



Charter Activation Request Application

Revised June 2021

An organizer who has been granted multiple charters by the Indiana Charter School Board (“ICSB”) may request to “activate” an unused charter by submitting a formal request, signed by the organizer’s Board chair, to ICSB’s Executive Director. The request, including all attachments, must be submitted electronically to indianacharterschoolboard@icsb.in.gov.

The request must include the following information:

Please note that, absent special circumstances, ICSB will not approve a school to open in the same year that a request is submitted (e.g., a request submitted in the Spring Application for a school to open in Fall of the same year). If a school wishes to request an expedited opening, the applicant must include, where relevant, information demonstrating how the school will be ready to open in the Fall, including, but not limited to, the impact on facility, staffing, enrollment, community engagement, and any other aspects of an expedited start-up.

1. A resolution from the governing board of the organizer approving the activation;
Please see attached.

2. A completed [Budget and Staffing Workbook](#);
Please see attached.

3. The last three years of consolidated audited financial statements and management letters for the organizer including all schools operated by the organizer within Indiana);
Please see attached.

4. A detailed budget narrative that describes assumptions and revenue estimates, including but not limited to the basis for per-pupil revenue projections, staffing levels, facilities expenses, and technology costs. The narrative should specifically address:

- a. The degree to which the school (and network) budget relies on variable income (e.g., grants, donations, fundraising).**
- b. The school’s contingency plans to meet financial needs if anticipated revenues at the proposed school or network are not received or are lower than**

- c. **How the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) startup costs, (b) special population subgroup costs, (c) transportation costs necessary to ensure the school will be accessible for all enrolled students, and (d) required retirement plan contributions.**
- d. **The impact on the network (if one exists) of opening an additional school.**

At both the school and network level, we utilize a financially sustainable model that will empower our school, PLA@Genai, to implement the evidence-based PLA educational model with fidelity, while remaining financially healthy over time:

i. Campus-Level Budget Narrative

Genai Campus:

Please find below a high-level summary of the campus-level budget, including key assumptions and revenue estimates:

- The budget is a conservative view of enrollment, revenue and expenses to ensure that the school is sustainable on State and Federal funds for each of the five years projected.
- State basic funding is also conservatively projected at the values generated by the budget model.
- Staffing is based on current average salaries and benefits plus an allowance for 3% annual increases.
- Staff ratios are based on 25 scholars per class.
- All expenses are aligned to funding available based on annual enrollment.
- In keeping with our strategy to ensure that the core operating budget is financially sustainable, CSP funding will only be used in the short-term to help build school-level capacity through investments in people, systems and processes. Once in place, these capacity levers will help create a pathway to long-term financial sustainability for our school.
- To defray startup costs, the PLA national office will support all key activities leading to a successful school opening, reducing additional capacity needs that would otherwise be placed on the school budget.
- Necessary expenses such as special population subgroup costs, transportation costs and required retirement plan contributions have been included.

PLA@Genai - Genai Campus - 5 Year Budget - Key Assumptions:	FY23	FY24	FY25	FY26	FY27
Enrollment	100	150	225	300	350
Annual Enrollment Growth		50%	50%	33%	17%
Average Basic State Funding Per Scholar	6,503	6,503	6,503	6,503	6,503
Charter School Facility Grant Per Scholar	1,000	1,000	1,000	1,000	1,000
Average Other State Funding Per Scholar	25	25	25	25	25
Federal Funding Per Scholar (excl Nutrition)	1,200	1,200	1,200	1,200	1,200

Avg Nutrition per Scholar	900	900	900	900	900
Comp. Gr & Philanthropy per Scholar	-	2,000	1,333	-	-
Total Funding Per Scholar	9,628	11,628	10,961	9,628	9,628
Total Full Time Staff (FTE)	7.5	9.5	15.0	19.0	22.0
Annual Salary Increase	3.0%	3.0%	3.0%	3.0%	3.0%
Facility Lease	18,000	150,000	250,000	250,000	290,000
Total Expenses per Scholar	9,585	11,562	10,913	9,591	9,587
Net Surplus	4,239	9,812	10,804	10,972	14,079

Potential second campus in Elkhart:

Please find below a high-level summary of the campus-level budget, including key assumptions and revenue estimates:

- The budget is a conservative view of enrollment, revenue and expenses to ensure that the school is sustainable on State and Federal funds for each of the five years projected.
- State basic funding is also conservatively projected at the values generated by the budget model.
- Staffing is based on current average salaries and benefits plus an allowance for 3% annual increases.
- Staff ratios are based on 20-25 scholars per class.
- All expenses are aligned to funding available based on annual enrollment.
- In keeping with our strategy to ensure that the core operating budget is financially sustainable, CSP funding will only be used in the short-term to help build school-level capacity through investments in people, systems and processes. Once in place, these capacity levers will help create a pathway to long-term financial sustainability for our school.
- To defray startup costs, the PLA national office will support all key activities leading to a successful school opening, reducing additional capacity needs that would otherwise be placed on the school budget.
- Necessary expenses such as special population subgroup costs, transportation costs and required retirement plan contributions have been included.

PLA@Genai - Elkhart Campus - 5 Year Budget - Key Assumptions:	FY23	FY24	FY25	FY26	FY27
Enrollment	100	200	300	400	500
Annual Enrollment Growth		100%	50%	33%	25%
Average Basic State Funding Per Scholar	6,864	6,864	6,864	6,864	6,864
Charter School Facility Grant Per Scholar	1,000	1,000	1,000	1,000	1,000
Average Other State Funding Per Scholar	25	25	25	25	25
Federal Funding Per Scholar (excl Nutrition)	1,200	1,200	1,200	1,200	1,200

Avg Nutrition per Scholar	900	900	900	900	900
Comp. Gr & Philanthropy per Scholar	3,000	1,500	-	-	-
Total Funding Per Scholar	12,989	11,489	9,989	9,989	9,989
Total Full Time Staff (FTE)	7.0	14.5	20.0	29.2	39.5
Annual Salary Increase	3.0%	3.0%	3.0%	3.0%	3.0%
Facility Lease	130,000	300,000	350,000	405,169	425,427
Total Expenses per Scholar	12,937	11,424	9,892	9,862	9,876
Net Surplus	5,254	13,119	29,149	50,963	56,728

In addition to our conservative budgeting practices, we have a strong data-driven framework of systems and processes to support healthy enrollment at the school. This includes:

- **Leveraging the capacity of our team:** Our robust Enrollment Department consists of seven talented Enrollment Coordinators with decades of experience in data-driven community engagement, working to meet student recruitment goals, and successful conversion of families from the inquiry to the enrollment stage of the recruitment process. Together with our fifteen-person Operations team that also includes local team members, our Enrollment Coordinators will work actively on the ground to engage with local Elkhart families and drive student recruitment and retention for PLA@Genai.
- **Implementing a robust student recruitment plan:** Our holistic student recruitment plan a) leverages lessons learned from previous network-wide enrollment campaigns to set specific Key Performance Indicators (KPIs) and targets; b) provides clearly delineated roles and responsibilities for key staff involved in the implementation of the student recruitment plan; c) includes a year-round calendar with engagement activities to support key student recruitment phases such as early interest, lottery, late rush and churn; and d) provides updated communication collateral that can be used effectively to reach and authentically engage with a variety of families.
- **Integrating the use of data-driven systems:** Utilizing industry best practices, our student recruitment system SchoolMint will provide an online hub to empower data-driven decision-making at all stages of our scholar enrollment and retention process for PLA@Genai. Equipped with automated, multilingual mobile capabilities, SchoolMint will help us streamline the student recruitment process for PLA@Genai while equitably reaching a broad array of interested families. With predictive and real-time enrollment statistics, the enrollment system will allow us to build the financial sustainability of our school by setting and reaching KPIs through accurate, data-driven forecasting.
- **Facilitating authentic family and community engagement:** Partnering closely with parents is a core element of the PLA approach and a critical step in ensuring the success of scholars. We hold monthly parent events, with 80% consistent participation at All-Pro Dads and Muffins with Moms. Our holiday events are standing only, attended by hundreds of families at our schools. Through our authentic engagement with families, we have helped to increase enrollment to new heights at both PLA@93 and PLA@103, two formerly underperforming neighborhood schools that were experiencing declining enrollment. As another indicator of engagement, 85% of parents and family members attend parent-teacher conferences at our schools. These events are

part of our multi-channel community engagement approach which includes:

- **Community partnerships:** Our partnership with Genai Excellence Academy will continue to play a key role in our enrollment efforts. Genai leaders Apostle and Lady Newsome are life-long residents of Elkhart County, serving the community through their church since 2008. In their capacity as community leaders, Apostle and Lady Newsome have interacted with hundreds of local families, many of whom have expressed their interest in enrolling their children at PLA@Genai.
- **News and print media:** PLA pitches news stories to the press on a monthly basis and collaborates with media on coverage within PLA schools.
- **TV and Radio campaigns:** PLA boosts visibility for enrollment expansion with appearances and targeted advertisements in local radio stations and TV channels. We will also have access to Genai's own radio station which will serve as an additional touchpoint with our community.
- **PLA newsletters:** Our community members will have the opportunity to register to receive PLA's e-newsletters. Twice per month, PLA sends out news about its schools, supporting family awareness, engagement, and satisfaction.
- **PLA's online presence:** PLA uses its network web page, social media platforms (Facebook, Twitter, Instagram, and a YouTube Channel), and the PLA Mobile App to share news, updates, and events with the community. PLA also creates a dedicated website for each school, which provides easy access to enrollment documents and supports successful conversion from the inquiry to the application stage.
- **Formal and informal community outreach:** We will notify local churches, community organizations, and after-school programs about PLA@Genai, send letters home, conduct phone blasts, and hold community-focused events.

ii. Network-Level Financial Sustainability

At the PLA network-level, we maintain financial sustainability through the following strategies:

- Our financial model is sustainable on recurring, guaranteed state and federal revenues. Overall, over 95% of our revenues come from recurring government funding and fee-for-service contracts.
- Philanthropy plays only a supplemental role – supporting one-time expenses such as special projects and capital improvements that help to round out the educational experience.
- Our strategic business model has been refined such that our central office is sustainable on revenues from fee-for-service contracts.
- Through the capacity and decades-long experience of our senior leadership, we are intentional about building enterprise-level systems, processes and teams that can scale as we grow and support our financially sustainable business model.
- Since our systems and processes are designed to be replicable at each new school, school-level budgets do not bear the costs of these systems – this directly builds each new school's capacity to support network-level financial sustainability.
- As part of our resource allocation framework, 80% of all grant resources are allocated to planned expenses that are directly in service to the academic growth and overall wellbeing of our scholars.

iii. Contingency Planning

We have several contingency mechanisms built into our model to address potential shortages in revenue. At the school level, we ensure:

- A conservative revenue forecast is used.
- The staffing model is based on actual enrollment only.
- A 60-day cash reserve is maintained.
- The core budget model required to deliver the PLA model with fidelity is designed to be fully sustainable on non-competitive public funding.
- A full year monthly cash flow projection is maintained to identify any variances against the school-level budget and allow time for course correction as needed.
- Our budget model is able to achieve cost efficiencies while preserving the integrity of our educational model – for example, instead of hiring additional school-level staff, we leverage regional PLA staffers to support frequent, year-round professional development.
- All budgeted expenses are evaluated as they arise during the operational year to ensure that they are still necessary and remain the best, most strategically aligned use of funds.
- Adjustments are made for any unexpected increases in expenses or decreases in funding by reducing nonessential operating expenses that do not impact the scholar experience and reducing nonessential staff expenses that do not impact the scholar learning environment.
- Our responsive cash planning process is cascaded across departments to ensure that we are coordinated in ensuring strong student enrollment and expense management.
- Essential PLA educational systems such as the PLA Coaching Cycle and the Student Data Warehouse are network-wide resources leveraged through national investments, helping to defray expenses that would otherwise need to be placed on the school-level budget.
- A strategic resource allocation framework is implemented, where we strive to drive resources to eligible budgeted expenses to support the robustness of the general fund and facilitate the school’s financial sustainability.

Similarly, at the network level, we support contingency planning through:

- A conservative revenue forecast
- A staffing model that is based on actual enrollment only
- A business model that is sustainable on fee-for-service contracts and not reliant on philanthropy
- A 90-day cash reserve maintenance policy, which is higher than the nonprofit school operator sector average in the state; we are now working towards building a 180-day cash reserve
- A full year monthly cash flow projection that facilitates the identification of any variances against the school-level budget and allows time for any course correction, as needed
- An evaluation of all budgeted expenses as they arise during the operational year, including an assessment of whether they are still necessary and remain the best, most strategically aligned use of funds
- Strong, collaboration across cross-functional teams that allows us to identify current needs and make adjustments in real-time, as necessary
- Network-wide investments in programs and systems that are based on actual funding received, meaning in part that supplemental programs are only added when funding is available

iv. Impact on Network

As shared previously, new PLA charter schools are designed to become financially sustainable on recurring government funding. All new PLA schools use our standardized, proven framework of robust financial management practices. This framework has a strong track record of supporting the continued positive financial health of our schools and our network overall. We will replicate this

proven financial management framework to support PLA@Genai as well. Through the implementation of this framework, we anticipate PLA@Genai to add to the overall financial health and sustainability of our network.

In addition to our proven financial management framework, we also have data-driven, enterprise-level systems and processes in place to support PLA@Genai. Our core systems are designed to replicate best practices and distribute knowledge in a way that is effective in real-time. For example, one of our core systems, the PLA Coaching Cycle, embeds real-time feedback through biweekly classroom observations to support continuous knowledge-sharing and improvement. Similarly, one of our key processes, our weekly Professional Learning Communities, provides opportunities for educators to share their knowledge and best practices with us in real-time. When we add a new school, we also add talented educators to our network. As our enterprise-level systems are replicated at each new school, these talented educators help propagate knowledge-sharing and add to our current best practices. This strategic process of refinement through continued knowledge-sharing allows us to build the strength of classroom instruction at our schools across the network.

Most importantly, launching PLA@Genai is mission-aligned. Since 2013, as a network we have remained committed to our mission of identifying and serving scholars in traditionally underserved communities where there is a strong, urgent educational need. We have witnessed firsthand the difference it makes when children are surrounded by teachers who believe in their tremendous innate potential and empower them to unlock it. We see PLA@Genai as yet another opportunity to serve our mission and provide additional children access to the educational home that they deserve.

5. A description of the organizer’s current or planned capacity to manage multiple schools. Specify how the organizer will ensure the governing board incorporates community input and access if the schools are located in different geographical locations across the state.

The George and Veronica Phalen Leadership Academies (PLA) is a nonprofit network of high-quality schools that was founded in 2013 to empower the academic achievement and overall well-being of children from traditionally underserved communities. We are proud to have launched our first school – George and Veronica Phalen Leadership Academy, an A-rated K-8 school – in Indianapolis. Since then, we have expanded our efforts to serve Indiana scholars through additional schools in Indianapolis, as well as schools in Gary, Fort Wayne and Merrillville. Today, we are honored to serve 4,470 scholars across Indiana. Across our network, 89% of our scholars come from families experiencing poverty, and 77% are scholars of color.

PLA@Genai will replicate the successful PLA model in serving children and families in Elkhart. Our educational model was designed by educators to serve scholars from traditionally underserved communities and empowers both educators and students to grow and take ownership of learning. As a result, PLA schools consistently demonstrate improved student outcomes. An educational model that supports success leads to greater capacity to sustain and grow excellence over time. Rigorous curriculum, high quality professional development, a coaching cycle that develops teachers, enrichment opportunities for scholars, and authentic partnership with families are just a few of the elements that help us ensure the success of PLA students. Highlights from our track record further illustrate the effectiveness of the PLA model, as we have:

- Transformed six F-rated schools to A-rated schools.
- Increased scholar passing rates on the state ELA and Math tests by 11% in just one year – the highest standardized test growth for all schools in Central Indiana.
- Earned school rankings of #4 and #5 in the district for strongest growth (with 8.2% and 8.1%

increases in state test score proficiency growth, respectively).

- Accelerated progress towards grade-level proficiency with 72% of scholars showing standard to high annual growth on the state test.
- Achieved an average of 92% proficiency on the state third-grade reading exam at our founding school.
- Empowered PLA scholars in grades K-6 to gain an average of 1.3 years of annual growth toward grade-level proficiency on the STAR, nationally-normed assessment.

The PLA educational model has also produced strong achievement gains at schools across Indiana. During the 2019-20 school year, schools and scholars across Indiana faced unprecedented learning challenges brought forth by the pandemic. As a result of these disruptions, the US Department of Education granted the state of Indiana a waiver from annual assessment and accountability requirements for the 2019-2020 school year. Currently, state accountability portals such as IDOE's INView reflect assessment and accountability determinations from the 2018-2019 school year as the latest available data that accurately represents school performance prior to COVID. Therefore, it is this data that is captured in the academic highlights below. We have selected George and Veronica Phalen Leadership Academy (GVP) and James and Rosemary Phalen Leadership Academy (JRP) as reference points as, similar to PLA@Genai, they are freshstart charter schools.

Through the PLA educational model, GVP has:

- Maintained an A-rating, continually outperforming its local district and stayed close to or outperformed overall state achievement for both math and ELA.
- Demonstrated strong performance in the Growth domain on the 2019-20 Indiana Accountability report, with 121.9 overall points for Math and 108.1 overall points for ELA.
- Achieved 120% of individualized growth goals for fourth graders on the 2019-20 Winter NWEA Reading assessment.
- Built a strong foundation in math skills for scholars in Grade K, who achieved 101% of individualized growth goals on the 2019-20 Winter NWEA Math assessment.
- Achieved a scholar proficiency rate of 63% on the 2019-20 Math ILEARN, with all subgroups surpassing the state average. Proficiency for Black scholars was 61%, 13 percentage points above the state average; while proficiency for scholars experiencing poverty was 64%, 16 percentage points above the statewide average.
- Consistently surpassed the host district and statewide proficiency rates on the IREAD exam, outperforming peers for more than 4 years in a row. On the most recent IREAD, Black scholars and scholars experiencing poverty achieved proficiency in reading at a rate of 91%.

At JRP, highlights of scholar achievement include:

- JRP is the only A-rated public middle/high school on the Far Eastside of Indianapolis, one of the most underserved communities in the state.
- The school earned 113.7 points for ELA and 105.8 for Math, surpassing the 0-100 State Accountability score scale for Bottom 25% Growth.
- On the 2019-20 Winter NWEA Math assessment, scholars' Student Growth Percentile was 55 overall, showing greater achievement than 55% of their academic peers nationwide.
- Scholars in seventh grade achieved 142% of individualized growth goals on the 2019-20 Winter NWEA, while eighth grade scholars achieved 106% of their individualize growth goals in Math
- On the most recent state summative, JRP scholars in the Bottom 25% grew their proficiency by 31% in ELA, 8 percentage points higher than that of the host district.

- The growth rate for scholars in the Bottom 25% in Math was 14%, 5 percentage points higher than that of the host district, on the most recent state summative.

In addition to the proven track record of our educational model, our capacity to manage multiple schools is built upon the strength of our people, systems and processes:

People

PLA is blessed to have a strong leadership team whose role is to support the success of our schools and scholars. PLA is one of the few nonprofit school operators in the country led by a team comprised primarily of leaders of color. Our leaders have devoted their adult lives to improving the lives of children in underserved communities. Our headquarters team includes 115 leaders. We bring decades of classroom experience, school and instructional leadership track record, project management expertise, and substantial knowledge in key operational aspects, including compliance, reporting, and program management. Our senior leadership team offers exceptional experience in a wide range of functional areas, allowing our school leaders and teachers to focus fully on the academic success of our scholars. This includes our Founder and CEO, Earl Martin Phalen, who has more than twenty years of education leadership and executive experience; our Academics department led by our Chief Academic Officer, Andrea Robinson who has over 25 years of experience in teaching, professional development, and education leadership; our Recruitment department led by our National Director of Recruitment who is an experienced nonprofit recruitment executive with over 20 years of experience in data-driven talent recruitment; our Human Resources team led by our Chief Human Assets Officer who has more than twenty years of experience in leading schools and developing educators; our Operations team led by our Chief Operating Officer who has successfully supported more than 1,500 educators and 24,000+ students in her two-decade long career; our Finance Department led by our Chief Financial Officer who has over two decades of experience in finance and accounting, including payroll and benefit management, internal and external reporting, annual budgeting, and audit management; our Legal and Compliance department led by our Chief of Compliance, Legal and External Partners who has more than ten years of experience supporting schools maintain compliance with applicable standards; and our Community Engagement and Marketing department led by our National Director who has over a decade of experience connecting communities and helping organizations achieve their goals through communications.

Resumes for our key leaders can be found attached. Please find their bios below:

Earl Martin Phalen, Founder & CEO: Widely recognized as one of the nation’s top social entrepreneurs, Earl Martin Phalen is the Founder and CEO of Summer Advantage and the George and Veronica Phalen Leadership Academies. While at Harvard Law School, Earl founded Building Educated Leaders for Life (BELL), which grew from a local community service project to a national non-profit educating 15,000 children annually and from an annual budget of \$12,000 to \$27.5M annually. Earl then founded Summer Advantage USA, a summer reading program that has served 20,000 children in six states since its inception in 2009. Both BELL and Summer Advantage are among the very few expanded learning time programs in the country to be scientifically proven to raise student achievement. As a result of this track record, Earl and his team were encouraged to expand their 25-day summer program model to a year-round school model. The resulting network of K-12 public schools is called the George and Veronica Phalen Leadership Academies (PLA) in honor of his parents. Under Earl’s leadership, PLA has grown from 1 school serving 300 students to a national network of 25 schools serving over 10,000 students, uplifting children from our most vulnerable communities. In addition to transforming multiple F-rated schools into A-rated schools, PLA consistently helps its scholars achieve outstanding growth. Beyond academics, PLA scholars have

created original plays, delivered theatrical performances, built mobile apps, and constructed their own submersible robots. Earl has been recognized by MSNBC, TIME, New York Times, Education Week, IndyStar, Black Entertainment Television, and Presidents Clinton and Obama. He holds a BA in Political Science from Yale University and a JD from Harvard Law School.

Andrea Robinson, Chief Academic Officer: Andrea received her BA from Indiana University in elementary education and her master's degree from Indiana Wesleyan University. Andrea worked as a teacher in the intermediate grades in a Title I elementary building, where she was recognized with the district-wide Indiana Teacher of the Year award in 2009. She worked to become the instructional coach for her K-5 building where she used her knowledge of best practices to lead educators in professional development, classroom management, differentiation, PBIS, tiers 1-3 instruction/intervention and data analysis to drive effective classroom instruction. Andrea has provided professional development for the University of Indianapolis' elementary education program and for educational webinars with Kappa Delta Pi. Andrea most recently worked at the Indiana Department of Education in the Office of School Improvement as an Outreach Coordinator for Marion County, working closely with schools and districts to develop best practices for turnaround principles. Andrea has also served as the district manager in the State Development Network (SDN) to ensure the development of district system alignment and improve student achievement.

Courtney Lumbley, Director of School Improvement: Courtney's educational pathway began with a B.A. in Elementary Education from DePauw University, an M.Ed. from Indiana Wesleyan University in Curriculum and Instruction, and an endorsement for administration through WGU's Educational Leadership program. Her twelve years of classroom experience span grades three through twelve including Title I language arts, high ability, and German language instruction. Courtney taught in MSD Perry Township and Bartholomew Consolidated County Schools before serving in Franklin Township Community School Corporation as a teacher, instructional coach, and building administrator where quality instruction and collaboration for student growth was her focus. Courtney worked with teams of teachers implementing a data-driven Tier 2 and 3 intervention plan to impact student achievement. Before her role as a building administrator in Franklin Township, Courtney received the honor of Teacher of the Year for the district and finalist for the Indiana State Teacher of the Year.

Melissa Morris, Regional Director: Melissa has over 13 years of experience in the education system, working as a classroom teacher, Instructional Coach and in the last 7 years, as a Principal. She was named Teacher of the Year in Indianapolis in 2010. Under her leadership, her elementary school was recognized as one of the IDOE's Schools for Best Instructional Practices in 2017. It was then ranked #5 out of 161 Marion County Public Schools on ILEARN ELA scores at a high poverty school in 2019. Through her various roles, Melissa has experience in supporting school improvement through the selection and implementation of robust curricula and student achievement supports, data-driven implementation of MTSS and PBIS frameworks, and facilitating the professional development of educators including developing and utilizing individualized growth plans for underperforming staff.

Jennifer Becker, Chief Operating Officer: Jennifer's background includes 15 years in healthcare operations before moving into education operations 3 years ago. She most recently supported a network of 24 schools providing operational support to more than 1,500 educators and 24,000+ students. She is passionate about creating processes and systems to allow everyone to focus on being their very best. Jennifer's past experience includes working with large-scale Operations-focused projects such as supporting the opening of nine new schools including eight new ground-up builds. She has also spearheaded the implementation of several low-effort fiscal and operational responsibility initiatives that have resulted in tremendous organization-wide resource maximization and cost savings.

Amber Deckard, National Director of Recruitment: Amber is an accomplished Executive in the nonprofit industry. She has over 20 years' experience in nonprofit leadership including human resources and talent management. Amber first joined the team in 2010 as a Regional Director for Summer Advantage where she was instrumental in helping the program reach thousands of scholars across the country. In 2014 Amber was called to serve as a Regional Vice President for a national nonprofit charged with improving birth outcomes and health equity for moms and babies in the US. During her tenure, Amber was successful in building teams across 26 Markets in the Midwest, supporting a reduction in both premature birth and health equity disparities – both critical focuses for the Foundation. In October of 2018 Amber joined the PLA Team as National Director of Recruitment with a goal to help positively impact children across the country by partnering with our schools to source, attract, and hire exceptional educators that share our unwavering belief and passion for educating and empowering scholars from underserved communities.

JoAnn Gama, Chief Human Assets Officer: JoAnn has more than twenty years of experience serving in various roles at educational nonprofits and school districts. In her most recent employment at IDEA public schools, JoAnn served in leadership positions including school leader, Chief of New Schools, Chief Operating Officer, Superintendent, and a CEO. As CEO for IDEA, JoAnn managed 130 schools and more than 68,000 students across Texas and Louisiana. Prior to IDEA Public Schools, JoAnn served as a classroom teacher at Aldine ISD, in Texas. As the Chief Human Assets Officer at PLA, JoAnn focuses on meeting data-driven KPIs for several key HR priority areas, which include recruiting and onboarding talented educators and staff; providing opportunities for ongoing teacher development and retention; and maintaining a strong school leadership pipeline. JoAnn graduated with a Liberal Arts degree in International Relations from Boston University and obtained her master's degree in educational leadership from the University of Texas.

Flor Anderson, Regional Enrollment Coordinator: Flor joined the PLA team with nearly a decade of experience, serving in various roles. Most recently, Flor served as an Instructional Resource Specialist at the South Bend Community School Corporation, working directly with teachers and scholars in a classroom environment to support academic achievement. In her role as the Regional Enrollment Coordinator, Flor supports sustainable enrollment growth at PLA network schools in Indiana through data-driven community engagement, working to meet student recruitment goals, and successful conversion of families from the inquiry to the enrollment stage of the recruitment process.

Michelle McConnico, National Director of Communications & Marketing: Michelle is an award-winning communications and marketing professional and proud United States Air Force Veteran. She has spent over a decade connecting communities and helping organizations achieve their goals through communications. Michelle received numerous awards for her work including Verizon Wireless Communications Improvement Recognition, President Obama's Call to Service Award, and The Village's Helping Hand Award. She was also named one of Chicago's Top Professionals Under the age of 40. In addition to representing school districts and cities, Michelle has counseled and represented companies and CEO's of some of the world's most successful organizations including The Coca-Cola Company, The Department of Veterans Affairs, Verizon Wireless and PetSmart.

Nicole Scott, Chief of Compliance, Legal and External Partners: Nicole Scott joined PLA with over 10 years of experience as an attorney and leader in the education/charter school industry. Most recently, Nicole served as Chief of Employee Solutions & Legal Affairs for KIPP Los Angeles Schools. In this role, Nicole served as General Counsel and led the human resources department for all school sites operated by KIPP LA. Nicole also managed the relationship between KIPP L.A. and Los

Angeles Unified School District, the organization’s authorizer. She was instrumental in getting a K-8 charter school approved through Compton Unified School District for KIPP as well. Prior to joining the KIPP team, Nicole worked with the Inner City Education Foundation as SVP of Talent and General Counsel where she was instrumental in getting the first charter middle school approved through Inglewood Unified School district. Before committing her career to education, Nicole was an associate at a leading law firm in Los Angeles and worked for various entertainment companies such as Sony Pictures and the William Morris Agency. Nicole is a proud alumna of Spelman College and the UC Berkeley School of Law, Boalt Hall.

Adrienne Page, Director of Special Education: Adrienne came to PLA with 9 years of experience in special education. At her previous position as Special Education Specialist with Indianapolis Public Schools, she increased academic achievement in special education students by providing direct support to classroom teachers and special education teachers. In this role, Adrienne would provide coaching to teachers in customizing classroom instruction as well as daily routines and procedures to accommodate the unique needs of special education students. Prior to this, she worked directly as a Special Education Compliance Monitor for Indianapolis Public Schools district, evaluating and ensuring IEPs, ACRs and other special education records and policies followed local compliance laws. Adrienne is a graduate of Marian College and Kentucky State University.

Eva Spilker, Chief Financial Officer: Eva has served as Controller and Finance Director at Diamondback Direct, an international division of Quadriga Direct Mail Holdings—a leading global provider of direct marketing services. Her responsibilities included all finance and accounting functions as well as short- and long-term forecasting, payroll and benefit management, internal and external reporting, executive team and board presentations, margin and audit management, and annual budgeting. Eva’s career in finance began in the Corporate Financial Consulting Division of Ernst & Young in Baltimore, Maryland. She then transitioned to the Economics Group of CSX Intermodal where she developed long term planning models as well as all capital expenditure justifications and analyses. After CSX, Eva transitioned to a partner role in a regional advertising agency where she managed all finance and operations functions. Eva holds an economics degree from the University of North Carolina at Chapel Hill.

Johnny Jin, Chief Strategy & Development Officer: Johnny brings over a decade of proven leadership in institutional advancement to achieve large-scale social impact. As a core member of the PLA founding team, Johnny helped grow a regional summer learning pilot into a high-performing school network serving over 10,000 children across the country. In this capacity, Johnny develops pathways to scale; oversees the procurement of grants and contracts; and facilitates the calibration of strategy to drive sustained growth and success. Johnny has consulted with companies and initiatives on projects concerning early childhood literacy, city-wide arts education, social studies innovation, and adult professional development. Johnny is a first-generation college graduate. He earned his BA in Economics from UC Berkeley (where he graduated early in two years), and a Master’s in Education Policy and Management from Harvard.

Systems & Processes

There are six key elements of our program model, collectively referred to as the PLA Academic Priorities for Success. These include:

- a) Effective Leadership
- b) Strong Culture and Climate
- c) Collaborative Staff
- d) Effective Instruction

- e) Curriculum, Assessments and Interventions
- f) Strong Support Systems

Together, these elements allow us to support our partner schools in successfully improving student outcomes in the following ways:

(a) Effective Leadership

PLA has developed several tools to support the success of our partner school leaders. Some of which include the PLA Coaching Cycle for Leaders, a process that systematically support the growth of our school leaders; our Leadership Evaluation Assessment, a rubric outlining the successful behaviors of turnaround school leaders; and the PLA Leadership Institute, a week-long intensive leadership training institute for school leaders. Optional weekly tactical meetings with peers, optional monthly webinars, and tailored professional development also support the success of our partner school leaders.

PLA also supports the development of future leaders through our Pathways to Leadership Program, which is a uniquely designed fellowship program tailored to building capacity for aspiring school leaders.

(b) Climate and Culture

Having a school that is safe, loving and nurturing is critical to the success of scholars. We provide several resources to our partner schools to support them in developing a strong school culture including PBIS and Kickboard, a systematic process for recognizing scholars who make good choices and treat others well. The PLA Coaching Cycle (which will be discussed in more detail below) and PLA University, our on-line training portal, also support teachers in ensuring effective classroom and behavior management.

PLA also believes that parents are a critical partner in supporting the success of their scholars and the school. PLA has developed a scientifically validated method for partnering with parents; and will train our partner school leaders and teachers in how to more effectively engage partners.

(c) Collaborative Staff

For our partner schools to maximize their impact on children, staff must work together to promote strong professional growth. Our Peer Mentoring Program, Coaching Cycle, Summer Book Club, and Differentiated Professional Development are just some of the ways we build collaborative staff. Our operating methods for high-impact PLCs and Instructional Learning Rounds, and our Staff Appreciation framework also support collaboration.

(d) Effective Instruction

The most important component of effective instruction is hiring strong teachers, and we can help with this. PLA also believes that school structure matters, and we have developed a targeted staffing model for our partner schools. Another key to effective instruction includes the implementation of evidence-based curriculum with fidelity. Our professional development program helps ensure that our partner schools are both implementing evidence-based curriculum, and that they have sufficient training to implement that curriculum with fidelity.

(e) Curriculum, Assessments and Interventions

For scholars to succeed, educators need to have the instructional materials needed to teach, assess and inform instruction. Another critical element of the PLA model is our weekly formative assessment. Using weekly assessments developed with Edulastic, our partner schools are able to gauge scholar

progress in vocabulary, grammar, cold reads and math, and then use this data to inform instructional decisions. This data helps educators address both scholar needs and grouping for Tier 2 instruction, and the specific targeted interventions that will help scholars both catch up and move ahead.

(f) Support Systems

PLA believes that it “takes a village to raise a child.” Schools, families and communities provide resources and support systems that ensure success for all scholars. We will help our schools leverage these key partnerships, some of which might include: All Pro Dads/Muffins with Mom; wrap-around programming (i.e., summer learning, STEM); and health service organizations.

One of the keys to the academic growth experienced by our scholars is our process for developing our administrators and teachers. Educators at our partner schools have access to targeted and intensive professional development through the following resources:

- (1) Guided workshops, and
- (2) PLA University, our on-line training platform.

During the summer months, our educators can participate in one or more – dependent on their role – of three training sessions:

- Leadership Institute, a specialized week-long training for school leaders;
- New Teacher Institute, a week-long training program for new teachers; and
- Teacher Institute, a training program that prepares new teachers and returning teachers for success. (New teachers traditionally participate in two weeks of pre-service training.)

The PLA Coaching Cycle: In addition to the summer institutes, PLA provides in-person training during the school year. Our primary platform for staff development and retention, the PLA Coaching Cycle is a process that supports growing teachers throughout the school year in an intentional manner. The PLA Coaching Cycle platform includes six domains or focused areas of observations based on Charlotte Danielson’s framework. Each domain includes eight indicators for success, creating a very quick and efficient walk-through form for each domain. The six domains are as follows:

- Culture and Behavior Management
- Classroom Management and Environment
- Scholar Engagement
- Effective Lesson Components
- Level 1 Instructional Execution
- Level 2 Instructional Execution

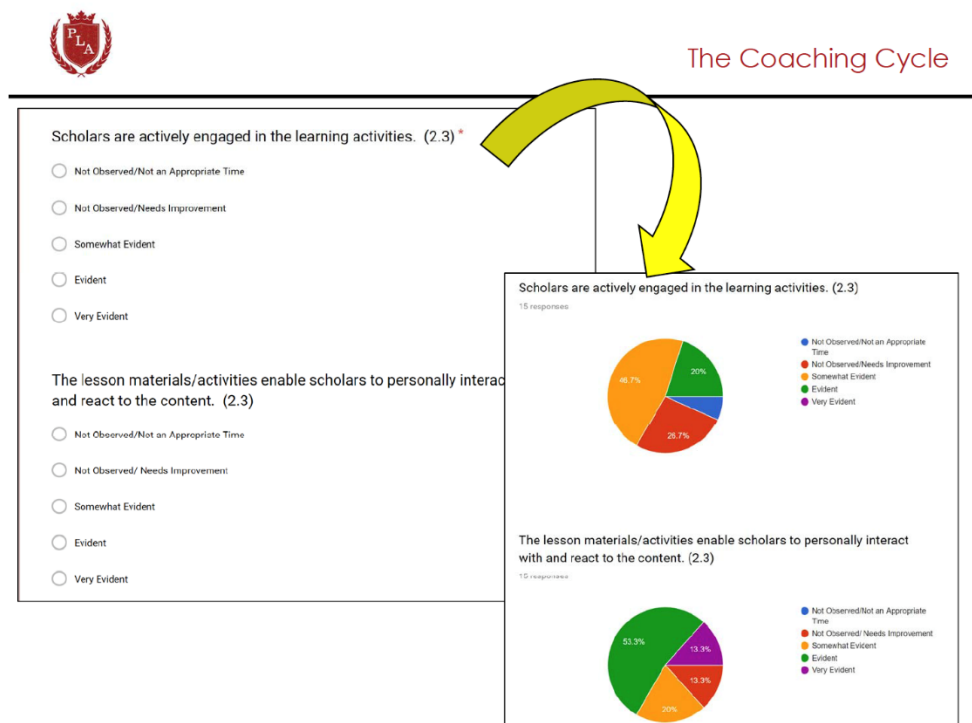


The first step of the Coaching Cycle is to conduct intentional walk-throughs, looking for evidence of best practices. Each walk-through takes no more than 10-12 minutes. The second step of the cycle is to lead effective coaching conversations with each teacher. Relationship-building is crucial during this step of the process. During this step it is imperative that the coach offers coaching side by side, gives positive feedback, and asks leading questions that guide the teacher to identifying their own next steps. Timely feedback has a significant impact on implementation. Research says there is a 70% chance of implementation if feedback is delivered within 24 hours of observation; after the first 24 hours, the likelihood of implementation drops 10% each day feedback is not delivered. The next step of the Coaching Cycle is collaboratively creating a bite-sized goal for change; both the teacher and coach are

accountable for the change. The final step before the cycle repeats is a follow-up observation from the same domain, looking for evidence of change according to the bite-sized goal.

The PLA Coaching Cycle has an online platform that allows leaders at both the network level and the school level to identify strengths and opportunities for improvement, both holistically for the school and individually for the teachers. Teachers immediately receive their observation feedback through email following the walk-through. The sophisticated analytics provide leaders with feedback to ensure we are coaching up our teachers or coaching out ineffective teachers to ensure we provide our scholars with the education they all deserve. A toolbox of strategies and resources for each coaching area is also available within the Coaching Cycle online platform. This toolbox allows the coach to click directly on the link and share with the teacher. It is recommended that the coach go through the resource with the teacher to increase the likelihood of implementation, then follow through by sharing the resource with them to revisit on their own time. The toolbox provides short video clips, activities, articles, book recommendations, and PLA University modules to assist with teacher growth.

The following graphic provides a sample feedback loop from the PLA Coaching Cycle platform, the main driver for continuous professional development at partner schools.



PLA Learning Institute: During the school year, our schools also have access to the PLA Learning Institute, which is a comprehensive online professional development resource and training platform. The platform’s 72 specialized modules are equipped with narrated presentations, videos, activities, best practices, and additional resources. PLA Learning Institute modules are differentiated in order to serve professionals on a spectrum of career trajectories, offering customized growth pathways for teachers, leaders, and instructional support staff members.

Professional Learning Communities: Each week, teachers participate in Professional Learning Communities, or PLCs, in which they come prepared with student assessment data and performance artifacts to (a) collaboratively analyze student data and identify areas in need of improvement; (b) compare and share instructional strategies and resources; (c) collaborate design appropriate

interventions, including for example the incorporation of content literacy across subjects within a grade; (d) develop and refine curriculum mapping; and (e) organize model lessons on specific strategies and standards so that teachers can learn from their peers to improve their own practice. These weekly meetings also provide a venue for educators to collaborate and learn new skills from their peers. During PLC meetings, teachers can develop interventions and learn new approaches to implementing best practices.

PLA's Academic Leadership Team supports each school in facilitating their professional learning communities and the culture of learning that is essential to supporting these communities. PLCs include focused workshops, planning time, and data deep-dives. During these sessions, educators collaborate with their peers and evaluate student data to inform upcoming instruction, and they also work to map and align their pacing guides across grades and subject areas. Educators also have space to exchange best practices and ask each other for support. PLC topics can include Differentiated Instruction, Partnering with Parents, Effective Classroom and Behavior Management, Analyzing Student Data, Effectively Implementing Online and Classroom Curricula, and more.

We also have strong quality assurance mechanisms in place:

- **Scholar achievement controls:** these include daily progress feedback cycles and opportunities for explicit reflection; real-time assessments personalized through blended learning; a strategic mix of diagnostic, interim, formative and summative assessments to monitor daily, weekly, biweekly, monthly and quarterly progress against annual student performance and overall school improvement goals; and more.
- **Staff development controls:** these include daily staff huddles, weekly Professional Learning Communities, bi-weekly observations of the PLA Coaching Cycle, quarterly stepbacks, annual teacher training institutes, and self-paced modules of the PLA Learning Institute which collectively allow the PLA team and school leaders to assess staff success with the implementation of the PLA model.
- **Leadership effectiveness controls:** these include weekly calls with PLA's Academic team; Bi-weekly Instructional Reviews to provide data analysis and reporting to measure growth; Bi-weekly onsite reviews with leadership to report Academic Priorities for Success status; BOY/MOY/EOY Leadership Coaching Reviews; PLA Leadership Professional Learning Communities; and the PLA Leadership Institute.
- **Climate and culture controls:** these include weekly site visits and BOY, MOY and EOY climate and culture audits to determine each school's success with implementing PLA's framework of Positive Behavioral Interventions and Supports (PBIS); PLA's recommended real-time behavioral tracking system, Kickboard; structured recognition of student progress in daily small-group instruction and bi-weekly check-ins; and a scientifically validated parent engagement framework.

Incorporating community input: PLA@Genai will be a community-driven effort. Community engagement to support strong scholar enrollment has already begun due to the groundwork laid by community leaders. Apostle and Lady Newsome are lifelong Elkhart residents with strong roots in the community. They currently operate a summer camp program; organize Carnival Days, art shows, holiday events, harvest parties, and Youth Business expos; have strong relationships with before and after school programs; and actively engage with thousands of families through their church that serves as a community hub. Through their support, we can leverage relationships with board members from Elkhart County's Chamber of Commerce, committee members for the Elkhart Community Foundation, and more in preparation for launching our school. We plan to build on these existing

partnerships through authentic community engagement during these existing events and other community gatherings. Through open houses, town hall events, kiosks at tabling events, canvassing at shopping malls and libraries to give out flyers, and more, we will speak with families organically to share how our school will be a high-quality option offering opportunities for differentiated, personalized instruction for their children.

We see our parents and families as partners in our work to provide high-quality education to scholars from traditionally underserved communities, and we leverage a comprehensive framework for community engagement to make sure their voices are heard. As part of these efforts, we will implement the following robust engagement framework for each community group:

- **Parents:** PLA’s framework for engaging parents and families is designed to make sure that families understand the PLA educational model and how it works to strengthen student achievement. Our schools welcome families in during Parents in Touch days, where teachers sit side-by-side and work to invest families in their scholars’ academic progress data. Together, teachers and families will delve into a scholar’s progress toward academic and behavioral goals, ensuring that we are working in partnership to support the development of scholars. We will maintain an open-door policy and invite families not only to school events, but also to participate in the classroom where they can meaningfully engage with our scholars. Examples of family events that PLA schools have hosted in the past include late summer ice cream socials, open houses, and schoolwide scholar recognition events. Further, in order to develop relationships of trust with families, we give our parents consistent access to real-time feedback from educators through communication channels. At PLA@Genai, we will communicate regularly with families through biweekly report cards, parent newsletters, and phone calls home— not only to discuss challenging behavior, but also to praise examples of positive behavior. Furthermore, we make sure that our families are able to voice their input on their child’s academic needs and interests. In order to seek feedback and communicate with stakeholders, PLA’s community engagement team will leverage a wide variety of communication channels, including: a school web page and cell phone app; Facebook, Twitter, YouTube, and Instagram accounts; print media, including brochures and targeted mailing lists; media campaigns; Infinite Campus; and PLA’s network sources, which include the PLA web page as well as internal and external newsletters. Our school leader will meet extensively with parents, community-based organizations, and community leaders to listen to the needs of our students through interviews, focus groups and informal conversations.
- **Students:** Built into the evidence-based PLA educational model are systems and processes that help our educators engage scholars and incorporate their input as partners in their own academic achievement. At PLA@Genai we will utilize evidence-based strategies for incorporating scholar input such as progress feedback cycles and opportunities for structured reflection. In biweekly check-in sessions, teachers will work collaboratively with scholars to review their scores on weekly assessments, set goals, identify standards for growth, and create a remediation plan. Students will be regularly rewarded for progress toward shared goals through a structured recognition process. We will also display student work and teacher kudos in both hallways and classrooms, communicate regularly with parents about kids’ successes, and honor scholars who do things for others. Consistently rewarding scholars for effort, improvement and successes, no matter how small, engages students and encourages them to take ownership of their academic success.
- **Staff:** Our comprehensive professional development framework will provide frequent opportunities to educators to provide their input. During growth conversations based on the biweekly observations of the PLA Coaching Cycle, teachers will have individualized

opportunities to share how they can support the success of our scholars. As another example, in weekly PLCs, educators will work together to conduct data deep-dives and select targeted, evidence-based intervention strategies that best support scholar achievement.

- **School Board:** On a regular basis, our governing boards invite school leaders and regional teams to board meetings. At these meetings, these local teams have the opportunity to share input from their community with the governing board. Governing board members are also invited on site visits to local schools where they interact directly with our families and community partners. Through this bi-directional exchange, our governing board is able to incorporate community input from local schools in service to PLA scholars across our network. Similarly, through regular board meetings and school visits, we ensure governing board input is incorporated through the following strategies: 1) PLA's Academic team prepares student achievement reports for regular board meetings that are provided to Board Chairs and committee liaisons; facilitate school visits; 2) PLA's Finance team shares reports and updates regarding budgeting, significant purchases, partnership agreements, and more with the Board; 3) PLA's Communications team shares monthly e-newsletters including the latest, most important updates and events; 4) PLA's functional leaders and school administration meet bi-weekly and share the most recent successes and challenges with each other; and lastly, 5) PLA's professional development processes, particularly Coaching Cycle and the PLA Learning Institute, provide a reservoir of real-time data points and resources that can be shared with board chairs and committee liaisons as needed.
- **Community Members and Organizations:** In our experience, it is not the number of community partners, or even the attractiveness of their services, but the quality of their outcomes, and how well they fit with one another that make the difference; beyond formal partnerships, we want our community partners to participate in the life of our schools. Specifically, we look for partners such as: socio-emotional support caregivers such as social workers, mental health professionals and developmental therapists; family support organizations that help connect families with resources for basic needs such as food, employment, and housing; local universities that assist with scholar campus visits, guest speakers, or workshops to promote college readiness; and local businesses such as banks, technology companies, or health centers that can provide experiential learning opportunities. We have also found that consistent communication is critical to engaging the community in our efforts. As shared previously, PLA's Community Engagement and Marketing department deploys a strategic outreach process to ensure that the community is well informed through digital and traditional communication methods.

6. A completed [Academic Performance Workbook](#) with academic data (where applicable) starting with the 2018-19 SY including ILEARN, IREAD-3, as well as both CCR and graduation rates from the organizer's other Indiana schools.

Please see attached.

7. If you are in the process of identifying a facility, describe with as much detail as possible the viable facility options that your team has identified. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and the school district in which the building is located. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility. Provide a detailed list of any anticipated construction or renovation costs (these should be described in the budget narrative and reflected in the budget). If possible, provide a layout and description of the proposed facility.

Include the number and size of classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of any students who are physically challenged. Will students be able to walk to school or will all students require transportation of some type? If transportation is needed, what options will be provided?

PLA@Genai is intended to serve children and families in the Elkhart community. Our home campus will be located on 2201 Toledo Rd, Elkhart, IN 46516. Currently, part of the building has been used to operate the early childhood and preschool program and once approved, the use of the facility will expand to serve children in grades K-6. The building sits on an additional 8 acres of land that leaves room for development as enrollment increases. This campus location will allow us to serve scholars and families residing in neighborhoods Southeast of the St. Joseph River, including East Jackson, Riverview East, Oak Ridge, Middlebury South and surrounding neighborhoods.

The current two-story facility features eight full size classrooms that are all approximately (17.5' X 27'), an auditorium that seats 150 (2,800 Square Ft), a kitchen for food preparation (174 Square Ft), four offices including the main office (all about 850 Sq ft), an art room (11'3" X 29'), a gym/recreational area (38.4' x 26.9'), a library (12'7" X 10'6"), a staff lounge (12'7" x 10'), six bathrooms (all about 11'6" x 9'6") and a radio station room (12'7" x 10'). The facility also features a carport that is leveled to the second floor on the outside of the building which allows any visitor, staff or scholar who is wheelchair bound to access the building main levels without any barriers.

As enrollment grows to full capacity, there are 8 additional acres of land that our central campus can expand onto. In the chance that full construction is not possible to provide permanent expansion solutions, we are prepared to adopt temporary solutions such as portable classrooms. Portable classrooms come in various sizes to accommodate our growth plans, and are made with durable, high-quality materials that meet national and state building, electrical, mechanical and plumbing codes. The units include central HVAC with programmable thermostats, fluorescent lighting, ADA restrooms, and additional door, wall and window features that ensure a secure and effective learning environment. Standard and customized floor plans are also available to meet our specific educational purposes, offering optimal flexibility, promptly and affordably.

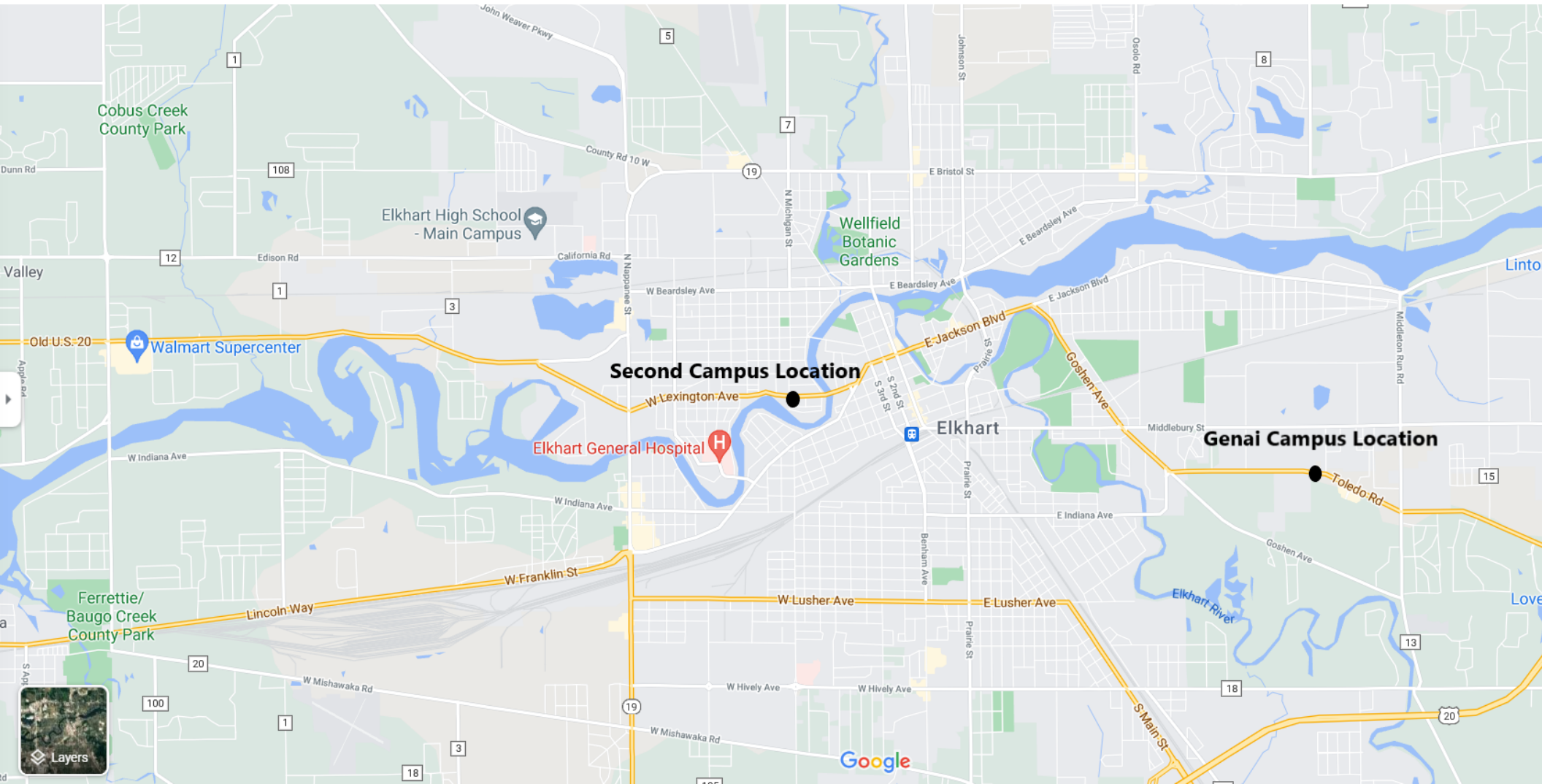
Furthermore, we will use the planning year to assess the potential need for a second campus. If the need arises, we plan on exploring potential locations in the Elkhart community at large. Southwest Elkhart is one such potential neighborhood, which is home to many of Elkhart's traditionally underserved families. The percentage of families with an income less than \$25,000 is 26% higher in this neighborhood than the rest of Elkhart. Overall, 5,500 residents are less than 18 years of age, and the greatest density of scholars of color call this neighborhood their home compared to the rest of Elkhart. There are at least 6,000 school-aged children within 1.5 miles of this neighborhood, indicating strong community need. A potential location within Southwest Elkhart could be the Lifeline Hub – a community center familiar to our potential scholars and families, which offers usable space where a charter school can be located. Lifeline Hub has already received multiple inquiries from potential families expressing interest in a high-quality public school option at this location.

Another neighborhood we may explore would be Downtown Elkhart. As many as 96% of families in this neighborhood earn less than \$25,000 in annual income. More than 1,400 residents (27% of the neighborhood population) are less than 18 years of age. A potential location within this neighborhood that could be the Ethos Innovation Center, which offers excess space where a charter school can be located. The Innovation Center currently offers K-12 STEM programming for children, and thus could be a strong potential enrichment services provider for our scholars, helping them build their 21-

Century skills. The building sits on 14 acres of developable land, offering opportunities for campus expansion as enrollment grows.

For the purposes of performing the needs analysis, we will define the second campus location as the midpoint between the Lifeline Hub and the Ethos Innovation Center. We anticipate this midpoint location being close to a major access route currently used by our local families – the W Lexington Avenue (the Old U.S. 20 highway). This central location will allow us to serve families residing in neighborhoods of need Southwest of the St. Joseph River such as Downtown and West Central, as well as reach families in neighborhoods of need north of the St. Joseph River such as Willowdale, Miles and surrounding neighborhoods.

For a visual depiction of our home campus and the proposed second campus location, please refer to the map below:



With your approval, we will be able to finalize campus locations in the planning year, allowing us to address as yet unmet educational need in the Elkhart community.

- 8. Please provide evidence of demand from the community, evidence of community engagement, and evidence of support from community partners. This may include documentation of public forums held, meetings with community leaders (e.g., mayors, council members, neighborhood leaders), letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable. Please prepare a detailed plan to accomplish successful community engagement after ICSB approval, during the school's pre-opening period, and leading into the school's first year.**

There is strong demand for a high quality public elementary school in Southeast Elkhart. We are working in partnership with Genai, an organization deeply rooted in the community, to ensure a successful launch. We are fortunate to have the leadership and support of Genai leaders, Apostle Edwin Newsome (Board Member) and Lady Chantella Newsome, who have built a strong connection with the community over the past thirteen years. These leaders are life-long residents of the Southeast Elkhart community where their self-founded church, the Kingdom Impact Christian Cultural Center, has been serving the community since 2008. In their capacity as community leaders and their efforts at the church, community events, local partnerships, and educational based initiatives such as the Genai Excellence Academy pre-school, Apostle and Lady Newsome have engaged thousands of Southeast Elkhart families and individual community members. Both leaders have strong roots in the community, have developed trust among its families and have deep seated relationships that will add a great value to our community engagement efforts. As a reflection of these relationships and as evidence of the community's demand for PLA@Genai, we have been able to secure letters of support from families, community leaders such as former Indiana Attorney General Mr. Curtis T. Hill Jr., and community partners such as Insight Strategic Concepts, Inc. Please see the letters of support attached.

PLA will continue to build upon these existing relationships and efforts with our extensive community engagement strategies to ensure buy-in from families and community members. Throughout the school's pre-opening phase and in the first school year, we will remain committed to making our families and community true partners in support the academic achievement of our scholars. We will host frequent engagement opportunities in community spaces to discuss the operation of the campus with our families and key community stakeholders. They will also have the opportunity to remain engaged through our school website, community e-newsletter, news and print media, TV and radio campaigns, digital content, formal and informal community outreach, parent engagement resources/events, and media support. These resources will be leveraged in the scientifically validated PLA parent and family engagement process, which includes training teachers to effectively partner with parents; creating a welcoming environment for our families; holding an orientation that outlines expectations of parents and what they can expect from us; regularly communicating with parents about their child's performance; and hosting events throughout the year that celebrate their children. We will make personal phone calls and launch scheduled outbound calls to share information about the school and to encourage interested families to participate in school events.

Like other PLA campuses, our schools will be warm, inclusive and welcoming to all students and parents. Administrators will strive to keep parents involved through the use of the following mediums: On-Site Informational Meetings, Parent/ Teacher Meetings, Parent/Community Feedback Meetings, and Newsletters. The feedback meetings will provide a live opportunity for key stakeholders to ask any questions they may have and for PLA to address any real-time concerns. Much like the pre-opening phase, various in-person and virtual engagement opportunities including town hall meetings, open

houses, school visits, scholar recognition events and frequent updates through social media have been, and will continue to be available to our parents, families and community members throughout the school year. We will also communicate regularly with families through biweekly report cards, parent newsletters, and phone calls home not only to discuss challenging behavior, but also to praise examples of positive behavior. We will maintain an open-door policy and invite families not only to school events, but also to participate in the classroom where they can meaningfully engage with our scholars. More specifically, if granted ICSB approval, we will implement the following community engagement plan during the pre-opening year:

Phase	Timeline	Key Steps
Initial Outreach	November 2021 – February 2022	<ul style="list-style-type: none"> • Identification and cultivation of community partners including service providers based on school need • Draft staff and family welcome letter with FAQs • Draft press and community letter • Launch staff welcome, meet & greets and surveys • Release family and community messaging • Host family and community events including virtual and in-person townhalls, meet & greets, and more • Create and deploy enrollment plan with content and messaging as well as identification of multiple channels for dissemination, calendar with milestones for key activities, school-wide enrollment goals, specific KPIs for enrollment coordinators and clearly delineated roles & responsibilities
Enrollment Campaign Launch	December 2021 – May 2022	<ul style="list-style-type: none"> • Deploy enrollment coordinators to: <ul style="list-style-type: none"> ○ Generate leads, building sufficient awareness and interest using digital advertising, social media and community events ○ Move leads successfully into the inquiry phase where they request information about the enrollment process ○ Educate interested leads using phone calls, emails, mailings, school tours and information sessions to successfully transition them into the application phase ○ Support potential families through the application process using frequent phone calls, emails and home visits (if needed) ○ Convert leads in application phase to enrollment phase by successfully enrolling scholars using data-driven systems such as SchoolMint ○ Work towards KPIs for conversion in each phase, especially towards successful receipt of completed enrollment applications and first-day attendance • Support all phases of the enrollment campaign with a multi-pronged media strategy that disseminates personalized, high-touch messaging to prospective families through: <ul style="list-style-type: none"> ○ TV ○ Social media ○ Search engine optimization ○ Targeted digital ads ○ Radio ○ Inbound calls ○ Flyers ○ Community events

		<ul style="list-style-type: none"> ○ Formal and informal outreach ● Ensure real-time data management throughout the enrollment process, collecting as much data as possible, and tracking each interaction through systems such as SchoolMint and Hubspot ● Create ‘red flag list’ of prospective families that may be at risk for first day no shows ● To minimize no shows, finalize plan for summer engagement of prospective families in enrollment phase including community events and a data-driven framework for securing and processing scholar enrollment applications
Pre-Opening Family and Community Engagement	June – July 2022	<ul style="list-style-type: none"> ● Incorporate new families into the communications framework through daily social media posts, monthly newsletters, and quarterly events ● Finalize MOUs and agreements as needed with key community partners and service providers ● Finalize processing of any remaining family enrollment applications ● Send printed welcome packets to newly enrolled families with school information ● Continually engage with all families between enrollment application receipt and first-day-of-school to minimize no shows
Staff Training	July – August 2022	<ul style="list-style-type: none"> ● Provide training institutes to teachers, including dedicated workshops on family and community engagement ● Provide PD sessions to school leaders, coaching them on strategies to effectively secure and retain families and community partners
Official Welcome/Ongoing Engagement	August – September 2022	<ul style="list-style-type: none"> ● Host open houses and welcome events for new families ● Conduct phone calls home to discuss scholar progress ● Engage with families via social media platforms ● Send out monthly parent and community newsletters ● Host monthly parent-teacher meetings ● Host on-Site informational meetings on an as-needed basis ● Host parent/community feedback meetings ● Send biweekly report cards to parents

9. What other school options exist in the targeted location for your proposed school? In list or table format, describe all other public schools, traditional and charter, in the immediate vicinity with the same or a similar grade level configuration. In the list or table, include the following information for each school: the distance from your proposed location, the most recent enrollment figures by grade level, and school level performance data for the most recently completed school year with valid data. Some of this information may be found on the IDOE INview website: <https://inview.doe.in.gov/>. More specific school level academic data may be found in the school and corporation reports section of IDOE’s website: <https://www.in.gov/doe/it/data-center-and-reports/>. Ensure that all performance data comparisons are “apples to apples,” that is: 1) grade levels should be identical or very similar; 2) subgroup comparisons should be identical or within a close (~5%) range; and 3) categories of comparison, including SY, grade levels, academic subjects or tests (e.g., Math, ELA, IREAD), methods of measurement (growth or

proficiency), and data types (scores vs percentages) should be the same. Do not use ISTEP data for comparison in grades 3-8.

PLA@Genai will serve Southeast Elkhart scholars in Grades K-6 through two campus locations. A detailed analysis of educational need in the community surrounding each campus location is included below.

Genai Campus Needs Analysis:

As shared previously, our central campus will be located on 2201 Toledo Rd, Elkhart, IN. Presented below is a community snapshot of public elementary school options available to children and families that reside within a three-mile radius of this campus. Per directional guidance, only schools with the same or similar grade level configuration are included.

Traditional public and charter school options within the neighborhood (3-mile radius) with same or similar grade level configuration (IDOE INView)

School	District	Distance from Genai Campus	Grades Served	Student Enrollment (INView)										
				Total Enrollment	Scholars of Color	FRPL	Enrollment by grade							
							Pre-K	K	1	2	3	4	5	6
Concord East Side ES	Concord CS	1.1 miles	K-4	494	46%	38%	-	96	92	103	89	114	-	-
Riverview ES	Elkhart CS	1.1 miles	PreK-6	414	47%	63%	NF	58	64	57	61	59	52	63
Mary Beck ES	Elkhart CS	1.6 miles	PreK-6	299	79%	83%	82	38	34	35	31	29	29	21
Monger ES	Elkhart CS	1.7 miles	PreK-6	393	76%	77%	NF*	57	63	52	59	52	48	62
Pinewood ES	Elkhart CS	1.8 miles	K-6	663	41%	52%	-	76	92	90	107	107	85	106
Roosevelt STEAM Academy	Elkhart CS	2.2 miles	PreK-6	446	85%	68%	NF	58	62	65	55	67	75	64
Beardsley ES	Elkhart CS	2.3 miles	PreK-6	388	75%	69%	NF	56	49	46	57	54	56	70
Hawthorne ES	Elkhart CS	2.5 miles	PreK-6	546	82%	61%	15	74	87	80	70	65	85	70
Concord West Side ES	Concord CS	2.7 miles	K-4	518	80%	64%	-	99	110	89	103	117	-	-
Concord Ox Bow ES	Concord CS	2.9 miles	K-4	412	36%	41%	-	72	81	70	104	85	-	-

*NF: data not available on INView.

Please find below a summary snapshot of the latest academic performance for these neighborhood public school options:

Academic performance for school options within the neighborhood (3-mile radius) (IDOE INView)

School	2020-21 State Accountability and ILEARN Data and 2019-20 IREAD data (latest available data)									
	State Accountability Grade	ELA Proficiency (ILEARN)			Math Proficiency (ILEARN)			IREAD Proficiency		
		Overall	FRPL	Scholars of color	Overall	FRPL	Scholars of color	Overall	FRPL	Scholars of color
Concord East Side	B	39%	24%	28%	45%	26%	28%	96%	94%	94%

ES										
Riverview ES	B	30%	23%	24%	36%	29%	21%	65%	64%	52%
Mary Beck ES	D	7%	6%	7%	4%	3%	4%	66%	NF	77%
Monger ES	B	23%	25%	22%	25%	27%	21%	90%	NF	92%
Pinewood ES	C	41%	15%	11%	30%	19%	15%	86%	90%	68%
Roosevelt STEAM Academy	F	24%	8%	9%	7%	8%	8%	49%	53%	46%
Beardsley ES	F	8%	8%	5%	9%	8%	7%	76%	76%	75%
Hawthorne ES	F	7%	3%	6%	9%	6%	6%	59%	51%	56%
Concord West Side ES	B	11%	11%	12%	11%	11%	11%	78%	76%	72%
Concord Ox Bow ES	B	33%	19%	19%	35%	20%	22%	85%	84%	83%

Currently, there are no A-rated, K-6 public school options available within a 3-mile radius of our Genai campus location. Of the 10 schools that provide the same or similar grade span as PLA@Genai, half are either C-, D- or F-rated. Looking closely at academic performance for these school options, we see that these schools are currently failing to equitably serve scholars from traditionally underserved communities. At 7 of the 10 schools, ELA proficiency rates for scholars living in poverty are lower than the overall ELA proficiency rate. Similarly, at as many as 8 of these 10 schools, ELA proficiency rates for scholars of color are lower than overall ELA proficiency rates. When looking at Math proficiency rates, we see similar trends. At 7 of the 10 schools, Math proficiency rates for scholars living in poverty are lower than overall Math proficiency rates. Similarly, Math proficiency for scholars of color, when compared to overall scholar Math proficiency, is lower at 7 out of the 10 schools depicted above.

Math and ELA proficiency rates for schools serving a high percentage of traditionally underserved scholars also paint a stark picture of disproportionate access to high-quality education. Of the ten schools total depicted above, there are seven schools where the student population consists of more than 60% of scholars from families living in poverty. At these seven schools, ELA proficiency for scholars living in poverty is between 3% and 23% – on average four to seven percentage points lower than the ELA proficiency for the overall scholar population. Similarly, Math proficiency for scholars qualifying for free-or reduced price lunches at these schools is between 3% and 29%. This is, on average, one to seven percentage points lower than overall scholar Math proficiency rates at these schools. In terms of school options, we also see that schools with a high percentage of scholars from traditionally underserved communities tend to have a low state accountability rating. As seen in the tables above, Mary Beck ES is a D-rated school which serves 83% of scholars who come from families living in poverty. The school serving the highest percentage of scholars of color (85%), Roosevelt STEAM Academy, is an F-rated school.

Furthermore, at five of the eight schools captured above where IREAD proficiency data for scholars experiencing poverty is available, we see that the IREAD proficiency rate for scholars experiencing poverty is lower than overall IREAD proficiency. Similarly, at eight out of the ten schools, IREAD proficiency for scholars of color is lower than overall IREAD proficiency. Overall, the average IREAD proficiency rate at these ten schools is 75% for all scholars. The average IREAD proficiency rate for the eight schools where data is available for scholars living in poverty is 73% – two percentage points lower. The average IREAD proficiency rate for scholars of color is 63% – twelve percentage points lower. Comparison to Indiana state average IREAD proficiency rates also places this data in context. The Indiana state average IREAD proficiency rate was 88%. The average IREAD proficiency rate for scholars of color at these ten schools was therefore 25 percentage points

lower than Indiana state averages. Similarly, the average IREAD proficiency rate for scholars experiencing poverty was 15 percentage points lower than Indiana state averages.

Potential Second Campus Needs Analysis:

As shared previously, the second campus location has been defined as the midpoint between Lifeline Hub and Ethos Innovation Center. To establish a three-mile needs radius for this midpoint location, as a placeholder we will use the closest address to this location – 657 W Lexington Avenue, Elkhart, IN, 46514. Using this tentative address, presented below is a community snapshot of public elementary school options available to children and families that reside within a three-mile radius. Per directional guidance, only schools with the same or similar grade level configuration are included.

Traditional public and charter school options within the neighborhood (3-mile radius) with same or similar grade level configuration (IDOE INView)														
School	District	Distance from Elkhart campus	Grades Served	Student Enrollment (INView)										
				Total Enrollment	Scholars of Color	FRPL	Enrollment by grade							
							Pre-K	K	1	2	3	4	5	6
Mary Daly ES	Elkhart CS	1 mile	PreK-6	463	58%	73%	NF	67	61	60	66	64	65	80
Roosevelt STEAM Academy	Elkhart CS	1.2 miles	PreK-6	446	85%	68%	NF	58	62	65	55	67	75	64
Hawthorne ES	Elkhart CS	1.3 miles	PreK-6	546	82%	61%	15	74	87	80	70	65	85	70
Beardsley ES	Elkhart CS	1.4 miles	PreK-6	388	75%	69%	NF	56	49	46	57	54	56	70
Mary Beck ES	Elkhart CS	1.4 miles	PreK-6	299	79%	83%	82	38	34	35	31	29	29	21
Woodland ES	Elkhart CS	1.9 miles	PreK-6	547	44%	61%	124	61	62	57	59	65	56	63
Concord West Side ES	Concord CS	2.3 miles	K-4	518	80%	64%	-	99	110	89	103	117	-	-
Monger ES	Elkhart CS	2.3 miles	PreK-6	393	76%	77%	NF*	57	63	52	59	52	48	62
Riverview ES	Elkhart CS	2.4 miles	PreK-6	414	47%	63%	NF	58	64	57	61	59	52	63

*NF: data not available on INView/IDOE website.

Please find below a summary snapshot of the latest academic performance for these neighborhood public school options:

Academic performance for school options within the neighborhood (3-mile radius) (IDOE INView)										
School	2020-21 State Accountability and ILEARN Data and 2019-20 IREAD data (latest available data)									
	State Accountability Grade	ELA Proficiency (ILEARN)			Math Proficiency (ILEARN)			IREAD Proficiency		
		Overall	FRPL	Scholars of color	Overall	FRPL	Scholars of color	Overall	FRPL	Scholars of color
Mary Daly ES	D	12%	11%	10%	13%	13%	11%	80%	77%	72%
Roosevelt STEAM Academy	F	24%	8%	9%	7%	8%	8%	49%	53%	46%
Hawthorne ES	F	7%	3%	6%	9%	6%	6%	59%	51%	56%
Beardsley ES	F	8%	8%	5%	9%	8%	7%	76%	76%	75%

Mary Beck ES	D	7%	6%	7%	4%	3%	4%	66%	NF	77%
Woodland ES	B	21%	21%	24%	25%	23%	23%	91%	90%	86%
Concord West Side ES	B	11%	11%	12%	11%	11%	11%	78%	76%	72%
Monger ES	B	23%	25%	22%	25%	27%	21%	90%	NF	92%
Riverview ES	B	30%	23%	24%	36%	29%	21%	65%	64%	52%

*NF: data not available on INView/IDOE website.

Currently, there are no A-rated, K-6 public school options available within a 3-mile radius of our Genai campus location. Of the 9 schools that provide the same or similar grade span as PLA@Genai, five are either C-, D- or F-rated. Looking closely at academic performance for these school options, we see that these schools are currently failing to equitably serve scholars from traditionally underserved communities. At 5 of the 9 schools, ELA proficiency rates for scholars living in poverty are lower than the overall ELA proficiency rate. Similarly, at as many as 6 of these 9 schools, ELA proficiency rates for scholars of color are lower than overall ELA proficiency rates. When looking at Math proficiency rates, we see similar trends. At 5 of the 9 schools, Math proficiency rates for scholars living in poverty are lower than overall Math proficiency rates. Similarly, Math proficiency for scholars of color, when compared to overall scholar Math proficiency, is lower at 6 out of the 9 schools depicted above.

Math and ELA proficiency rates for schools serving a high percentage of traditionally underserved scholars also paint a stark picture of disproportionate access to high-quality education. All nine schools depicted above serve a student population consisting of more than 60% of scholars from families living in poverty. At these nine schools, ELA proficiency for scholars living in poverty is between 3% and 25% – on average four to five percentage points lower than the ELA proficiency for the overall scholar population. Similarly, Math proficiency for scholars qualifying for free-or reduced price lunches at these schools is between 3% and 29%. This is, on average, one to seven percentage points lower than overall scholar Math proficiency rates at these schools. In terms of school options, we also see that schools with a high percentage of scholars from traditionally underserved communities tend to have a low state accountability rating. As seen in the tables above, Mary Beck ES is a D-rated school which serves 83% of scholars come from families living in poverty. The school serving the highest percentage of scholars of color (85%), Roosevelt STEAM Academy, is an F-rated school.

Furthermore, at five of the seven schools captured above where IREAD proficiency data for scholars experiencing poverty is available, we see that the IREAD proficiency rate for scholars experiencing poverty is lower than overall IREAD proficiency. Similarly, at seven out of the nine schools, IREAD proficiency for scholars of color is lower than overall IREAD proficiency. Overall, the average IREAD proficiency rate at these ten schools is 73% for all scholars. The average IREAD proficiency rate for the seven schools where data is available for scholars living in poverty is 70% – three percentage points lower. The average IREAD proficiency rate for scholars of color is also 70% and thus three percentage points lower. Comparison to Indiana state average IREAD proficiency rates also places this data in context. The Indiana state average IREAD proficiency rate was 88%. The average IREAD proficiency rate for both scholars of color and scholars experiencing poverty was therefore 18 percentage points lower than Indiana state averages.

The data clearly demonstrates the need to provide additional high-quality public school options for children and families in the Elkhart community. Through PLA@Genai, we hope to meet this educational need and provide access to a high-quality public school option to 850 children and families across Elkhart.

10. A completed [Experienced Operators Proposal Overview](#);
Please see attached.

11. A completed Enrollment Plan (Tab 1), which may be found on ICSB’s
[Application Documents webpage](#) under the Heading “Required for All”;
Please see attached.

12. A description of any planned changes from the school model(s) approved in the
organizer’s original Charter Application
Not applicable.

13. A detailed start-up plan for opening the new school, including specific planning tasks
by month, and the individual or individuals responsible for each task.
Having launched multiple schools, PLA has fine-tuned its start-up plan for effective implementation.
The following chart identifies key planning tasks. Please note this timeline is tentative and subject to
change.

Task	Responsible Staff	Timeline
Charter Approval		
Charter activation application and approval	CEO and Development	June 2021 – October, 2021
Register for corporation and school numbers	Legal	November 2021 – June 2022
Finalize agreement with authorizer	Legal	November 2021 – June 2022
Complete state and federal filing requirements— registering as state vendor, ensuring good standing for IN Secretary of State, etc.	Legal & Compliance	November 2021 – June 2022
Submit list of board members to ICSB, including resumes & contact information	Legal	January 2022 – April 2022
Ensure board member names are posted and up to date on the school’s website, per Indiana statute	Operations and Compliance	May 2022
Submit to ICSB a copy of ratified board by-laws (if ICSB does not have ratified copy already or if changes have been made)	Legal and Compliance	May 2022
Submit to ICSB minutes from one Board meeting within the 60 days preceding the pre-opening site visit	Operations and Compliance	June 2022
Staff Recruitment, Training and Onboarding		
Recruit all staff and leadership, including hiring or contracting school nurse as required by Indiana administrative code	Recruitment	November 2021 – April, 2022
Conduct expanded background check for school leadership, staff and volunteers (including parents) who have contact with children, and all board members; submit to ICSB and keep documentation on file	HR	November 2021 – May, 2022
Provide written notice that principal has been hired to ICSB along with a copy of the head of school’s resume	Human Resources (HR)	November 2021 – June 2022
Provide ICSB with updated organizational chart including names of specific individuals occupying key leadership	HR	November 2021 – June 2022

Task	Responsible Staff	Timeline
roles at the school		
Provide a copy to ICSB of signed contract for certified Special Education staff, speech and language therapists, occupational and physical therapists, etc.	HR	June 2022
Provide a copy to ICSB of signed contract for qualified English Language Learner staff as required to meet the needs of enrolled students	HR	June 2022
Coordinate PD for all staff, including training on FERPA, serving SPED students, and health record procedures	Recruitment and HR	June 2022 – July 2022
Create written staffing plan with number of teachers by grade level, subject area, and title, as well as admin positions; submit to ICSB and keep on file	HR	July 2022
Obtain copy of valid Indiana teacher’s license for on-staff special education teacher of record; submit to ICSB and keep on file	HR and Compliance	July 2022
Begin ongoing coaching for teachers (Summer Institutes, PLA Learning Institute, PLA Coaching Cycle, weekly PLCs)	Academics and HR	June 2022 – August 2022
Academic Planning		
Prepare master school year calendar and daily class schedule and submit to ICSB	Principal, Academics and Compliance	November 2021 – March 2022
Align and identify teacher assignments by grade level and classroom	Principal and Academics	March 2022 – May 2022
Complete preparations to provide instruction in each approved grade	Principal and Academics	March 2022 – May 2022
Finalize lesson plans and pacing guides aligned with performance data and aimed at bolstering student achievement	Principal and Academics	April 2022 – June 2022
Order and appropriately distribute curricular materials, computers, and supplies aligned with instructional planning	Principal and Academics	April 2022 – June 2022
Identify and align interim, formative and benchmark assessment tools	Principal and Academics	June 2022 – July 2022
Identify, align and integrate student data management system with educational program and assessment framework	Principal and Academics	June 2022 – July 2022
Ensure curricula, instructional materials and overall academic framework are effectively customized for special education students, English Language Learners, gifted scholars and other scholar subgroups	Principal, Academics and Compliance	June 2022 – July 2022
Ensure student behavior management policy is effectively customized and inclusive of all scholar subgroups	Principal, Academics and Compliance	June 2022 – July 2022
Embed adaptive learning programs into current academic framework, using them to design small-group rotations, and provide training to educators and school leaders on their use	Principal and Academics	June 2022 – July 2022
Work with educators to provide professional development around strategically unpacking standards	Principal and Academics	June 2022 – July 2022
Weave unpacking standards instructional practices into academic framework and provide training through PLA Coaching Cycle progress feedback systems, PLA Learning	Principal and Academics	June 2022 – July 2022

Task	Responsible Staff	Timeline
Institute and weekly PLCs		
Finalize agreements with programmatic partners including wraparound student support service providers.	Principal and Academics	June 2022 – July 2022
Review, align and plan athletics program and extracurricular options.	Principal and Academics	June 2022 – July 2022
Implement BOY NWEA assessments to establish scholar performance baseline and individualized academic growth goals	Principal and Academics	August 2022 onwards
Implement data-driven instruction that utilizes proficiency data strategically to make informed decisions and adjust instruction to support all scholars	Principal and Academics	August 2022 onwards
Maximize learning time to ensure scholars spend more time on-task and on core subjects	Principal and Academics	August 2022 onwards
Maximize learning opportunities for all scholars by differentiating and scaffolding instruction and providing small-group instruction	Principal and Academics	August 2022 onwards
Introduce targeted, evidence-based interventions to meet the learning needs of scholars with deficits (Catch Up) and those that need to be challenged beyond grade level (Move Up)	Principal and Academics	August 2022 onwards
Design and implement instructional tasks that require higher-order, complex thinking	Principal and Academics	August 2022 onwards
Families, Students and Community Engagement		
Identification and cultivation of community partners including service providers based on school need	Principal & Community Engagement and Marketing team	January 2022 – May 2022
Draft staff and family welcome letter with FAQs as well as press and community letters	Principal & Community Engagement and Marketing team	January 2022 – May 2022
Release family and community messaging, as well as staff welcome, meet & greets and surveys	Principal & Community Engagement and Marketing team	January 2022 – May 2022
Host family and community events including virtual and in-person townhalls, meet & greets, and more	Principal & Community Engagement and Marketing team	April 2022 – July 2022
Provide training opportunities to educators, emphasizing positive family and community engagement as a key component	Community Engagement and Marketing team & Academics	April 2022 – July 2022
Provide PD sessions to school leaders, coaching them on strategies to effectively secure and retain families and community partners	Community Engagement and Marketing team & Academics	April 2022 – July 2022
Finalize MOUs and agreements as needed with key community partners and service providers	Principal & Community Engagement and Marketing team	April 2022 – July 2022
Use data-driven systems to conduct targeted scholar recruitment and enrollment campaigns in the community	Principal and Enrollment	March 2022 – May 2022

Task	Responsible Staff	Timeline
Support enrollment campaigns with multi-pronged media strategy including TV, social media, radio, inbound calls, flyers, community events and formal as well as informal outreach	Enrollment	March 2022 – May 2022
Finalize plan for summer engagement of prospective families and community partners including community events and a data-driven framework for securing and processing scholar enrollment applications	Enrollment	March 2022 – May 2022
Secure and process family enrollment applications	Enrollment	April 2022 – July 2022
Send welcome packets to newly enrolled families with school information	Enrollment	June 2022 – July 2022
Submit to ICSB any documents pertaining to enrollment lotteries held and keep on file	Enrollment & Legal and Compliance	August 2022
Submit to ICSB enrollment stats, including number of enrolled students, number of students on waiting list, and student rosters by grade level	Enrollment & Legal and Compliance	August 2022
Host open houses and welcome events for new families (e.g. ice cream socials, parent nights etc.)	Principal & Community Engagement and Marketing team	August 2022 onwards
Conduct year-round family engagement including hosting monthly parent-teacher meetings, sending biweekly report cards to parents, conducting phone calls home to discuss scholar progress, engaging with families via social media platforms and sending out monthly parent and community newsletters	Principal & Community Engagement and Marketing team	August 2022 onwards
Legal and Compliance		
Submit student enrollment policy to ICSB, including enrollment deadlines, capacity by grade level, limitations per state law, and lottery process	Legal and Compliance	November 2021 – May 2022
Submit written policies/procedures to ICSB for services to SPED students, student discipline, grievances, FERPA, and state Public Access laws	Legal and Compliance	November 2021 – May 2022
Update Student and Family Handbook with above policies (including suspension/expulsion, school health records, and Board Meeting policies)	Legal and Compliance	November 2021 – May 2022
Ensure Staff Policies & Procedures Manual (SPPM) is aligned with IDEA/Article 7 in serving SPED students	Legal & Director of Special Populations	November 2021 – May 2022
Ensure the school's health record procedures are included in the SPPM	Legal & Director of Special Populations	November 2021 – May 2022
Ensure required staff procedures consistent with FERPA for storage/handling of student files are included in the SSPM; submit to ICSB	Legal and Compliance	November 2021 – May 2022
Implement electronic system for maintaining student records	Legal and Compliance, Principal and Academics	March 2022 – July 2022
Request and process student records, including immunization records/exemptions & records for students with special needs	Legal and Compliance, Principal and Academics	March 2022 – July 2022
Secure student academic, attendance, discipline, test records, and (separately) health records in locked cabinets	Legal and Compliance, Principal and Academics	March 2022 – July 2022
Provide written assurances to ICSB regarding student records and electronic data system	Legal and Compliance, Principal and Academics	March 2022 – July 2022

Task	Responsible Staff	Timeline
Ensure that master school year calendar and daily class schedule is available in both English and Spanish and distributed to all families	Legal and Compliance, Principal and Academics	March 2022 – July 2022
Ensure that Student and Family Handbook is available in both English and Spanish and distributed to all families	Legal and Compliance, Principal and Academics	March 2022 – July 2022
Operations		
Work with community partners to identify and secure facilities for school campuses	Operations and Finance	August 2021 – January 2022
Coordinate services with supplemental services providers and partners	Operations	November 2021 – June 2022
Create specific written plan for preparing and responding to emergencies; post copies in the school and submit to ICSB	Legal and Compliance & Operations	March 2022 – May 2022
Ensure that Department of Public Works has installed school zone and speed limit signs	Operations	March 2022 – May 2022
Finalize food vendor and transportation services contracts per IDOE requirements; submit to ICSB	Legal and Compliance & Operations	April 2022 – May 2022
Obtain copies of expanded background checks for employees of supplemental service providers; submit to ICSB	HR & Legal and Compliance	April 2022 – May 2022
Coordinate appropriate state and local health department inspections and licenses; ensure compliance and submit to ICSB	Operations & Legal and Compliance	May 2022 – June 2022
Submit to ICSB agreement with transportation provider regarding homeless students and students with transportation accommodations	Operations & Director of Special Populations	May 2022 – June 2022
Provide ICSB with written assurance that updated school administration contact information has been provided to IDOE staff	Legal and Compliance	May 2022 – June 2022
Submit written plan to ICSB for medication administration and provision of required health services (student hearing and vision)	Legal and Compliance	May 2022 – June 2022
Submit to ICSB evidence that health services are available (e.g., school nurse on staff or contract, contract with health care clinic)	Operations and Compliance	June 2022 – July 2022
Finance		
Create budget for school	CFO	July 2021 – August 2021
Establish school bank account	CFO	November 2021
Submit to ICSB documented fiscal management policies and accounting system with internal controls; keep on file	CFO and Compliance	November 2021 – March 2022
Provide to ICSB evidence of employment of accountant	CFO, HR and Compliance	November 2021 – March 2022
Provide ICSB with a copy of the initial statement adopted by the Board of Directors	CFO, Board Chair and Compliance	November 2021 – March 2022
Provide written assurance to ICSB that PLA@Genai has contracted a Certified Public Accounting firm to complete Independent Accountant's Report	CFO and Legal	November 2021 – March 2022
Provide ICSB with a copy of deduction policy and proof of contract with payroll company	CFO and Compliance	November 2021 – March 2022

Task	Responsible Staff	Timeline
Develop and review cashflow framework for the school	CFO	March 2022 – May 2022
Confirm all funding sources that PLA@Genai is now eligible for as a charter school	Finance and Development	May 2022 – July 2022
Pre-Opening Site Visit		
Submit a letter of assurance to ICSB, signed by the Board Chair and School Leader, stating that all Prior Actions are complete	Legal and Compliance	June 2022
Host pre-opening site visit	CEO & Principal	July 2022
Anticipated Opening Day: August, 2022		
School Opening	All Staff	August 2022

Thank you for your consideration.

5 Year Forecast (PLA Schools)

	Enrollment:	3,292	3,577	3,897	4,226	4,540
		Year 1	Year 2	Year 3	Year 4	Year 5
State Revenue		FY23	FY24	FY25	FY26	FY27
Basic Tuition Support		21,604,987	23,452,737	25,520,201	27,646,861	29,685,355
Special Education Grant		550,913	623,703	706,678	791,055	868,366
Honors Diploma Grant		-	-	-	-	-
Special Education Grant		-	-	-	-	-
CTE Grant		511,170	533,489	557,460	582,919	610,032
Charter and Innovation Network School Grant		2,353,767	2,597,802	2,873,804	3,156,074	3,420,310
Formative Assessment Grant		-	-	-	-	-
State Matching Funds for School Lunch Program		-	-	-	-	-
High Ability (Gifted and Talented) Program		28,927	30,190	31,547	32,987	34,522
Textbook Reimbursement		223,316	236,598	251,211	266,460	281,789
Remediation Program Grant		-	-	-	-	-
Teacher Appreciation Grant		-	-	-	-	-
Other State Grants		-	-	-	-	-
		-	-	-	-	-
Total State Revenue:		25,273,080	27,474,520	29,940,900	32,476,356	34,900,374
Federal Revenue						
Public Charter School Program Grant		-	-	-	-	-
Charter Facilities Assistance Program Grant		269,057	280,804	293,422	306,823	321,093
IDEA- Part B Grant (Special Education)		991,755	1,077,436	1,173,631	1,272,538	1,366,958
Title I		2,229,355	2,439,705	2,676,748	2,919,814	3,149,573
Title II		489,559	525,061	564,581	605,467	645,373
Federal Lunch Program		1,819,667	2,082,572	2,330,415	2,590,683	2,849,794
Federal Breakfast Reimbursement		962,237	1,113,308	1,242,723	1,378,829	1,514,889
Other Federal Revenue		6,641,406	7,218,278	2,014,319	1,794,055	1,877,499
		-	-	-	-	-
Total Federal Revenue:		13,403,036	14,737,165	10,295,839	10,868,209	11,725,180
Other Revenue						
Contributions and Donations from Private Sources		-	-	-	-	-
Student Fees		-	-	-	-	-
Other Fees		-	-	-	-	-
Interest Income		-	-	-	-	-
Other Revenue		4,980,702	5,198,164	5,431,735	5,679,804	5,943,981
		-	-	-	-	-
Total Other Revenue:		4,980,702	5,198,164	5,431,735	5,679,804	5,943,981
		-	-	-	-	-
TOTAL REVENUE:		43,656,817	47,409,849	45,668,474	49,024,369	52,569,535

EXPENSES

Administrative Staff

Executive Administration: Office of Superintendent		-	-	-	-	-
School Administration: Office of the Principal		1,474,032	1,571,298	1,618,437	1,754,408	1,882,040
Other School Administration		1,422,398	1,488,941	1,549,523	1,596,008	1,696,054
Business Manager/Director of Finance		-	-	-	-	-
		-	-	-	-	-
Total Administrative Staff:		2,896,430	3,060,239	3,167,960	3,350,416	3,578,095

Instructional Staff

		-	0	0	0	0
--	--	---	---	---	---	---

5 Year Forecast (PLA Schools)

	Enrollment:	3,292	3,577	3,897	4,226	4,540
		Year 1	Year 2	Year 3	Year 4	Year 5
State Revenue		FY23	FY24	FY25	FY26	FY27
Teachers - Regular		11,721,123	12,938,294	12,547,149	13,862,527	14,984,785
Teachers - Special Education		1,056,575	1,157,040	1,318,909	1,410,536	1,509,957
Substitutes, Assistants, Paraprofessionals, Aides		2,182,627	2,273,856	529,569	572,776	618,100
Summer School Staff		-	-	-	-	-
		-	-	-	-	-
Total Instructional Staff:		14,960,325	16,369,190	14,395,627	15,845,839	17,112,842
Non-Instructional/Support Staff						
Social Workers, Guidance Counselors, Therapists		-	-	-	-	40,000
Instructional Support Staff (4)		-	-	-	-	40,000
Other Support Staff		-	-	-	33,600	43,260
Nurse		104,910	108,057	111,299	114,638	118,077
Librarian		-	-	-	-	-
Information Technology		-	-	-	-	-
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)		660,928	680,756	701,178	722,214	743,880
Security Personnel		-	-	-	-	-
Athletic Coaches		-	-	-	-	-
		-	-	-	-	-
Total Non-Instructional/Support Staff:		765,838	788,813	812,477	870,452	985,217
Subtotal Wages and Salaries:		18,622,593	20,218,242	18,376,065	20,066,707	21,676,154
Payroll Taxes and Benefits						
Social Security/Medicare/Unemployment		1,684,655	1,834,120	1,674,981	1,835,674	1,989,372
Health Insurance		3,306,994	3,529,537	3,113,993	3,296,462	3,476,808
Retirement Contributions		1,144,371	1,235,472	1,112,869	1,204,674	1,290,013
Other Compensation		-	-	-	-	-
		-	-	-	-	-
Total Payroll Taxes and Benefits:		6,136,019	6,599,130	5,901,843	6,336,810	6,756,192
Total Personnel Expenses:		24,758,612	26,817,371	24,277,908	26,403,518	28,432,346
Instructional Supplies and Resources						
Textbooks		634,697	762,783	566,601	631,770	709,629
Library/Media Services (Other than Staff)		-	-	-	-	-
Technology Supporting Instruction (computers, tablets, etc.)		773,835	793,168	638,297	695,838	763,181
Student Assessment		60,958	79,403	98,172	117,268	134,230
Instructional Software		22,979	34,827	48,606	62,442	74,467
Professional Development		358,927	385,836	415,268	217,260	234,186
Enrichment Programs (athletics or extra-curricular activities)		158,448	183,139	204,857	228,366	259,784
Other Instruction Supplies (not including technology)		255,635	281,925	305,352	340,586	370,331
		-	-	-	-	-
Total Instructional Supplies and Resources:		2,265,478	2,521,081	2,277,153	2,293,530	2,545,808
Administrative Resources						
Administrative Technology - Computers & Software (not SiS)		108,828	115,693	123,276	130,956	138,109
Other Administrative Expenses		210,863	217,189	223,704	230,416	237,328
		-	-	-	-	-
Total Administrative Resources:		319,691	332,882	346,981	361,371	375,437

5 Year Forecast (PLA Schools)

	Enrollment:	3,292	3,577	3,897	4,226	4,540
	Year 1	Year 2	Year 3	Year 4	Year 5	
State Revenue	FY23	FY24	FY25	FY26	FY27	
Governing Board Expenses						
Legal Services	25,511	26,276	27,064	27,876	28,713	
Other Governing Board Expenses	-	-	-	-	-	
	-	-	-	-	-	
Total Governing Board Expenses:	25,511	26,276	27,064	27,876	28,713	
Purchased or Other Services (do not include staff expenses)						
Audit Services	33,000	39,000	42,050	43,153	44,310	
Payroll Services	341,686	351,967	362,557	373,467	384,706	
Financial Accounting	154,085	158,708	163,469	168,373	173,424	
Printing, Publishing, Duplicating Services	4,187	4,313	4,442	4,575	4,712	
Telecommunication & IT Services	964,149	790,219	693,011	724,866	754,541	
Insurance (non-facility)	89,545	97,271	105,895	115,539	126,344	
Travel	12,294	12,663	13,043	13,434	13,837	
Mail Services	6,717	6,919	7,126	7,340	7,560	
Special Education Administration	656,353	716,913	771,635	830,585	894,237	
Student Information Services or Systems	52,500	70,250	87,775	105,609	119,312	
Food Services	2,859,961	3,195,880	3,573,138	3,969,512	4,364,683	
Transportation Services	1,207,205	1,297,710	1,396,702	1,504,304	1,621,500	
Marketing Expenses	119,044	122,616	126,294	130,083	133,985	
Other Services	1,769,463	1,822,547	1,877,224	1,933,540	1,991,546	
	-	-	-	-	-	
Total Professional Purchased or Other Services:	8,270,190	8,686,975	9,224,360	9,924,380	10,634,699	
Facilities Expenses (NOT staff expenses)						
Facility Lease/Mortgage Payments	2,884,435	3,268,528	3,503,084	3,645,345	3,795,309	
Capital Improvements	-	-	-	-	-	
Other Principal Payments	69,055	71,127	73,261	75,459	77,722	
Operating Leases	-	-	-	-	-	
Interest Payments	307,445	316,668	326,168	335,953	346,032	
Interest Expense	-	-	-	-	-	
Depreciation Expense	911,010	938,740	967,323	996,783	1,027,150	
Insurance (Facility)	371,866	408,021	420,262	432,870	445,856	
Purchase of Furniture, Fixtures, & Equipment	12,500	40,000	93,000	59,375	55,000	
Electric & Gas	511,306	581,050	600,836	621,334	642,571	
Water & Sewage	25,915	28,693	29,799	30,952	32,151	
Repair and Maintenance Services (including cost of supplies)	460,579	517,471	534,835	552,812	571,425	
Custodial Services (including cost of supplies)	349,406	420,738	436,225	452,320	469,049	
Waste Disposal	14,825	16,269	16,880	17,516	18,177	
Security Services	166,131	176,765	182,593	188,622	194,859	
Other Facility Expenses	-	-	-	-	-	
	-	-	-	-	-	
Total Facilities Expenses:	6,084,472	6,784,071	7,184,267	7,409,342	7,675,302	
Other Expenses						
Indiana Charter School Board Administrative Fee	104,856	117,264	127,601	138,234	148,427	
Management Fee	1,720,232	2,002,913	2,062,749	2,300,990	2,550,896	
Bank Fees	8,437	8,690	8,951	9,220	9,496	
Escrow	-	-	-	-	-	
Other Expenses	-	-	-	-	-	

5 Year Forecast (PLA Schools)

	Enrollment:	3,292	3,577	3,897	4,226	4,540
		<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<u>State Revenue</u>		FY23	FY24	FY25	FY26	FY27
		-	-	-	-	-
Total Other Expenses:		1,833,524	2,128,867	2,199,301	2,448,444	2,708,819
TOTAL EXPENSES:		43,557,478	47,297,523	45,537,035	48,868,461	52,401,124
Surplus (Deficit)		99,339	112,325	131,439	155,908	168,411

Attachment
PLA Leadership Resumes

GEORGE AND VERONICA PHALEN LEADERSHIP ACADEMIES
Founder and CEO

2013-present
Indianapolis, IN

The mission of Phalen Leadership Academies (PLA) is to ensure children living in low-income communities meet high academic and social standards, and thrive as leaders at home, in their communities, and in the world. PLA is a non-profit network of high-performing public and public charter schools. Our focus is primarily on turning around currently failing schools.

Key Accomplishments

- Successfully turned five F-rated schools into A-rated schools.
- Manage 10 schools serving 4,000 children in Indianapolis, Ft. Wayne, Gary and in Detroit.
- Approved to operate 10 charter schools for nearly 10,000 children, the largest number of charters approved in the history of Indiana.
- Secured over \$10M in public and private funding from organizations and individuals including the Mind Trust, Charter School Growth Fund, and the Bill and Melinda Gates Foundation.
- Developed PLA into a \$38M non-profit within five years.
- Built and manage an exceptional national leadership of 34 team members and a 500-person school educational team.
- Developed and implement a business model to ensure long-term sustainability by operating only on the public reimbursement dollars we receive from the state funding.
- By the end of the second school year, 100% of scholars passed the IREAD state exam, demonstrating reading proficiency by third grade.
- Scholars increased from 49% to 76% proficient in reading, and from 66% to 77% proficient in math, based on STAR Reading, a nationally-normed assessment.

SUMMER ADVANTAGE USA
Founder and CEO

2008-present
Indianapolis, IN

The mission of Summer Advantage USA is to harness the power of summer to help all children maximize their tremendous innate potential. Summer Advantage is a full-day, 5-week educational program that includes a healthy breakfast and lunch; rigorous morning academic instruction in reading, writing and math; and afternoon enrichment in areas including art, music, drama, physical education and science.

Key Accomplishments

- Secured a \$1M grant and served nearly 1,000 scholars in the pilot (2009) summer.
- Expanded the program to serve 5,000 scholars while maintaining exceptionally high outcomes.
- Ensure strong academic progress and program quality – scholars gain 2 months reading, writing and math skills; and parent and teacher satisfaction rates were 97% and 98% respectively.
- Built an exceptional leadership and teaching team including a COO, Regional Director, and Director of Development, and 435 certified teachers and college students.
- Became an approved professional development provider for the state of Indiana – our teachers get professional development points for participating in our 30-hour pre-program training.
- Attracted national visibility including TIME magazine (cover story), BET Awards, MSNBC, Wall Street Journal, Essence, the Chronicle of Philanthropy and several others.
- Secured over \$15M in public and private funding to continue and grow our work.

BUILDING EDUCATED LEADERS FOR LIFE (BELL)

1993-2008

Co-Founder and CEO

Dorchester, MA

BELL is a \$25M non-profit organization whose mission is to increase the educational and life opportunities of elementary school children living in low-income urban communities. BELL educates nearly 12,000 scholars in 75 public and charter school sites throughout Baltimore, Boston, Detroit, New York City, and Springfield, MA. BELL's corps of educators includes more than 1,000 teachers and tutors.

Key Accomplishments

- Grew BELL from a small service project with 10 volunteers serving 20 children to a national non-profit with 52 full-time and 750 part-time employees educating 12,000 students annually.
- Created one of the nation's only two scientifically-proven programs, as demonstrated through a randomized control group independent evaluation conducted by Urban Institute and Mathematica.
- Increased annual revenues from \$12,000 to \$25.5M and raised over \$100M cumulatively.
- Established long-term and innovative corporate partnerships in the legal, publishing, sports, and banking industries. Partners include the New England Patriots, the Boston Red Sox, Houghton Mifflin Company, WilmerHale, the Monitor Group, Reebok, Fidelity, and Sovereign Bank. Each partner has played a key strategic role in advancing BELL's mission and service to scholars.
- Established a unique public-private partnership between the Baltimore City Public School System and BELL to be the exclusive outside provider for the district's summer school program.

COMMUNITY ENGAGEMENT AND PUBLIC SERVICE

- Trustee, Ewing Marion Kaufman Foundation (2016-present)
- Trustee, Kansas City Scholars (2017-present)
- Trustee, WorldTeach (2018-present)
- Trustee, Phalen Leadership Academies (2013-present)
- Trustee, Summer Advantage USA (2008-present)
- Trustee, BELL (1993-2008)
- Member, Education Policy Group for Senator Obama's presidential campaign (2008)
- Co-chair, Massachusetts Governor Deval Patrick's education task force to help shape the Commonwealth's education policy, pre-Kindergarten through higher education (Spring 2007)

AWARDS AND HONORS

- 2010 BET (Black Entertainment Television) Shine A Light Award for years of extraordinary community service.
- 1997 President's Service Award presented by President Clinton, honoring the nation's leading community service organizations.
- Three-time recipient of the Social Capitalist Award from *Fast Company*.
- Recipient of *The Network Journal's* "Top 40 Under 40" award, profiling the country's top Black business owners and professionals.
- 2014 NCAA Silver Anniversary Award winner, which recognizes six distinguished former student-athletes on the 25th anniversary of the end of their careers. Other honorees were 3-time Super Bowl winning quarterback Troy Aikman, 12-time Olympic medalist Dara Torres, and NFL quarterback Rodney Peete.

EDUCATION

HARVARD LAW SCHOOL J.D., 1993

Cambridge, MA

YALE UNIVERSITY B.A. Political Science, 1989

New Haven, CT

ANDREA ROBINSON

11829 Maze Creek Drive, Indianapolis, IN 46259 ♦ C: 317-409-6916 ♦ targetedcoach@comcast.net

PROFESSIONAL SUMMARY

Enthusiastic educator, with superb leadership and communication skills. Easily cultivates trusting and productive relationships with colleagues and administration in order to build professional knowledge capacity.

SKILLS

- School improvement experience
- Professional development facilitator
- Great Communication Skills
- Classroom management coach
- Technology integration knowledge
- School data interpreter
- Leader in using data to drive instruction
- Belief in building relationships and trust

WORK HISTORY

Outreach Coordinator for Marion County, 07/2015 to Current **Indiana Department of Education – Indianapolis, IN**

- Monitored 26 Focus and Priority status schools in the Indianapolis area based on the eight Turnaround Principles
- Resourced 67 schools in the Indianapolis area
- Planned, developed, and delivered successful targeted professional development to several school based on individual school needs such as DOK, Effective Instructional Strategies, Improving Student Memory, Unpacking Standards, Learning Objectives, Classroom Management, Rigorous Instruction, Integrating Technology, Checks for Understanding, Student Engagement, Coaching Conversations, and much more.
- Conducted school-wide observation audits in order to provide the school leadership with an outside perspective on strengths and areas of improvement for the whole school and for individual staff members.
- Case Manager for a district in the SDN Cohort 1; conducted monthly visits and leading conversations centered around their High Quality Plan.
- Co-created and presented professional development at the state CCR Summer PD on the coaching cycle/coaching conversation process for school leadership.
- Co-facilitated the Outreach Department summer book study using the books *Bringing Joy Back into the Classroom* and *RIGOR is NOT a four-letter Word*.
- Participated on the AdvancED Diagnostic Review team.
- Provided a weekly communication called the *Monday Memo* to all my schools with IDOE update.

Instructional Coach, 07/2012 to 07/2015

Franklin Township Community School Corporation – Indianapolis, IN

- Conducted data mining of all school data in order to help staff members make instructional changes based on the interpretation of data.
- Designed and conducted professional development for staff in order meet the more rigorous level of instruction needed for today's students.
- Continuously analyzed school data in order to determine intervention groups for both reading and math using the RTI framework.
- Led grade level meetings with all staff members and provided guidance on how to use data to target specific deficits and make instructional adjustments.
- Modeled classroom lessons and integrated a more rigorous approach with instruction in order to teach the Indiana Academic Standards.

Professional Development Facilitator, 01/2002 to 08/2013

University of Indianapolis – Indianapolis, IN

- Provided professional development for the University of Indianapolis student teachers.
- Supervised student teachers for the University of Indianapolis.

Professional Development Facilitator, 07/2013 to 08/2013

Kappa Delta Pi – Indianapolis, IN

- Conducted primary and intermediate webinars on the 90-minute reading block, literacy work stations, teacher table, and classroom management for KDP (Kappa Delta Pi).

Elementary Teacher for grades 3, 4, and 5, 04/1995 to 05/2012

Franklin Township Community School Corporation – Indianapolis, IN

- Differentiated instruction according to student interest levels and skill levels.
- Employed a broad range of instructional strategies in order to hold students' interest and maximize learning.
- Established clear learning objectives for all lessons and content areas in a student-friendly format.
- Observed and assessed student performance and kept thorough records of progress in order to target specific skills during small group instruction.

Technology Instructor, 08/2004 to 08/2006

Franklin Township Community School Corporation – Indianapolis, IN

- Taught beginning and advanced Microsoft Word and PowerPoint classes for staff members in the summer technology training workshops.
- Trained staff members on iMovie, iPhoto, and iTunes in the summer technology training workshops.
- Taught evening Microsoft Word classes for community members.

EDUCATION

Master of Science: Elementary Education, 2005

Indiana Wesleyan University - Indianapolis, IN

Bachelor of Science: Elementary Education, 1994

Indiana University - Bloomington, IN

ACCOMPLISHMENTS

Awards, Recognition & Professional Growth

- Named Franklin Township Community School Corporation Teacher of the Year.
- Named Arlington Elementary Teacher of the Year.
- Received an Academic Recognition Award.
- Winner of district level and state level media fair contest.
- Awarded The Olin W. Davis Award for Exemplary Teaching of Economics.
- Award the Sallie Mae First Class Teacher Award for Franklin Township Community School Corporation.
- Received the Economics America school grant.
- Received a Franklin Township Education Foundation grant award.
- Participated and chaired on the PL221 committee.
- Led the district with ELA curriculum mapping framework.
- Served on the district PBIS team.
- Served on the TITLE I committee.
- Served on the district's student-led goal setting committee.
- Trained in Kagan Cooperative Learning.
- Trained in C.L.A.S.S. (Connecting Learning Assures Successful Students)
- Attended the National Reading Recovery Conference and coached peers in the latest developments in literacy.
- Attended the Fisher and Frey conference and coached peers on the latest developments in close reading.
- Attended the National Title I Summit Conference in Utah and coached peers on the information provided at the summit.

Courtney Lumbley

4155 Siefert Court New Palestine, IN 46163
317- 670-7531

Education

- Administrative Licensure in Educational Leadership Program, *Western Governors University*, June 2015
- Master of Arts in Curriculum & Supervision, *Indiana Wesleyan University*, June 1997
- Bachelor of Arts Degree- Elementary Education w/German Minor, *DePauw University*, 1993
- Graduate-*Lawrence Central High School*, 1989

Professional Experience

Director of School Improvement, Phalen Leadership Academies, 2018 – current

- Analysis of assessment data
- Support of instructional improvement
- Development of Pathways to Leadership program

Building Administrator, Kitley Elementary School, Indianapolis, 2017-2019

- Evaluation of certified and non-certified staff
- Monitoring of student behavior and discipline
- Management of Positive Behavior Interventions and Support
- Leadership of PLCs with a focus on data driven instruction and student growth and achievement
- Collaboration on weekly Professional Development on topics including Balanced Literacy, Minilessons, Instructional Read Alouds, Jan Richardson's Guided Reading, Building Readers, Number Talks, Smekens Reading and Writing Strategies, 120 Minute Literacy Block, Data Driven Instruction, Tier 2 Grouping and Intervention Strategies, MTSS
- School based testing coordinator
- Fulfillment of duties assigned by building principal and district

Instructional Coach, Kitley Elementary School, Indianapolis, 2013-2017

- Lead weekly Professional Development on building and district led initiatives
- Provide new and veteran teachers with Tier I instructional support: Facilitated instructional rounds, new teacher cadre meetings, and provided modeling/observational feedback
- Model Tier II differentiation and the use of data to drive instructional decision making
- Provide support for building level administration with student behavior, PBIS, RTI process, hiring of highly qualified staff, and other duties as needed
- Host Title I parent events and community outreach
- Serve as liaison for 5th grade teacher representatives and District Curriculum and Instruction Director
- Facilitate district professional development initiatives
- Serve on Leadership Team working to impact culture, climate, student growth and achievement
- Lily Endowment Teacher Renewal Grant Recipient - Studied Heroes of the Holocaust: The Power of Kindness. Traveled through Germany, Poland, Italy, Netherlands, and Austria researching the silent heroes who stood up against intolerance. Continue to share with students the power of positivity to ultimately build a climate of kindness.
- Workshops Attended: NCTM National Conference 2016, Title I National Conference 2015, Smekens Literacy Retreats 2013, 2014 and 2015, CIESC Thinking Maps 2013, Impactful Coaching 2013
- Committees: PL221, Title I, PBIS, Technology, Solutions, School Improvement

Third Grade Teacher, Bunker Hill Elementary School, Indianapolis, 2011-2013

- Indiana State Teacher of the Year Semi-finalist 2012
- Franklin Township District Teacher of the Year 2012
- Bunker Hill Teacher of the Year 2012
- Third Grade District Math Representative
- Committees: PBIS, Social, Continuous Improvement

Fourth Grade Teacher, Wanamaker Elementary School, Indianapolis, 2010-2011

- Leadership Summit Presenter: Differentiation in the Elementary Classroom
- Committees: Continuous Improvement, PL221, Culture and Climate, Student Assistance Team

Seventh Grade Language Arts Teacher, Franklin Township Middle School East, Indianapolis, 2009-2010

- Leadership Summit Presenter: Using Student Response Systems with Acuity to Enhance Performance
- School Improvement Committee

Seventh Grade Academic Challenge ELA Teacher, BCCSC, Columbus, IN. 1997-2002

- Teacher of the Year, *Northside Middle School*, Columbus, IN, 2000

Summer School Language Arts Teacher Grades 9-12, BCCSC, Columbus, IN. 1998-2001

Title I Language Arts / German Teacher, *Southport Middle School*, Indianapolis, 1993-1999

Other Experience

- Director of Curriculum and Casework, *The Sowing Club*, Financial Literacy for Low Income Women, 2002-2009
- University Instructor: College and SAT Prep Coursework, *IUPUC*, Columbus, IN. 1997-2002
- Secondary Education & Career Counselor, *Next Steps through Bartholomew Consolidated Schools*, Columbus, IN. 1999 – 2002
- Intercession Enrichment/Remediation Teacher, *Lincoln Elementary*, Columbus, IN. 2002-2004
- Boys' Track Coach, *Northside Middle School*, Columbus, IN. 1998-2002
- Girls' Cross Country Coach, *Northside Middle School*, Columbus, IN. 1999-2002
- Jump Start Instructor, *Northside Middle School*, Columbus, IN. Summers 1998-2001
- Newspaper Sponsor, *Northside Middle School*, Columbus, IN. 1997-2000

Memberships & Related Experience

- Franklin Township Educational Foundation Grant Recipient, 2017, 2016, 2014, 2013
- Elisabeth B. Good Grant Recipient for Administrative Coursework Scholarship, 2015, 2014
- Continuous Improvement Committee, *Northside Middle School*, Columbus, IN. 1999-2002
- Technology Committee, *Northside Middle School*, Columbus, IN. 1999-2002
- Perfect Attendance Award, *Northside Middle School*, 1997-2001
- Member-Indiana State Teachers' Association, 1993-20012
- Indiana Association of the Gifted State Conference, 1999-2001
- "Leap to Excellence," Baldrige Continuous Improvement Training, Winter 2000
- Baldrige Quality Training, 1998-2000
- Bartholomew County Trustee Grant Recipient, 1999
- National Middle School Conference, 1999
- Member – IASP 2015-present
- Member- NCTE, 1995-2002

Professional References

- Lynlie Schoene, *Chief Innovation Officer*, 317-691-1584
- Joseph Brown, Principal Kitley Elementary, 765-491-6879
- Brook Wessel-Burke, *Principal Acton Elementary*, 317-331-1920
- Larry Perkinson, *Director of Student Services BCCSC*, 812-343-1433
- Andrea Robinson, *Professional Development Specialist: Phalen Academics*, 317-409-6916

MELISSA MORRIS

3549 West Willow Park, Flat Rock, IN 47234
317-372-3861~19MelissaMorris76@gmail.com

As a highly skilled Curriculum and Instructional Innovator, I have the ability to inspire educators, community members, and families to provide meaningful learning opportunities for our students. Through collaboration, research-based practices, data analysis, and a positive, equitable environment our organization will achieve unprecedented student growth.

EXPERIENCE

JUNE 2013– PRESENT

PRINCIPAL, FRANKLIN TOWNSHIP COMMUNITY SCHOOL CORPORATION

- Identify and Build capacity on our Instructional, PBIS and Core committees at a high poverty school;
- Mentor as Lead Learner on the topics of differentiation, MTSS, PBIS, Guided Reading, and Common Formative Assessment;
- Serve as a Whole Child District Committee Member growing our districts MTSS process;
- Inspire a staff of 70+ through weekly PLCs, Data Digs, and Instructional Rounds;
- Develop Behavior Plans for children in need of Tier 2 and Tier 3 supports;
- Develop Growth Plans for staff who are underperforming;
- Define school wide Frameworks and systems for student and staff success.
- High Poverty School achieving an A or B status in all state and federal areas since 2014.
- Top 5 Public school in Marion County, Indiana in ELA on ILEARN (2019)

AUGUST 2011 – MAY 2013

INSTUCTIONAL COACH, FRANKLIN TOWNSHIP COMMUNITY SCHOOL CORPORATION

- Oversee staff and curriculum development;
- Analyze school-wide data to provide staff workshops modeling best practices to meet various student population needs;
- Encourage collaboration and reflection through team-building, grade-level meetings, pre- and post-conferences centered on teacher-selected learning,
- Serve as liaison between principal and teachers;
- Design remediation programs based on student data, teacher feedback, and district goals;
- Provide Academic Professional Development for staff;
- Serve as Teacher Mentor;
- Assist with disciplinary issues; and
- Facilitate PLC's and parent workshops.

AUGUST 2007 – AUGUST 2011

CLASSROOM TEACHER, FRANKLIN TOWNSHIP COMMUNITY SCHOOL CORPORATION

EDUCATION

MAY 2013

MASTERS DEGREE, BALL STATE UNIVERSITY

- Graduated with High Distinction GPA 3.88/4.00 Scale

DECEMBER 2006

BACHELORS DEGREE, INDIANA UNIVERSITY, PURDUE UNIVERSITY INDIANAPOLIS

- Graduated with Highest Distinction GPA 3.96/4.00 Scale

Elisabeth Good Scholarship, Recipient 2010 & 2011

IUPUI Faculty and Staff Scholarship and Challenger Scholarship, Recipient 2003 & 2004

SKILLS

- Innovative Problem Solver
- Accomplished Teacher, Principal, & Mentor
- Instructional, Curriculum, & SEL Leader
- Workshop/ Professional Development Presenter
- Experienced Reflective Practitioner
- Builds Strong Relationships with all stakeholders
- Calculated Risk Taker
- Tactfully Transparent

ACCOMPLISHMENTS

2019

Ranked #5 out of 161 Marion County Public Schools on ILEARN School Wide ELA Scores in Marion County at a High Poverty School (63.7%), Arlington Elementary School, Indianapolis, IN

2018

IASP District 7 Principal of the Year Nominee. Arlington Elementary School, Indianapolis, IN

2017

Arlington Elementary recognized as one of IDOE's Schools for Best Instructional Practices, Arlington Elementary School, Indianapolis, IN

2010-2011

Teacher-of-the-Year. South Creek Elementary School, Indianapolis, IN

*References Available upon Request

Jennifer Becker, MBA

jenniferbbecker@gmail.com | 480-313-9541 | [linkedin.com/in/jennifer-becker-mba](https://www.linkedin.com/in/jennifer-becker-mba)

DIRECTOR OF OPERATIONS

Relocating to the Atlanta area. Operations Executive with 12+ years experience in the education and healthcare space. Expert in building scalable systems, processes and staffing models. Proven track record for creating operational excellence and preparing organizations for rapid growth. Passion for blazing new trails, bringing ideas to life and delivering exceptional results.

Areas of Strength

Drive High Profile Projects
Develop/ Improve KPIs
Spearhead Change Efforts
Strategic Advisor
Financial Planning

Lean / Six Sigma
Agile Methodology
Build Comprehensive Roadmaps
Project Management Oversight
Budget Management

Influence Stakeholders
Lead Remote Cross-Functional Teams
Remove Roadblocks
Improve Customer Satisfaction
Coaching/ Training

Key Accomplishments

- Served as the Executive Project Sponsor for opening 9 new schools including 8 ground-up new builds.
 - Delivered 16 projects on time, on quality, and on budget year one of starting a new Project Management Office.
 - Implemented 12 low-effort fiscal responsibility initiatives saving the company 1.2 million dollars over 18 months.
 - Created scalable business processes to position the company for a successful entrance into private equity.
 - Increased patient throughput resulting in a 20% increase in revenue and 11 point increase in NPS.
 - Integrated numerous new healthcare acquisitions into single unified systems.
 - Improved EBITDA by \$750,000 one year after merging two underperforming ophthalmology competitors.
 - Licensed 20 OTCs in less than 90 days including the creation of SOPs, training, and survey readiness.
 - Led organizations through countless enterprise technology selections and implementations e.g. NextGen Healthcare EHR/PM/Optical, Titan School Solutions POS/Inventory/Accounting, PayScales & WorkDay ERP/HCM.
-

Professional Experience

VERTEX EDUCATION - Chandler, AZ

June 2018 - Present

Vice President of Operations

- Provided strategic leadership to Information Technology, Facilities, New Construction, Nutrition and Project Management departments that support 20+ schools and more than 24,000 students.
- Served as a strategic partner to the executive team, identified business transformation opportunities, and developed the strategic roadmap for key business objectives.
- Built a Project Management Office from the ground up and successfully delivered 16 projects on time, on quality and on budget the very first year e.g. building out an end-to-end vendor contract process.
- Implemented a change management philosophy and communication strategy to support the implementation of business transformation initiatives.
- Led multiple high-profile projects, ensuring cross-functional teams stayed focused and moving forward on strategic project goals e.g. built 8 schools from the ground up and led the organization through a complex ERP/HRIS vendor selection process and implementation.

AMERICAN VISION PARTNERS - Tempe, AZ

April 2017 - June 2018

Vice President of Clinical Operations

- Strategic and operational planning for 100+ providers, 40+ Outpatient Treatment Centers, and 25+ optical shops with more than 600 employees within the clinical operations workstream.
- Implemented data-driven sales strategies including quarterly sales goals, incentives and product differentiation.
- Partnered with the executive team, governing board, and investors to define and deploy key performance indicators, identifying business risks and mitigation strategies.
- Championed numerous business transformation initiatives to position the company for rapid growth.
- Integrated best practices and continuous process improvement across multiple brands.
- Provided project management oversight for mergers, acquisitions, and closures ensuring operational goals and financial targets were met.
- Ensures compliance with QA and compliance programs e.g. MU, PQRS, HIPAA, OSHA, and OTC state licensure.

SOUTHWESTERN EYE CENTER - Mesa, AZ

December 2008 - April 2017

Vice President of Operations (April 2011 - April 2017)

- Provided strategic and operational direction to over 40 multispecialty doctors and 200 employees across 20+ Outpatient Treatment Centers with unique lines of service.
- Led numerous business transformation projects to create a scalable platform that positioned the company for a successful entrance into private equity.
- Provided project management oversight for all process improvement initiatives and new acquisitions.
- Stood up clinical quality assurance/ process improvement program, led quality improvement studies and implemented process improvement initiatives to reduce errors and improve patient outcomes.
- Selected and implemented new Practice Management, Point of Sales and Electronic Health Records systems.

Director of Clinical Services (December 2008 - April 2011)

- Led planning, organizing and coordinating clinic and optical patient care services.
- Increased clinical efficiency and patient throughput resulting in a 20% increase in revenue and 11 point increase in patient satisfaction.

RETINAL CONSULTANTS OF ARIZONA - Mesa, AZ

June 2005 - December 2008

Operations Manager (January 2007 - December 2008)

- Coordinated logistics and patient care operations for 3 locations, 12+ satellites, and 50+ medical staff.
- Created SOPs resulting in a 10% decrease in adverse outcomes and a reduction in staff turnover.
- Implemented Electronic Health Records system and eliminated >80% of paper processes.

Office Manager and Research Coordinator (June 2005 - January 2007)

- Provided leadership and direction to a growing fast-paced retina clinic and 12 satellite locations.
- Managed physician and medical support staff daily schedules to ensure the quality of patient care, the efficiency of daily flow, and utilization of center.

EDUCATION

University of Arizona – Master of Business Administration (MBA) - 2020

Villanova University – Lean Six Sigma Black Belt - 2016

Harvard Executive Program – Leadership in Healthcare IT - 2014

Rancagua College – Rotary Foreign Exchange Student - 1996

EXECUTIVE PROFILE

An ambitious and optimistic Executive with progressive experience and demonstrated success in strategic planning, project management, efficiency improvement, and talent acquisition and development. Quickly grasps complex concepts, analyzes and interprets ideas into logical strategy, and identifies areas of strength, weakness, and opportunity - utilizing those drivers to implement policies, systems, and standards to realize strategic vision.

EXPERIENCE

Phalen Leadership Academies

2018 - current

National Director of Recruitment

The March of Dimes Foundation

2014 – 2018

Regional Vice President

- Leadership and oversight of a 10-state territory with 11 direct reports (Executive Directors) and a team of staff and volunteers that support each of the 11 market offices responsible for a 12.2 MIL budget.
- Served as part of the leadership team that supported process and decision making for the March of Dimes.
- Cultivated and maintained relationships with high level donors and prospects across the territory
- Provided guidance and leadership to Board of Directors across the Region

Associate Vice President

- Served as part of the Field Leadership Team creating and implementing strategic vision and direction for the field
- Managed a 26-market portfolio across the Midwest
- Lead collaboration with internal facing departments including operations, finance, and development
- Cultivated and maintained relationships with high level donors and prospects
- Led, coached and developed a team of 15 Executive Directors and 60+ staff responsible for \$12 MIL budget

State Director

- Fiscal oversight of the Foundation's local investments and Indiana
- Recruited, trained, and developed employees to support the success of their respective communities
- Recruited, developed and nurtured volunteers and volunteer relationships across the state
- Provided leadership to the State Board of Directors, state led committees, and key volunteers to support the Foundation's mission and investments
- Managed a multi-state partnership that generates over a million dollars annually for the foundation

Summer Advantage, USA

2010 – 2014

Regional Director

- Developed, wrote and implemented processes to allow the program to create sustainable growth that supported the values, outcomes, and excellence of the original program model
- Drove partner relationships and facilitated the sales process for acquiring and retaining school sites supporting the organization's expansion
- Developed partnerships and systems that supported sustainable funding to support the program's implementation in communities and school systems for multiple years
- Represented the organization's message, mission and requirements at national and regional conferences, workshops and forums
- Drove the sourcing and recruitment of staff to serve as summer leaders

- Analyzed academic program data each season to inform needed modifications and enhance processes
- Cultivated community partnerships to support programming and maximize visibility

Muscular Dystrophy Association

1997 – 2010

Regional Director - Indianapolis, IN – 2004-2010

Regional Director – Kansas City, Kansas – 2003 - 2004

Regional Coordinator – Kansas City, Kansas – 2001 - 2003

District Director – Wichita, Kansas – 1999 - 2001

Marketing and Program Coordinator – Wichita, Kansas – 1997 - 1999

EDUCATION

The University of Southern Indiana

Bachelor of Science – Business Administration

Certificate – Leadership Development - IUPUI - 2012

Certificate – Human Resource Management - IUPUI – 2012

SHRM-CP Certification - 2017

COMMUNITY LEADERSHIP & PROFESSIONAL AFFILIATIONS

March of Dimes State Board of Directors

2014-2016

Hendricks Civic Theatre - Board of Directors

2014-2017

Volunteer –Danville High School

2016 -Current

Member of Society of Human Resources –SHRM

2017 - Current

JoAnn Gama

4216 Stillwater Cv., Edinburg, TX, 78542 ~ (956) 463-9407

joann.gama@gmail.com

EMPLOYMENT EXPERIENCE

IDEA Public Schools, Weslaco, Texas

2000 – 2021

IDEA Public Schools is a high performing charter management organization that prepares students from underserved communities for success in college and citizenship.

Co-Founder/Chief Executive Officer (April 2020 – May 2021)

- Responsible for all aspects of the organization including a nearly \$1 billion dollar budget, C-suite of 12 team members, 130 schools and 68K students in Texas and Louisiana.
- Worked with a 12 member national board as well as multiple regional boards to ensure on track for ambitious growth plans calling for 100K students in 184 schools by 2023 in Texas, Louisiana, Florida, Ohio and Arkansas.

Co-Founder/Chief of Schools (June 2011- Present)

- Managed 12 regional Superintendents/Executive Directors who together manage a network of 128 school principals to ensure ambitious college ready results for over 55,000 students in K-12.
- Serve as a senior leadership team member responsible for the strategic direction of the organization during a phase of rapid expansion and replication of schools.

Chief Operating Officer (August 2004 – May 2011)

- Manage an operations portfolio that includes human resources, information technology, transportation, child nutrition and food service, and facilities maintenance and construction.
- Manage a program portfolio including student recruitment, libraries and textbooks, health and wellness services, and parental involvement.

Chief of New Schools (August 2003 – August 2004)

- Trained new school leaders on all phases of school launch during year 0 for both IDEA Public Schools and Uplift Education (Dallas based organization).

Principal of IDEA Public Schools, Donna (July 2000-August 2003)

- Co-founded the IDEA Academy and College Prep, #13 high school in the nation. Responsible for the day-to-day operations and instruction of a 4th – 8th grade middle school serving nearly 500 students, 85% of which were eligible for free and reduced priced lunch.

Aldine Independent School District, Aldine, Texas

1999-June 2000

Aldine Independent School District exists to prepare each student academically and socially to be a critical thinker, problem solver, and responsible and productive citizen.

Classroom Teacher

- 4th grade bilingual ESL teacher with 28 students with limited English proficiency.

Teach For America, McAllen, Texas

June 1997-June 1999

Teach For America corps members and alumni ensure that one day, all children in this nation will have the opportunity to attain an excellent education.

Classroom Teacher, Donna Independent School District (August 1997 – June 1999)

- 4th and 5th grade bilingual ESL teacher with 28 students with limited English proficiency.

Corp Member Advisor (June 1998 – August 1998)

- Trained recent college graduates on instructional strategies and techniques before entering the classroom.

RECOGNITIONS and SERVICE

The Broad Academy, Pahara Network

Latinos for Education, Board Member 2016-2020

Texas Charter Schools Association, Board Member 2018-2021, National Charter Conference Charter Leader of the Year, 2019

Broad Academy Winner, 2018 (IDEA Public Schools)

White House Commission on Educational Excellence, Appointed by President Barak Obama as Commissioner, May 2011

Peter Jennings Award for Civic Leadership, Teach For America, 2009

Teacher of the Year, Donna ISD 1997

EDUCATION

University of Texas, Pan American, Edinburg, Texas, 2003

Master of Education, Educational Leadership

Boston University, Boston, Massachusetts, 1997

Bachelor of Arts, International Relations

Flor Andersen

Schererville, IN

florpadilla2011@gmail.com

2197770332

Experienced Executive Assistant with a demonstrated history of working in the education and management industry. Skilled in Microsoft Word, Sales, Early Childhood Education, English, Spanish, and Management. Secured operations professional with an Associate Degree in Business and pursuing a Bachelor of Science in Business.

Authorized to work in the US for any employer

Work Experience

Title III Bilingual Instructional Resource Specialist

South Bend Community School Corporation - South Bend, IN

January 2019 to Present

Area

- Assists in administering, scoring, and recording such diagnostic and achievement tests as assigned by the classroom teacher.
- Assists, under the direction of the classroom teacher, in planning and implementing follow up activities to reinforce initial instruction provided by the classroom teacher.
- Works with individual students or small groups of students to enhance the learning of material or skills initially introduced by the classroom teacher.
- Assists the classroom teacher in devising unique strategies for reinforcing content or abilities based on a sympathetic understanding of individual students, their needs, interests, and skills.
- Guides independent study, enrichment, and remedial work for the children as assigned by the classroom teacher.
- Assists with such significant group activities as drill work, reading aloud, and storytelling.
- Serves as a resource of information and help as a substitute teacher should there be an absence of the regular teacher.
- Observes pupil behavior and assists in correcting minor problems and reporting significant difficulties to the teacher.
- Alerts the classroom teacher to any needs relevant information that best serves the individual student.
- Assists with the supervision of students, as assigned, during duty periods and field trips.
- Assisted in preparing the classroom and materials for use in lessons. Which includes; keeping bulletin boards and other learning displays up to date and as assigned by the classroom teacher.
- Assists the classroom teacher in the development and construction of materials to be used in reinforcement activities.

Senior Administrative Assistant

Calumet College of Saint Joseph - Whiting, IN

January 2018 to October 2018

- Providing real-time scheduling support by booking appointments and preventing overlaps
- Reply to email, telephone, or face to face inquiries

- Opening, sorting and distributing mail to various professionals in the office
- Checking students electronic records for financial or academic holds
- Accepting medical, educational, and financial forms from students
- Providing immediate and professional answers to administration or parents
- Maintain cleanliness in the office, decorating office for seasonal purposes
- Answering phones with a multi-line phone line and directing them to the appropriate departments
- Faxing, copying, and e-mailing reports and receipts
- Ensuring parents and students fill out FERPA form before releasing any information
- In charge of training student workers and auditing work before turning in the official documents
- Inventory control of equipment and supplies
- Coordinate and work with Student Affairs and the Finance department on matters involving students and faculty
- Answer telephone and walk-in inquiries regarding the registration process, programs, and courses
- Maintain a sign-in log of visitors who are walk-ins or appointment within the Admissions department
- Handle and distribute sensitive/confidential paperwork and student files

Administrative Assistant

School City of Hammond

September 2015 to January 2018

United States

- Sending out daily attendance reports to all twelve schools we are in partner with
- Checking students in/out when tardy or absent
- Developed three different filing systems for confidential documents making it easier to track down wanted documents
- Successfully distributing work or urgent notes that needed to be sent out that same day
- Providing professionalism and immediate answers to Administration and parents
- Generating Diplomas for awards, spreadsheets for various occasions that may arise for the Principal
- Maintained a calendar for 12+ teachers
- Answering phones with a multi-line phone line and directing them to the appropriate Departments
- Ensuring parents, CPS, DCFS, etc. 's. needs are met with correct identification for students safety
- Mentoring Elementary School students and our High School students in work-life events and grades.
- Preparing reports for Administration
- Gathering confidential documentation while preparing track records of those who have turned in forms
- Maintaining electronic and hard copy filing system
- Assisting in drills such as; Code Red, White, fire drills, and tornado drills

Retail Sales Manager

La Azteca

February 2008 to March 2016

United States

- Manager for two years which entailed overseeing and supervising three other employees
- Responsible for training new employees
- Monitored inventory to provided reports to the CEO
- Maintained cleanliness throughout the store and stocking of all products
- Helped give customers satisfaction by meeting their shopping needs and services

- Taking all methods of payment and distributing them into the register. I also made sure all registered balanced for every shift.
- Responsible for making bank statements of the stores' earnings to be deposited weekly

Administrative Assistant/ Mental Health Counselor

La Azteca

May 2013 to February 2016

United States

- Daily contact with judges and probation officers of Porter & Lake County
- Sending out daily, weekly, & monthly reports on clients to probation officers regarding client statuses
- Checking in clients
- Taking client's payments
- Distributing drug and alcohol screenings to clients
- Billing
- Providing daily, weekly, & monthly financial and conversion statistics and report to the owner of Fresh Start
- Maintaining cleanliness in the office, decorating office for seasonal purposes
- Auditing files
- Answering phones with a multi-line phone line
- Faxing, copying, e-mailing reports to the owner of Fresh Start

Counselor

- Ensuring clients are meeting personal goals monthly
- Mentoring substance/chemical/suicidal clients
- Evaluating each client individually
- Assessing issues that need to be worked on weekly

Hostess

TGI Fridays

October 2011 to November 2012

- Greeted customers in a friendly demeanor and escorted them to their seats
- Helped maintain cleanliness throughout the restaurant
- Assisted waiters with their tasks during shifts by satisfying customer needs
- I was a coach so I trained new Host employees

Education

Bachelor of Science in BS, Project Management

Indiana Wesleyan University

2019 to Present

Associate's Degree in Business Administration and Management

Wesleyan University

2016 to 2018

Skills

- Bilingual
Microsoft Excel
Microsoft Word
- Retail Management
- Microsoft Office
- Microsoft Word
- Sales Experience

Links

<https://www.linkedin.com/in/flor-padilla-huerta-0613>

https://www.linkedin.com/in/flor-padilla-huerta-0613?jobid=1234&lipi=urn%3Ali%3Apage%3Ad_jobs_easyapply_pdfgenresume%3Bs6rl8iGeSnymDX0BrQjs5A%3D%3D&licu=urn%3Ali%3Acontrol%3Ad_jobs_easyapply_pdfgenresume-v02_profile

M. McConnico

Summary:

- Over a decade of delivering communications, marketing, and relationship management results
- Expert in the use and application of analytics tools to guide response and decision making
- Skilled team leader with experience managing client communications on a global scale
- Counselor on internal and external strategic communications strategy
- Well versed in digital, web, mobile and traditional media marketing
- Oversees and manages all communication channels including: brochures, news releases, newsletters, website, direct marketing, e-marketing, e-newsletters and social media
- Interfaces and leads cross-functional team members, creative production teams, web development and systems managers, business partners, third party vendors, and Project Managers as needed

Awards and Achievements:

- Verizon Wireless Communications Improvement Recognition, 2014
- President Obama's Call to Service Award, 2013
- Village of Maywood, Operation Uplift: Helping Hand Award, 2012
- Chicago's Top Professionals Under the age of 40: Conversation Awards, 2011
- Named Chicago's Top 40 Under 40 by the Chicago Defender, 2011
- Excellence Award, Embry-Riddle Aeronautical University, 2005
- Outstanding Leadership Award and Distinguished Graduate, Air Force Airman Leadership School, 2005
- Global War on Terrorism Service Medal, Air Force, 2003
- Achievement Medal, Air Force, 2002
- National Defense Service Medal, Air Force, 2001

Experience:

Phalen Leadership Academies >Apr 18-Present
National Director of Communications and Marketing

Teneo Strategy >Mar 15-Jun 16

Vice President Digital Communications

[Clients: Coca-Cola, Petsmart, Concordia Summit, Billie Jean King Foundation, eos]

- Served as consultant to Fortune 100 CEOs on brand and reputation management
- Developed marketing material and pitches to secure industry partnerships and influencer engagement
- Served as lead council using analytics to guide communications and marketing strategy, crisis management, and engagement
- Managed \$4 million media budget-- ensured campaign materials and media buys were delivered within scope and on time
- Worked closely with industry partners and third parties to develop and implement joint communication plans and projects
- Advised on business and program development
- Crisis Management—developed responses to emerging issues at campaign speed

Verizon Wireless HQ > Feb 14 – Feb 15

Online Resources and Communications Consultant

- Served as project manager for HQ's Content Lifecycle Management Team
- Controlled, created, and enhanced Verizon knowledge management systems worldwide
- Content migration, taxonomy and metadata development
- Provided regular analytic reports to leadership on team activity, productivity, and improvement opportunities
- Write, edit, and design web and mobile marketing content and performance support materials

Department of Veteran's Affairs/Jesse Brown VA [Special Project]

Jul 13 – Jan 14

Project Manager

- Planned and launched the 1st Veterans Affairs Medical Center Food Pantry in the country
- Developed and leveraged cross sector partnerships via Red Cross, U.S. Navy, Veterans Strike Force
- Controlled budget, timeline, and developed project initiatives in accordance with agency partner expectations
- Technical Writing and development of program policy, guidelines, and training documents
- Designed volunteer training and marketing materials
- Developed tracking mechanisms and processes for data collection, reporting, and grant management

The City of Dolton, Dolton, IL > Apr 11 – Jul 13

Director of Communications and Community Development

- Served as communication advisor to the Mayor and Board of Trustees
- Served as spokesperson for City Hall, Dolton Police, and Fire Departments
- Produced all outgoing communications and marketing material from City Hall
- Served as Project Manager for city initiatives, planning, events, and implementation
- Responsible for Internal and external communications, daily web management, web content updates via CMS, and development (with the use of CSS, Taxonomy, Metadata, and HTML)
- Lead cross-functional teams including creative production team, web development and systems managers, business partners, third party vendors, and Project Managers as needed
- Newsletter design and content development, web content development and management, storytelling
- Created forms, applications, and processes to promote workforce efficiency
- Crisis Management—developed responses to emerging issues at campaign speed

School District 209 and School District 89 > Nov 07 – Oct 12

Public Relations Consultant

- Served as communication advisor to the Board, advising leadership on media matters
- Internal and external communications, crisis manager and content driver
- Newsletter design and content development, web content management, and storytelling
- Developed communications materials including: brochures, news releases, newsletters, website content, and e-marketing
- Directed and supervised IT staff and Web Development Teams
- Developed new and emerging areas for community engagement; implement outreach initiatives
- Worked as "Change Manager" during leadership transition

- Crisis Management—developed responses to emerging issues at campaign speed

WVON 1690AM, Chicago, IL >Sep 07 – May 11

News Anchor and News Director

- Developed media strong media partnerships including those with: Ariel Investments, Black Enterprise Magazine and USA Today
- Deliver, write, edit, and produced live news and commercials including for web and mobile content
- News directing and reporting

United States Air Force >Jul 00 – Jun 06

Special Agent

- Conduct investigations criminal, fraud, and counterintelligence investigations on behalf of the Department of Defense

Education:

M.A. in Journalism, Columbia College, Chicago

M.B.A. Marketing, University of Phoenix

Nicole J. Scott, Esq.

California State Bar #: 235574

4896 Hunt Road ♦ Blue Ash, OH 45242 ♦ (323) 630-1030 direct dial ♦ NicoleCAEsq@gmail.com email

EXPERIENCED NON-PROFIT EXECUTIVE, ATTORNEY & HUMAN RESOURCES PROFESSIONAL

Non-profit executive, attorney and human resources professional with experience and training in content development, compliance, workplace investigations, employee relations, talent acquisition, diversity, policy development, employment law, and mediation. Proven success in establishing human resources departments, compliance management, dispute resolution, and performance management initiatives to drive organizational goal attainment.

Core Competencies:

- Workplace Investigations
- Diversity, Equity & Inclusion
- Compliance
- HR Policies & Procedures
- Mediation & Dispute Resolution
- Employee Relations
- Executive Coaching & Development
- Administrative Hearings & Proceedings
- Training & Facilitation
- Strong Problem Solving Skills

EDUCATION

University of California, Berkeley School of Law (Boalt Hall), Berkeley, CA

Juris Doctor

Honors: Justice Wiley Manuel Scholar and Scholarship Recipient

Activities: Moot Court; Boalt Hall Entertainment & Sports Law Society; Law Student Teacher-Street Law Program

Spelman College, Atlanta, GA

B.A., *magna cum laude*, English Literature and Language

Honors: Dean's academic list all four years; Alpha Lambda Delta Honor Society; Golden Key National Honor Society; Sigma Tau Delta English Honor Society; 100 Black Men of America Scholarship Recipient; Spelman College Alumnae Scholarship Recipient

Activities: President/Conference Presenter, Sigma Tau Delta English Honor Society; Coordinator, Atlanta University Center Entertainment Careers Conference; Student Representative, Amnesty International

PROFESSIONAL EXPERIENCE

Phalen Leadership Academies

2017 - Present

Education management organization that operates charter schools, innovation schools, and turnaround projects throughout the Indiana and Michigan regions.

General Counsel

- Serves as in-house counsel on matters related to all compliance related issues, employment law, special education, contracts and vendors, student discipline, and administrative proceedings
- Member of the organization's senior leadership team with direct reporting to the CEO
- Provides legal opinions, legal interpretations, and recommendations to senior leadership team and school administration for the purpose of ensuring compliance with local, state, and federal regulations
- Provides staff development for the purpose of educating others regarding their legal responsibilities
- Reviews written documents such as handbooks, agreements, contracts, and other legal instruments
- Oversight of ongoing federal, state, district, and authorizer compliance and reporting
- Draft and execute board policies, procedures, and advise on changes and/or new laws impacting organization
- Oversight of risk management, risk mitigation, and insurance for the organization
- Monitor federal, state, and local compliance as it relates to FERPA, HIPPA, state licensing, Public Records Act, Special Education & Section 504 compliance, Title IX, etc.
- Oversight of student expulsion processes and proceedings

KIPP Los Angeles Schools: Los Angeles, CA

2011 - 2017

Highest performing public, charter school management organization ("CMO") in Los Angeles and part of the national KIPP network of schools. The CMO operates 15 schools within the second largest school district in the country – Los Angeles Unified School District (LAUSD).

Chief of Legal Affairs & Employee Solutions

- Established the organization's legal department to monitor compliance across teams
- Monitor federal, state, and local compliance as it relates to FERPA, HIPPA, state licensing, Public Records Act, Special Education & Section 504 compliance, Title IX, etc.
- Developed and implemented curriculum for employee trainings on various topics
- Implemented an online employee training program to comply with state and federal mandates
- Oversight of all human resources functions for 15 school sites and the administrative office
- Oversight and implementation of diversity strategies for schools
- Oversight of annual state and district compliance audits
- Oversight of risk management, risk mitigation, and insurance for the organization
- Serve as Senior Leadership Team member with direct reporting to the CEO
- Serve as General Counsel on matters related to all compliance related issues, employment law,

- special education, contracts and vendors, student discipline, and administrative proceedings
- Draft and execute board policies, procedures, and advise on changes and/or new laws impacting organization
- Liaison between KIPP Schools and outside counsel on all compliance and legal issues
- Liaison between KIPP Schools and the charter schools division of LA Unified School District

Director of Human Capital & Legal Affairs

- Established human resources department, policies, and procedures for the organization
- Established new employee handbook, internal HR website, policies and procedures
- Led organization through successful state compliance audits
- Led re-classification of workforce at the organization
- Implemented new HRIS and performance management system
- Served as General Counsel on various issues including (but not limited to) FERPA, Public Records Act, HIPPA, California charter school law, special education, contracts, employment law, etc.

Inner City Education Foundation: Los Angeles, CA

2005 - 2011

Inner City Education Foundation operates public, charter schools throughout the Los Angeles area in both Los Angeles Unified School District and Inglewood Unified School District.

General Counsel & Senior Vice President

- Oversight of all compliance, regulatory and legal matters across teams and departments
- Responsibilities included oversight of all human resources programs and functions, including but not limited to compensation, benefits, recruitment and selection of staff for 16 school sites
- Oversight of annual district compliance audits for each school
- Implemented and monitored the application of and compliance with HR policies and procedures for the department
- Conducted workplace investigations made either against or on behalf of the school district; claims touched a wide variety of areas, including but not limited to: equal employment opportunity, sexual harassment, corporal punishment, contracts, personal injury matters involving students, personnel, or third parties, special education mediations
- Advised the President and board on schools' compliance with broad variety of statutory standards; conducted legal research for development of opinions and legal advice on issues impacting the district
- Co-led team that wrote and submitted the first middle school charter petition approved by Inglewood Unified School District

General Counsel & Director of Human Resources

- Established both the legal and human resources departments for the organization
- Implemented HRIS, ATS and performance management systems and processes
- Created employee manual, policies and procedures for the organization
- Led the recruitment, hiring, staff development and trainings for 600+ employees
- Oversight of compliance monitoring of schools through Los Angeles Unified School District &

- Inglewood Unified School District
- Served as In House Counsel on all compliance and legal matters

Law Offices of Cochran, Cherry, Givens & Smith PC: Los Angeles, CA 2003 – 2005

Los Angeles based law firm with a variety of practice areas including employment, medical malpractice, civil rights, personal injury, entertainment, and wrongful death.

Associate Attorney

- Provided legal counsel to a diverse group of clients in civil litigation and business transaction matters
- Practice areas included employment law, entertainment law, education/charter school law, class actions, personal injury, wrongful death, civil rights, and juvenile law, and transactional work
- Responsibilities included interviewing and maintaining client relationships, drafting complaints, legal research, document preparation, writing and arguing motions, depositions, court appearances, participating in mediations and negotiations, and serving as second chair during trials
- Counseled HR professionals and management on personnel policies, procedures, and other employment related matters
- Advised business owners, non-profit entities, and schools on legal and regulatory issues

Law Clerk

- Conducted research and drafted memoranda on various legal issues
- Interviewed clients and witnesses
- Drafted subpoenas and deposition outlines
- Created discovery plans and assisted in preparation for depositions, hearings, and trials
- Assisted firm partners at depositions and trial

OTHER EXPERIENCE

Ohio Department of Education: Columbus, OH 2017

Charter School Grant Reader: Selected out of 180 candidates to read and evaluate community school grant applications for the Ohio Department of Education – Community Schools Division. Evaluate grant applications and determine whether submissions meet the criteria for approval awarding between \$100k - \$350k for planning and implementation of schools serving Ohio's most underserved children.

Law Offices of Gary, Williams, Parenti, Watson & Gary, PLC: Stuart, FL Summer 2002

Summer Associate: Conducted research and prepared legal memoranda on class actions/complex litigation, employment discrimination, sexual harassment, entertainment law and intellectual property issues in the Commercial Litigation Department. Created witness profiles in preparation for depositions and drafted subpoenas. Created outlines for deposition preparation; Assisted lead attorneys in court, at depositions, and

during mediations; Created plans for discovery documents and review

The William Morris Agency: Beverly Hills, CA Summer 2001

Legal Intern - Office of the Chairman: Participated in the WMA agent trainee program; assisted with the development of film, television, and literary projects for clients; participated in contract negotiations for talent on various projects; assisted in the recruitment of new talent to WMA; assisted in house counsel with research pertaining to internal legal issues

Sony Pictures Entertainment: Culver City, CA Summer 1998

Legal and Business Affairs Intern: Participated in the development of contracts between recording artists, record labels and studios; Assisted Clearance Administrator with research; Assisted attorneys in meetings and negotiations regarding soundtracks and artists for films. Editor of Sony's intern newsletter, *SWEEPS*.

PROFESSIONAL MEMBERSHIPS/TRAINING

Member, California Bar Association	2005-Present
Member, Society for Human Resources Management	2008-Present
Diversity & Inclusion Training, Equity Inquiry Project	2017-Present

REFERENCES AVAILABLE UPON REQUEST.

ADRIENNE PAGE

“EVERY student can learn, just not on the same day or in the same way.”

CAREER OBJECTIVE:

To obtain an educator leadership position in the area of Special Education that directly impacts and improves student achievement.

LICENSURE:

Indianapolis Teaching Fellows – An initiative of Indianapolis Public Schools

- Highly Qualified in Business Education High School, Junior High and Middle School exp 6/2017
- Highly Qualified in Intense Intervention All Schools exp 6/2017
- Highly Qualified in Mild Interventions All Schools exp 6/2017

EDUCATION:

Marian College

Master of Arts in Teaching Degree, 2010

Teacher Preparation Program with Indianapolis Teaching Fellows

Kentucky State University

Bachelor of Arts in Apparel Retail Marketing, Specialization in Business, 2002

PROFESSIONAL EXPERIENCE

INDIANAPOLIS PUBLIC SCHOOLS

Lead Special Education Specialist

08/2016- current

My role is to increase academic achievement in special education students that are being serviced in an LRE 50 or 51 by providing direct support to classroom teachers and special education teachers.

- Coach teachers with classroom instruction, daily routine and procedures, and behavior support
- Lead weekly Interdisciplinary Meetings at 3 different buildings
- Support other specialist
- Serve as a resource/support for Learning Community Coordinators
- Create and lead professional development in regard to compliance, instructions, interventions and behavior

INDIANAPOLIS PUBLIC SCHOOLS

Compliance Monitor

08/2015 – 05/2016

I was responsible for keeping Special Education records (evaluation timelines, ACR, child count, IEPs) compliant on the district level and with the Department of Education. I was responsible for 3 elementary schools.

- Lead weekly Multidisciplinary Meetings at 3 different buildings
- Lead monthly meetings with the SPED teachers in each building
- Data entry for evaluations, transportation needs and case conferences.

CARL WILDE ELEMENTARY

Indianapolis Public School

Special Educator

01/2010 – 08/2015

I was the resource teacher and TOR for 5th and 6th graders that have a SEPD label. I'm also the TOR for any child in our building with an Emotional Disability. I'm responsible for two 90 minute reading blocks, one for 5th and another for 6th grade. I build and maintain a bridge between my students, the general education teachers and the parent.

- Special Education team leader
- Selected to be part of the Teacher Leadership Committee
- RTI and MTeam member
- Arrange and conduct case conferences

KIPP INDIANAPOLIS COLLEGE PREP

Public Charter School

08 / 2008 – 05/31/09

Mathematics Educator

Taught 5th and 6th grade mathematics. Designed and presented comprehensive lesson plans using Bloom's Taxonomy and Differentiated Instruction. Develop unit base assignments, assessments and projects that present Mathematics is an everyday, real-world sense. I was able to meet students at their level and bring them higher.

- Present Mathematics in way that engages students using music, chants and drills
- Created and implemented a Mathematics Enrichment format for below grade level students
- Developed and implemented hands on projects using fractions, percents and decimals

KIPP INDIANAPOLIS COLLEGE PREP

Public Charter School

08 / 2008 – 05/31/09

Special Educator

- Co-manage a caseload of ten students
- Develop and provide RTI information for general education teachers
- Conducted all case conference meetings
- Teacher of Record and Service for 7th and 8th grade students

CIVIC AND VOLUNTEER EXPERIENCE**E.N.D.somnia, INC.****Co-founder**

- Developed a youth program that focused on Cultural Arts and Physical and Mental Health
- Target demographic is young girls from 5th to 8th grade

06/ 07-present

EVA K. SPILKER

386 Harwin Drive, Severna Park, MD 21146
410.598.3087 (cell) evaspilker@gmail.com

PROFESSIONAL EXPERIENCE

2/13/2013 – Current

Summer Advantage USA

Director of Finance

Responsible for all financial functions including creating and streamlining all financial processes, developing cash flow, budget and forecast models and managing federal, state and grant budgets. Developed fiscal policies and procedures, restructured charts of accounts to provide additional visibility on the profitability of operations and developed functional area budgeting processes and budget to actual reporting. Responsible for all accounting functions, a structured monthly close and monthly executive team, board and federal and state financial reporting. Also responsible for managing payroll for 500 variable rate/time staff, 401k, 403B, TRF submissions and reporting, benefits management, audits, capital expenditure analyses and the development of financial best practices.

Ongoing Responsibilities:

- Budget Development and budget to actual reporting and management
- Cash Flow forecasting and cash management
- Accounts Receivable Management
- Development of Policies, Procedures, Financial Systems and Financial Best Practices
- Accounts Payable and Vendor Management
- Payroll Management for up to 500 employees
- Project financial management
- Manage day to day financial operations
- Monthly close and preparation of monthly financial packages
- Ensure compliance with private foundation, State and Federal Grant regulations and requirements.
- Created & Implemented Agreed Upon Procedures, document and maintain all internal cost and accounting controls.
- Audit Management and the preparation of all schedules and reporting for external auditors
- State Board of Accounts Compliance Management and Reporting
- Multi-State payroll reporting and compliance.

11/19/2009 – 2/12/13

DMH Marketing Partners

Director of Finance/Controller

(Division – Diamondback Direct)

Responsible for all financial aspects of \$22 million division including all forecasting, budgeting, monthly reporting, financial analyses and accounting functions as well as payroll, 401k and benefits. Implemented margin evaluation procedures that helped improve companywide direct margins and nearly eliminated project losses. Dramatically improved the accuracy and timeliness of all accounting, reporting and budget functions. Transitioned company through 2 significant mergers and managed the division's financial transition to an SAP BPC corporate reporting system and monthly consolidation. Managed post merger purchase accounting and Ernst & Young & McGladrey audits. Prepare and present monthly financial package and powerpoint to 15 member Corporate Senior Executive team and explain any variances to budget, outlook and forecast. Recommend system and procedural improvements to eliminate variances and improve EBITDA results. Manage and improve monthly DSOs, DPOs and DIHs. Responsible for the development of the annual budget from vetting all sales projections to developing projected margins by client, sales manager and product line as well as overhead improvements. Prepare, present and defend proposed budget and all supporting schedules to 15 member Corporate Senior Executive team.

Ongoing Responsibilities:

- Manage all aspects of EBITDA performance and work with COO on a daily basis to identify potential weaknesses, risks and opportunities.
- Develop 30, 60 and 90 day forecasts --Present forecasts and explain all variances in monthly operations meetings.
- Prepare annual budget and monthly variance analyses --analyze results by client, cost center and expense item.

- Work closely with Sales and Production teams to understand monthly results as well as develop monthly outlooks, quarterly forecasts and annual budgets.
- Prepare all bridge schedules, financial analyses and financial reporting for Board, Bank and Investor Meetings.
- Participate weekly cross company Finance Leadership Team meetings.
- Present monthly financial deck with written overviews to explain financials to all Executive team members.
- Manage the monthly close and all related schedules; prepare internal and external financial packages.
- Manage A/R, A/P, cash, payroll, 401k, commissions, expenses by cost center, intercompany allocations and short term cash management.
- Ensure compliance with banking and investor regulations, provide all reporting and documentation for annual bank, investor and 401k audits.
- Implement, document and maintain all internal cost and accounting controls and implement procedures for improvements.
- Prepare all schedules and reporting for external auditors (Ernst & Young, McGladrey) .

11/1994-11/2009**Escapade Advertising, Severna Park, MD*****Director of Finance/Partner***

- Manage profitability, cash flow and all financial functions of the company
- Manage overall Operations including work flow, job timelines and resource allocation.
- Develop & Manage internal forecasts & monthly/annual budgets.
- Manage A/R, A/P, cash, payroll, g/l, taxes, audits, financial statements.
- Complete all month end and year end close activities, maintain internal accounting controls.
- Prepare monthly & quarterly financial reports for internal & external distribution.
- Manage & perform all procurement, estimating and pricing.
- Grow and manage vendor relations to improve margins and timeliness.
- Manage Employees including developing & managing goals & forecasts, compensation, evaluations.

1990-11/1994**CSX Intermodal, Hunt Valley, Md*****Assistant Manager Capital Expenditures (1992-1994)******Senior Financial Analyst (1990-1992)***

- Developed & Managed 5 year budget with the Manager of Capital Expenditures. The budgets were prepared for and presented to Senior Executives and CSX Corporate.
- Managed & Analyzed budget to actual reporting.
- Managed & Analyzed P&L's for cost centers
- Prepared ROI analyses for each capital expenditure proposed by departments in CSX Intermodal nationwide. Analyses were presented to senior executives to determine quarterly capital expenditure allocations.
- Train Team Profit Member – assigned to executive teams that evaluated ways to increase the profitability of specific train lines.

1988-1990**Ernst & Young, Baltimore, MD*****Senior Financial Analyst –Corp. Financial Consulting(1989-90)******Financial Analyst – Corporate Financial Consulting(1988-89)***

- Assisted in Mergers & Acquisition analyses to calculate profitability and earnings potentials of clients or target clients.
- Assisted in Bankruptcy Analyses for Corporate Litigation
- Assisted in Turnaround Analyses to recommend options and prepare budget plans for financially challenged corporations.

EDUCATION

University of North Carolina at Chapel Hill

B.A., Economics/Finance

EVA K. SPILKER

386 Harwin Drive, Severna Park, MD 21146
410.598.3087 (cell) evaspilker@gmail.com

PROFESSIONAL REFERENCES

1. Rick Buettner - Chief Operating Officer Diamondback Direct, currently VP of Marketing DMH Marketing Partners - rick@diamondbackdirect.com
2. Jim Fair – VP Finance, Quadriga Direct Mail Holdings – jefair@qdmh.com
3. Marc McDaniel – Executive VP Sales & Marketing/Founding Partner , Diamondback Direct – 410-940-8588
4. Debi Howard – Chief Executive Officer, DH Marketing – debi@escapadeadvertising.com

Johnny Jin

T: 818.825.4407 E: ruiquanjin@gmail.com

Summary As a first-generation college graduate, I believe passionately in advancing educational opportunities for youth. Since I joined the founding team of Entrepreneurial Ventures in Education, I have worked to grow the nonprofit from a summer learning pilot into a high-performing, tuition-free public school network serving nearly 6,000 children in Indiana, Michigan, and Florida. Today, Entrepreneurial Ventures is one of the largest nonprofit school turnaround operators in the country. In my current leadership role, I develop pathways to scale; drive grants and contracts; and help our team achieve sustainable growth. I have also worked on a range of local and national initiatives. Some highlights include creating a new arts and cultural center for a historically disenfranchised neighborhood, and writing about early American immigrants for a national platform.

Experience Chief Strategy & Development Officer, Entrepreneurial Ventures in Education
2009 – Present

- Leads institutional advancement to achieve large scale and sustainable social impact.
- Instrumental to evolving summer pilot into one of the largest nonprofit school turnaround operators in the country.
- Secured the financial and intellectual resources that grew annual revenues from \$1M to \$53M, raising \$150M+ of funding cumulatively.
- Developed the charter application, business plan, and financial model that served as the foundation for launching the school network.
- Formulated personalized, rotational learning model that has helped students surpass both district and state performance.
- Achieved double-digit growth each year since launch, producing exceptionally high ROI on lean and agile business development unit.
- Designs program initiatives that are consistently selected for funding in highly competitive processes by industry-leading investors.
- Facilitates the alignment of key functions of strategy planning, business development, and program initiatives.
- Manages the entire cycle of proposal and RFP development, from research to submission, through reporting and sustainability work.
- Oversees the procurement and resource allocation for all government grants, ensuring resources are tightly aligned with strategic priorities.
- Streamlines systems of operation that ensure effective execution of contracts and rapid roll-out in new communities.
- Proven experience working across a broad spectrum of functional areas,



including programs, finance, compliance, operations, and legal.

- Secured major investments from the Gates Foundation, NewSchools Venture Fund, Walton Family Foundation, the Lilly Endowment, and more.
- Won major contracts at multiple levels of government across multiple states, including the State DOE, USDOE, State Dpt of Administration, School Districts, City Housing Authority, Corporation for National and Community Service.
- Develops and evaluates budgets, financial models, and growth forecast.
- Collaborated with COO and systems developer to design the organization's first e-learning platform deployed to hundreds of employees.
- Successfully facilitated team meetings on challenging topics including company culture and performance improvements.
- Managed and developed the back-end operations of student enrollment and parent orientations for over 4,000 families.

Consultant, Reach Out and Read

2010 – 2012

- Prepared high quality grant proposals, reports, budgets and presentations.
- Worked with CEO to improve the quality and capacity of the National Development Office.
- Secured competitive grants from a wide range of funders, including Bank of America, Procter & Gamble, Edison International, AmeriCorps State, and John Carson Foundation.

Content Developer, America: The Last Best Hope Roadmap Program

2009 – 2010

- Chosen by former U.S. Secretary of Education to join a select group of educators working to transform the way in which American history is taught.
- Wrote chapters on Asian-American history, published by Thomas Nelson.

Research Assistant, Harvard Graduate School of Education

2008 – 2009

- First graduate consultant to initiate and lead a large scale market research project at the graduate school's professional development branch.
- Designed research project aimed to help policymakers and district leadership evaluate the role and value of professional development in



school districts.

Education Ed.M. Education Policy and Management, Harvard Graduate School of Education
2008 – 2009

- Selected among top 1% of Master's candidates to present research at the doctoral-level, national Harvard Graduate School Student Research Conference.
- Developed business plan for a nonprofit venture that builds social capital for disadvantaged students – awarded 1st place in the Harvard Educational Enterprise Idea Competition, and advanced to the semifinals of the Harvard Business School Business Plan Contest.
- First place winner of the Innovation in Education Award from Phi Delta Kappan (PDK), leading practitioner journal in education.

B.A. Economics, University of California, Berkeley

2005 – 2007

- One of the very few students in the history of UC Berkeley to complete a Bachelor's Degree in Economics in only two years.
- Attained Honors-Level achievement (3.7 GPA) on upperclassmen coursework.

Skills

- Fluent in Mandarin
- Entrepreneurship, scaling social ventures, change management
- Proud to be working for the advancement of our nation's youth

Attachment
Board Resolution



PHALEN LEADERSHIP ACADEMIES GOVERNING BOARD

Proposed Resolution Number: 2021_072221_1

Subject: PLA's Approval to Activate an Unused Charter Contract to Open in SY 2022-2023

Whereas, Phalen Leadership Academies ("PLA") has several un-activated charters through Indiana Charter School Board ("ICSB"), the Governing Board desires to activate an approved charter contract. Upon activation, said school shall open during the 2022-2023 school year.

Whereas, the Governing Board of PLA seeks to serve the needs of scholars and families throughout Indiana, the Board believes that opening a charter elementary school in partnership with Genai Excellence Academy (Elkhart, IN), will support the educational advancement of scholars, in furtherance of PLA's mission and vision.

NOW, THEREFORE, IT IS RESOLVED, the Governing Board moves to approve activation of a charter for opening in school year 2022-2023.

Name: Earl Martin Phalen

Title: Board Clerk

Attachment
Letters of Support

August 22, 2021

Clara Hadley
CH Educational Images
1119 N. Main St #100
Elkhart, IN 46514

Dear To, Whom It May Concern,

I am writing on behalf of Genia Excellence Academy in support of Phalen Leadership Academies proposal for Genai to become a Charter School in the Concord Community Schools.

I support this proposal because I have been involved with Genai Excellence since it's inception and have seen the positive effect and the impact it has made in the lives of the students. The programs and curriculum are wholistic, not only dealing with the educational training of the students but focusing on the mental and emotional part of learning. Teaching the students how to be productive citizens, making a difference in their community, and becoming Entrepreneurs is a vital part of their Educational Program. Becoming a Charter will provide an opportunity for more students to receive the excellent education that Genai gives.

The commitment Genia Excellence Academy has to ensuring excellence in the lives of their students is extraordinary and something to be emulated and certainly appreciated. They are committed to maintaining a high-quality educational environment for their students and I totally support their desire to become a Charter School in our Community.

Sincerely

Clara Hadley
CEO, CH Educational Images

818 E. Bristol St.
Elkhart, IN 46514.

August 18, 2021.

Dear Sir/ Madam:

RE: LETTER OF SUPPORT FOR GENAI EXCELLENCE ACADEMY CHARTER SCHOOL PROPOSAL.

National and state public education funding formulae have been unable to sufficiently support the growing needs of the school districts. This fact is evidenced by the Elkhart and Concord Community Schools attempting to pass referendums to generate funds by appealing to the benevolence of community taxpayers.

With this background, it is relevant to note that the establishment of Genai Excellence Academy Charter School in this community qualifies for independent tax-payer funding from the government which will be a potential means of alleviating, to some degree, the burden on the community's public school system.

Genai Excellence Academy's Charter School will also provide employment opportunities for licensed teachers at competitive and comparable salary ranges in addition to the provision of professional development avenues for teachers. This will have the added benefit of retaining and attracting younger population into the community.

Although publicly funded, Charter Schools have the known advantage of being more independent than public schools. They however share many benefits offered by private schools without the associated cost of tuition. This furnishes Charter Schools with the ability to cater for specialized courses and approaches not offered by neighboring public schools. Genai Excellence Academy will provide an avenue for children from average and low-income families in this community to experience a more personalized interaction. This will increase student and parent engagement with resultant higher quality of education and consequent reflection in graduation rates; privileges which would otherwise be limited on the basis of financial constraints.

Providing diversity in educational resources to the community abolishes monopoly by any established school system. This grants access to alternative methods of imparting knowledge. Paraphrased, the establishment of different educational systems facilitates the introduction of additional sophisticated teaching methodologies which broadens the capability to address the individual needs of our children in a more individualized manner. Genai Excellence Academy has a track record for possessing the uncanny ability to nurture and remediate children

considered a challenge to school and who were expelled or rejected by the public school systems. The evolution of Genai into a Charter School will provide an additional resource for educational remediation for children in this category.

Families prefer to settle or relocate to thriving and successful school districts. The existence of diversified educational systems within a city will enhance attraction of new businesses with the possible increase of commerce.

In summary, it is my expressed opinion that the establishment of Genai Excellence Academy Charter School in this community will be a blessing for the following reasons:

1. A potential resource to attract additional governmental revenue which will partially alleviate the burden of our struggling public school systems.
2. Diversification of our community's educational resources.
3. Provision of employment opportunities to support the retention and attraction of the younger professional populace into our Elkhart community.
4. To facilitate otherwise unattainable educational alternatives for parents of minority, average and low-income families.
5. To render alternative avenues for educational remediation.
6. To attract new business which will increase commerce in this community.

The South Bend community school district has had two charter schools for the past few decades with a third imminent establishment. It is overdue for the Elkhart community to embrace the first Charter School. Genai Excellence Academy Charter School will be a complimentary support to our current educational system.

I add my voice in support of the establishment of Genai Excellence Academy School in our Elkhart community.

Thank you for the opportunity to contribute my opinion.

Sincerely,

()

Abigail A. Annan, M.D., FAAFP, DIPL. ABOM.

C.E.O Quintess Primary Care LLC.

818 E. Bristol St. Elkhart, IN 46507.

922 E. University Dr. Granger, IN 46530.

CURTIS T. HILL JR.

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

Dear Mr. Betley,

I am pleased to write this letter in support of Phalen Leadership Academies (PLA)'s application to create a high-quality, K-6 public school serving children at Genai Excellence Academy in Elkhart County.

As Indiana's 43rd attorney general and a four-time elected prosecuting attorney I have borne witness to the value of quality education to the opportunity afforded youngsters in our state. As a father, I am persuaded by my practical experience with our public school system to not only appreciate the many positive aspects of our current system, but to also appreciate and advocate for alternatives that will sharpen our children and enhance our community.

Every child should have the opportunity to succeed in an environment that engages them to learn. I believe that the combination of public district schools, public charters, private schools/charters, and the variety of supplemental and after-school programs must coexist and work together to provide the strongest ecosystem of educational opportunities in our region -- while meeting each scholar's individual and family needs.

My own research has taught me that PLA has a strong track record of scaling their success and raising educational achievement for children living in underserved communities. They have transformed six F-rated schools into A-rated schools. I am impressed by PLA's dedication to serving children from vulnerable communities. Most children who attend PLA schools are Black and Latino, are growing up in exceptionally difficult circumstances, and are representative of a fair portion of the population of Elkhart's children. PLA not only helps children grow academically, their schools also demonstrate strong engagement with families and communities. I appreciate that PLA is a community-minded education nonprofit whose leadership team reflects the diversity of families they serve.

Elkhart is a growing community, and our families are constantly calling for more high-quality public schools. This need is especially urgent for children and families of color, who have been historically underserved. If approved, PLA can bring a high-quality public-school option to our community, providing a stable educational home for 100 children and families.

I believe that the school outlined in this application is exactly in line with what is needed in Elkhart to help children excel, and I strongly urge you to approve this proposal.

Very truly yours,



Curtis T. Hill Jr.
Former Indiana attorney general

To whom it may concern,

July 30, 2021

Genai Excellence Academy should be allowed to charter. When Allowed to charter Genai Excellence Academy would offer parent choice, small class sizes and specially designed financial entrepreneur curriculum for the youth.

Parents may have a child or children who may have trouble being academically or socially or emotionally successful in the public school setting, but with Genai Excellence Academy as an charter option for education it would greatly increase the students success.

Genai Excellence Academy as a charter school will have small class sizes that will foster personal and individualized support. Research shows that the teacher student connection is one of the first steps to student learning. Genai Excellence Academy small class sizes will help build the positive student teacher relationship, which also fosters a caring and safe learning environment.

Genai Excellence Academy as a charter school will address the problem of generational poverty. Research shows that students caught in generational poverty are sometimes academically and socially disadvantaged due to financial illiteracy. As a charter school Genai Excellence Academy will have a financial curriculum specifically written to educate the youth, with the focus on entrepreneurship.

Genai Excellence Academy's administrator's and teacher's are committed to a high standard of education for all their students and should be allowed to become a charter school.

Thank you,

Antoinette Martinez

August 26, 2021

Danielle R Army
701 Concord Ave.
Elkhart, In 46516

Dear To, Whom it May Concern,

I am writing on behalf of Genai Excellence Academy in support of Phalen Leadership Academies proposal for Genai to become a Charter School in the Concord Community Schools.

I support this proposal because

1. Genai as a Charter would Uplift Community Feeling by Creating a feel of acceptances with its ability to have a lower teacher student ratio in every grade level
2. Genai as a Charter brings to the Community a higher level of parent involvement with Father Day/ Mother Day and A Grandparent lunch with Your Student...allows school and home to both be involved in the student's development.
3. Give the Community Family A Freedom of Choice!!!
4. Sophisticated alternative teacher approaches such as their Business and Entrepreneur Program is an awesome addition to this community.

Genai Excellence Academy's commitment to excellence in the lives of its students is exceptional and inspiring. They are committed to maintaining a high quality, educational environment for students and I fully support their desire to become a charter school in our area.

Sincerely,

Danielle R Army

August 25, 2021

Deborah Ursery
209 Clarinet Blvd. E
Elkhart, In. 46516

To Whom it May Concern,

I am writing on behalf of Genai Excellence Academy in support of Phalen Leadership Academies proposal for Genai to become a Charter School in the Concord Community Schools.

I support this proposal because of the additional support it will bring to the children in the Community that tend to be overlooked in a public school environment for example:

Individual learning assistance for children that may need a little extra attention. They have the ability to be able to focus on specific goals such as the building of character as well as opening up their minds to an alternative of Entrepreneur ship, all while still being able to maintain a high-quality education. Genai's smaller class sizes has continuously produced excellent learning results In Its students. This is to just name a few of the tremendous benefits that this charter would bring to the Children of Our Community.

Genai Excellence Academy's commitment to excellence in the lives of its students is exceptional and inspiring. They are committed to maintaining a high quality, educational environment for students and I fully support their desire to become a charter school in our area.

Sincerely,

Deborah Ursery
Concern Community Grandparent



HIDDEN IN GOD, INC

SOUTH BEND, IN 46617

PHONE: (219) 902-7054

EMAIL: INFO@HIDDENINGOD.COM

August 25, 2021

Dorlita Blakely of Hidden In God, Inc.

1020 N. Twyckenham Dr

Dear To Whom It May Concern,

I am writing on behalf of Genai Excellence Academy in support of Phalen Leadership Academies proposal for Genai to become a charter school in the Concord Community Schools.

I support this proposal because I have seen the growth of the students attending its current program. The interest that they take in preparing their students early on for career and business success in the real world is one that you do not find in many school systems currently. So not only are the children's academic skills being strengthened but also their intellect, self-motivation, creative and execution skills strengthened.

Genai Excellence Academy's commitment to excellence in the lives of its students is exceptional and inspiring. They are committed to maintaining a high quality, educational environment for students and I fully support their desire to become a charter school in our area.

Sincerely,

Dorlita Blakely of Hidden In God, Inc

Founder and Chief Executive Officer

I'm Diana Father

I'm very grateful with this daycare

my daughter has learn a lot with them

and thank you for educating my

daughter more everyday

Good work.

Thank you for your time

and effort.

Jaime Pineda

It's been almost two years of day care for our son Diego. A time that may seem "short" at Genai Excellene Academy, but that requires for teachers (I would say quasi-mothers) a dose of effort, dedication, dedication, work, illusion, encouragement and that comes watered daily with a friendly smile and an intense red heart.

After this time and from close proximity, we have been able to see that no initial fear had reason to be, that the insecurities were disappearing and even accustomed us to the hug and kiss of farewell that awaits Diego every afternoon when we came to look for him.

Diego has learned a lot from you. From the English language to knowing more about GOD. And for my wife and me. Genai Excellene Academy are more than a daycare center, we have learned the meaning of caring for children with responsibility and a lot of love.

We thank GOD for allowing us to know about you. And we ask GOD to remain more professional every day.

They say good-bye with great pride

Darwin Villasmil and Marelis Lizardo

(Pope and Mom of Diego Villasmil)

FROM THE HOME OF

THE HOLMES FAMILY

.....

March 22, 2021

Trevor and Breann
Holmes
3603 Olean Pl
Elkhart, IN 46514

To whom it may concern,

This year has been very tumultuous for many students and teachers. My husband and I have a 7 year old daughter, Cali, who has down syndrome, and thus has special needs when it comes to schooling. Cali attended Genai Excellence Academy during her preschool years, where she thrived and had every need met. Cali then attended the public elementary school near our home when she started Kindergarten. We started this year, her 1st grade year, enrolled in the public school system here in Elkhart. We quickly found that Cali was forgotten and her needs were not being met. Not only was Cali not progressing in the way we knew she could, but we saw a regression when it came to learning and even behaviors. My husband and I made the decision mid year to remove Cali from the public school system.

Cali now attends Genai five days a week where she enjoys the staff and the positive learning

.....

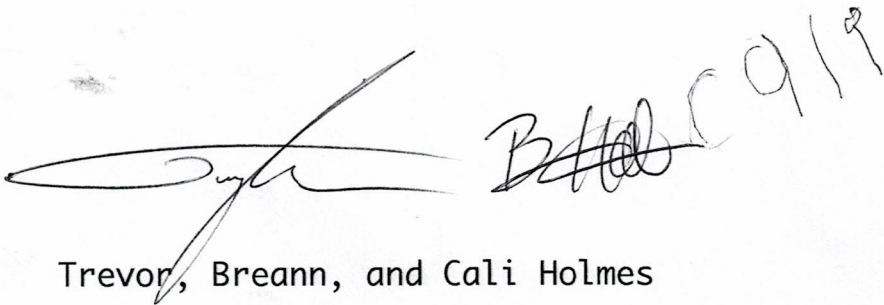
environment. While in the public school system Cali came to believe she was naughty and failing. Because the staff at Genai took the time to learn about Cali and what her special needs are, she is once again thriving when it comes to schooling and behavior. Not only have we seen an extreme difference in Cali's willingness to go to school and learn, but we have also seen a difference in her behavior at home. Cali seems to be happier overall and excited to tell us about her day. We can not express enough how important Genai has been to our family and Cali's overall well-being. Genai's staff is attentive and caring and even though Cali has special needs she has never been forgotten or left behind.

We would love to keep Cali in Genai in the years to come. Because Cali has special needs, she has an IEP that needs to be met. As parents we do not take our child's education lightly. We want nothing but the best for Cali and Genai is an integral part in providing that to her. We would love to see Genai accredited so we could continue providing Cali with the best. Cali has always been excited to attend Genai and it is so important to us that Cali is again excited about school and her education. Routine and consistency is so important to Cali, not only because she is a child, but because she has special needs, she thrives on routine and loves to know what her day has

in store. Genai provides that consistency and is always so attentive when it comes to not only our child but every child that walks through their doors.

Sincerely yours,

Holmes Family

A handwritten signature in black ink, consisting of three names: Trevor, Breann, and Cali. The signature is written in a cursive style. The name 'Breann' is written with a large, stylized 'B' and 'H' that overlap. The name 'Cali' is written with a large 'C' and 'A' that overlap. The signature is positioned above the printed name.

Trevor, Breann, and Cali Holmes

Genai Excellence Academy Charter

28 people have signed this petition. Add your name now! 

 Edwin Newsome  Elkhart  3 Comments



Support Petition

To: Indiana Charter School Board

In Support of:

PLA@Genai Excellence Academy Charter Application

The undersigned shows support for PLA@Genai becoming a charter school to serve children and families in our community.

Full Name Signature Contact Info

Share for Success

 Share on Facebook

 Share on Twitter

 Share in Messenger

COMMENTS

Nicole Bonds

Aug 31, 2021

Yes my kids will attend. Love the idea.



Anthony Greer

Aug 31, 2021

An Academy of excellence.



Edwin Newsome

Aug 30, 2021

Knowing that it is God's will for our sister to continue her legacy as a profound educator and transformer of lives for many years to come.



[Sign in](#) to comment

SIGNATURES

Denise Chase
United States

Shannon Warfield
United States

Beverly Maroney
United States

Nicole Williams
United States

Nicole Bonds
United States

Anthony Greer
United States

Michael Bates
United States

Sean brown
United States

Michelle mccall
United States

Kalie Harbaugh
United States

C Mwale
United States

Shamara Smith
United States

Stephanie whitener
United States

Lisa Banks
United States

Bria Williams
United States

Corey McKinney
United States

Crystal Smith
United States

VIVIAN WASHINGTON
United States

Arielle Pratcher
United States

Marshai Phillips
United States

Support Petition

To: Indiana Charter School Board

In Support of: PLA@Genai Excellence Academy Charter Application


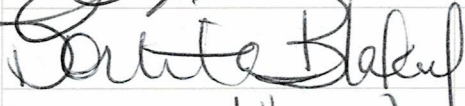
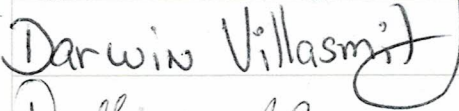

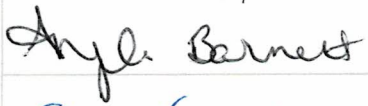





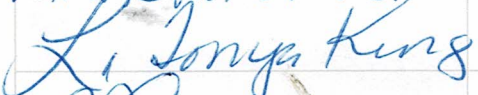




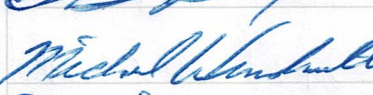
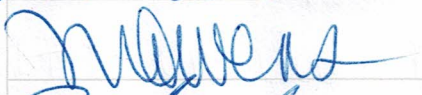





The undersigned shows support for PLA@Genai becoming a charter school to serve children and families in our community.














Full Name	Signature	Contact Info.
Nicole Martinez	N. Mtz	574 350 5649
Phyllis Lewis	Phyllis Lewis	574-575-7452
Bernadetta Simmons	Bernadetta Simmons	574-293-3463
Tiara Norman	Tiara Norman	(740) 258-3875
Kristy Robb	Kristy Robb	(574) 354-2991
Michelle Gider	Michelle Gider	574-386-5388
Jessica Stanley	Jessica Stanley	574 931 0452
Latrechia Riley	Latrechia Riley	(574) 226-7641
Brenetta Jackson	Brenetta Jackson	(574) 304-4546
Stuart Jackson	Stuart Jackson	(574) 849-9100
Bren Lewis	Bren Lewis	smoothmeme.bl@gmail
Kevin Davis Jr.	Kevin Davis Jr.	gloryrealm25@gmail
Caine Espinoza	Caine Espinoza	574.584.4905
Deborah Ursery	Deborah Ursery	(574) 389-6798
Donna Gooden	Donna Gooden	574-206-5936
Diane Hooker	Diane Hooker	574-575-8145
Alicia Aguirre	Alicia Aguirre	574-575-8145

Danielle Davis	Donelle Davis	Daniprestige40@gmail.com
Nadia Galvan	Nadelle Du	galvan.nadial024@icloud
Latoria Jennings	Latoria Jennings	latoryaholiday72@gmail
Iran Jennings	Iran Jennings	
Alice Saxton	Alice Saxton	saxton.alice@yahoo.com
Carolyn Walker	Carolyn Walker	victoria34903@yahoo.com
Clara Hadley	Clara Hadley	tohimpraiz@yahoo.com
Vincent E Coleman	Vincent E Coleman	574-226-1510
Teila Hazwood	Teila Hazwood	574-903-8392
Valerie Malone	Valerie Malone	574-208-7974
Dennis Giden, Sr	Dennis Giden, Sr	574-309-6486
Jimmy Furlow	Jimmy Furlow	574-522-5541
Christian Dotson		708 830 6205
Sonja Peopple		
Maurie Peopple		
Richard Gunn	Richard Gunn	574-440-5824
ERIC B. CURRY	ERIC B. CURRY	574-612-1532
Nicole M. Smith	Nicole M. Smith	574-596-7601
Chris Fisher	Chris Fisher	574-343-0098
Adrienne Davis	Adrienne Davis	773-971-5859

Sharon Parkes	Sharon Parker	574 327 1926
Alice McCallister	Alice McCallister	574-315-8292
George Clark	George Clark	269-506-9735
A. Ann Brown	DR. ABIGAIL ANNAN	574-622-0145
Danisha Rouse	Jean Rouse	(602) 422-2859
Chasity Quiggin Conard	Chasity Quiggin Conard	(574) 703-5100
Sandra Conard	Sandra Conard	574 329 1820
Crystal Parker	Crystal Parker	574-320-6415
Tiana Hammond	Zettel	574-217-1519
Margo Brown	Margo Brown	293-6399
Pat Kirkendall	Pat Kirkendall	522-9699
Francis Rodriguez	Francis Rodriguez	849-1276
KAKeasha Ellis	OK	574-606-0025
MARCUS MARONE	M. MARONE	MARCUSVRSER4@aol.com
Derek White	Derek White	574-334-2375
Cassandra White	Cassandra White	574 406-4573
Melvin T. Blakely Jr.	Melvin T. Blakely Jr.	574-703-8304
Sharon Jamison	Sharon Jamison	574-226-2693
Michael Jamison	Mel J	574-226-2693

Pat Roby	PAT Roby	574-274-9053
Dewayne Roby	DEWAYNE ROBY	574 274-9053
Destin Colar	Destin Colar	601-209-6071
DGC	Delphine Colar	601-209-6418
Gertrude Calhoun	Gertrude Calhoun	574-612-4762
Thomas Calhoun	Thomas Calhoun	574-612-2676
Davarinus Echols	Davarinus Echols	574-500-5132
Brenda Snider	Brenda Snider	574-849-1593
Tarita Thomas	TARITA THOMAS	574-292-3061
Denaly Harvey	Denaly Harvey	574-214-8113
Keshua Conard	Keshua Conard	574 3505470
Jean Carke	Jean Carke	574-612-6851
Michael Bates	Michael Bates	574-386-5988
Sharday Bates	Sharday Bates	574-210-9758
Charlene Thompson	Charlene Thompson	574-326-1878
Marshall Phillips	Marshall Phillips	574-347-0337
Alexxis Perez	Alexxis Perez	(574)327-0004
Andrew Goodman	Andrew Goodman	(574)386-3885
Thelma Smith	Thelma Smith	574-226-2420

	Corey Payton	(773) 557-9646
	Darlita Blakely	darlita.j@gmail.com
	Darwin Villasmit	Villasmitde@gmail.com
	Geraldine M. Brown	gerlgbrown70@gmail.com
	Angie Barnett	angie646@yahoo.com
	Sar Harris	leosarharris@comcast.net
	Mary Heines	574-538-7888
	Cathy Holmar	574-361-3477
	Gary Havens	garywh2010@yahoo.com
	MARSHA HAVENS	havensmarsh@yahoo.com
	Katonya King	574-596-3763
	Marta Cerda	574-361-2893
	Jenifer Skypen	jenfercock428@gmail.com
	MIKE DAVIS	MDAVIS@DAGILE.COM
	Linda Mayer-Warner	lmayer@gmail.com
	Daniel Scott	dlscott227@hotmail.com
	Michael Windmiller	Windy.333@hotmail.com
	Missy Owens	mildred.owen@Elkhart police.org
	Rufino Gaston	rgaston32@gmail.com
	Casey Claeys	casey.claeys@elkhart police.org
	Brandon Landtree	big81tree@gmail.com
	Ronnie Barron	rbarron514@hotmail.com

	Dustin Young	young-dustin@hotmail.com
	Jason Tripp	stripp407@gmail.com
Stephanie Windmiller	Stephanie Windmiller	swindmiller65@gmail.com
Karen Eaton	Karen Eaton	eatonk259@gmail.com
	Brian Davis	Brian1davis1983@icloud.com
	Derek Heign	DHEIGN@GMAIL.COM
	Trevor Holmes	trevor-holmes@ellekurtzpolice.org
	Breann Holmes	breann.n.hall@gmail.com
	Olivia Cruz	yayabug1234@froid.com
	GABINO MARTINEZ	Gmartinez1074@yahoo.com
	Sydney Cruz	Texas1697@yahoo.com
	Chantella Newsome	574-575-5023
	Edwin Newsome	574-307-4430
	Robert Ursery Jr	urseryrobert@aol.com
	Robin Thomas	(574) 514-2891
Sandra Mose	Sandra Mose	sandraursery@yahoo.com
Renee Army	Renee Army	reneearmy@gmail.com

08/26/2021
Lakeesha Ellis
169 State St Apt.203
Elkhart IN 46516

Dear To Whom It May Concern

I am writing this letter on behalf of Genai Excellence Academy in support of Phalen Academies proposal for Genai to become a Charter School in the Concord Community Schools,

I support this proposal because the school brings another level of education, an openness with the teacher, they focus on a higher education, they will bring more to the community. They have a team that cares about what matters and what is important not just for students but what's for the teachers and community. Genai Excellence have compassion and heart for what they do and how they do it. They have a mission and vision to provide the students to the community so we all can unite one.

I fully support their desire to become a charter school in our area. They will put the students first and personal attention, creativity, and passionate teaching that students need to learn.

Sincerely,
Lakeesha Ellis

August 26, 2021

Mr & Mrs. Corzell D. Riley
2920 Benham Avenue
Elkhart, Indiana 46517

Dear To Whom It May Concern,

It is my pleasure to write a letter on behalf of the Genai Excellence Academy in support of the Phalen Leadership Academies proposal for Genai to become a charter school in the Concord Community Schools.

I support this proposal because, Genai Excellence Academy is committed to ensuring that our future leaders in this region become successful. As grandparents of a current student, we have seen tremendous growth. Our granddaughter came into the academy at one, knowing very little. She will be two in less than one month, and I can honestly say that we are very impressed. The growth from week to week has been tremendous. She was hardly speaking, she didn't know colors, and she didn't know her full alphabet, amongst many other things. She is now extremely advanced, and eager to come home to show us what she has learned each day.

We believe that Genai Excellence Academy is already a tremendous asset to the community, and to become a Charter School would be an added bonus.

We trust that the leaders of Genai Excellence Academy will run an awesome, integral Charter school.

Sincerely,

Mr & Mrs. Corzell Riley

To Whom It May Concern,

I am writing in support of making Genai Coleman Excellence academy a charter school. My son has been attending this school since he was 1 and has been excelling in more ways than one from attending Genai.

We have seen our son recognize letters by the age of 2, writing his name by 3, and reading now at the age of 5. We cannot commend Genai enough for their continued excellence in their method of teaching students, not just STEAM subjects, but also general daily life of respect and courtesy for others. With the smaller class sizes, they can provide our son and other students a more personal touch when it comes to teaching. We know that not all people learn the same, at Genai the teachers have the flexibility to help individual students and ensure each child has the best opportunity of furthering their education. The smaller class sizes also allow for a more "community" feel when it comes to school. Everyone knows one another and from different grades. I went to Concord Community High School and I didn't know anyone outside of my grade. This is a big plus for helping students feel more comfortable in their atmosphere which will allow them to be more successful.

One statistic that has been proven time and time again is the level education and its correlation to general success in life (this includes better health, higher income and wealth, greater life span, and overall better decision making). Genai is a wonderful steppingstone to this path of success. Charter schools have also proved time and time again that kids are more likely to attend college and furthering their education to increase their likelihood of the successes that I noted.

To help ensure the success of students, we cannot rely on parents nor a school alone. We know that we need to work together to ensure our kids are staying active in school and help guide them to make the better decision for future success. Charter school help with the involvement of parents in their kids' schoolwork, we can see that studies show there is more involvement with kids in charter schools. By working together, we see a much higher turnout of student involvement and success in education.

Public schools in our area are not showing a very high level of success when it comes to students and their proficiencies in different subjects. Concord is in the bottom 50% for Math Proficiency, Overall Testing Rank, and Graduation Rate; the current Student:Teacher Ratio is 17:1. They rank a 4/10 on Public School Review. Before the merging of schools, Elkhart Central were in the same percentiles but had lower rates of graduation, math proficiency, and reading proficiency with a 16:1 student:teacher ratio. Elkhart Memorial statistics were even lower than Elkhart Central High School. The Elkhart area needs help to ensure the betterment of the students' success in future life. We cannot continue the road we are on with continuing decreases in test scores and proficiency levels and expect the area to be a better place. Genai is a school that can help with that, even if it is just a little bit; but a little bit can go a long way.

Thank you for taking the time to read this and consider Genai as a charter school. They are providing better education, flexible education, and general respect and courtesy education. Because of what they provide, we will statistically see healthier, wealthier, and longer living residents who will be more productive members of society and could provide more to the community. Knowing that we are missing the education that we need in this area, it would behoove us to move forward the acceptance of Genai as a charter and will make this area a better place for all.

Thank You,

Caine Espinoza

8-27-2021

Ms. Hummel's Cleaning Service
918 W. Blanco Ave Elkhart IN 46516

To Whom it may Concern,

I am writing on behalf of
Genae Excellence Academy in
support of Phalen Leadership
Academies proposal for Genae
to become a Charter School in
the Concord Community Schools.
I support this proposal because
Genae teaches children to
dream for more than the
normal. They know its child.
personally and can work with
them according to that child
needs. It's more than a school,
It's a place of love, where you
can feel safe, by leaving your
child.

Genae Excellence
Academy's commitment to
Excellence on the lives.

of its students is exceptional
and inspiring. They are
committed to maintaining
a high quality, educational
environment for students
and I fully support their
desire to become a charter
school in our area.

Sincerely,
Mrs. Huanes Claring

August 26, 2021

Genai Excellence Academy

2201 Toledo Rd,

Elkhart, In 46516

Dear To, Whom It May Concern,

I am writing on behalf of Genai Excellence Academy in support of Phalen Leadership Academies proposal for Genai to become a charter school in the Concord Community School district. In supporting this proposal, I believe that Genai Excellence Academy creates a nurturing and compelling learning community that engages young people in an integrated curriculum, allowing them to thrive and be their best selves. I believe that learning should be fun and exciting, and that youth should be actively involved in their education. Genai Excellence Academy has a vision to raise their level of excellence to create an authentic education experience. In addition, to the development of character, leadership skills, and community responsibility is at the heart of our whole-child approach and ensures students have the knowledge and skills to become contributing members of our community. I fully support Genai's desire to become a charter school in our area.

Sincerely,

Liane R. Hooker

Genai Excellence Academy

Substitute Teacher

To Whom it May Concern:

I am writing regarding the Genai Excellence Academy, in support of Phalen Leadership Academies Proposal for Genai to become a Charter School in the Concord Community Schools.

I uphold this proposal because Genai Excellence Academy has created and provided opportunities for teachers, parents, and students as well as community members to be part of building an involvement in the child's adolescent years. The small classrooms settings would benefit for a more personalized attention to each student.

Genai Excellence Academy's commitment to excellence in the lives of its students is an encouragement. The high standard they hold and honor for the educational system is needed in the community. I am in agreement with their desire to become a charter school in this area.

Sincerely,

Alice Saxton

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

Dear Mr. Betley,

I am pleased to write this letter in support of Phalen Leadership Academies (PLA)'s application to create a high-quality, K-6 public school serving children at Genai Excellence Academy in Elkhart County.

Insight Strategic Concepts is a strategic growth firm that has work with a number of business, nonprofit, and municipal, county and state government leaders. Our mission is to serve by facilitating the development and implementation of private-public growth and community development initiatives. Elkhart's greatest challenge, like that of the state of Indiana, is providing exceptional education to our young people and inspiring them to choose to stay long-term in our community -- to live, work and play while achieving a prosperous quality of life here in Elkhart.

Every child should have the opportunity to succeed in an environment that engages them to learn. We believe that the combination of public district schools, public charters, private schools/charters, and the variety of supplemental and after-school programs must coexist and work together to provide the strongest ecosystem of educational opportunities in our region -- while meeting each scholar's individual and family needs.

We know that PLA has a strong track record of scaling their success and raising educational achievement for children living in underserved communities. They have transformed six F-rated schools into A-rated schools. We are impressed by PLA's dedication to serving children from vulnerable communities. Most children who attend PLA schools are Black and Latino, are growing up in exceptionally difficult circumstances, and are representative of about half of the population of Elkhart's children. PLA not only helps children grow academically, their schools also demonstrate strong engagement with families and communities. We appreciate that PLA is a community-minded education nonprofit whose leadership team reflects the diversity of families they serve.

Elkhart is a growing community, and our families are constantly calling for more high-quality public schools. This need is especially urgent for children and families of color, who have been traditionally underserved. If approved, PLA can bring a high-quality public-school option to our community, providing a stable educational home for 100 children and families.

We believe that the school outlined in this application is exactly a piece of what we need in Elkhart to help children excel, and I strongly urge you to approve this proposal.

Sincerely,

A handwritten signature in black ink that reads "Shelley Moore".

Shelley Moore
President, Founder

8/25/2021

3601 Bent Oak Trl Unit I

Elkhart, IN 46517

To whom it may concern:

I am writing on behalf of Genai Excellence Academy in support of Phalen Leadership Academies proposal for Genai to become a Charter School in the Concord Community School district.

I support this proposal because the faculty at Genai is extremely compassionate about enriching the lives of each and every student that enters the corridor of the building. Not only is scholarly education a priority, but a strong biblical foundation is an added bonus the students receive. Genai Excellence Academy is a place where students come first, and dedicated educators are eager to pour into the lives of the next generation of leaders.

In closing, Genai Excellence Academy's commitment to excellence in the lives of its students is exceptional and inspiring! They are committed to maintaining a high quality, educational environment for students and I fully support their desire to become a charter school in our area.

With gratitude,

Crystal Smith

August 25,2021

Thelma Smith

3601 Bent Oak Trail Unit I

Elkhart, IN 46517

Dear To Whom it May Concern,

I am writing on behalf of Genai Excellence Academy in support of Phalen Leadership Academy's proposal for Genai Excellence Academy to become a Charter school in Concord Community Schools.

I support this proposal because the school has proven that they care about their student's education as well as their well being. They maintain a high level of expectation from staff as well as students, and work very hard for the success of every student.

Genai Excellence Academy's commitment to excellence in the lives of its students is exceptional and inspiring. They are committed to maintaining a high quality educational environment for students and I fully support their desire to become a charter school in our area.

Sincerely,

Thelma Smith

Special Needs Paraprofessional – Elkhart Community Schools