <i>PREP</i>	<i>Direct Elective</i> 1 - 5394 PREP CC	NONE
Senior Seminar SEN SEM 90m/8w	* <i>SNSEM</i> Or * <i>SNSEM106</i>	<i>Direct Elective*</i> 1 - 5394 PREP CC 1 - 0522 CARR INFO/ <i>IVYT 106</i> * CARR INFO earned prior to 2016-17 is a general elective. <i>IVYT 106 does not count for dual credit pathway.</i>	Within the final two terms before graduation

Attachment 4: Calendar & Schedule

Daily Schedule

The Excel Center Evansville Southeast will operate four periods each day, each period consisting of 90 minutes of instruction. Some classes may be combined into 180-minute course blocks. Each day will allow for 450 minutes or 7.5 hours (30 hours each week) of fixed-time instruction. On Fridays, students will continue their learning through a self-directed approach by joining small group tutoring sessions, one-on-one learning with teachers, or meeting with coaches.

Direct-Instructional Days: 155
 Self-Directed Learning Days: 39
 Total School days: 194

Student needs will drive the creation of the schedule each term. An example of a student schedule is included below as well as teacher prep time.

Monday - Thursday	Friday
Teacher Prep: 8:30-9:00 am	Staff Data meeting: 8:30-9:30 am
Period 1: 9:00 am- 10:30 am EX: Algebra 2	<i>Students will engage in self-directed learning. All teachers and staff will be available for meeting 1-on-1 with students, or engaging in small group tutoring, etc.</i>
Passing Period: 10:30-10:35	
Period 2: 10:35-12:05 EX: Financial Foundations	
Lunch: 12:05-12:35 pm	
Period 3: 12:35-2:05 EX: English Language Arts II	
Passing Period: 2:05-2:10 pm	
Period 4: 2:10-3:40 EX: Geography History of the World	

Teacher Prep & Staff Meeting: 3:40-4:30 pm	
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The Excel Center

2024-2025 Academic Year Calendar

July 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 24						
Su	M	Tu	W	Th	F	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- School Day
- PD for Staff
- Students & Staff Off
- iExcel
- First/Last Day of each Term

Term Start/End Dates

- 1 Aug 26 - Oct 18
- 2 Oct 28 - Dec 20
- 3 Jan 13 - Mar 7
- 4 Mar 24 - May 16
- 5 May 27 - July 18

September 24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 24						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 24						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 25						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 25						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

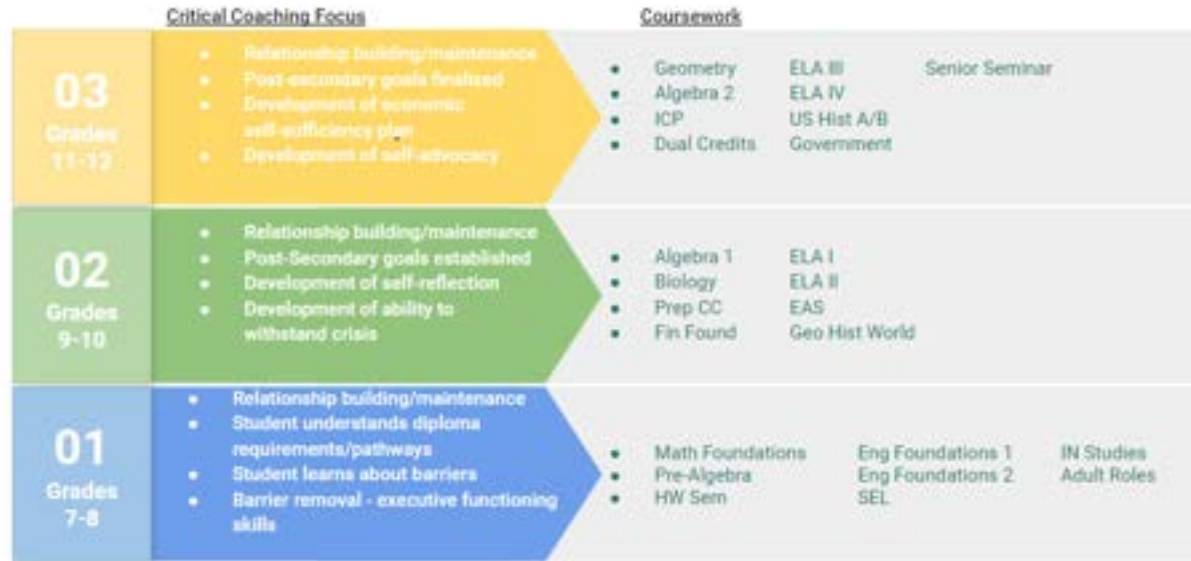
June 25						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 1						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

<http://www.vertex42.com/calendars/school-calendar.html>

Attachment 5: Academic and Exit Standards

The chart below outlines which classes in The Excel Center sequence are mapped to which grade levels. In addition, it outlines what factors life coaches are focusing on with students so they are ready to move through the school’s progression.



Academic and Exit Standards for core classes are below

SOCIAL STUDIES ADACEMIC & EXIT STANDARDS

TIER LEVEL	CLASS	CORE COMPETENCY
1	Indiana Studies	<ul style="list-style-type: none"> Explaining who settled Indiana Discuss what steps and individuals made Indiana a state. What was the relationship like between American Indians and European settlers? Explain the 1816 Constitution Compare and Contrast to 1851 Constitution What industries developed a sustainable economy for Indiana?

		<ul style="list-style-type: none"> ● What transportation methods were key to this success? ● Explaining what individuals from varying backgrounds and what industries shaped the culture of Indiana ● Migration patterns ● Events that shaped Indiana ● Demonstrate content knowledge and exploration of history. <ul style="list-style-type: none"> ○ Research Information ○ Present Information in various medias
2	Geography History of the World	<ul style="list-style-type: none"> ● Understanding the relationship of geography and development of civilizations. ● Examine how development of government, philosophical and theological ideologies influenced the development of the modern world. ● Debate the impact of the industrial revolution on imperialism and the modern world. ● Debate the impact humans have had on the planet and what can be done in the future to preserve the plant.
3	US History A	<ul style="list-style-type: none"> ● Understand the role of US citizens domestically and internationally from the late nineteenth century into the mid-twentieth. ● Understand the role of US citizens domestically and internationally from the late nineteenth century into the mid-twentieth.
	US History B	<ul style="list-style-type: none"> ● Understand the role of US citizens domestically and internationally from the mid-twentieth century into the twenty-first century. ● Understand the role of US citizens domestically and internationally from the mid-twentieth century into the twenty-first century.
	Government	<ul style="list-style-type: none"> ● Understand how the Enlightenment ideas helped influence the expansion of a republican government to the enormous power it has today. ● Explain how constitutional government in the United States has been influenced by centuries of political ideas and traditions from England and elsewhere. ● Evaluate the defining characteristics and features of the US government using documents and concepts from the US founding era.

		<ul style="list-style-type: none">● Explain how purposes, principles and institutions of government for the American people are established in the United States Constitution● Explain the basic structure of the Constitution and the US government, and explain how the system of checks and balances in the Constitution prevents any one branch of the federal government from becoming too powerful.● Examine the roles and responsibilities of citizens and institutions in the US political process and through local community efforts.
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SCIENCE ACADEMIC & EXIT STANDARDS

TIER LEVEL	CLASS	CORE COMPETENCY
Tier 1	Earth & Space A (Earth)	Construct a diagram and explanation showing the convection of Earth's mantle and its impact on the movements of tectonic plates. Explain how tectonic motion creates earthquakes, volcanoes, and tsunamis. Create an action plan for earthquake safety. Explain the process of chemical and physical weathering. Demonstrate the rock cycle process in formation, breakdown, and reformation. Create a geological time scale. Create a presentation over water cycle. Create a model to demonstrate how the Coriolis Effect occurs and the El Nino and La Nina events. Explain the origin, cycle, and behavior of weather systems
	Earth & Space B (Space)	Explain the Biogeochemical Cycles of carbon, nitrogen, oxygen & phosphorus. Analyze/evaluate how humans impact on the environment. Formation of solar system, Describe the characteristics of the various kinds of objects in the solar system, How is space studied-history and instruments/technology? Formation of elements, stars? Explain the lifecycle of stars incorporating differences between high and low mass stars. Important theories and evidence as it relates to the Big Bang?
Tier 2	Biology A	Core Competencies: Design and Experiment using the Scientific Method, Describe the correlation between structure and function (cells and molecules), Be able to discuss the importance/benefit of compartmentalization in cellular structure and function, Create a cyclic model of carbon as it moves from plants through animals.
	Biology B	Core Competencies: Explain how DNA determines structure and function of proteins, Explain the model of DNA as it applies to Mitosis and Meiosis, Investigate inheritance patterns of traits in organisms, Investigate the significance of interdependence among species, Defend the concept of Common Descent with Modification by way of Natural Selection.
Tier 3	ICP A (Physics)	Core Competencies: Interpret motion graphs, Calculate the acceleration of an object, Create free body diagrams in order to interpret the forces acting on an object as it relates to motion, Utilize the law of conservation of energy to explain all forms of energy transfer within a system
	ICP B (Chemistry)	Correlate particle motion, temperature, and states of matter, Interpret patterns and information on the periodic table, Differentiate between ionic and covalent bonding,

		Balance equations in order to meet the law of conservation of matter, Evaluate the relationship between voltage, current and resistance in a electrical system, Distinguish between fusion and fission reactions, Label the parts of a wave (suggested/time dependent)
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ENGLISH ACADEMIC & EXIT STANDARDS

Tier Level	Class	Core Competency
Tier 1	Eng Foundations 1	<ul style="list-style-type: none"> ● Write: complete, grammatically correct sentence, paragraph that includes, topic sentence, details sentences, and conclusions. ● Read: analyze and synthesize a text of 6th grade level (within this broad component will be many skills) ● Speak: deliver a presentation or short speech around a brief topic such as main idea or a summary of a text ● Listen: listen for key elements and show evidence in writing/note taking ● Write: paragraph that includes, topic sentence, details sentences, and conclusions. ● Read: analyze and synthesize a text of 7th grade level (within this broad component will be many skills)
	Eng Foundations 2	<ul style="list-style-type: none"> ● Write: a paragraph that includes topic sentence, details, and conclusion ● Read: analyze and synthesize a text of 8th grade level (within this broad component will be many skills) ● Speaking and Listening: Engage in class discussion and pose questions. ● Write: Use a variety of sentence types to communicate ideas that are organized and supported by detail ● Speak--- deliver a presentation or short speech around a brief topic such as main idea or a summary of a text ● Listen: listen for key elements and show evidence in writing/note taking ● Write: three paragraph essay (intro transitions body conclusion).
Tier 2	ELA I	<ul style="list-style-type: none"> ● Writing: <i>Compose</i> a short narrative that demonstrates understanding of capitalization, punctuation, and spelling, <i>Compose</i> an informative 3-paragraph

		<p>essay, including an introduction, body, and conclusion, that is free of grammatical/mechanical errors and demonstrates an ability to logically organize ideas and sentences to inform the reader, <i>Collaborate</i> with other students to create a multimodal project that includes a written component, <i>Write</i> a 5-paragraph essay, including an introduction, body, and conclusion, that is free of grammatical/mechanical errors and demonstrates an ability to logically organize ideas and sentences to support an argument.</p> <ul style="list-style-type: none"> ● Reading: <i>Analyze</i> the implicit and explicit meaning of at least one text. <i>Interpret</i> a number of texts from a variety of genres, including fiction, nonfiction, and poetry. <i>Synthesize</i> a number of texts from a variety of genres that represent the significant trends in contemporary literature. ● Speaking: <i>Share</i> opinions on various topics during class discussions. <i>Deliver</i> a presentation in which ideas are clearly expressed through speaking. ● Listening: <i>Participate</i> in class and group discussions to demonstrate understanding of course content. <i>Participate</i> in class and group discussions to demonstrate understanding of course content. ● Media Literacy: <i>Practice</i> determining the credibility of new information. <i>Demonstrate</i> proficiency in determining the credibility of sources found online.
	<p>ELA II</p>	<ul style="list-style-type: none"> ● Writing: Diagnostic Paragraph, Short Story Creation, Using RACE Strategy to Create Complete Constructive Response Answers, “Write” Instead of “Writer’s Block”, Poetry Writing Focusing on Identity, Poetry Writing - Persona Poems, Short Story Writing Based on Extreme Setting or Tension-Filled Situation, Practice Annotating Texts ● Reading: Prediction, Vocabulary Building, Summarizing, Understanding Context, Support Opinions, Exploring Allusions, Recognizing Literary Irony, Reading Non-Fiction Texts Related to Short Stories, Looking for Imagery, Tone, Extended Definitions, Comparing How One Word Can Change Interpretation, Allusions ● Literary Analysis: Analyze writer’s intention, Analysis of Subtext, Symbolism, Images, Analysis of Punctuation and Writing Conventions, Understanding Context, Evaluate the Quality of a Poem, Understanding Poetry as a Picture and Story

		<p>Rather Than to Be Understood, Pass judgment on the quality of a work, Analyzing character motivation, Analysis of Punctuation and Writing Conventions, Understanding How Setting and Context Heightens Drama, Recognition of What Goes Unsaid or Unspoken, Limitation of Words to Say What We Mean, Predicting Life After the Story Ends, Asking Why a Story Lasts, Comparing Differences in Opinions About Literature, Comparing Differences in Literary Analysis Over Time, Purpose and Intended Result vs. What Happens, Ethical Behavior, Prediction, Comparing Differences in How Non-Fiction Texts Change Over Time</p> <ul style="list-style-type: none"> ● Creative Writing Skill Building: Noticing Exercise, Deeper-Level Thinking, Analysis of the Writer’s Process, Draft and Revision, Use of Poetic Forms, Drawing Inspiration, Building Empathy, Using Writing to Understand Emotions, Using setting or situation as a character in a short story, Drawing Inspiration from Real Life Experiences. Story Beginnings “In Medias Res,” Where to end a story, Using Writing to Be Persuasive, Imagining Alternative Futures, Problem Solving ● Research for Creative Writing: Research to create a believable fictional world.
Tier 3	ELA IV	<ul style="list-style-type: none"> ● Read and interact with a variety of grade-appropriate ethnic literature independently and proficiently ● Actively engage in listening and exchanging ideas in a reflective manner ● Deliver a multimedia presentation or speech to discuss, debate, and collaborate relating to appropriate topics ● Write an evidence-based research paper 5-7 pages in length -
	ELA III	<ul style="list-style-type: none"> ● Understand the cultural connection to the purpose of a folktale or legend ● Read: independently analyze and synthesize fiction ● Speak: deliver a speech relating to appropriate topics ● Listen: engage in and exchange ideas in a reflective manner ● Write: appropriate responses in a reflective, explanative manner ● Make the connection between life explained in poetry and life influenced in drama ● Read: independently analyze and synthesize fiction

		<ul style="list-style-type: none"> ● Speak: deliver a rendition of a poem ● Listen: engage in and exchange ideas in a reflective manner ● Write: a short poem in a similar style as one analyzed ● Read: independently analyze and synthesize fiction and nonfiction world texts ● Speak: discuss, debate, and collaborate ● Listen: engage in and exchange ideas in a reflective manner ● Write: a short comparison piece between a fictional and nonfictional text on the same topic ● Read: independently analyze and synthesize fiction and nonfiction world texts ● Speak: deliver a multimedia presentation ● Listen: engage in and exchange ideas in a reflective manner ● Write: a 5-7 page research paper that synthesizes information from multiple texts
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MATHEMATICS ACADEMIC & EXIT STANDARDS

TIER LEVEL	CLASS	CORE COMPETENCY
Tier 1	Pre-Algebra	<ul style="list-style-type: none"> ● Solve multi-step equations (up to variable on both sides) ● Perform operations with polynomials ● Solve literal equations ● Solve and graph inequalities ● Properties of exponents ● Represent real-world problems (in several topics)
	Math Foundations	<ul style="list-style-type: none"> ● Perform operations with integers ● Evaluate expressions using order of operations, distribution, and combining like terms ● Plot ordered pairs ● Graph a linear equations using a table ● Simplify fractions ● Find the GCF, LCM ● Number sense (Arithmetic Review)
Tier 2	Algebra 1	<ul style="list-style-type: none"> ● Solve quadratic equations

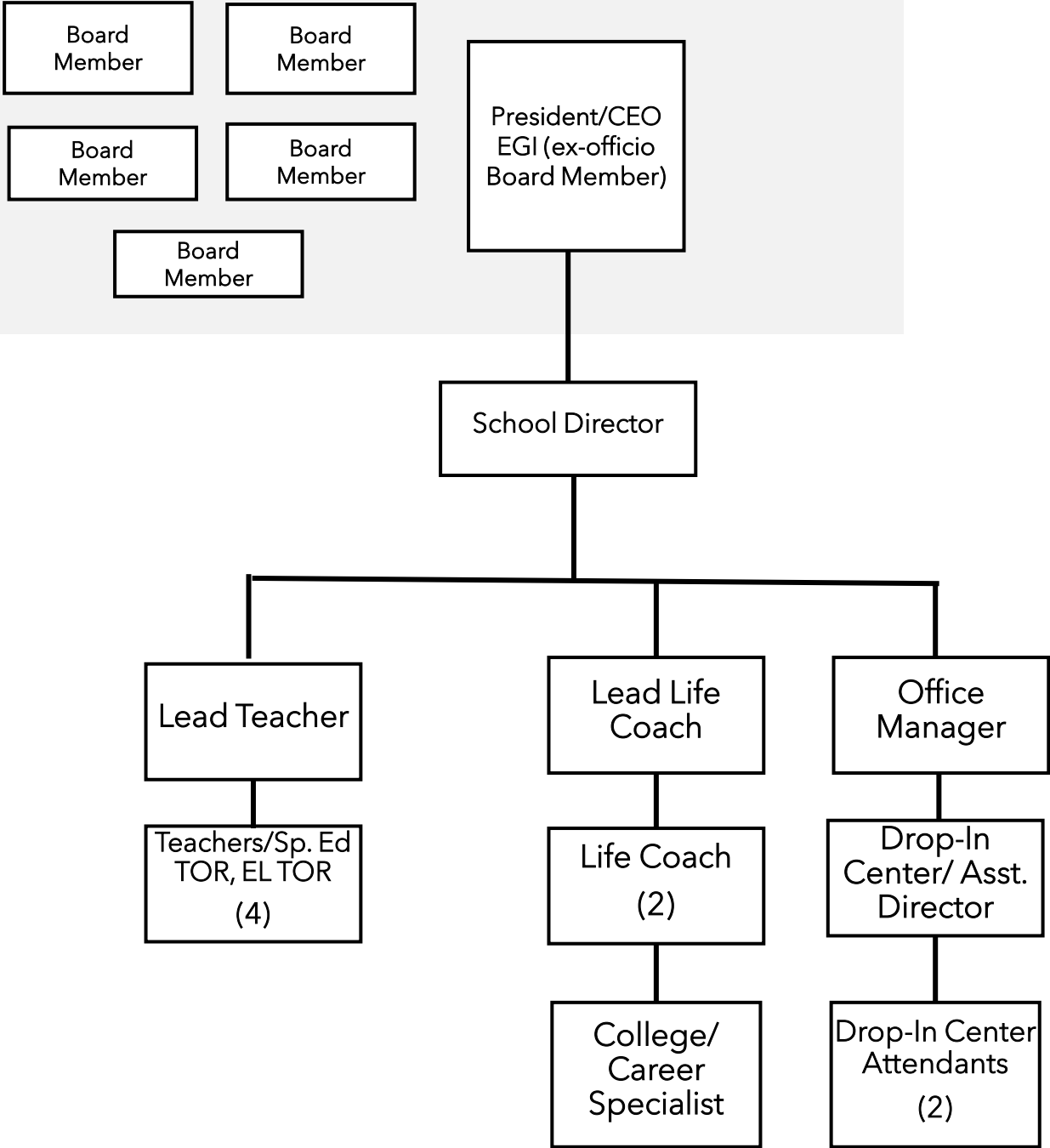
		<ul style="list-style-type: none"> ● Factor quadratic expressions ● Graph a quadratic equations ● Solve and graph systems of linear equations ● Simplify square roots (including non-perfect squares) ● SYSTEMS OF EQUATIONS ● Domain, range, and functions ● Writing equations of lines ● Graph linear equations ● Data and statistics ● Represent real-world problems (in several topics)
Tier 3	Algebra 2	<ul style="list-style-type: none"> ● Represent real world problems that can be modeled with quadratic functions using tables, graphs, and equations; translate fluently among these presentations. Solve such problems with and without technology. Interpret the solutions and determine whether they are reasonable. ● Understand that different forms of a quadratic equation can provide different information. Use and translate quadratic functions between standard, vertex and intercept form to graph and identify key features, including intercepts, vertex, line of symmetry, end behavior and domain and range. ● Use the discriminant to determine the number and type of solutions of a quadratic equation. Find all solutions and write the complex solutions in the form of $a \pm bi$ for real numbers a and b. ● Understand dependent and independent events, and conditional probability; apply these concepts to calculate probabilities. ● Understand the Fundamental Counting Principle, permutations, combinations; apply these concepts to calculate probabilities. ● Solve a system of equations consisting of a linear equation and a quadratic equation in two variables algebraically and graphically without technology. ● Graph exponential and logarithmic functions with and without technology. Identify and describe key features, such as intercepts, domain and range, asymptotes and end behavior. Know that the inverse of an exponential function is a log function. ● Identify the percent rate of change in exponential functions. Classify them as exponential growth or decay. ● Use the properties of exponents to derive properties of logarithms. Evaluate exponential and logarithmic expressions. ● Solve exponential and logarithmic equations in one variable

		<ul style="list-style-type: none"> ● Graph mathematical functions including: Rational functions, with technology. Identify and describe features, such as intercepts, domain and range, end behavior, and line of symmetry. ● Use properties of exponents to rewrite expressions to describe transformations of exponential functions
	Geometry	<ul style="list-style-type: none"> ● Define angle, circle, perpendicular lines, parallel lines, Line segments, theorems, and postulate/axiom ● Recognize vertical angles as congruent. ● Identify congruent and supplementary pairs of angles formed by a transversal passing through two parallel lines. ● Recognize that a perpendicular bisector of a line segment cuts the line in half. ● Determine if a pair of lines are parallel, perpendicular, or neither by comparing their slopes. ● Use properties of angle bisectors to construct congruent angles. ● Use properties of perpendicular bisectors to construct congruent segments ● Calculate the distance between two points on a line using the distance formula. ● Find the midpoint between two points on a line using the midpoint formula. ● Solve for missing angles of triangles using the sum of the interior angles of a triangle is 180 degrees. ● Solve for missing angles and sides of isosceles triangles using The Isosceles Triangle Theorem. ● Solve for missing side lengths of right triangles using The Pythagorean Theorem. ● Apply the Mid-segment theorem that the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length. ● Apply the theorem that a line parallel to one side of a triangle divides the other two proportionally. ● Utilize the angle bisector theorem to set up proportions to solve for missing sides of triangles. ● Indicate whether triangles are congruent and by which property; ASA, SAS, AAS, SSS, or HL. ● Explain and justify the process to form congruent triangles. ● Indicate whether triangles are similar and by which property; AA, ASA, or SSS.

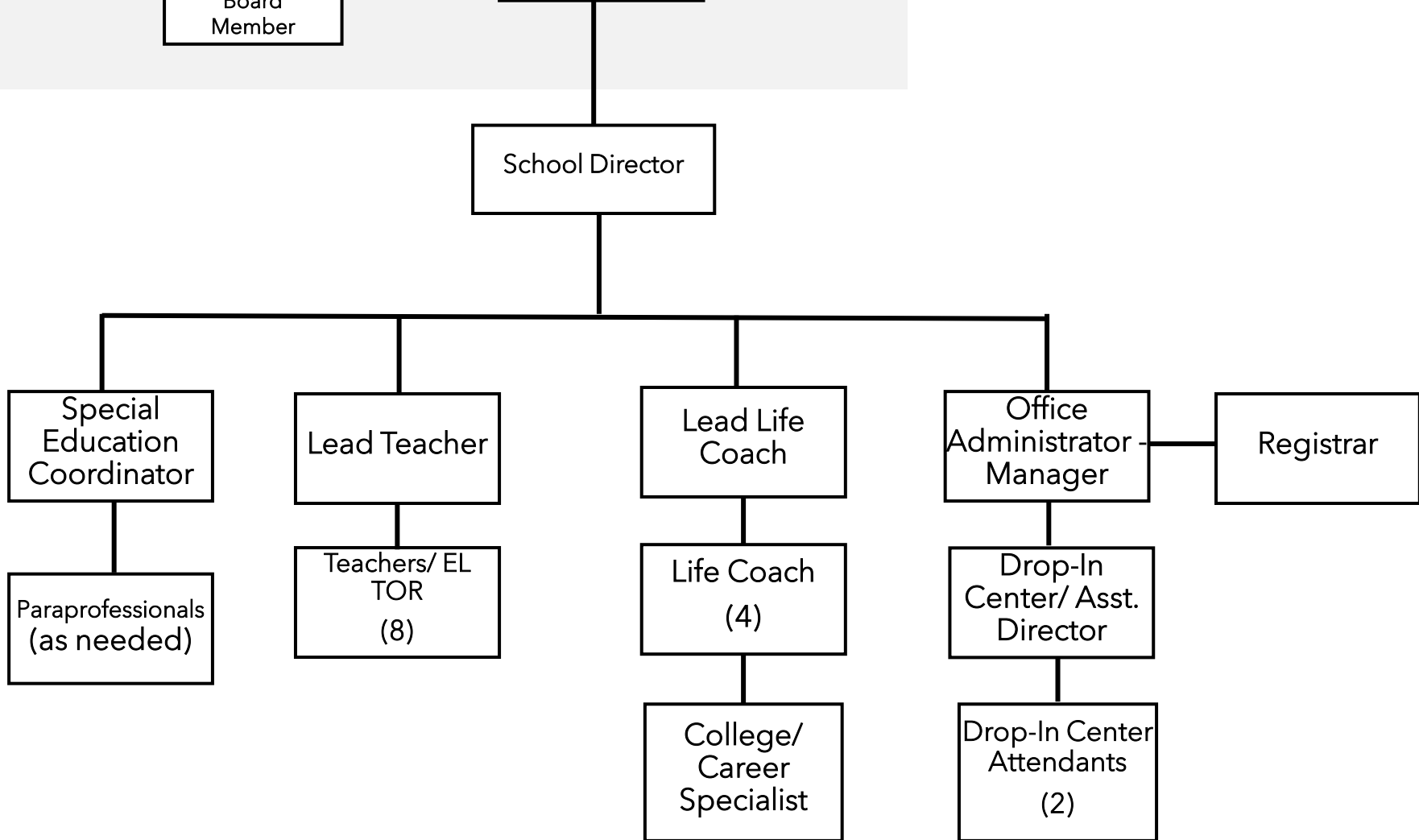
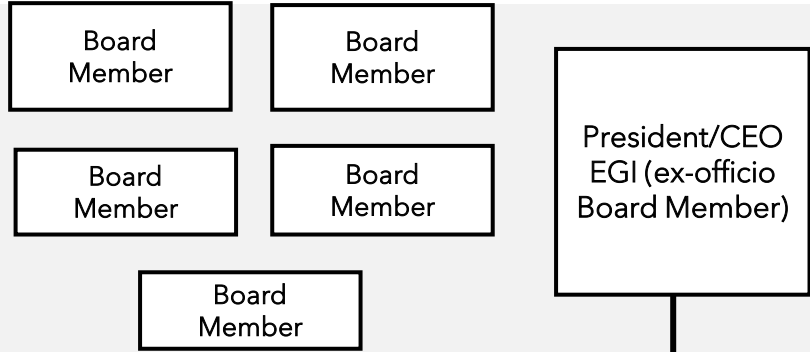
		<ul style="list-style-type: none">● Use congruent and similar triangles to solve real world problems including perimeter and area.● Utilize the triangle inequality theorem.● Utilize the hinge theorem and its converse.● Utilize the geometric mean theorem to solve for missing parts of triangles.● Set up proportions for the sine, cosine, and tangent of angles. G.T.8● Use trigonometric ratios (sine, cosine, tangent, and their inverses) and the Pythagorean Theorem to solve real-world and mathematical problems.● Apply properties of special right triangles to solve for missing side lengths in the real world and other mathematical problems.● Understand the properties of parallelograms, including angles, diagonals, and sides.● Classify parallelograms as rhombuses, rectangles, squares, kites, and trapezoids.● Solve for the measures of interior and exterior angles of polygons.● Determine if polygons have line, point, and/or rotational symmetry.● Configure the perimeter and area of polygons to solve real-world and other mathematical problems.● Calculate the area of regular polygons.● Prove that given quadrilaterals are parallelograms, rhombuses, rectangles, squares or trapezoids.● Define radius, diameter, arc, measure of an arc, chord, secant, tangent, congruent circles, and concentric circles.● Configure the arc length of a segment of a circle.● Calculate the area of a sector of a circle.● Solve for central, inscribed, and circumscribed angles.● Recognize that an inscribed angle on a diameter is a right angle.● Recognize that a radius is perpendicular to a tangent where the radius intersects the circle.● Solve real-world and other mathematical problems involving finding circumference, area of circles and sectors, arc lengths, and related angles (central, inscribed, segment lengths formed by secant/tangent)
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		<ul style="list-style-type: none">● Construct a circle that passes through three given points not on a line, a tangent line to a circle through a point on the circle, and a tangent line from a point outside a given circle to the circle.● Configure the measurement of angles of a quadrilateral inscribed in a circle.● Transform geometric figures on a coordinate plane using translations, reflections, and rotations.● Dilate figures on a coordinate plane using a scale factor.● Describe relationships between the faces, edges, and vertices of three-dimensional solids. Create a net for a given three-dimensional solid. Describe the three-dimensional solid that can be made from a given net (or pattern).● Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.● Know properties of congruent and similar solids, including prisms, regular pyramids, cylinders, cones, and spheres; solve problems involving congruent and similar solids.● Solve real-world and other mathematical problems involving volume and surface area of prisms, cylinders, cones, spheres, and pyramids, including problems that involve algebraic expressions.● Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
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Goodwill Educates
Board of Directors
Year 1



Goodwill Educates
Board of Directors
Year 4
Fully staffed



Attachment 7: The Excel Center Student Discipline Policy

This is the draft student discipline policy that will be approved by the board prior to school opening. The Excel Center Evansville Southeast will implement Progressive Discipline Steps outlined below. The school will modify this discipline policy as needed to comply with state and federal laws.

Building Personal Responsibility: The purpose of disciplinary action at The Excel Center Evansville Southeast will be to ensure that both individual students and the school community stay focused on growth and learning. Depending on the nature of the infraction and the student's past performance, any or all of the following consequences may be appropriate:

- *Student warning, oral or written:* Immediate resolution of the problem or issue is expected.
- *Meeting with coach and or school director:* Students may be required to meet with their coach and/or the school director to discuss the situation and diffuse tensions that may have arisen.
- *Participation in Instructional Program:* A student may be expected to attend a course such as anger management, conflict resolution, peer mediation, or stress reduction; participate in group or individual counseling, or attend other programs intended to redirect the student's perceptions and behavior.
- *Remuneration:* A student may be expected to perform service to correct or repair any damages or harm that may have resulted from the student's behavior.
- *Suspensions:* Threats, bullying, and intimidation will not be tolerated at school or in connection with students, families, and staff of The Excel Center Evansville Southeast. Students will be subject to suspension and/or expulsion for verified acts that threaten, bully, or intimidate others. Fighting will not be tolerated at school. A student who physically strikes another individual will be subject to suspension and/or expulsion.
- *Expulsion:* After a proper investigation and hearing, students may be expelled when their behavior renders it appropriate. Repeated offenses may lead to expulsion.

If the school director or designee makes a recommendation for the expulsion of students, the school director or designee will be able to suspend the students until the conclusion of expulsion proceedings. This may occur if the school director believes that the students must be suspended immediately to prevent or substantially reduce the risk of

- Interference with an educational function or school purpose or,
- A physical injury to themselves, other students, school employees, or visitors of the school.

Expulsion is mandatory for:

- Bringing, using, or possessing a weapon at school. Recommendation for expulsion from school for a period of not less than one year shall be mandated for a student who is determined to have brought a firearm to school.

Expulsion is recommended for:

- Theft or robbery as defined in Indiana code.
- Commission of an act, which, if committed by an adult, would be first- or second-degree assault as defined in Indiana code.
- The possession of a drug or a controlled substance as defined in Indiana code.
- Threats, bullying, harassment, and intimidation at school or in connection with students, families, and staff of The Excel Center Evansville Southeast. Students will be subject to expulsion for verified acts that threaten, bully, harass, or intimidate others.

- Fighting. A student who physically strikes another individual may be subject to expulsion.

Celebrating Positive Behavior

The school will celebrate students who display positive behavior through visuals on the walls with the character traits the student displayed or the school may offer end-of-term celebrations for student who display positive behavior.

IDEA Compliance

For students receiving special education services under IDEA, all disciplinary actions will be in accordance with relevant laws and regulations. School personnel will not remove students with disabilities from their current placements for more than 10 consecutive school days. Students with disabilities will follow the same disciplinary procedures as students without disabilities if during a manifestation review (to be completed by the student's case conference committee with support from the School Director and school board as needed) the behavior in question is not determined to be a manifestation of the student's disability, the appropriate services are provided during a period of removal and the student is provided with a notification. Notification will include the opportunity for the student to complete coursework at no cost to the student.

Manifestation Reviews will be completed by the school director, Special Education TOR, student, and anyone else from the student's case conference committee. The group will examine the incident to determine if it was a result of the student's disability and then make recommendations as to the discipline of the student. If the student's behavior results in suspension, the student will still be provided access to their services, in accordance with the law.

Appeal Rights

The governing board of the school plans to vote not to review appeals under Indiana Code 20-33-8-19. The student or the student's guardian may appeal the expulsion determination to the circuit or superior court.



CITY OF EVANSVILLE

ONE N.W. MARTIN LUTHER KING, JR. BLVD. • ROOM 302
EVANSVILLE, INDIANA 47708-1833

(812) 436-4962 • FAX (812) 436-4966 • TDD/TTY (812) 436-4928

www.evansville.in.gov

OFFICE OF THE MAYOR
LLOYD WINNECKE

October 3, 2023

Dear Indiana Charter School Board,

I am writing to express my strong support for The Excel Center Evansville Southeast in our community. The prospect of such an institution fills me with hope and excitement, not only for the immediate benefits it promises but also for the transformative impact it can have on our community.

The need for accessible and quality education for adults in our community cannot be overstated. We are faced with a significant number of individuals who, for various reasons, were unable to complete their high school education. The absence of this foundational credential often restricts their access to better employment opportunities, perpetuating a cycle of poverty that affects not only individuals but entire families.

A free adult charter high school holds the potential to change the trajectory dramatically. Here are some ways I believe it will positively impact our community and combat generational poverty:

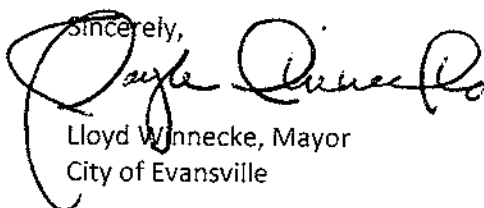
1. **Economic Empowerment:** The school will provide adults with a high school education, improving their employability and reducing reliance on social services.
2. **Family Strengthening:** Education for parents and caregivers sets an example of learning and economic stability, benefiting families as a whole.
3. **Economic Growth:** Educated adults contribute to the local workforce, stimulating economic growth in the community.
4. **Equity and Inclusion:** The school promotes equal access to education, addressing social disparities.
5. **Community Hub:** It serves as a center for community engagement, offering resources and support services for overcoming barriers to success.

In conclusion, I wholeheartedly support The Excel Center Evansville Southeast. It is an investment in our future, one that can break the cycle of generational poverty, attract employers, improve our local economy, and create a stronger, more vibrant, and more equitable community for all.

I am eager to support this initiative in any way I can to ensure its success. Please do not hesitate to reach out if you require any assistance or further endorsements for this crucial endeavor.

Thank you for considering this proposal. I look forward to witnessing the positive transformation this school can bring to our community.

Sincerely,



Lloyd Winnecke, Mayor
City of Evansville



Boundless Possibility™

October 2, 2023

Dear Indiana Charter School Board,

I am writing to express my strong support for The Excel Center Evansville Southeast in our community. The prospect of such an institution fills me with hope and excitement, not only for the immediate benefits it promises but also for the transformative impact it can have on our community.

The need for accessible and quality education for adults in our community cannot be overstated. We are faced with a significant number of individuals who, for various reasons, were unable to complete their high school education. The absence of this foundational credential often restricts their access to better employment opportunities, perpetuating a cycle of poverty that affects not only individuals but entire families.

A free adult charter high school holds the potential to change this trajectory dramatically. Here are some ways I believe it will positively impact our community and combat generational poverty:

1. **Economic Empowerment:** The school will provide adults with a high school education, improving their employability and reducing reliance on social services.
2. **Family Strengthening:** Education for parents and caregivers sets an example of learning and economic stability, benefiting families as a whole.
3. **Economic Growth:** Educated adults contribute to the local workforce, stimulating economic growth in the community.
4. **Equity and Inclusion:** The school promotes equal access to education, addressing social disparities.
5. **Community Hub:** It serves as a center for community engagement, offering resources and support services for overcoming barriers to success.

Further, the Excel Center aligns with and supports the Evansville Region's quality of place initiative, Talent EVV, to strengthen our region through a thriving workforce, increasing upward mobility, and improving the quality and quantity of our residents' lives. Talent EVV is built on the work of public and private business, elected officials, nonprofits, and like-minded organizations, making the Excel Center a perfect contributor to our region's success.

I wholeheartedly support The Excel Center Evansville Southeast. It is an investment in our future, one that can break the cycle of generational poverty, attract employers, improve our local economy, and create a stronger, more vibrant, and more equitable community for all.

I am eager to support this initiative in any way I can to ensure its success. Please do not hesitate to reach out if you require any assistance or further endorsements for this crucial endeavor. Thank you for considering this proposal. I look forward to witnessing the positive transformation this school can bring to our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Marcia Forston".

Marcia Forston
President & CEO



Dear Indiana Charter School Board,

I am writing to express my strong support for The Excel Center Evansville Southeast in our community. The prospect of such an institution fills me with hope and excitement, not only for the immediate benefits it promises but also for the **transformative** impact it can have on our community.

The need for accessible and quality education for adults in our community cannot be overstated. At Dream Center Evansville, we are faced with a significant number of individuals who, for various reasons, were unable to complete their high school education. The absence of this foundational credential often restricts their access to better employment opportunities, perpetuating a cycle of poverty that affects not only individuals but entire families, and especially children.

A free adult charter high school holds the potential to change this trajectory dramatically. Here are some ways I believe it will positively impact our community and combat generational poverty:

1. **Economic Empowerment:** The school will provide adults with a high school education, improving their employability and reducing reliance on social services.
2. **Family Strengthening:** Education for parents and caregivers sets an example of learning and economic stability, benefiting families as a whole.
3. **Economic Growth:** Educated adults contribute to the local workforce, stimulating economic growth in the community.
4. **Equity and Inclusion:** The school promotes equal access to education, addressing social disparities.
5. **Community Hub:** It serves as a center for community engagement, offering resources and support services for overcoming barriers to success.

In conclusion, I wholeheartedly support The Excel Center Evansville Southeast. It is an investment in our future, one that can break the cycle of generational poverty, attract employers, improve our local economy, and create a stronger, more vibrant, and more equitable community for all.

I am eager to support this initiative in any way I can to ensure its success. Please do not hesitate to reach out if you require any assistance or further endorsements for this crucial endeavor.

Thank you for considering this proposal. I look forward to witnessing the positive transformation this school can bring to our community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeremy M. Evans', is written over a white background.

Jeremy M. Evans

Executive Director

Dream Center Evansville

Dream Center Evansville

1516 N. Main Street // Evansville, IN 47711

812.401.5558 // dreamcenterevansville.org



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You're invited!

JOIN US IN A RENOVATION CELEBRATION AS WE

UNBOX THE GOOD

MAY 19TH, 2023

10AM-11AM

5001 WASHINGTON AVENUE
EVANSVILLE, IN 47715



SCAN THE QR CODE FOR MORE DETAILS AND TO RSVP!

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FIFTH THIRD BANK



Whitehouse & Schapiro, LLC
Generations Dedicated to Recycling



Daniel E Temme, AIA - Architect
2143 Championship Drive, Evansville, IN 47725
812-626-1600 / dantemme@intek-inc.com
intek, Inc. / Architecture and Planning



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Welcome to Goodwill of Central & Southern Indiana!

May 16, 2022

11:30-1:30

Visitors:

Rep. Tim O'Brien

Rep. Ryan Hatfield

Monday, May 16, 2022

Time	Topic	Participants
11:30-12:15	Goodwill, The Excel Center Overview and Evansville and lunch <ul style="list-style-type: none"> - Goodwill - History - Model Elements - Evansville Excel Center - Legislative Ask 	Kent Kramer, CEO and President of Goodwill of Central and Southern Indiana Connie Ralph, CEO and President of Goodwill Industries of Evansville Betsy Delgado, SVP and Chief Mission and Education Officer of GCSI Ali Barlett Phil Sicuso
12:15-1:30	Tour of The Excel Center Michigan St. and student/graduate panel	Tiffany Jewell, College and Career Specialist, The Excel Center Michigan St Corey Emery, Regional Director The Excel Center Students and Graduates of The Excel Center Michigan, Shelley Ashley, VP of Mission

Locations:

*The Excel Center Michigan St.
 1635 W. Michigan St.
 Indianapolis, IN 46222*



Unbox The Good: A Renovation Celebration
May 19th, 2023 10AM-11AM
Run of Show with Scripts

9:55 AM: Make an announcement asking everyone to finish up grabbing refreshments and take a seat

10:00 AM- 10:05 AM: Michelle's Speech

(Tentative script)

Hello and thank you for joining us today! My name is Michelle Ramacciotti, and I am the current Chair of Evansville Goodwill Industries Board of Directors.

I am excited to be standing here today because it seems like just yesterday when the idea of expansion was introduced to the Board. Over the past few years, the leadership of the organization has worked vigorously developing plans for the future of Evansville Goodwill with the intent of expanding the mission and programs provided to the community. Which brings us to today, where we are finally able to see progress on the future home of Evansville Goodwill, The Excel Center, and opportunity for the Tristate area. This change is rooted in growth and enhancement for the mission of the organization which is to help people, families and communities thrive through the power of relationships, education and work. I am proud to serve on the board of an organization so focused on helping others thrive through opportunities. And with that, I would like to introduce Connie Ralph, President & CEO of Evansville Goodwill.

10:05 AM-10:10 AM: Connie's Talking Points

- Welcome and thank everyone
- Overview of today's event including thank you to Mission Grounds for providing food and drinks
- Announce at the very end there will be a chance to win prizes with our own twist on a groundbreaking ceremony
- Journey leading up to this building and changes over the years at Evansville Goodwill including new mission, vision, and values
- Lead into the importance of donations and why there is a gaylord present
- Pull out first donation and introduce the GoodGuide program and the first speaker Courtney Jones and Sarah Diekles

10:10 AM-10:15 AM Courtney's Speech About Sarah (Stuffed Animal or Heart Statue)

I started on the Goodwill team back in 2022 as the first GoodGuide at Evansville Goodwill. My main goal as the GoodGuide is to connect Goodwill team members to resources needed in order to reach their goals. At first, I thought I would be assisting others achieve their goals like saving for a vacation or buy a house, however it wasn't until I got started that I realized my role in Goodwill team members lives would be much different than I thought. One in particular was when I met Sarah Diekles who works at our First Avenue store.

In 2009, Sarah had an infant that tragically passed away. She was able to get assistance with the burial and service at that time, but not with a grass grave marker. Throughout the years she had reached out to multiple agencies to help with the cost but didn't have luck. Sarah had heard from a fellow employee about the GoodGuide program. In 2022, Sarah contacted the GoodGuide and asked for their assistance. I was able to reach out to the Ike and Ella Fund to see if they could assist. The Ike and Ella Fund helps families that have experienced the loss of a child aged 12 and under. They graciously agreed to help with



Unbox The Good: A Renovation Celebration

May 19th, 2023 10AM-11AM

Run of Show with Scripts

the cost of a grass grave marker. The Ike and Ella Fund told us that they would help with the cost, but it was up to us to find a grave marker that meets the cemetery's requirements. The first call was to the cemetery to see their requirements. When I started explaining the back story and the budget, the cemetery said that they would take care of any additional balance remaining after the non-profit's portion. Sarah and her family picked out a grave marker, and the non-profit sent the check to the cemetery. This Spring, the grass grave marker arrived. After 14 years, Little Izach now has a grass grave marker, and I am grateful to have been a part of this story today.

10:15 AM-10:20 AM: Connie Introduction to next speaker

- Thank Courtney and Sarah
- Overview of The Excel Center and how grateful we are about the support from the community for this opportunity.
- Pull out next donation and the importance of donations into where we are today
- Introduce Kelsey Lefler

10:20 AM-10:25 AM: Kelsey's Speech (Key Hook)

Hi, my name is Kelsey Lefler and I have worked for Evansville Goodwill since January of this year. To say I love my job is an understatement. I get to come to work every day and treat it as an escape from everything else. However, there are barriers that I have faced in my life that have led me to where I am today and one that I am yet to overcome. When I was in high school I struggled with addiction and mental health issues which led me to having a criminal record. As a result, I dropped out of school. Over the years, I have seen the impact on my life of not having a GED or diploma through minimum wage jobs and working overtime at each one just so I can pay the bills and support myself. I haven't been able to work my way up due to the requirements of having a GED or equivalent in most positions. When I heard about The Excel Center and the opportunity for me to get a second chance at learning, being back in that environment, and getting to start a career, I was ecstatic. My mom has always told me how important education is and I look forward to being able to prove to her and myself that I can do it. The Excel Center will allow me to close the door to my past and open many doors to my future. So for that, thank you for supporting The Excel Center and Evansville Goodwill and creating opportunities for so many like me in Evansville.

10:25 AM-10:30 AM: Connie Introduction of next speaker

- Thank Kelsey
- Overview of Liz and the experience of giving the tour and hearing Liz's story the first time around
- Pull out the next donation and introduce Liz

10:30 AM-10:35 AM: Liz's Speech (Picture Frame)

My name is Liz Murray, and I am a Goodwill team member as well and I have worked for Evansville Goodwill since 2016. Back in 2022, I got the opportunity to tour this building along with other Goodwill team members to see what the future of this organization holds. As we were walking through, Connie



Unbox The Good: A Renovation Celebration

May 19th, 2023 10AM-11AM

Run of Show with Scripts

mentioned The Excel Center and that is when my eyes lit up. When I was teenager, much like other teenagers, I thought I knew everything and that I didn't need high school, so I dropped out. Shortly after, I got pregnant with my first child and tried to return to school, however having a child created a lot of barriers with my education because without a babysitter, I couldn't attend my classes. Although I tried my best, I had to unfortunately drop out again to take care of my child and find work. Without a high school diploma or GED, I have experienced the inability to move up in a job and the thoughts of what could have been. That was until I heard about this opportunity. Not only am I excited to go back to school and receive my diploma but the fact that I get to walk across the stage in a cap and gown with my husband and kids watching makes me even more motivated to become one of the first graduates or THE first graduate at The Excel Center. I can't wait to get my picture taken on stage because at 58 years old, that picture will be worth 1,000 words.

10:35 AM-10:55 AM: Connie unveils the blueprints and introduces the game

- Thank Liz and invite Dan and Danco up front?
- Tie in how the stories today have led us to this day
- Pull blueprints out of box and unveil the interior of the space
- Thank everyone again
- Now to the fun part, where 8 individuals will get the chance to win gift certificates to Goodwill.
- Ask for 8 volunteers to participate in a round of "Renovation Hammer Rally" or "Renovation Race: Hammer Edition" or "Groundbreaker Hammer Derby"
- Invite the volunteers up front where the wood and hammers will be available
- Instruct individuals to grab a hard hat and safety glasses.
- Introduce rule of the game:
 - Individuals must have one hand behind their back at all times.
 - Everyone will have a total of 5 minutes to complete the task but the first person to hammer in the nail the fastest when I say go will win or the person to hammer the nail in the most in the allotted time will win
 - "Referees" will be watching in case of a tie or in case of any cheating.
 - The first-place winner will receive a \$100 gift certificate to Goodwill and 2nd place will receive a \$50 gift certificate. We also have swag bags put together for everyone who is participating today.
- Game begins, and winner is announced and pictures are taken with the winner and 2nd place with gift certificates
- Thank everyone again and encourage everyone to grab drinks and take a closer look at the blueprints up front

CHARTER FOR EVANSVILLE EXCEL CENTER ADVISORY COUNCIL

- I. The council will be called the Evansville Excel Center Advisory Council. It is authorized by Evansville Goodwill Industries, Inc. (EGI). This charter describes the purpose, structure, and operation of the advisory council.

II. Purpose

The council is created for the purpose of providing strategic guidance to Evansville Goodwill's actions to open an adult high school and shall limit its activities to advising on matters that directly concern advocacy, community partnerships, student recruitment, data collection and overall forward progress of opening the Evansville Excel Center.

The unique knowledge and skills of the members of the advisory council will complement those of EGI Project Team members to guide the project more effectively by connecting community partners, recommendations, and providing key information. The specific purpose of this council may include the following responsibilities:

- Identifying and facilitating introductions with key community partners to advance the Evansville Excel Center.
- Participating, sharing, and presenting data collection on potential Excel Center learners.
- Identifying and connecting potential Excel Center learners to Evansville Goodwill for recruitment.
- Advocacy and outreach to increase community support and overall reception of the Excel Center in the Evansville community.

III. Membership and Committee Structure

The committee is comprised of individuals from several key organizations that represent a wide set of sectoral interests. Evansville Goodwill team members are ex officio members of the council. The Excel Center Project Team and Advisory Council members are attached as an appendix item.

Roles and Responsibilities

The Council will be coordinated by Brandy Smith, Vice President, Mission Services at Evansville Goodwill, who will be responsible for convening and facilitating meetings; soliciting, researching, and summarizing needs and feedback; developing and disseminating project-related materials; and other coordinating tasks as necessary.

- Council members will serve as The Excel Center's liaison to the general community, as well as their respective organizations, gathering needs and suggestions, keeping stakeholders informed of relevant Excel Center activities, and bringing information and perspectives from the community to bear on Council business.

- Council members are expected to review meeting preparation materials before the meeting and to attend all meetings, if possible. Use of alternates is discouraged, as this can interfere with the continuity of discussion.
- Additional roles and tasks for individual Council members may be identified and agreed upon by the Council through the course of its work.

Meetings and communications

- Meetings will take place bi-monthly unless the Council decides additional meetings are necessary to advance the project and ensure a productive collaborative process. As of August 22, 2022, the anticipated schedule includes 4-6 meetings beginning in September 2022 through May 31, 2023.
- While on-site presence is preferred, expanded access for members will include a virtual option using Microsoft Teams. Every attempt will be made to limit meetings to 1-1.5 hours in length, however some topics may require longer meeting times.
- Meeting dates and times will be decided through the use of an online scheduling tool (e.g., Doodle) to ensure maximum attendance by the Project Team and Council members.
- Meeting agendas and related information will be emailed to Council members in advance of the meeting.
- Meeting notes will be drafted by the Project Coordinator (Brandy Smith) and reviewed by the Council before being considered a part of the project record.
- Outside of regularly scheduled meetings, Council members may be asked from time to time to review documents, offer opinions, or consult individually or in groups with Project Team members.

Compensation - No monetary compensation will be provided.

IV. Operating Protocols

Decision-Making

The role of the Council is advisory; all project-related decisions will ultimately be made by the Project Team members and the Evansville Goodwill Board of Directors.

Ground Rules

Project Team and Council members agree to the following ground rules:

- Be on time and prepared
- Everyone has a chance to contribute without interruption
- Listen actively and respect each other's perspectives (critique subject matter, not people)
- ELMO ("Enough, Let's Move On") (any participant may use this when they feel as though a particular discussion has been going on for too long, or "spinning"; the facilitator will check with the entire group and if more than half of the participants agree, we move on to the next agenda item/discussion)

Specific to virtual attendance:

- Keep the camera on during the meeting
- Turn away from email and other programs for the short duration of the meeting
- Say your name before you speak
- Remember to use your mute/unmute button
- Do not put your call on hold (it will broadcast your system's background music)
- Speak loudly and clearly

V. Project timeline

Below is a general sequence of project tasks and activities where advisory council feedback and guidance will be sought. The specific content and timing are subject to change.

September 2022

- Introductory meeting held at Evansville Goodwill to discuss the Excel Center Intent and Charter of the Advisory Council. Review community development timeline and communication plan.

November 2022

- Review relevant activities since September meeting. Discuss existing community relationships and identify relationships needed to gain additional community support - members may be asked to serve as liaisons to connections.

January 2023

- Review activities since November meeting. Identify final push for support and advocacy in Evansville before finalization of the State of Indiana budget.

March 2023

- Update on state budget request for additional 1,650 seats for adult learners in Indiana. Next steps if seats have been approved and funded in the biennial budget, complete charter application for Indiana Charter School Board approval.

May 2023

- Review the work of the Advisory Council and upcoming action steps toward project implementation to determine if the Advisory Council still meets the needs of The Excel Center Team.

Appendix A

The Excel Center Advisory Council members

Connie Ralph, President/CEO at Evansville Goodwill Industries

Brandy Smith, Vice President, Mission Services at Evansville Goodwill Industries

Morgan McCray, Director of Mission Advancement and Community Relations at Evansville Goodwill Industries

John Benton, Director of Cradle to Career Curriculum at The Dream Center

Aleisha Sheridan, CEO at Building Blocks

Margaret Stuckey, Director of Community Impact at United Way

Tyler Stock, Executive Director at Talent EVV

The Excel Center Advisory Council Meeting
Tuesday September 27, 2022
2:00 PM

Location: The Emig Room at Evansville Goodwill

AGENDA

- I. Call to Order
- II. Member Introductions
- III. Overview of The Excel Center
- IV. Charter, intent, and role of the advisory council
- V. Review Community Development Plan
- VI. Presentation suggestions
- VII. Adjourn

Next meeting November 29, 2022 at 2PM at Evansville Goodwill – Emig Room

The Excel Center Advisory Council

Agenda

January 31, 2023

- I. Progress updates**
- II. Outlook of biennial budget session – Ends March 18th**
- III. Charter Application – Opens June 2023 – July LOI due – Sept public hearings Public Hearing**
 - The purpose of the public hearing is for ICSB representatives to receive comments from community members about the potential impact of the proposed school on the community.
 - Members of the community can attend and provide comment
 - Get your supporters there - a reasonable number should be prepped to speak
 - Community members may also submit public comments via email
- IV. Governance recommendations – representation from SME's on public policy, education, finance, workforce development, etc.**
- V. Community support – support and supplemental services available to students**
- VI. Continued advisory council?**

Next meeting March 28, 2023 at 2:00 PM

The Excel Center Advisory Council

Agenda

May 30, 2023

- I. Updates since last meeting – **SEATS WERE APPROVED!!!**
- II. Next steps – 501(c)(3), BOD, LOI, Charter application, Capacity Interview, Public hearings, etc.
- III. Upcoming quarterly events
- IV. August 2024 opening – renovations and staffing
- V. Future opportunities for involvement
- VI. Open forum



You're invited!

JOIN US IN A RENOVATION
CELEBRATION AS WE

UNBOX THE GOOD

MAY 19TH, 2023

10AM-11AM

5001 WASHINGTON AVENUE
EVANSVILLE, IN 47715



SCAN THE QR CODE FOR MORE DETAILS AND TO RSVP!

For release on May 19, 2023

Contact: Morgan McCray, Director of Mission Advancement and Community Relations

Cell: 812-431-2011

Email: mmccray@evvgoodwill.org

Evansville Goodwill Celebrated the Beginning of Washington Square Mall Renovation and Future Mission Expansion

Evansville, IN: Evansville Goodwill “Unboxed the Good” during a Renovation Celebration event on May 19th which celebrated the beginning of their renovation at the Washington Square Mall and a recent mission milestone. Community members gathered outside of the former Sears building and future Evansville Goodwill headquarters to preview their plans for the space and learn more about the work that Goodwill does in the community. The event showcased stories from those impacted by Goodwill’s mission programs including individuals who will be impacted by a future program, The Excel Center®.

The local nonprofit purchased the former Sears building at the Washington Square Mall back in 2020 with plans to move their 500 S Green River Road flagship location to this 180,000 square foot space. During the event, they shared blueprints of the space which will include their main offices, mission services, thrift store, drive-thru donation center, and approximately 29,000 sq feet reserved for The Excel Center, an adult high school that will offer a chance to receive a Core 40 high school diploma at no cost. With recent news that the Indiana General Assembly approved funding for The Excel Center to open in Evansville, the team was excited to celebrate with the community with Connie Ralph, President and CEO, saying **“Insert Quote Here”**.

Evansville Goodwill plans to open doors to the renovated space in 2024. Individuals interested in learning more about The Excel Center can visit <https://evvgoodwill.org/the-excel-center/> or you can follow updates on the space by following them on social media @evvgoodwill.

###

About Evansville Goodwill

The mission of Evansville Goodwill Industries, Inc, a not-for-profit 501(c)(3) organization, is to help people, families, and communities thrive through the power of relationships, education, and work. With this mission, their goal is to provide a hand up to people to increase their independence and reach their potential through education and employment. The organization serves the tristate area through programs reaching 28 counties and 14 retail stores and donation centers.

YOU'RE INVITED TO AN EXCLUSIVE TOUR
OF OUR FUTURE HOME

UNBOX THE GOOD

OPENING UP A BRIGHTER FUTURE FOR THE COMMUNITY

AUGUST 18TH, 2023 • 10AM–11AM
5001 WASHINGTON AVENUE
EVANSVILLE, IN 47715





EVANSVILLE GOODWILL
500 S GREEN RIVER ROAD
EVANSVILLE, IN 47715



Megan Baggett



FIFTH THIRD BANK



33rd Annual

FIFTH THIRD BANK TURKEY DAY 5K

November 24, 2022 | 8AM

Proceeds from the event are creating opportunities for individuals with barriers to employment across the tri-state area.

We are excited to invite you to be a part of the 33rd Annual Fifth Third Bank Turkey Day 5k as a sponsor. This event is Evansville Goodwill's biggest fundraiser of the year with a goal of \$80,000. Proceeds from the event will go towards creating stories in our current programs and writing the next chapter in our impact on the community.

In Evansville alone, there are more than 12,300 individuals without a high school diploma and a 33.63% poverty rate among individuals with less than a 9th grade education. Many reasons are behind individuals not graduating from high school, however it can create a cycle of poverty with children of those who did not graduate being twice as likely to drop out. The next chapter for Evansville Goodwill includes a program that will work to break that cycle.

The Excel Center® is a free, public charter school that provides adults the opportunity to earn an Indiana Core 40 high school diploma and begin post-secondary education. In addition to a high school diploma, students earn industry-recognized certificates and/or college credits all at no cost. The Excel Center model is able to help remove barriers to education and empower individuals to achieve their goals in order to break that cycle of poverty.

The Excel Center would push the mission of Evansville Goodwill further by not only changing lives through the power of work but also through the power of education. In order to bring The Excel Center to Evansville, we are working to obtain 1,650 charter school seats through the Indiana State Legislature, with 300 dedicated to Evansville, that would allow us to open this free school. By supporting Evansville Goodwill as a Turkey Day 5k sponsor, you are supporting our efforts put towards bringing an Excel Center to Evansville that will impact the lives of more than 12,300 individuals in the Evansville area and many more in the surrounding Indiana counties.

The Excel Center



For more information, contact Morgan McCray – Director, Mission Advancement & Community Relations (812) 474-2222 or MMcCray@evvgoodwill.org

The mission of Evansville Goodwill is to help people, families, and communities thrive through the power of relationships, education, and work.



FIFTH THIRD BANK

34TH ANNUAL FIFTH THIRD BANK TURKEY DAY 5K SPONSORSHIP OPPORTUNITIES



TOGETHER WE ARE ON A MISSION TO BREAK DOWN BARRIERS TO EMPLOYMENT.

The mission of Evansville Goodwill Industries, Inc, a not-for-profit 501(c)(3) organization, is to help people, families, and communities thrive through the power of relationships, education, and work. With this mission, our goal is to provide a hand up not a handout to those in need in the tristate community by breaking down barriers to employment. Through job training, digital skills development, and education, we aim to give individuals the tools to reach financial stability so they can achieve their goals.

With a vision of communities where all people and families thrive, we aim to continue to grow our impact in the tristate community to include more wraparound services that we often see the need for today. We find that barriers to employment are not only disabilities or skill-based but also transportation, childcare, legal problems, housing, and utility issues among so many others that overlap and ultimately impact obtaining and retaining employment.

Thanks to the generous support of our sponsors during the 2022 Turkey Day 5K, we have entered the next phase in bringing The Excel Center®, a free public charter school that provides adults the opportunity to earn an Indiana Core 40 high school diploma, to Evansville. Funding from the 2022 Turkey Day 5K supported our advocacy efforts with local legislators to obtain the charter school seats during the 2023 Indiana legislative sessions and thanks to you, *Indiana House Bill 1001* has passed with 300 seats dedicated to Evansville! Some of last year's sponsors who helped us achieve this big step include:



But, the journey isn't over yet. We still need your help. The next step in opening the doors to The Excel Center includes becoming an official Charter school with the Indiana Charter School Board and building the official Excel Center of Evansville at our Washington Square Mall building. Your support in this year's Turkey Day 5K will help us petition to the school board the importance of this opportunity. In addition, you have the opportunity to help us build our future and showcase to the students of The Excel Center your dedication to their future.

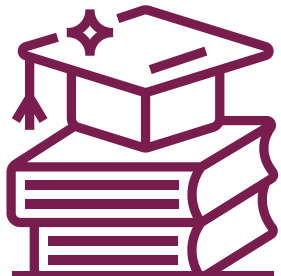




FIFTH THIRD BANK

34TH ANNUAL FIFTH THIRD BANK

TURKEY DAY 5K SPONSORSHIP OPPORTUNITIES



- Recognition on two Goodwill website pages and registration site w/ company write-up
- Premium logo & priority placement on Turkey Day 5k t-shirts
- Recognition in all marketing materials
- 12 complimentary race entries
- Recognition in race related electronic communications
- Finish/start line banner
- Recognition in press releases & advertisements
- Verbal recognition on race day
- Social media promotion



- Recognition on Goodwill website and registration site w/ company write-up
- Premium logo on race t-shirt
- Recognition in all marketing materials
- 10 complimentary race entries
- Recognition in race-related electronic communications
- Finish/start line banner
- Social Media promotion
- Recognition in advertisements



- Recognition on Goodwill website and registration site
- Logo on race t-shirt
- Recognition in marketing materials
- 8 complimentary race entries
- Recognition in race-related electronic communications
- Finish/start line banner
- Social Media promotion



- Recognition on Goodwill website and registration site
- Logo on race t-shirt
- Recognition in marketing materials
- 6 complimentary race entries
- Finish/start line banner
- Social Media promotion



- Recognition on Goodwill website and registration site
- Logo on race t-shirt
- Recognition in marketing materials
- 4 complimentary race entries
- Social Media promotion



- Name on Goodwill website and registration site
- Name on race t-shirt
- 2 complimentary race entries

AMBASSADOR

CHAMPION

LEADER

IMPACT

ADVOCATE

SUPPORTER

\$10,000

\$7,500

\$5,000

\$2,500

\$1,000

\$500



FIFTH THIRD BANK

34TH ANNUAL FIFTH THIRD BANK TURKEY DAY 5K SPONSORSHIP OPPORTUNITIES

SPONSORSHIP: *See following page for details*

- \$10,000 Ambassador Level
- \$7,500 Champion Level
- \$5,000 Leader Level
- \$2,500 Impact Level
- \$1,000 Advocate Level
- \$500 Supporter Level
- \$_____ No sponsorship, but I would like to make a contribution.

INFORMATION:

Company or Individual Name _____

Contact Name/Title _____

Address _____

City _____ State _____ Zip _____

Phone _____ Email _____

Signature _____

PAYMENT:

- Check enclosed (payable to Evansville Goodwill Industries, Inc.)
Mail checks to Evansville Goodwill 500 S. Green River Road Evansville, IN 47715
- Please bill me by September 1, 2023 with payment due by October 15, 2023

THANK YOU!

For more information, contact Morgan McCray – Director, Mission Advancement & Community Relations (812) 474-2222 or MMcCray@evvgoodwill.org

The mission of Evansville Goodwill is to help people, families, and communities thrive through the power of relationships, education, and work.

Links to community engagement events

Community presentation on August 10, 2022

<https://members.evansvilleregion.com/events/Details/common-grounds-coffee-connections-storytelling-615045?sourceTypeId=Website>

Press coverage January 10, 2023

<https://www.tristatehomepage.com/news/local-news/vanderburgh-county/evansville-news/goodwill-puts-its-future-into-washington-square/>

Press coverage May 2, 2023

https://www.wevv.com/news/goodwill-will-open-a-high-school-for-adults-through-excel-center-expansion/article_7e45d414-e911-11ed-b222-773bcaca4e26.html

<https://www.14news.com/2023/05/02/ind-approval-means-more-evansville-area-adults-can-earn-diploma/>

Press coverage from Unbox the Good event May 18, 2023

<https://my1053wjlt.com/evansville-goodwill-washington-square-mall/>

<https://www.14news.com/2023/05/19/renovations-underway-new-evansville-goodwill-headquarters/>

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Press coverage from Unbox the Good event on August 18, 2023

<https://www.14news.com/2023/08/18/14-news-gets-look-inside-new-goodwill-inside-washington-square/>

https://www.wevv.com/video/construction-on-goodwill-facility-looking-to-revitalize-the-community/video_876b3db7-efbf-5823-bb2c-d765cf22ae0a.html

<https://www.tristatehomepage.com/news/inside-look-at-former-sears-building-shows-goodwills-progress/>

Rotary presentation on September 12, 2023

<https://www.facebook.com/photo/?fbid=631603959162107&set=pcb.631604302495406>

Website interest form

<https://evvgoodwill.org/the-excel-center/>

Attachment 9 - Need and Demand Analysis

The Excel Center Evansville Southeast is planning to open at 5001 Washington Avenue; Evansville, IN; 47715. While there are no other high schools in Evansville serving an adult population, the chart below outlines the other traditional-age high schools within a three-mile radius of the expected school location. The list below shows the public schools in the area that serve traditional-age high school students. Graduation rate and INview’s College & Career Readiness measure are used as comparisons.

SCHOOL NAME	ENROLLMENT ¹	GRADUATION RATE ²	INview COLLEGE & CAREER READINESS ³
William Henry Harrison High School	9th: 304	93%	56%
	10th: 327		
	11th: 266		
	12th: 261		
Benjamin Bosse High School	9th: 224	85%	49%
	10th: 220		
	11th: 199		
	12th: 176		

¹ Indiana Department of Education. Data Center & Reports. *School Enrollment by Grade Level*. 9.23.23. Retrieved from <https://www.in.gov/doi/it/data-center-and-reports/>

² Indiana Department of Education. Data Center & Reports. *2022 State Graduation Rate Data*. 9.23.23. Retrieved from <https://www.in.gov/doi/it/data-center-and-reports/>

³ Indiana Department of Education. InView 2018-2019 Cohort Data. 9.23.23. <https://inview.doe.in.gov>

Attachment 10: Grievance Policy

Grievance Policy

The Board of Goodwill Educates, Inc. believes in clear and proactive communication between its school and stakeholders. The Board of Goodwill Educates, Inc. shall have a detailed process for addressing questions, comments, or concerns about the school. The below policy outlines the overarching process that shall be implemented in the school operated by Goodwill Educates, Inc.

If you have questions, comments, or concerns regarding The Excel Center Evansville Southeast, a school run by Goodwill Educates, Inc., please take the following steps:

Step I

- A. To ensure prompt attention, concerns/questions must be presented in writing and submitted to the School Director within five (5) working days after the event prompting the complaint.
- B. The student should submit the concern personally, but may bring a fellow student, counselor and/or legal representation to appear with him/her if assistance is needed with communication.
- C. A written decision from the School Director will be rendered in seven (7) working days.
- D. The School Director should make every effort to resolve the concern at the initial stage

Step II

If the concern cannot be settled, the student should, within five (5) working days, submit a written complaint to the Goodwill Educates, Inc. Board Chairperson who will render a decision within seven (7) working days. Written notification of this decision will be provided to all parties involved.

Step III

If the school or the school's governing board fails to address the concern, or if you believe additional action is warranted, you may contact the school authorizer. Please be prepared to provide a detailed assessment and any corresponding documentation outlining the complaint procedure you have followed with the school.

- For complaints and concerns regarding charter schools sponsored by the Indiana Charter School Board, please contact the Executive Director.

A review of formal concerns/questions will be conducted annually and will be used to determine trends, areas needing performance improvement, and actions to be taken.

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An official email of the United States government

You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. You can expect to be contacted about your application by the IRS within 180 days from the date you submitted it. After 180 days, if you haven't been contacted, you can call the toll-free Customer Account Services number, Monday through Friday, 8 a.m. - 5 p.m. (local time), at 877-829-5500 to check on the status. You will need to provide your name, your employer identification number (EIN), and the date you submitted your application when calling.

Application Name: Form 1023
Pay.gov Tracking ID: 2775NLAP
Agency Tracking ID: 76490483087
Transaction Type: Sale
Transaction Date: 08/31/2023 09:28:41 PM EDT
Account Holder Name: Amanda G Simmons
Transaction Amount: \$600.00
Card Type: MasterCard
Card Number: *****8839

THIS IS AN AUTOMATED MESSAGE. PLEASE DO NOT REPLY.



Pay.gov is a program of the U.S. Department of the Treasury, Bureau of the Fiscal Service

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Code.

ARTICLE I - NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID 202305261694661
BUSINESS TYPE Domestic Nonprofit Corporation
BUSINESS NAME GOODWILL EDUCATES, INC.
PRINCIPAL OFFICE ADDRESS 500 S. Green River Road, Evansville, IN, 47715, USA

ARTICLE II - REGISTERED OFFICE AND ADDRESS

REGISTERED AGENT TYPE Business
NAME FINE & HATFIELD, A PROFESSIONAL CORPORATION
ADDRESS 520 NW Second St., Evansville, IN, 47708, USA
SERVICE OF PROCESS EMAIL dds@fine-hatfield.com

ARTICLE III - PERIOD OF DURATION AND EFFECTIVE DATE

PERIOD OF DURATION Perpetual
EFFECTIVE DATE 05/26/2023
EFFECTIVE TIME 10:36AM

ARTICLE IV - GOVERNING PERSON INFORMATION

TITLE President of Sole Member
NAME Connie Ralph
ADDRESS 500 S. Green River Road, Evansville, IN, 47715, USA

ARTICLE V - INCORPORATOR(S)

NAME Connie Ralph
ADDRESS 500 S. Green River Rd., Evansville, IN, 47715, USA

ARTICLE VI - GENERAL INFORMATION

STATEMENT OF PURPOSE

To provide educational opportunities designed to enable people to prepare for productive lives; and To develop, own, and operate one or more charter schools as defined by the State in which they are located and for any other lawful purpose, provided, that nothing contained in these Articles of Incorporation shall be construed to authorize the Corporation to engage in any activities or perform any functions which are not within the tax-exempt purposes enumerated in Section 501(c)(3) of the Internal Revenue Code.

TYPE OF CORPORATION Public benefit corporation, which is organized for a public or charitable purpose

WILL THE CORPORATION HAVE MEMBERS? Yes

DISTRIBUTION OF ASSETS

Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities shall be distributed to any nonprofit educational corporation, trust foundation or other organization which are organized and operated exclusively for the purposes set forth in these articles of incorporation, and are exempt from taxation under section 501(c)(3) of the Internal Revenue Code; however, if the recipient(s) are not in existence, or not a qualified distributee, or are unwilling or unable to accept the distribution, then the assets of the this organization shall be distributed to a fund, foundation or organization organized and operated exclusively for the purposes specified in section 501 (c)(3) of the Internal Revenue Code.

SIGNATURE

THE SIGNATOR(S) REPRESENTS THAT THE REGISTERED AGENT NAMED IN THE APPLICATION HAS CONSENTED TO THE APPOINTMENT OF REGISTERED AGENT.

THE UNDERSIGNED, DESIRING TO FORM A CORPORATION PURSUANT TO THE PROVISIONS OF THE INDIANA NONPROFIT CORPORATION ACT, EXECUTE THESE ARTICLES OF INCORPORATION.

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **May 26, 2023**.

THE UNDERSIGNED ACKNOWLEDGES THAT A PERSON COMMITS A CLASS A MISDEMEANOR BY SIGNING A DOCUMENT THAT THE PERSON KNOWS IS FALSE IN A MATERIAL RESPECT WITH THE INTENT THAT THE DOCUMENT BE DELIVERED TO THE SECRETARY OF STATE FOR FILING.

SIGNATURE David D Sanders
TITLE Legal Representative

Business ID : 202305261694661
Filing No : 9888302

CODE OF BY-LAWS
OF
GOODWILL EDUCATES, INC.

Adopted August 17, 2023

ARTICLE 1

Identification

Section 1.01. Name. The name of the Corporation is Goodwill Educates, Inc. (the "Corporation").

Section 1.02. Mission Statement. The Corporation shall (i) provide educational opportunities designed to enable people to prepare for productive lives, (ii) develop, own, and operate one or more charter schools as defined by the State in which they are located, and (iii) engage in any other lawful purpose, provided, that nothing contained in this Code of By-Laws shall be construed to authorize the Corporation to engage in any activities or perform any functions which are not within the tax-exempt purposes enumerated in Section 501(c)(3) of the Internal Revenue Code. Each school shall be identified as The Excel Center defined as a charter school in the State of Indiana.

Section 1.03. Non-Discrimination. The Corporation shall admit students of any race, sexual orientation, gender identity, color, gender, marital status, age, veteran status, genetic information, national and ethnic origin, religion, or ancestry and without regard to disability to all the rights, privileges, programs, and activities generally accorded or made available at its schools. The Corporation shall not discriminate on the basis of disability, race, sexual orientation, gender identity, color, gender, marital status, age, veteran status, genetic information, national and ethnic origin, religion

or ancestry in the administration of its educational policies, admissions, policies, scholarships and loan programs, and athletic or other school administered programs.

Section 1.04. Non-Sectarian. The Corporation shall be non-sectarian and non-religious in its curriculum, programs, admission policies, employment practices, governance, and all other operations.

ARTICLE 2

Membership

Section 2.01. Qualification of Member. The Corporation's sole member shall be Evansville Goodwill Industries, Inc. ("EGI"). If EGI ceases to exist for any reason, then the sole member shall be EGI's successor-in-interest, if any, or if none or if for any reason there is no member then acting, the member shall be an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, that is selected by the Board of Directors.

Section 2.02. Rights of the Member. The right of the member to vote and all the member's right, title, and interest in or to the Corporation shall cease on the termination of membership. No member (other than a member that is then exempt from federal income tax under Code Section 501(c)(3)) shall be entitled to share in the distribution of the corporate assets upon the dissolution of the Corporation.

Section 2.03. Dues and Assessments. The member shall not pay dues.

Section 2.04. Resignation from Membership. The member may resign at any time by giving written notice of such resignation to the Chairperson or the Secretary of the Corporation. Such resignation shall be made in writing and shall take effect at the time specified therein, or if no time is specified, at the

time of its receipt by the Chairperson or the Secretary. The acceptance of a resignation shall not be necessary to make it effective.

Section 2.05. Termination of Membership. The Board of Directors may not terminate or suspend the membership of the member.

Section 2.06. Period of Membership. The term of membership of the member shall be perpetual.

Section 2.07. Place of Members' Meetings. All meetings of the member shall be held either at the registered office of the Corporation in the State of Indiana, or at such other place within or without the State of Indiana as may be designated by the Board of Directors and specified in the respective notices or waivers of notice thereof.

Section 2.08. Annual Meeting. An annual meeting of the member shall be held within six (6) months after the close of the fiscal year of the Corporation as designated by the Board of Directors and specified in the respective notices or waivers of notice thereof.

Section 2.09. Special Meetings. Special meetings of the member may be called by the Chairman of the Corporation or by the Board of Directors.

Section 2.10. Notice of Meetings. A written or printed notice stating the place, day and hour of the meeting and, in case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered or mailed by the Secretary or by the officer or persons calling the meeting to the member at such address as appears on the records of the Corporation at least ten (10) days before the date of the meeting, or if notice is mailed by other than first class or registered mail, thirty (30) to sixty (60) days before the meeting date. Notice of any meeting of the member may be waived in a writing signed by the

member and delivered to the Corporation. Attendance at any meeting shall constitute a waiver of notice of that meeting.

Section 2.11. Action Without Meeting. Any action required or permitted to be taken at a meeting of the member of the Corporation may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by a duly authorized representative of the member, and such written consent is filed with the minutes of the proceedings of the member. Such consent shall have the same effect as the vote of the member at a duly held meeting.

Section 2.12. No Control. For the avoidance of doubt, the business, operations, and affairs of Corporation and EGI are to be separate and distinct at all times. Nothing in these bylaws shall be construed as granting to Corporation any interest in or control of EGI in any manner or degree.

ARTICLE 3

Board of Directors

Section 3.01. Functions. The business, property and affairs of the Corporation shall be managed and controlled by a Board of Directors as from time to time constituted.

Section 3.02. Number and Qualification. There shall be five (5) voting Directors of the Corporation, which number may from time to time be increased or decreased by resolution adopted by not less than a majority of the Board of Directors, subject to the limitation that the Board shall never be reduced to less than three (3) nor increased to more than eleven (11) Directors. Except as otherwise provided in these By-Laws, all members of the Board of Directors shall have and be subject to the same and equal qualifications, rights, privileges, duties, limitations and restrictions; provided, however, the President of the Corporation shall be an ex officio member of the Board of Directors but shall not vote, and shall not be counted as a Director for purposes of quorums, majority voting, and similar issues. All Directors shall

consent to appropriate background searches as, and to the extent required by the Charter. No Director shall take office until the Corporation fully complies with the provisions of the Charter.

Section 3.03. Appointment. The members of the Board of Directors shall be appointed by EGI.

Section 3.04. Term. The Directors shall be elected for one-year terms. At all times, not less than a majority plus one of the directors shall also be members of the Board of Directors of Evansville Goodwill Industries, Inc., an Indiana not-for-profit corporation.

Section 3.05. Vacancies. Any vacancy among the Directors shall be filled by EGI. A Director elected to fill a vacancy shall hold office until the expiration of the term of the Director causing the vacancy and until a successor shall be elected and qualified.

Section 3.06. Resignation. Any Director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chairperson, President, or Secretary of the Corporation, and to EGI. A resignation is effective upon delivery unless the notice specifies a later effective date. The acceptance of a resignation shall not be necessary to make it effective.

Section 3.07. Removal. Any Director may be removed, with or without cause, in accordance with the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act").

Section 3.08. Meetings. The Board of Directors shall meet at least quarterly. All meetings shall occur either at the registered office of the Corporation in the State of Indiana, or at such other place within the State of Indiana as may be designated by the Board of Directors and specified in the respective notices or waivers of notice thereof. The annual meeting shall be for the purpose of organization, election of officers and consideration of any other business that may properly be brought before the meeting and shall be held within six (6) months after the close of the fiscal year of the Corporation as designated by the

Board of Directors and specified in the respective notices or waivers of notice thereof. If the annual meeting is not held as above provided, the election of officers may be held at any subsequent meeting of the Board of Directors specifically called in the manner set forth herein. The Board of Directors may provide by resolution the time and place within the State of Indiana, for the holding of additional regular meetings of the Board without other notice than such resolution. Special meetings of the Board of Directors may be called by the Chairperson and shall be called by order thereof upon the written request of at least two Directors, which request shall set forth the business to be conducted at such meeting.

Section 3.09. Notice of Meetings. Notice of all meetings of the Board of Directors, except as herein otherwise provided, shall be given by mailing the same (whether by post or by electronic mail), by telephoning, or delivering personally the same at least two (2) days before the meeting to the usual business or residence address of the Director as shown upon the records of the Corporation. Notice of any meeting of the Board of Directors may be waived in a document filed with the Secretary by any Director if the waiver sets forth in reasonable detail the purpose or purposes for which the meeting is called and the time and place of the meeting. Attendance at any meeting of the Board of Directors shall constitute a waiver of notice of that meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. In addition, notice of any Board meeting shall be posted in a conspicuous place at the principal office of the Corporation or at the Board's meeting place at least 48 hours (excluding Saturday, Sunday, and legal holidays) prior to the meeting. Notice of any meeting shall at all times conform with the requirements of Indiana Code 5-14-1.5, as amended (the "Open Door Law").

Section 3.10. Quorum. A quorum of the Board of Directors at any annual, regular or special meeting of the Board of Directors shall be a majority of the duly qualified members of the Board of Directors then occupying office, but in no case shall there be less than two (2) voting Directors physically

present. The act of a majority of the voting Directors present at a meeting who constitute a quorum shall be the act of the Board of Directors.

Section 3.11. Committees. The Board of Directors, by resolution adopted by a majority of the Board, may designate one or more committees, each of which shall consist of two or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated by a resolution adopted by a majority of the Directors present at the meeting at which a quorum is present. The designation of any such committee and the delegation thereof of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed by law. All committee meetings shall be run in accordance with the requirements of the Open Door Law.

Section 3.12. No Actions Without Meeting. All actions required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof must be taken at a meeting of the Board of Directors held in accordance with the requirements of the Open Door Law.

Section 3.13. Remote Participation. Any of the members of the Board or of any committee designated by the Board may participate in a meeting by or through the use of any means of communication by which all persons participating may simultaneously communicate with each other during the meeting. Participation in a meeting using these means constitutes presence in person at the meeting. Meetings at which one or more individuals participate by phone or other virtual means shall be treated in all respects as a meeting at which such individuals are physically present for purposes of complying with the requirements of the Open Door Law.

ARTICLE 4

Officers

Section 4.01. Officers and Agents. The officers of the Corporation shall consist of a Chairperson, a Vice-Chairperson, a President, a Secretary, a Treasurer, and such other officers as the Board of Directors may, by resolution, designate from time to time. Any two (2) or more offices may be held by the same person. The Board of Directors may, by resolution, create, appoint and define the duties and fix the compensation of such officers and agents as, in its discretion, is deemed necessary, convenient or expedient for carrying out the purposes for which the Corporation is formed; provided, however, that officers and agents shall be compensated, if at all, only for actual services performed on behalf of the Corporation.

Section 4.02. Election, Term of Office and Qualification. All officers shall be chosen annually by the Board of Directors at the annual meeting of the Board of Directors. Each officer shall hold office (unless the officer resigns, is removed, or dies) until the next annual meeting of the Board of Directors or until a successor is chosen and qualified.

Section 4.03. Vacancies. In the event an office of the Corporation becomes vacant by death, resignation, retirement, disqualification or any other cause, the Board of Directors shall elect a person to fill such vacancy, and the person so elected shall hold office and serve until the next annual meeting of the Board of Directors.

Section 4.04. Chairperson. The Chairperson, if present, shall preside at all meetings of the Board of Directors, shall appoint the chairperson and members of all standing and temporary

committees, subject to the review of the Board of Directors, and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors.

Section 4.05. Vice-Chairperson. The Vice-Chairperson shall preside at all meetings of the Board of Directors if the Chairperson is not present and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors.

Section 4.06. President. The President shall be the Chief Executive Officer of the Corporation; shall have and exercise general charge and supervision of the affairs of the Corporation; and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors. The President shall be an ex-officio member of the Board of Directors but shall not have a vote.

Section 4.07. Secretary. The Secretary shall have the custody and care of the corporate records and the minutes book of the Corporation. The Secretary shall attend all the meetings of the Board of Directors of the Corporation, and shall keep, or cause to be kept in a book provided for the purpose, a true and complete record of the proceedings of such meetings and shall perform a like duty for all standing committees of the Board of Directors when required. The Secretary shall attend to the giving and serving of all notices of the Corporation, shall file and take care of all papers and documents belonging to the Corporation, shall authenticate records of the Corporation as necessary, and shall perform such other duties as may be required by the Code of By-Laws or as may be prescribed by the Board of Directors. The Secretary shall prepare and maintain all the materials necessary to comply with the provisions of the Open Door Law.

Section 4.08. Treasurer. The Treasurer shall have custody of all the moneys and securities of the Corporation. The Treasurer shall also have custody of all debts, obligations, contracts, and other

documents pertaining to such funds and their expenditure. The Treasurer shall keep, or cause to be kept, correct and complete records of accounts, showing accurately at all times the financial condition of the Corporation. The Treasurer shall furnish at meetings of the Board of Directors, or whenever requested, a statement of the financial condition of the Corporation and shall perform such other duties as may be required by these bylaws or as may be prescribed from time to time by the President or the Board of Directors of the Corporation.

Section 4.09. Assistant Officers. The Board of Directors may from time to time designate assistant officers who shall exercise and perform such powers and duties as the officers whom they are elected to assist shall specify and delegate to them, and such other powers and duties as may be prescribed by the Code of By-Laws or as may be prescribed by the Board of Directors.

Section 4.10. Removal. Any officer may be removed from office, with or without cause, by the Board of Directors.

Section 4.11. Resignations. Any officer may resign at any time by delivering notice to the Board of Directors, the President, or the Secretary. A resignation is effective upon delivery unless the notice specifies a later effective date.

ARTICLE 5

Loans to Officers and Directors

The Corporation shall not lend money to or guarantee the obligations of any officer or Director of the Corporation.

ARTICLE 6

Financial Affairs

Section 6.01. Contracts. The Board of Directors may authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to a specific instance; and unless so authorized by the Board of Directors, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit or render it liable pecuniarily for any purpose or to any amount. The Board is specifically authorized to enter into (and from time to time amend) one or more "Charter School Agreements" with the Indiana Charter School Board or any other qualified sponsor.

Section 6.02. Checks, etc. The Board shall by resolution designate officers, agents or employees of the Corporation who may, in the name of the Corporation, execute drafts, checks and orders for the payment of money in its behalf; provided, however, that any expenditure in excess of Fifty Thousand Dollars (\$50,000.00) that is outside the ordinary course of operation shall comply with the Charter.

Section 6.03. Investments. The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Board of Directors.

Section 6.04. Audited Financial Statements. The Corporation shall maintain financial statements prepared in accordance with the unified accounting system or other comprehensive basis of

accounting prescribed by the State Board of Education and State Board of Accounts and shall engage an independent certified public accountant to annually audit such financial statements.

ARTICLE 7

Fiscal Year

The fiscal year of the Corporation shall begin on the first day of July of each year and end on the last day of June of each year.

ARTICLE 8

Prohibited Activities

Notwithstanding any other provision of this Code of By-Laws, no member, Director, officer, employee, or agent of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any successor provision or provisions thereto.

ARTICLE 9

Amendments

The power to make, alter, amend, or repeal the Code of By-Laws is vested in the Board of Directors, which power shall be exercised by affirmative vote of a majority of the Directors; provided, however, that no amendment to Article 2 may be made without the prior approval of EGI. Any proposed amendment shall be included in the notice of such meeting and each member shall be provided with a copy of the notice of such meeting. If notice of a proposed amendment to the Code of By-Laws is included in the notice of any meeting of the Board of Directors, it shall be in order to consider and adopt

at that meeting any amendment to the Code of By-Laws dealing with the subject matter with which the proposed amendment is concerned.

ARTICLE 10

Indemnification

Section 10.01, General. Every person who is or was a director of the Corporation or was serving at the Corporation's request as a director, an officer, a member, a manager, a partner, a trustee, an employee, or an agent of another foreign or domestic corporation, limited liability company, partnership, joint venture, trust, employee benefit plan, or other enterprise, whether for profit or not (as described in Ind. Code Section 23-17-16-2) shall be indemnified by the Corporation against all liability and expenses (as such terms are defined in Ind. Code Sections 23-17-16-3 and 4) incurred by such person in any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative or investigative and whether formal or informal, because such person is or was a director of the Corporation or is or was serving at the Corporation's request as a director, an officer, a member, a manager, a partner, a trustee, an employee, or an agent of another foreign or domestic corporation, limited liability company, partnership, joint venture, trust, employee benefit plan, or other enterprise, whether for profit or not, provided that such person is determined in the manner specified in Ind. Code Section 23-17-16-12 to have met the standard of conduct specified in Ind. Code Section 23-17-16-8. For purposes of these provisions relating to indemnification, directors shall include ex officio and honorary directors.

Section 10.02 Advances. Subject to the requirements of Ind. Code Section 23-17-16-10, the Corporation shall advance to such persons the reasonable expenses incurred by him or her in connection with any such action, suit or proceeding. Upon demand for indemnification or advancement of

expenses, as the case may be, the Corporation shall proceed as provided in Ind. Code Section 23-17-16-12 to determine whether such persons is entitled thereto.

Section 10.03 Applicable to Officers. Every person who is or was an officer of the Corporation, whether or not a director, shall be indemnified, and shall be entitled to an advancement of expenses, to the same extent as if such person were a director.

Section 10.04 Reporting. If the Corporation indemnifies or advances expenses to a director in connection with a proceeding by or in the right of the Corporation, the Corporation shall report the indemnification or advance in writing to the Board of Directors at its next meeting.

Section 10.05. Insurance. The Corporation may purchase and maintain insurance on behalf of an individual who is or was a director, officer, employee or agent of the Corporation or, while a director, officer, employee or agent of the Corporation, is or was serving at the request of the Corporation as a director an officer, a member, a manager, a partner, a trustee, an employee, or an agent of another foreign or domestic corporation, limited liability company, partnership, joint venture, trust, employee benefit plan, or other enterprise, whether for profit or not, against liability asserted against or incurred by the individual in that capacity or arising from the individual's status as such.

Section 10.06. No Limitations. Nothing contained in this Article 10 shall limit or preclude the exercise of any right provided under the Act, any other laws, the articles of incorporation, these bylaws, any general or specific action of the Board of Directors or any contract relating to indemnification of or the advancement of expenses to any director, officer, employee or agent of the Corporation, or the ability of the Corporation to otherwise indemnify or advance expenses to any director, officer, employee or agent.

ARTICLE 11

Public Access Laws

This Corporation shall comply with applicable Indiana public access laws.

ARTICLE 12

Dissolution and Disposition of Assets

Section 12.01. Cessation. Upon the cessation of operation of the charter school: (1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and (2) the remaining funds received from the department shall be returned to the department not more than thirty (30) days after the charter school ceases operation due to closure of the charter school, nonrenewal of the charter school's charter or revocation of the charter school's charter. If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court.

Section 12.02. Dissolution. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities shall be distributed to any nonprofit educational corporation, trust foundation or other organization which are organized and operated exclusively for the purposes set forth in these articles of incorporation, and are exempt from taxation under section 501(c)(3) of the Internal Revenue Code; however, if the recipient(s) are not in existence, or not a qualified distributee, or are unwilling or unable to accept the distribution, then the

assets of the this organization shall be distributed to a fund, foundation or organization organized and operated exclusively for the purposes specified in section 501(c)(3) of the Internal Revenue Code.

A handwritten signature in blue ink that reads "Connie Ralph". The signature is written in a cursive style and is positioned above a horizontal line.

Connie Ralph, President & Chief Executive Officer

GOODWILL EDUCATES, INC.

DEPARTMENT: Board of Directors
SUBJECT: Code of Ethics and Accountability Policy
DATE: August 23, 2023

MISSION STATEMENT

Goodwill helps people, families, and communities thrive through the power of relationships, education, and work.

CORE VALUES

The Core Values that serve as the basis of our Codes of Ethics are:

- *Transparency*
We communicate clearly and share relevant data in an understandable way.
- *Honesty*
We tell the truth and demonstrate ethical behavior and strong moral principles.
- *Respect*
We foster inclusiveness and treat all people with honor and dignity.
- *Innovation*
We embrace new ideas, creativity, lifelong learning, and continuous improvement practices.
- *Vitality*
We energetically adapt to change to ensure sustainability and growth of people, our organization, and our communities.
- *Empowerment*
We help people define and achieve their vision of self-sufficiency.

PURPOSE

As a recipient of charitable contributions, State funds, and grants, Goodwill Educates, Inc. recognizes its responsibility to ensure that funds received are used to further its mission and to safeguard the assets of the corporation.

In order to uphold the highest standards and ensure the integrity, honesty and reputation of the entirety of the Goodwill movement, we agree to voluntarily comply with the following Code of Ethics and related Financial Reporting and Management Practices.

CODE OF ETHICS

We affirm our commitment to the following Code of Ethics based on the values of Goodwill Educates, Inc. As Officers, Employees or Volunteers we pledge to follow both the letter and the spirit of the following Code:

Business Practices:

- A. We agree to engage in and promote honest and ethical conduct, including but not limited to the soliciting, negotiating, and monitoring of all contractual relationships.
- B. We will avoid the actual or appearance of conflicts of interest.
- C. We will comply with applicable laws, rules, and regulations of federal, state, and local governments.
- D. We will responsibly use and control all assets, resources, and information in our possession.
- E. We will encourage the prompt reporting of any violations of this Code of Ethics or other governing documents to our Audit Committee, or any other so designated entity.
- F. We will use restricted monies for its requested specific purpose. We will be able to account for its activity and show how the funds were used.

Marketing and Communications Activities:

- A. We will practice honest, transparent, and timely communication to facilitate the free flow of essential information in accord with the public interest.
- B. We will ensure that all services and products are promoted in a manner that promotes respect for our employees and the people receiving services, as well as sensitivity to cultural values and beliefs.
- C. We will protect confidential information and comply with all legal requirements for disclosure of information affecting the welfare of others.
- D. We will protect the privacy of our employees and disclose information about them as permitted or required by law and/or only with their expressed, written permission.
- E. We will protect the privacy of people served and use their stories only with their expressed and written permission.
- F. We will disseminate accurate information and promptly correct any erroneous communication for which we may be responsible.
- G. We will practice fair and honest communication behaviors on social media platforms to include disseminating accurate information to the public about our organization.
- H. We will be transparent regarding our fundraising practices, including providing accurate and honest communication as well as financial information.
- I. We will apply ethical fundraising practices with all in-kind donations which may include goods that do not have a specific purpose. Items in this case will be offered internally to all members of the Goodwill team though equitable opportunity.

Professional Responsibilities:

- A. We are committed to continually improving our relationship with our public, employees and people we serve.
- B. We will respect the tools and resources provided to meet the needs of the organization and those that we serve.
- C. We will not discriminate because of race, gender, sexual orientation, gender identity, age color, religion, national origin, participation in military service, disability, genetic information, or any other legally protected status, and we shall endeavor to eliminate or prevent discrimination in rendering services.
- D. We will treat all people with honor, dignity, and respect.

Service Delivery:

- A. We will maintain the confidentiality of information regarding students/people served. We will not discuss confidential company, employee or information on persons served unless related to job responsibilities.
- B. We will strive to provide quality services at all times.
- C. We will uphold the principle that input from those served is paramount to service delivery and will always be accepted in a respectful manner.
- D. We will strive to avoid any real or perceived conflicts of interest and will make arrangements for alternative services, as needed.
- E. We will prohibit the exchange of gifts, money and gratuities between employees and persons served and discourage same among persons served.
- F. We will discourage personal fund raising in the workplace other than campaigns to support the needs of employees or persons served who have been adversely impacted by disasters.
- G. We will discourage bringing personal property to the workplace, especially items of religious or political nature which may be offensive to others not sharing similar views.
- H. We strongly support the setting of professional boundaries between employees and students/people served; while honoring a friendly and respectful provider/customer relationship.
- I. We limit and vest authority of witnessing documents outside the scope of services provided and pursuant to persons served to those designated by the Chief Executive Officer of the organization. Notary Public agents who work for the organization will discharge their duties according to current authority.

Human Resources:

- A. Through on-going professional development and continuing education, we will strive to remain current with our skills and abilities relevant to the services we offer.
- B. We are committed to diversity within our workforce to effectively meet the needs of the people we serve.
- C. We are committed to providing a safe, drug-free, and healthy working environment.

SOCIAL MEDIA AND INTERNET PRESENCE

Staff/employees/board members will exercise thoughtful consideration and respect prior to posting on social media, even when not on the clock. All online presence may affect Goodwill, as one's words, images, posts or comments can reflect or be attributed to Goodwill. Staff/employee/board members must be mindful to use social media responsibly and respectfully at all times.

FINANCIAL REPORTING AND BUSINESS MANAGEMENT PRACTICES

We recognize that financial reporting and an integrated system of internal controls are key responsibilities of our Chief Executive Officer and the Vice President of Finance. We believe that periodic review of our financial status by our Board of Directors is essential and an integral part of their duties. We further recognize that an annual independent examination and assessment of our finances under the supervision of our Audit Committee is a key element in maintaining our credibility and ensuring the safeguarding of our assets.

Financial Statements: We reaffirm our responsibility to report the financial position and results of operations and cash flow of the organization in accordance with generally accepted accounting principles to our Audit Committee and Board of Directors at least quarterly.

Internal Controls: We have an integrated system of internal control, designed to provide reasonable assurances that we will attain the following:

- Effectiveness and efficiency of operation, including the safeguarding of assets
- Reliable financial statements
- Compliance with applicable laws and regulations

We will provide an annual assessment of the internal control system to our Audit Committee and Board of Directors.

Annual Audit: We will engage an independent accounting firm to conduct an examination of our financial statements. The independent accounting firm will conduct its audit in accordance with generally accepted accounting and auditing standards. The auditors will examine our financial statements and internal control assessment and report on their examination and recommendations for changes in the financial statements, reporting practices, or internal controls. This report will be provided directly to our Audit Committee and Board of Directors.

Audit Committee: We have an Audit Committee of at least three volunteers minimally, one of whom will be a member of our Board of Directors. One of the three must qualify as a "financial expert." Our audit committee will be directly responsible for the appointment, compensation, and oversight of the independent accounting firm we employ

to conduct our annual audit. Our audit committee will also establish procedures for the receipt, retention, and treatment of complaints regarding accounting, internal controls, and auditing. Our Audit Committee will report at least annually to the full Board of Directors.

Contractual Relationships: Goodwill Educates, Inc. will maintain its relationships with individuals and entities with whom it has established or is considering establishing a contractual relationship in a legal and ethical manner. Conflicts of interest with any current or potential bidders must be declared.

Goodwill Educates, Inc. has an obligation to determine that potential and current contractors have:

- Capacity to perform at an acceptable level.
- An ethical track record.
- Appropriate certification and/or licensure.
- Financial capacity to continue acceptable performance.
- Policies and procedures to guard against waste, fraud, and abuse.
- Contractual relationships will be time limited. Contracts will be reviewed on an annual basis unless otherwise indicated in the bid documents or if performance falls below acceptable levels.
- A business relationship will be avoided if the individual or entity has been identified on the state and/or federal exclusion list(s).
- Contractors will not contract with Goodwill employees on a personal basis and will not compensate those employees with cash or checks. All compensation and monies paid will be paid to the Goodwill Corporation.
- Payment expectations will be outlined in the contract.

Whistle Blower Protection: In accordance with laws governing both profit and nonprofit corporations, we have adopted a whistle blower policy and procedures, which encourages employees to report any financial improprieties. These procedures include the appointment of the Audit committee who will receive and investigate any complaints, and the development of a confidential system to report violations. Employee reports of improprieties will be taken seriously and investigated promptly. Employees bringing such reports will not be subject to retaliation or adverse action based on the disclosure of the complaint.

Goodwill Educates, Inc. is committed to the establishment, implementation, and maintenance of a corporate compliance program to ensure ongoing monitoring and compliance with all legal and regulatory requirements. The program will emphasize:

- A. Prevention of wrongdoing—whether intentional or unintentional,
- B. Immediate reporting and investigation of questionable activities and practices without consequences to the reporting agent and,
- C. Timely correction of any situation that puts Goodwill Educates, Inc., its leadership or staff, funding sources or people served at risk.

Employees have the responsibility to anonymously report any wrongdoing, including issues of fraud, waste, and/or abuse, through the selected third-party reporting system which alerts the Chair of the Audit Committee. The Audit Committee will investigate the allegation in a timely manner in accordance with the Whistleblower policy.

Conflict of Interest: We have a conflict-of-interest policy governing our officers, employees, and volunteers. We agree that a conflict of interest arises when an officer, volunteer, or employee is influenced by personal considerations, including but not limited to financial considerations, while performing work for Goodwill Educates, Inc. All officers, employees, and volunteers should disclose any activity or relationship, which may be perceived as a conflict of interest, and a record of that disclosure should be maintained.

Document Destruction: We have a written, mandatory document retention and destruction policy based on legal requirements. By law, certain documents such as financial records, contracts, real estate, employee records must be archived according to specific guidelines. The policy will also state it is illegal to alter, cover up, falsify, or destroy any document to prevent its use in an official proceeding such as a federal investigation. The policy will include guidelines for electronic mail and voice mail.

Certification of Form 990: The Board Chairman will sign Internal Revenue Service Form 990 following a detailed review of the report by the Audit Committee and full Board approval. The Financial statements and Form 990 will not contain any untrue material statements or facts and will not be misleading in their presentation.

CONDUCT IN REGARD TO FISCAL MANAGEMENT

The conduct of all employees, volunteers, and officers of Goodwill Educates, Inc. affects our ability to manage our financial resources and serve the community. To strengthen our ability to comply with the Code of Ethics and Principles in this document, we will ask each member of the staff, board or other volunteer groups to agree to conduct him or herself in a manner that promotes essential values and ethical behaviors that include:

- Operating in a manner that upholds the integrity of the Goodwill movement and The Excel Center and ensures public trust.
- Upholding all applicable laws and regulations and furthering the ability of Goodwill Educates, Inc. to accomplish our mission.
- Being a responsible steward of the resources of Goodwill Educates, Inc.
- Reviewing consistently ethical decision-making.
- Recognizing if you are being asked to do something that might be illegal.
- Consulting others if you are presented with a dilemma on an issue.
- Deciding on a course of action, determining your responsibility, reviewing all relevant facts and information, and referring to all applicable Goodwill Educates, Inc. policies or professional standards.
- Considering whether an action goes against ethical, moral, and professional standards.

Training/Education:

Employee: Each employee will receive initial training on the Code of Ethics as part of his or her orientation process. They will be encouraged to ask questions throughout the training to ensure that they understand the Code. Each employee will complete and sign the Code of Ethics policy, a copy of which will be maintained in their personnel file. There will be an annual refresher training provided either directly or via email, with alerts to modifications to the Code.

Board: Each board member will be provided with a copy of the Code of Ethics policy at the time of their initial orientation to the board and annually thereafter. A copy of the Code of Ethics will be maintained in the board portal.

Public: A copy of the Code of Ethics will be maintained in the school for public review.

Procedures to Deal with Allegations of Violations of the Code:

Employees: Employees have the responsibility to report violations of the Code of Ethics. We strongly encourage the employee to inform their supervisor as the first option for reporting unless the supervisor is directly involved in the misconduct. The Vice President of Human Resources will handle all corrective action for violation of the Code. The following circumstances may be considered:

- The employee has promptly reported his/her own violation.
- The employee cooperates fully in the investigation and correction of the violation.

The Vice President of Human Resources will be responsible for the Human Resources Department investigation of all allegations. Investigation may include, but not limited to, document review, video or audio recordings, employee personnel file review, and/or employee interviews. A findings report will be completed after an investigation and if applicable, assigned team members will be assigned action steps to resolve the allegations. Allegation resolutions shall be completed within 30 days of the receipt of the complaint unless circumstances require additional time.

Board: Board members should report any suspected violation of the Code to the Board Chair who will discuss the matter with the CEO. The Board Chair will discuss the issue with the individual board member and interview other appropriate parties. The issues and recommendations will be brought forth to the Board within 30 days unless circumstances require additional time.

The community and people we serve trust Goodwill based on its long-established reputation and integrity. Any misdeed, illegal activity or appearance of impropriety impacts negatively upon all of us. To maintain that trust, we agree to voluntarily comply with the guidelines and recommendations set forth in this document.

GOODWILL EDUCATES, INC.

ACKNOWLEDGEMENT

I, _____, have received and read the Goodwill Educates, Inc. Code of Ethics and Accountability in its entirety. I fully understand its content and will adhere to its principles in fulfilling my responsibilities to the individuals and communities I serve.

Signature: _____

Date: _____

Goodwill Educates, Inc.

DEPARTMENT: Board of Directors

SUBJECT: Conflict of Interest Policy

DATE: August 23, 2023

Article I: Purpose

The purpose of this Conflict of Interest policy is to protect **Goodwill Educates, Inc.'s** (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, or board committee member of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II: Definitions

1. Interested Person – Any director, officer, board member, or board committee member who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
 - b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.
 - d. Compensation includes direct and indirect remuneration as well as gifts or favors that aren't insubstantial. A financial interest isn't necessarily a conflict of interest. See Article III, Section 2 below.

Article III: Procedures

1. Duty to Disclose – In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and relate all of the material facts to the directors and members of committees.
2. Determination of Conflict – After this disclosure, and after any discussion with the interested person, the interested person shall leave the meeting while the determination of a conflict of interest is discussed and voted upon. The remaining directors shall decide if a conflict exists.
3. Procedures for Addressing a Conflict – After the interested person has disclosed any possible conflict and related all material facts:

a. The Chairperson shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

b. After exercising due diligence, the governing board shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

c. If no such arrangement can be identified, the governing board shall determine by majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations – If the governing board has reasonable cause to believe a director has failed to disclose actual or possible conflicts of interest, it shall inform the director of the basis for such belief and afford the director an opportunity to explain the alleged failure to disclose. After hearing the explanation, if the governing board determines the director has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV: Records

The minutes of all meetings at which a conflict is discussed shall include the names of all persons who disclosed or were otherwise found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the interest, and any action taken to determine whether a conflict of interest was present, and governing board's decision as whether a conflict of interest in fact existed. The names of the persons present for discussion and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings shall also be noted.

Article V: Compensation

Voting members of the governing board or committees of the board shall not receive compensation.

Article VI: Annual Statements

Each officer, director, or board committee member shall annually sign a statement which affirms that such person has received a copy of this policy, has read and understands the policy, has agreed to comply with the policy, and understands that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Article VII: Periodic Reviews

To ensure that the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews of this policy shall be conducted. Periodic reviews shall include whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length

bargaining. Additionally, the review shall include whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and don't result in inurement, impermissible private benefit, or in an excess benefit transaction.

Article VII: Outside Experts

When conducting periodic reviews, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the directors of their responsibility for ensuring periodic reviews are conducted.

Goodwill Educates, Inc.

Conflict of Interest Policy Acknowledgment

NAME: _____ POSITION: _____

I hereby acknowledge my receipt and understanding of the Goodwill Educates, Inc. Conflict of Interest policy and agree to abide by and adhere to the policy and applicable state and federal laws governing conflict of interest pertinent to nonprofit and charitable organizations. I understand that the Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes. I understand my duty to disclose any actual or possible conflicts of interest to the governing board. If any doubt exists in my mind regarding a situation which may be covered by this policy, I will seek guidance from the Organization and the governing board.

Signed: _____ Date: _____

Disclosure of Potential/Existing Conflict of Interest

Describe any interest, relationship, or transaction that could create an actual, apparent, or possible conflict of interest contrary to the requirements of the general principles set forth in the Goodwill Educates, Inc. Conflict of Interest policy.

Name of individual or company: _____

Address: _____

Telephone: _____

Nature of relationship with this individual/company (explain in detail): _____

Signed: _____ Date: _____

I have received the above acknowledgement and disclosure.

Signed: _____ Date: _____

Exhibit D

Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

Connie Ralph

Name



Signature

President & CEO

Title

10/3/2023

Date

Attachment 13: School Startup Plan

The Excel Center Evansville Southeast plans to follow this school startup timeline and will make adjustments as needed.

The Excel Center Evansville Southeast		
MONTH	ACTIVITY	RESPONSIBLE
Oct-23	Submit Charter Application	Board
Oct-23	Capacity Interview	Board
Oct-23	Public Hearing	Board
Dec-23	ICSB Public Meeting	Board and School Director
Dec-23	Post school director job position	Board
Jan-24	Hire School Director	Board
Jan-24	Ensure Facility Timeline is accurate	Board
Jan-24	Launch website and social media	School Director
Jan-24	Begin due diligence on purchases (technology, SIS, furniture, etc)	School Director
Jan-24	Develop school marketing plan (plan for community presentations, door-to-door, brochures, direct mailing, open houses, and answering inquiry phone calls)	School Director
Feb-24	Finalize Staff Handbook	School Director
Feb-24	Purchase relevant curriculum, curricular materials, and educational platform (not provided by GEI)	School Director
Feb-24	Purchase technology	School Director
Feb-24	Purchase Furniture	School Director
Feb-24	Create student handbook	School Director
Feb-24	Conduct community outreach for partnership and recruitment pipeline	School Director
Mar-24	Develop School Emergency Plan	School Director
Mar-24	Formalize Weather Notification Plan	School Director
Mar-24	Select Office Manager and issue offer letter	School Director
Mar-24	Select Lead Teachers, Lead Life Coach, College & Career Specialist and issue offer letters	School Director/Board
Mar-24	Finalize Student Discipline Plan	School Director/Board
Mar-24	Finalize Student Handbook (including attendance, promotion and grading policies,)	School Director/Board
Mar-24	Set-up network infrastructure	School Director
Mar-24	Set-up technology hardware with all necessary software and programming	School Director
Mar-24	Formalize staff professional development plans	School Director
May-24	Leadership team Training by National Office	School leadership team
Apr-24	Interview for all staff positions	School Director
Apr-24	Receive Board approval for all school policies and plans	Board
Jun-24	Office Manager training	Office Manager

Jun-24	College & Career Specialist overview training	CC Specialist
Apr-24	Finalize plans for serving students with special needs	School Director
Apr-24	Data entry into SIS, including student demographics, schedules, etc.	School Director
Apr-24	Transcribe student transcripts and enter data into SIS	Office Manager
Apr-24	School specific process/procedure training	School leadership team
Apr-24	Student information system Training	School leadership team
May-24	Identify local college/university to work with in granting dual credit and certifications	School Director
May-24	Select all other staff and issue offer letters	School leadership team
May-24	Create/Finalize course progression and course catalog	School Director
May-24	Arrange for all mandatory testing	School Director
May-24	Orientation training	School leadership team
May-24	Students complete enrollment paperwork and retrieve copies of their high school transcripts, if available	School leadership team
Jun-24	Facility sign off by all necessary parties (i.e., health inspectors, fire marshal, etc.)	Board
Jun-24	Complete facility renovation/construction	Board
Jun-24	Norms, Expectations, and Culture creations	School leadership team
Jun-24	Evaluation Process Creation and training	School leadership team
Jun-24	All staff training visit to Indiana	All School Staff
Jun-24	Life Coaching/Barrier Removal Training	Lead Life Coach and Life Coaching team
Jun-24	Teaching in an Excel Center Training	Lead Teacher and Teaching Team
Jun-24	Curriculum Training	Lead Teacher and Teaching Team
Jun-24	Sped overview training	Special Education TOR
Jun-24	Training over school level goals and Review Operations manual and contract requirements	All staff
Jun-24	Training over department level goals and individual goals	All staff
Jun-24	Graduation/Credit process	School leadership team
Jun-24	Data Reviews/Coach-Teacher Process	All staff
Jul-24	Hold open house/block party for recruitment and awareness	All staff
Jul-24	Arrange classrooms and instructional and work environments	All staff
Jul-24	Scheduling	Lead Life Coach and Life Coaching team
Jul-24	Conduct student orientation and student pre-assessments	All staff
Jul-24	Finalize students' schedules based on pre-assessment results and transcripts	Lead Life Coach and Life Coaching team

Jul-24	Coordinate schedule for students with special needs	Life Coaches and Special Ed TOR
Jul-24	Develop preliminary student schedules	Life Coaches
Jul-24	Revise and finalize student schedules	Lead Life Coach and School Director
Jul-24	Work with students/parents to develop or review IEPs or Section 504 plans, as necessary	Special Education TOR
Aug-24	National team to Evansville to assist with first week of classes	All Staff and GEI
Aug 26, 2024	FIRST DAY OF SCHOOL	ALL STAFF



**Professional
Governmental
Underwriters, LLC**

The Authority.

25+ YEARS
of excellence

4870 Sadler Road, Suite 102
Glen Allen, VA 23060

Educators Legal Liability and Employment Practices Liability

Date: 09/29/2023

To: Kathie Andre
Risk Placement Services - Chicago

From: Grey Lester

Email:

Proposed Insured: Goodwill Educates, Inc.
500 South Green River Road
Evansville, IN 47715

Application #: APP90081103

Thank you very much for your submission. Based upon the information received and subject to the limitations outlined below, we are pleased to offer the following:

INDICATION

This Indication is not an offer to bind coverage. If we are provided with acceptable underwriting information and determine that a quote can be offered, it may differ from the indication.

Coverage: See coverage form PGU ELL 2001 (04/2017) for terms, conditions and limitations

Form: Claims Made

Retro Date: Inception

Insurer Information: Greenwich Insurance Company
A member of the AXA XL Group of Companies
Best Rating: A+
Admitted Insurer

Filings / Taxes: Not Applicable

Commission: 15.00%

Quotation / Indication valid until: 12/1/2023

If we are offering coverage on a surplus lines basis, the agent is responsible for handling of filings unless we note otherwise on this quotation. If we have provided terms using bid specifications or an application other than ours, the quote is subject to change pending review of a completed and signed PGU application.

Educators Legal Liability and Employment Practices Liability

Proposed Insured: Goodwill Educates, Inc.

Terms	Limits	Retentions each claim including LAE	Premium
Educators Legal Liability	\$1,000,000	\$5,000	\$3,535.00
Employment Practices Liability	\$1,000,000	\$5,000	Included
Policy Aggregate	\$2,000,000		
Defense Reimbursement Payments	\$50,000	\$5,000	Included
Defense Reimbursement Payments Aggregate	\$100,000		
Features/Enhancements			
Punitive Damages		See Retentions Above	Included
Personal Injury		See Retentions Above	Included
Third Party Wrongful Acts		See Retentions Above	Included
Back Pay / Front Pay		See Retentions Above	Included
Non-Monetary Relief		See Retentions Above	Included
Loss of Earnings		See Retentions Above	Included
Act of School Violence Crisis Management Coverage (Optional)	(SubLimit) \$25,000/\$50,000	See Retentions Above	Included
Optional Increased Limits			Additional Premium
	2,000,000 CSL		N/A
	3,000,000 CSL		N/A
	4,000,000 CSL		N/A
	5,000,000 CSL		N/A
Premium, Fees and Taxes			
	Total Premium:		\$3,535.00
	Policy Fee :		\$195.00
	Total Cost:		\$3,730.00
Comments:			
<p>By purchasing this coverage, you will have the opportunity to register for our PGU Employer Resource Center that provides unlimited, specific, documented, and confidential advice from employment law attorneys. It also provides on-line training courses, including sexual harassment prevention, available for both supervisors and employees. As well as, on-line tools; a state-specific employee handbook builder, forms, posters, news, and more.</p>			

Proposed Insured: Goodwill Educates, Inc.

SUBJECTIVITIES - WE MUST BE PROVIDED WITH THESE ITEMS BEFORE COVERAGE CAN BE BOUND:

Receipt of fully completed, signed and dated PGU new business application, a copy of which can be found at <http://www.pgui.com>. Application is due to our office within 10 business days of binding. Quote is subject to change pending our review of responses to all questions on our application.

Proof of formal charter approval by state of Indiana

Copies of policies and procedures being implemented by the school

Please note: The Insured can register for our free PGU Employer Resource Center. You will receive the PGU ERC document with the bound policy which will provide instructions for registration.

Deadly Weapon Protection Insurance is available through Professional Governmental Underwriters, Inc. Please contact your underwriter if you are interested in additional information about this new product.

Reminders:

A written request is required to bind coverage.

We will not cancel flat after inception date.

Backdating of coverage is not allowed.

Engineering Fee is non-refundable.

See attached Coverage Features attachment for additional information.

Limits, retentions, terms and conditions quoted do not necessarily match those requested.

This proposal contains a brief outline of coverages to be included in any policy that may be issued in the future.

This is only a summary and the Terms and Conditions of any policy will take precedence over any proposal.

Minimum Earned Premium is the GREATER of \$1,500 or 25% of annual premium.

Applicable Forms: (Other forms may apply. Consult Underwriter for details.)

PN IN 01 10 15	Notice to Policyholders - Indiana
PGU ELL 2000 08 19	Educators Liability and Employment Practices Liability Declarations
IL MP 9104 0314 GIC 03 14	In Witness
PGU 2002 04 17	Schedule of Policy Forms and Endorsements
PGU ELL 2001 04 17	Educators Liability and Employment Practices Liability Insurance Policy
PGU ELL 1048 04 17	Act of School Violence Crisis Management Coverage
PGU 1052 (ELL) 04 17	Minimum Earned
PGU ELL 1120 04 17	Harassment / Bullying Coverage
PGU 1133 01 22	US Professional Indemnity - Cyber Exclusion
PN CW 01 01 22	Notice to Policyholders - Fraud Notice
PN CW 02 01 19	Notice to Policyholders - Privacy Policy
PN CW 05 05 19	Notice to Policyholders - U.S. Treasury Department's Office of Foreign Assets Control ("OFAC")

Attachment 15: The Excel Center Enrollment Policy

Enrollment Process

The Excel Center is structured to fit the academic and life needs of adults earning a high school diploma. The Excel Center recommends that students who meet the following description apply:

- Age 18 or older¹
- Have dropped out of school or are significantly behind their cohort in school.

Because The Excel Center is a public charter school that is open to all students, there may be a small number of students who apply that do not fit this description. As a public charter school, The Excel Center will accept every Indiana resident who applies to attend the school when a seat is available.

Definitions

1. Enrolled Student: A student enrolled in The Excel Center's student information system upon meeting the particular criteria described below.
2. Withdrawn Student: A student transferred from being enrolled in the active status within the school's student information system to inactive status, based on meeting particular criteria
3. Absence: A student who did not attend any of his or her scheduled classes during a particular instructional day
4. Attend: A student attends an in-person class by being physically present, and attends a credit recovery class by logging in to the designated online student coursework tracking system

Admission Requirement

There are minimal requirements that must be met in order to be admitted into The Excel Center. All admitted students must:

- Be an Indiana resident,
- Not already been issued any state-recognized high school diploma (from any state), and
- Not be listed on any state or federal sexual offender registry.²

Procedures for Enrollment

On an ongoing basis, Evansville Goodwill's marketing team and School Leadership will provide information to community groups, potential new students, and other individuals inquiring about enrollment at The Excel Center. The school's manager of office administration and other school staff will answer any questions the inquiring individual has about the school.

To enroll in The Excel Center, a student must complete an online enrollment form, which includes basic demographic information, and a request for a transcript from the student's last school of attendance. In cases where a student is having difficulty obtaining his/her transcripts, The Excel Center staff will provide assistance to request that information.

¹ Students under the age of 18 will be required to attend a meeting with the School Director, accompanied by their parent or guardian. The purpose of the meeting is to ensure both the student and parent/guardian understand that The Excel Center is designed to be an adult environment and that the student and parent/guardian understand that the student will be attending school as a minor alongside adults.

² Because The Excel Center operates a child care center for children ages 6 weeks to 12 years old, The Excel Center has a policy to not admit individuals who are listed on any state or federal sexual offender registry. Prospective students are asked to disclose this information prior to completing enrollment forms and are, by law, required to disclose their status.

Step 1: Application

- Adults interested in enrolling at The Excel Center should submit an application online, request a paper application, or visit The Excel Center to complete a paper application.
 - The application includes name and contact information; demographic information, and home language survey

Step 2: Submit a Transcript

- Applicants should contact their last high school of attendance and ask for their transcript to be submitted to The Excel Center registrar.
 - In cases where a student is having difficulty obtaining his/her transcripts, The Excel Center staff will provide assistance to request that information.
 - In cases where a student has never earned high school credits at any previous school, students will be asked to sign a “Zero Credit Disclosure” form.

Step 3: Participate in orientation

- Orientation is required before the student may begin classes.
 - During orientation, students learn about the culture of The Excel Center as well as the expectations of all students. Students complete online registration including information about whether the student plans to use the child care center; and information regarding any previous IEP/special education services. Students also participate in diagnostic math and reading assessments to help determine students’ skill levels for initial course placements.

Step 4: Attend Class

- Steps 1–3 must be completed before a student is able to begin classes at The Excel Center. In order to be enrolled, a student must attend class and must be scheduled in the school’s student information system.

Any applicant who partially completes the enrollment process for a given term will be asked to complete the enrollment process and begin classes the following enrollment window.

Lottery

In the first year of operation, if more students apply for the school than can be accommodated, The Excel Center Evansville Southeast will hold a lottery to determine which students will be enrolled. The date of the lottery will be publicly posted and announced, and all students who have applied to enroll in The Excel Center Evansville Southeast will be contacted directly to be notified of the lottery. The lottery will typically take place 3 weeks prior to the first day of the academic calendar.

The lottery will only include students who have completed all enrollment forms, either online or in-person. Numbers will be drawn at random and students whose number is selected will be offered the opportunity to enroll at The Excel Center right away. Students whose number is not selected will be added to the waiting list in the order that their number is drawn. The Excel Center will not offer preference slots in its lottery.

Waiting List Procedures

During The Excel Center’s academic year, some students will leave the school, either by graduating or by withdrawing from the school. When this happens, the student’s vacated space in the school will be back-

filled by students on the waiting list. The waiting list is maintained year-round with students who wish to enroll in the school during the next phase of enrollment. Students are added to the waiting list on a first-come, first-served basis and are queued until the next orientation takes place.

To accelerate the student's integration into the school, students on the waiting list are encouraged to fill out the online application and locate their transcript prior to being notified of an open space. Students will be selected from the waiting list on a first-come, first-served basis.

Re-Enrollment Policy

Students who withdraw from The Excel Center are able to re-enroll in the school. If an enrolled student withdraws, they may re-enroll by reapplying and going through the enrollment process outlined above. The orientation may be waived at a school director's discretion on a case-by-case basis.

Withdrawal Policy

The Excel Center's primary objective is to propel adults toward their career goals by empowering them to earn high school diplomas and prepare for the next steps toward college and career attainment. Further, the typical Excel Center student faces multiple challenges that may prevent an uninterrupted progression toward a diploma.

Only one of the following must be met for an enrolled student to be withdrawn:

- The student formally withdraws by completing a Withdrawal Form.
- The student states in writing to a school official that he or she does not plan to return, or that he or she needs a break from class. This may include, but not be limited to illness, pregnancy, family issues, work, etc.
- A student who accrues cumulative absences of more than 10 days within a term; and/or does not respond to interventions from the school can be withdrawn; for minor students, the school will follow the procedures for appropriately reporting educational neglect to DCS and/or missing children to the Clearinghouse upon withdrawal.

10						
11						
12						
AHS	150	200	250	300	300	300
Total Enrollment (School):	150	200	250	300	300	300

Indiana Charter School Board

Plan that are approved pursuant to ICSB's Enrollment Plan Amendment Policy.

Approved Amendments
(Completed by ICSB)

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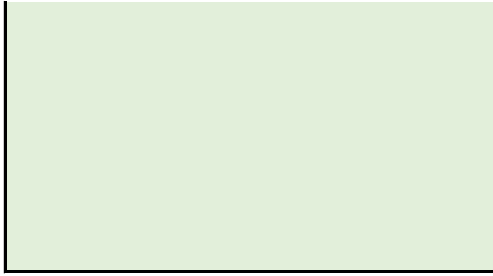
Amended Enrollment

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Amendment Notes

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School Name: The Excel Center Evansville Southeast
 Planned Opening Year: 2024

Special Instructions for Schools Cc

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, facility, or licens any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to 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 Failure to provide a description as requested may result in rejection of the submission.

REVENUE	July	August	September	October
Federal Revenue - See Footnotes				
Public Charter School Program Grant (1)	\$ -	\$ -	\$ -	\$ -
Other Federal Revenue (please describe on Tab 5)	\$ -	\$ -	\$ -	\$ -
Total Federal Revenue:	\$ -	\$ -	\$ -	\$ -
Other Revenue				
Contributions and Donations from Private Sources	\$ -	\$ -	\$ -	\$ -
Interest Income	\$ -	\$ -	\$ -	\$ -
Other Revenue (please describe on Tab 5)	\$ -	\$ -	\$ -	\$ -
Total Other Revenue:	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE:	\$ -	\$ -	\$ -	\$ -
EXPENSES				
Personnel Expenses				
Wages, Benefits, & Payroll Taxes	\$ -	\$ -	\$ -	\$ -

REVENUE
Total Personnel Expenses:
Instructional Supplies and Resources
Curricular Materials
Library/Media Services (Other than Staff)
Technology Supporting Instruction (computers, tablets, etc.)
Student Assessment
Instructional Software
Professional Development
Enrichment Programs (athletics or extra-curricular activities)
Other Instruction Supplies (not including technology)
Total Instructional Supplies and Resources:
Administrative Resources
Administrative Technology - Computers & Software (not SiS)
Other Administrative Expenses (please describe on Tab 5)
Total Administrative Resources:
Governing Board Expenses
Legal Services
Other Governing Board Expenses (please describe on Tab 5)
Total Governing Board Expenses:
Purchased or Other Services (do not include staff expenses)
Audit Services
Payroll Services
Financial Accounting
Printing, Publishing, Duplicating Services
Telecommunication & IT Services
Insurance (non-facility)
Travel
Mail Services

	July	August	September	October
\$	-	-	-	-

\$	-	-	-	-
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\$	2,100.00	-	1,400.00	-
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\$	-	-	-	3,000.00
\$	-	-	-	-
\$	-	-	-	-

REVENUE
Special Education Administration
Student Information Services or Systems
Food Services
Transportation Services
Marketing Expenses
Other Services (please describe on Tab 5)
Total Professional Purchased or Other Services:
Facilities Expenses (do not include staff expenses, e.g. custodian)
Facility Lease/Mortgage Payments (please describe)
Capital Improvements
Other Principal Payments
Operating Leases
Interest Payments
Interest Expense
Depreciation Expense
Insurance (Facility)
Purchase of Furniture, Fixtures, & Equipment
Electric & Gas
Water & Sewage
Repair and Maintenance Services (including cost of supplies)
Custodial Services (including cost of supplies)
Waste Disposal
Security Services
Other Facility Expenses (please describe)
Total Facilities Expenses:
Other Expenses - See Footnotes
Management Fee (2)
Bank Fees
Other Expenses (please describe)
Total Other Expenses:

	July	August	September	October
\$	-	-	-	-
\$	-	-	-	-
\$	-	-	-	-
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\$	-	-	-	-

\$	-	-	-	3,000.00
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\$	-	-	-	-
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REVENUE
TOTAL EXPENSES:
CHANGE IN NET ASSETS:

July	August	September	October
\$ 2,100.00	\$ -	\$ 1,400.00	\$ 3,000.00
\$ (2,100.00)	\$ -	\$ (1,400.00)	\$ (3,000.00)

Footnotes:

- (1) This is a competitive grant. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact IDOE's O
- (2) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease p "Additional Information" Column.

Contracting with a Management Company:

Contracting fees paid to a management company or affiliate of a management company that are not included in Line 97 (CMO/EMO fee). For example, you should note 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

See box in Column N on Tab 5.

November	December	January	February	March	April	May	June	Year 0 Totals
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 11,500.00	\$ 11,500.00	\$ 11,500.00	\$ 11,500.00	\$ 20,000.00	\$ 20,000.00	\$ 54,800.00	\$ 140,800.00
\$ -	\$ 11,500.00	\$ 11,500.00	\$ 11,500.00	\$ 11,500.00	\$ 20,000.00	\$ 20,000.00	\$ 54,800.00	\$ 140,800.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 250,000.00	\$ 250,000.00	\$ 500,000.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ 200,000.00	\$ 200,000.00	\$ 500,000.00	\$ 800,000.00	\$ 800,000.00	\$ 800,000.00	\$ 3,300,000.00
\$ -	\$ -	\$ 200,000.00	\$ 200,000.00	\$ 500,000.00	\$ 800,000.00	\$ 1,050,000.00	\$ 1,050,000.00	\$ 3,800,000.00
\$ -	\$ 11,500.00	\$ 211,500.00	\$ 211,500.00	\$ 511,500.00	\$ 820,000.00	\$ 1,070,000.00	\$ 1,104,800.00	\$ 3,940,800.00
\$ 14,518.35	\$ 14,518.35	\$ 14,518.35	\$ 14,518.35	\$ 19,169.25	\$ 24,134.40	\$ 24,134.40	\$ 80,193.95	\$ 205,705.40

November	December	January	February	March	April	May	June	Year 0 Totals
\$ 14,518.35	\$ 14,518.35	\$ 14,518.35	\$ 14,518.35	\$ 19,169.25	\$ 24,134.40	\$ 24,134.40	\$ 80,193.95	\$ 205,705.40

\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000.00	\$ 1,500.00	\$ -	\$ 2,500.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ 25,000.00	\$ 25,000.00	\$ 50,000.00	\$ 25,000.00	\$ -	\$ 125,000.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 2,500.00	\$ -	\$ 2,000.00	\$ -	\$ 3,000.00	\$ 4,000.00	\$ 3,500.00	\$ 15,000.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 1,500.00	\$ 7,500.00

\$ -	\$ 2,500.00	\$ -	\$ 27,000.00	\$ 27,000.00	\$ 56,000.00	\$ 32,500.00	\$ 5,000.00	\$ 150,000.00
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\$ -	\$ -	\$ 1,000.00	\$ 5,000.00	\$ 2,000.00	\$ 3,000.00	\$ 2,500.00	\$ -	\$ 13,500.00
\$ -	\$ 250.00	\$ -	\$ 500.00	\$ 250.00	\$ 500.00	\$ 2,000.00	\$ 2,000.00	\$ 5,500.00

\$ -	\$ 250.00	\$ 1,000.00	\$ 5,500.00	\$ 2,250.00	\$ 3,500.00	\$ 4,500.00	\$ 2,000.00	\$ 19,000.00
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\$ -	\$ -	\$ 1,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000.00

\$ 1,500.00	\$ -	\$ 3,000.00	\$ -	\$ 1,500.00	\$ -	\$ 1,500.00	\$ -	\$ 11,000.00
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\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 4,000.00
\$ -	\$ -	\$ 800.00	\$ 800.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 5,000.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000.00
	\$ 1,500.00	\$ 500.00	\$ 2,000.00	\$ 500.00	\$ 3,000.00	\$ 2,000.00	\$ 500.00	\$ 10,000.00
\$ -	\$ -	\$ 100.00	\$ 100.00	\$ 100.00	\$ 50.00	\$ 100.00	\$ 50.00	\$ 500.00

November	December	January	February	March	April	May	June	Year 0 Totals
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\$ -	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 10,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 40,000.00
								\$ -

\$ 500.00	\$ 7,500.00	\$ 6,900.00	\$ 8,400.00	\$ 12,450.00	\$ 9,400.00	\$ 9,950.00	\$ 6,900.00	\$ 65,000.00
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\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ 150,000.00	\$ 500,000.00	\$ 700,000.00	\$ 900,000.00	\$ 940,000.00	\$ 3,190,000.00
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\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ 19,166.00	\$ 19,166.00	\$ 19,166.00	\$ 19,166.00	\$ 19,166.00	\$ 19,166.00	\$ 114,996.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 10,000.00	\$ 20,000.00	\$ 120,000.00
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\$ -	\$ -	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 3,000.00
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\$ -	\$ -	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.35	\$ 2,000.00
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\$ -	\$ -	\$ 19,999.33	\$ 199,999.33	\$ 549,999.33	\$ 749,999.33	\$ 929,999.33	\$ 979,999.35	\$ 3,429,996.00
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\$ -	\$ -	\$ 9,333.33	\$ 9,333.33	\$ 9,333.33	\$ 9,333.33	\$ 9,333.33	\$ 9,333.35	\$ 56,000.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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\$ -	\$ -	\$ 9,333.33	\$ 9,333.33	\$ 9,333.33	\$ 9,333.33	\$ 9,333.33	\$ 9,333.35	\$ 56,000.00
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November	December	January	February	March	April	May	June	Year 0 Total
\$ 16,518.35	\$ 24,768.35	\$ 54,751.01	\$ 264,751.01	\$ 621,701.91	\$ 852,367.06	\$ 1,011,917.06	\$ 1,083,426.65	\$ 3,936,701.40
\$ (16,518.35)	\$ (13,268.35)	\$ 156,748.99	\$ (53,251.01)	\$ (110,201.91)	\$ (32,367.06)	\$ 58,082.94	\$ 21,373.35	\$ 4,098.60

Office of Title Grants and Support for more information.

Fee is calculated in the budget narrative. All amounts separate from a specific (payments, instructional supplies, software, technology, etc.) and described in the

Attachment 19 – Budget Narrative

Year 0

I. REVENUE

State Revenue

None.

Federal

Other Federal Revenue: In Year 0, Evansville Goodwill Industries, Inc. will receive \$140,800 in federal funds from the Department of Education as a subrecipient of the Promise Neighborhood Grant.

Other Revenue

Contributions and Donations from Private Sources: Revenue will come from donations received from community members and businesses to help start-up costs of the school.

Evansville Goodwill Industries, Inc. Transfers: In Year 0, Evansville Goodwill plans to provide a loan to cover start-up costs associated with the school opening. This loan is projected to begin in January prior to school opening and will total \$3,300,000 for Year 0.

II. EXPENDITURES

Personnel Expenses

Wages, Benefits, and Payroll Taxes: Assumes a School Director and Recruiter will begin in November prior to school opening; an Office Manager will begin in March prior to school opening; a Lead Teacher and a Lead Life Coach will begin in April prior to school opening, and remaining Teachers, Life Coaches, a College/Career Specialist, a Drop-In Center/Assistant Director and Drop-In Center Attendants will begin in June prior to school opening.

Expenditures are projected to be prorated across this timeline, based on average salaries for each position.

Instructional Supplies and Resources

Curricular Materials: Costs associated with textbooks for students.

Technology Supporting Instruction: Technology supporting instruction expenditures in Year 0 include student computers including computer labs and carts on wheels.

Professional Development: Costs include opportunities for the development of staff provided by outside providers and travel to Indianapolis to GEI for training opportunities.

Other Instruction Supplies: Costs include basic classroom supplies such as pens, paper, dry erase markers, etc. for use by students.

Administrative Resources

Administrative Technology: Costs assume each staff member has a computer including appropriate software.

Other Administrative Expenses: Costs paid to local organizations the Director is involved in such as the Rotary as well as basic office supplies for staff including pens, paper, dry erase markers, etc.

Governing Board Expenses

Legal Services: Costs associated with legal services to review items such as 501(c)(3) to create new entity, policies, and handbooks for the school.

Other Governing Board Expenses: Costs associated with conducting board development activities to help in developing the school board.

Purchased or Other Services

Audit Services: Costs to undergo annual audit.

Printing, Publishing, Duplicating Services: Costs associated with branded items such for recruitment such as banners, fliers, etc.

Telecommunication & IT Services: Costs to cover the cost of internet at the school.

Insurance: Costs associated with obtaining proper insurance coverage to operate the school.

Travel: Travel includes reimbursable mileage related to staff travel for professional development, meetings, and other school-related activities.

Mail Services: Costs include direct student mailings for purposes of student recruitment and informing students of important upcoming dates and information regarding the school.

Marketing: Costs include mailings, advertisements, etc. to assist with student recruitment efforts.

Facilities Expense

Capital Improvements: Costs to renovate building space to operate the school including demo, building of offices/classrooms, technology infrastructure, and security system items.

Depreciation: Costs associated with depreciation of capital expenditures.

Purchase of Furniture, Fixtures, & Equipment: Costs to purchase all furniture and equipment needed to open the school

Repair and Maintenance Services: Costs for any repair and maintenance of equipment needed.

Security System: Costs include monthly monitoring for the security system installed at school.

Other Expense

Management Fee: Cost associated with licensing fees paid to Goodwill Education Initiative.

Year 1-5

SCHOOL ENROLLMENT PROJECTIONS: The school is projected to start with 150 students in Year 1 and increase by 50 students each year until it reaches full capacity of 300 students in Year 4.

III. REVENUE

State Revenue

Basic Grant: Current line items in Indiana's state budget provides \$6,750 per Adult Learner Student.

Federal

Other Federal Revenue: In Years 1-4, Evansville Goodwill Industries, Inc. will receive federal funds from the Department of Education as a subrecipient of the Promise Neighborhood Grant.

Other Revenue

Contributions and Donations from Private Sources: Revenue will come from donations received by community members and businesses to help start-up costs of the school.

IV. EXPENDITURES

Personnel Expenses

Wages, Benefits, and Payroll Taxes: Years 1-2 assumes 1 School Director, 1 Office Manager, 1 College/Career Specialist, 1 Lead Teacher, 1 Lead Life Coach, 4 Teachers, 2 Life Coaches, 1 Drop-In Center Assistant Director, and 2 Drop-In Center Attendants. Year 3 assumes 1 School Director, 1 Office Manager, 1 College/Career Specialist, 1 Lead Teacher, 1 Lead Life Coach, 1 Special Education Coordinator, 7 Teachers, 3 Life Coaches, 1 Drop-In Center Assistant Director, and 2 Drop-In Center Attendants. Years 4-5 assumes 1 School Director, 1 Office Manager, 1 College/Career Specialist, 1 Lead Teacher, 1 Lead Life Coach, 1 Special Education Coordinator, 1 Registrar, 8 Teachers, 4 Life Coaches, 1 Drop-In Center Assistant Director, and 2 Drop-In Center Attendants. All salaries are based on market rates at local school systems for all positions with a small wage increase each year of 4%. Benefits and payroll taxes are calculated at 36%.

Instructional Supplies and Resources

Curricular Materials: Costs associated with textbooks for students.

Technology Supporting Instruction: Technology supporting instruction expenditures include costs to add additional computers or replace existing ones.

Student Assessment: Costs for materials used to assess incoming students' math and reading levels.

Instructional Software: Costs for annual fees associated with online credit recovery software platform as well as software used to supplement classes.

Professional Development: Costs include opportunities for the development of staff provided by outside providers and travel to Indianapolis to GEI for training opportunities.

Enrichment Programs: Costs include opportunities to provide college visits or job shadowing for students.

Other Instruction Supplies: Costs include basic classroom supplies such as pens, paper, dry erase markers, etc. for use by students.

Administrative Resources

Administrative Technology: Costs assume each staff member has a computer including appropriate software.

Other Administrative Expenses: Costs paid to local organizations the Director is involved in such as the Rotary as well as basic office supplies for staff including pens, paper, dry erase markers, etc.

Governing Board Expenses

Legal Services: Costs associated with legal services to review policies and handbooks for the school.

Other Governing Board Expenses: Costs associated with conducting board development activities to help in developing the school board.

Purchased or Other Services

Audit Services: Costs to undergo annual audit.

Printing, Publishing, Duplicating Services: Costs associated with branded items such for recruitment such as banners, fliers, etc.

Telecommunication & IT Services: Costs to cover the cost of internet at the school.

Insurance: Costs associated with obtaining proper insurance coverage to operate the school.

Travel: Travel includes reimbursable mileage related to staff travel for professional development, meetings, and other school-related activities.

Mail Services: Costs include direct student mailings for purposes of student recruitment and informing students of important upcoming dates and information regarding the school.

Student Information Services or Systems: Annual fee for SIS that is compatible with Indiana state reporting requirements.

Transportation Services: Costs to provide free transportation to students to remove barriers to students' education.

Marketing: Costs include mailings, advertisements, etc. to assist with student recruitment efforts.

Facilities Expense

Facility Lease/Mortgage Payments: Costs to lease building space to be occupied by the school. The Excel Center will lease 26,000 sqft of space in Evansville Goodwill's building. Lease payments will include all utilities, waste disposal and janitorial services.

Capital Improvements: Costs for miscellaneous capital expenditures for capital repairs, remodels, etc.

Depreciation: Costs associated with depreciation of capital expenditures.

Purchase of Furniture, Fixtures, & Equipment: Costs to purchase additional furniture and

equipment needed for the school.

Repair and Maintenance Services: Costs for any repair and maintenance of equipment needed.

Security System: Costs include monthly monitoring for the security system installed at school.

Other Expense

Management Fee: Cost associated with licensing fees paid to Goodwill Education Initiative.

Exhibit A

Application Checklist – New Operator

#	Document	Page Limit	Format	Completed
	Application Overview	Use Template in	PDF and MS Excel	
	Application (including Executive Summary)	60 pages	MS Word or PDF	
1	Applicant Group Resumes	None	MS Word or PDF	
2	Statement of Economic Interest & Conflict of Interest Form (completed by each board member)	Use Template in <u>Exhibit C</u>	PDF	
3	Course Scope and Sequence	30 pages	MS Word or PDF	
4	Calendar and Schedule	10 pages	MS Word or PDF	
5	Academic and Exit Standards	15 pages	MS Word or PDF	
6	Organizational Chart	5 pages	MS Word or PDF	
7	Student Discipline Policy	10 pages	MS Word or PDF	
8	Evidence of Support from Community Partners	None	MS Word or PDF	
9	Need and Demand Analysis	None	MS Word or MS	
10	Grievance Policy	10 pages	MS Word or PDF	
11	Governance Documents	None	MS Word or PDF	
12	Statement of Assurances (only one form required)	Use Template in	PDF	
13	Start-Up Plan	10 pages	MS Word, Excel, or	
14	Insurance Estimate	None	MS Word or PDF	
15	Enrollment Policy	5 pages	MS Word or PDF	

#	Document	Page Limit	Format	Completed
16	Budget Projections Workbook	Template	MS Excel	
17	Budget Narrative	5 pages	MS Word or PDF	
18	Existing Organizer Financials (if applicable)	None	MS Excel, Word, or	
19	Entire Application (including Attachments)	None	PDF	



1 Second Floor - School - Furniture Plan
3/32" = 1'-0"



Seal:
Design
Coordination
Drawing
Not for
Construction

August 28, 2023
Project Number: 230501

Drawings were created in and
are to be produced in color.

Daniel E. Temme, AIA - Architect

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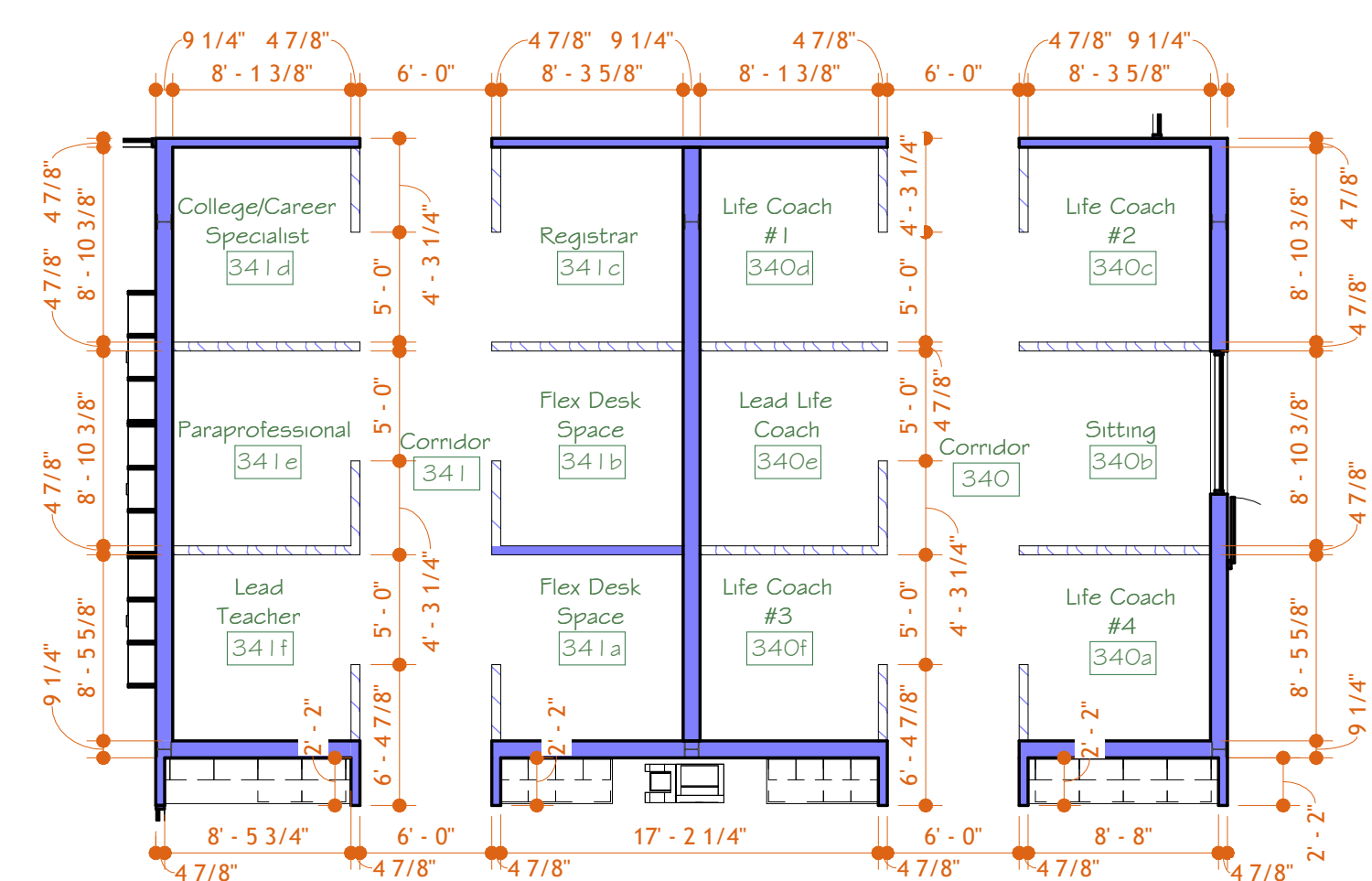
GOODWILL - EXCEL CENTER

5001 Washington Avenue
Evansville, IN 47715

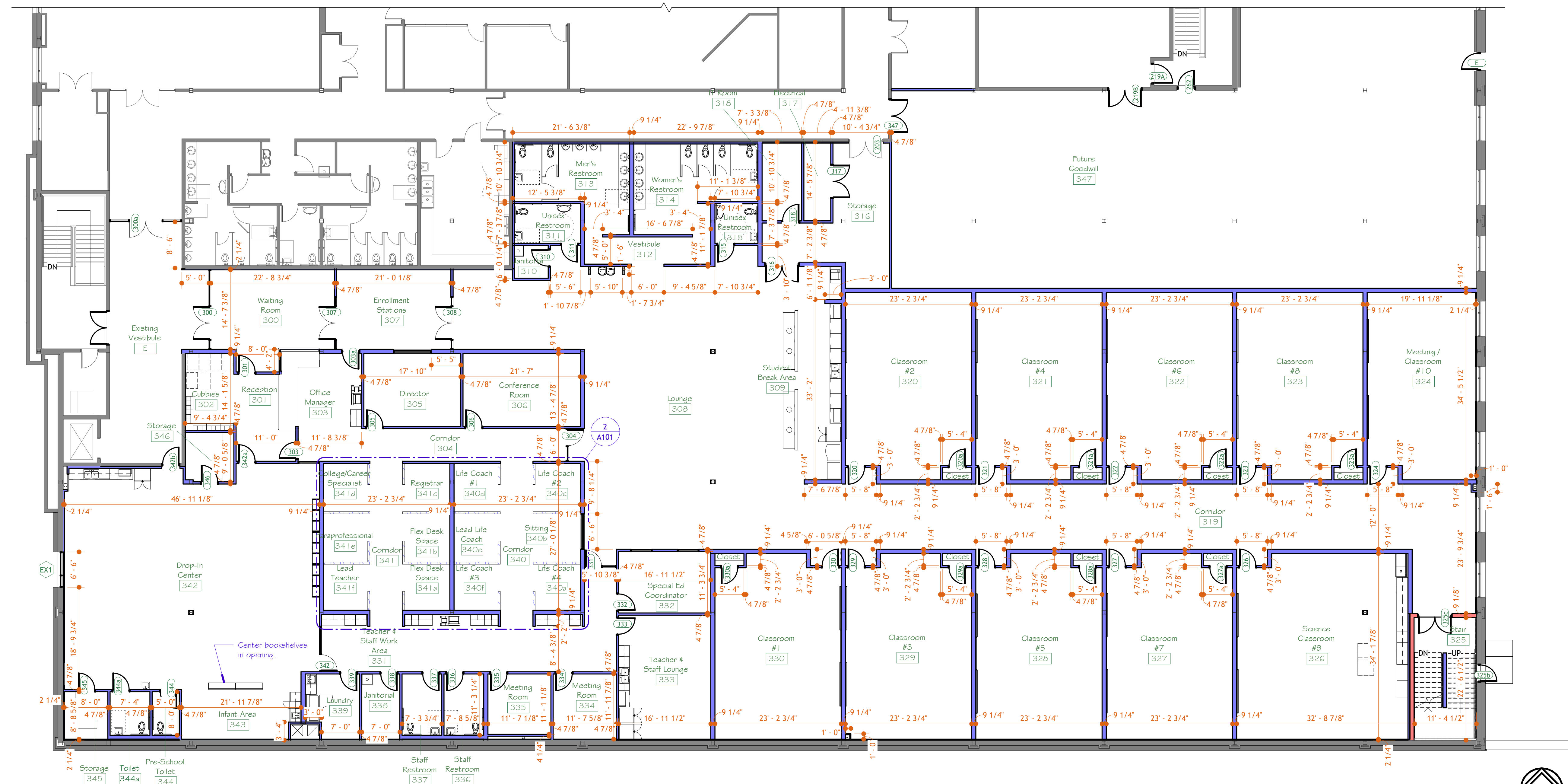
Furniture Plan

I105

Sheet of



2 Enlarged Open Office Area
1/8" = 1'-0"



1 Second Floor - School - Dimensioned Plan
3/32" = 1'-0"

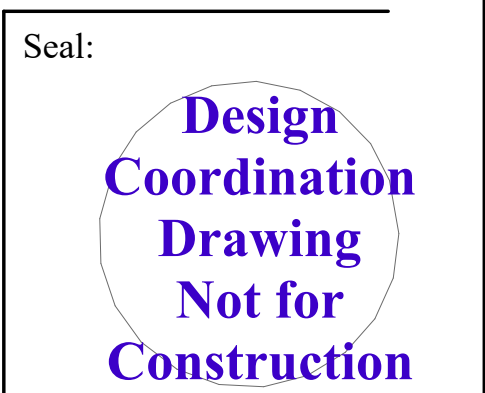
General Floor Plan Notes:

- All dimensions on floor plans are from face of finish gypsum board, face of masonry, face of concrete or centerline of columns unless noted otherwise.
- Gypsum board on walls not required to extend to bottom of structure above shall terminate 6" above the highest adjoining ceiling and the stud shall be braced either by attaching alternating diagonal studs 48" O.C. from top of wall to structure or by extending wall studs to structure above.
- Provide wood blocking in walls and ceiling as required for installation of casework or other surface mounted accessories. Provide sound batt insulation at ALL interior walls.
- Interior door frame jams typically located 4" from adjacent wall unless noted otherwise.
- See A100 for wall types.

Wall Type Key

- Existing Wall from previous phase.
Note: all walls inside this project area shall be finished with gypsum board, unless noted otherwise.
- New Wall
- New Wall (Rated)

All notes, specifications, and requirements annotated in Phase I are also required in and are a part of the scope of Phase II. Any requirement of Phase I in conflict with the requirements called out herein are to be reported to the Architect / Engineer immediately. The most stringent requirement will apply unless otherwise directed by the Architect / Engineer.



August 28, 2023
Project Number: 230501

Drawings were created in and are to be produced in color.

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GOODWILL - EXCEL CENTER
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Second Floor - School - Dimensioned Plan

A101

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