The Excel Center

Application

A charter proposal by
Goodwill Education Initiatives, Inc.

Sponsored by:
Goodwill Industries of Central Indiana, Inc.
1635 W. Michigan St.
Indianapolis, IN 46222

Location of the School:
630 Nichol Avenue,
Anderson, IN 46016

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Executive Summary

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities. The school will "meet students where they are" in their education by providing a flexible structure and supportive relationships to help them manage work, life and family concerns as they achieve their educational goals.

An individual who drops out of high school faces a number of challenges that affect his or her current well-being and future success. High school dropouts have worse health, lower incomes, and fewer job opportunities than the general population.[i] In addition, high school dropouts are more likely to have lower earnings, be recipients of government welfare, and are eight times more likely to be incarcerated than high school graduates.[ii] The Excel Center will seek to enroll students over 18 who have not completed high school, and have either dropped out or are severely under-credited compared to their cohort. While the Excel Center will accept any student who applies to attend the school, the school will recommend other educational options for students who may benefit from a traditional-age high school.

The Excel Center provides a structured environment that meets the particular needs of adult students as they work towards a high school diploma. Many adult learners face additional non-academic barriers to their educational success, many of which were prominent reasons that many students dropped out of school in the first place. Many of these other reasons remain significant barriers to their educational progress; effective educational opportunities for adults must provide supports and flexibility to promote student achievement while maintaining a supportive learning environment that helps students overcome the various challenges to their continued education. Students will enter the school at a variety of skill levels and degrees of attaining credits, so school will create a flexible environment that gives each student a realistic path for their educational success and a possible career.

Community interest in the Excel Center model in the city of Anderson grew when two community leaders, Reverend Dr. James Streeter and Dr. Earlie Dixon, heard about the Excel Center opening in Indianapolis in 2010. These co-founders of the Anderson Impact Center learned more about the Excel Center model and recognized it has much to offer to individuals and the city of Anderson. The city has a significant number of people who lack the educational options to return to high school and continue their education and find a good career. There are over 8,000 individuals who lack a high school diploma in the city, and over 20% of young people 18-22 have dropped out. The Excel Center serves this population because its educational model fits their unique situation, and it permits people with few options to get back on track in their education.

Goodwill Education Initiatives, Inc. (GEI) has worked with the Impact Center to build a vision for reaching an under-served area of Anderson. Dixon and Streeter have championed efforts to educate the community about the Excel Center, organizing multiple stakeholders to work together to establish a building, and have explained the benefits of the school to the Anderson community. The Excel Center provides an educational opportunity to a segment of the population with few options, and significant interest from prospective students indicates that the Excel Center is striking a nerve. Over 20 Anderson residents have even applied to attend the Indianapolis Excel Center locations, showing that this many

people without a high school diploma are willing to go great lengths to continue their education when they see a viable opportunity to do so.

The Excel Center model has three main pillars: a secondary-level academic platform that fits needs of non-traditional students, a College and Career Readiness focus on viable careers, and a "coaching" program that works with students to identify barriers to their education and proactively plan ways to remain engaged in their education. The Excel Center provides a rigorous, Common Core-aligned curriculum with an accelerated schedule that allows students to work quickly to earn course credit and progress at a faster pace than a traditional high school. The Excel Center's instructional program is aligned to Common Core standards and includes team-taught courses, fixed length teaching, and, in non-essential courses, credit recovery. College and Career Readiness functions are ingrained in the regular functions of the school. Students who demonstrate the skills necessary to work at postsecondary level are encouraged to take postsecondary-level coursework as a way of encouraging students to continue learning at the college level. As a result, dual credit and postsecondary credits are a strong feature of Excel Center schools. In addition, the Excel Center identifies particular industries with above-average growth potential and introduces students to that industry, helping students explore careers in that field and find a career pathway that leads to productive work. Coaching in the Excel model is an attempt to address the life barriers and issues that prevent students from being successful. The Excel Center coaches are responsible for keeping students engaged and motivated in the school. The relationship that coaches create with each student is a critical factor in student success, as that relationship will provide security, confidence and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage. Coaches will work with students to identify potential barriers to students' continued education, whether through short-term barriers (such as housing and childcare) or long-term challenges (including student self-efficacy and self-confidence).

The Excel Center will open in Anderson and will serve 300 adult students. The school operates year-round and, as students graduate or leave the school, spaces are filled by students on the waiting list throughout the year. As a result, the school does not operate with discrete grade levels and the school will maintain a size of 300 students in future years. Growing a location beyond this size negatively impacts the ability for the school to maintain a small, intimate environment and for staff to establish meaningful relationships with students.

Nonetheless, the overwhelming interest in the Excel Center remains high: in Indianapolis, the Excel Center planned to open with a few hundred students, but overwhelming demand by the community – over 2,200 individuals having applied to the school – GEI recognizes that the school could offer more benefits to more students across the state. Over 700,000 Hoosiers lack a high school diploma, and the initial interest in the school suggests that many people across the state would be eager to take advantage the opportunity the Excel Center provides. In areas where there is demonstrable need, considerable community support, and a viable financial model, the Excel Center may be able to open additional sites in other communities across Indiana. These additional sites could be added and negotiated with the Charter Board as opportunities are sought and are presented to GEI leadership. A similar arrangement has been made for the Excel Center chartered by the Mayor of Indianapolis, which now operates in three locations under one charter agreement.

The Excel Center will be managed by Goodwill Education Initiatives, Inc. GEI was established in 2004 with the support of Goodwill Industries of Central Indiana, Inc. to operate charter schools. GEI currently operates two schools: the Indianapolis Metropolitan High School, which serves traditional-age high school students in a non-traditional academic environment; and the Excel Center, which currently operates in three locations in Marion County, Indiana. In total, GEI's schools have over 1,200 students, serving primarily disadvantaged and low-income student populations. GEI share support functions between its schools, including leadership, student outreach, data and reporting, and special education. This arrangement allows GEI's schools to deal efficiently with a variety of needs and barriers to student success, and to build upon experience GEI has gained through the maturation of the Indianapolis Met and the development of the first Excel Center sites. Goodwill Industries supports GEI by providing a number of back-office support functions for the school, including facilities management, IT and HR support, and marketing.

GEI leadership has decades of experience operating successful businesses, not-for-profits, and are involved in public policy. Many leaders on GEI's board have also served on the board of Goodwill Industries. There has been strong consistency and longevity among GEI leadership. The current board roster has over 40 years' collective experience governing Goodwill Education Initiatives and the schools it runs. In addition, GEI leadership has well-seasoned staff with skills in academic and curricular design, student outreach and enrollment, special education, adult education, and college and career readiness.

Founding Group and School Leadership

Biographies and resumes of key members of the Founding Group are included as Attachment 1.

Jim McClelland has served as Goodwill Industries' CEO since 1974. During his leadership, Goodwill has strengthened a now-thriving retail business, established innovative workforce development programs, and, in recent years, tackled the central Indiana community's challenges on educating young people. McClelland presides over an organization that now has over 2,500 employees employed in Central Indiana in donated goods retail stores, light manufacturing, janitorial and contracts work, workforce development services, and education initiatives.

Board Leadership The Goodwill Education Initiatives board brings together an array of skill sets: business operations, event planning, education, finance, and other skills. The board includes the following individuals:

- C. Perry Griffith, Chair
- Gina DelSanto, Vice Chair
- Holly Hill-Brooks, Secretary
- Juan Gonzalez
- Jeffrey Harrison
- Bruce Jacobson
- Michael O'Connor
- Fred C. Tucker, III

Collectively, this group has over 40 years experience working as a school board for Goodwill Education Initiatives. This leadership team has governed Goodwill Education Initiatives since the Indianapolis Metropolitan High School was founded in 2004. The school has grown from an opening size of 120 students to over 415 students today, and the school was re-authorized by the Mayor of Indianapolis for a full seven-year term in 2010. The leadership team has extensive organizational leadership experience managing for-profit and not-for-profit businesses, working in public policy, serving on the boards of local community organizations, and managing schools.

Scott Bess has served as Chief Operating Officer for GEI since 2005. During his leadership, he has seen the growth of the Indianapolis Met high school from 120 students to 400, and the establishment of the Excel Center. The school leader for the Excel Center is Scott Bess. Scott is vice president and chief operating officer of Goodwill Education Initiatives, Inc., which operates the Indianapolis Metropolitan High School and the Excel Center. Scott has been a teacher and has worked in the information technology field for a Fortune 500 company and as an independent business owner.

A member of the Danville school board for over 15 years, Scott took over operations of the Indianapolis Metropolitan High School in 2005. The Met is now in its eighth year of operation and has grown from 75 students in the first year to over 400 students today. With more than 120 graduates, the Met has maintained a 95% college acceptance and attendance rate and is noted for one of the largest and most successful internship programs in the state of Indiana.

Although the Indianapolis Met did well with most of the students it has enrolled, Bess observed that many students – typically those older and under-credited – had little success in their school. Seeing this opportunity, Bess designed the Excel Center as an alternative high school for older students who could benefit from a more mature academic environment. Bess currently oversees two schools – the Indianapolis Met and the Excel Center. The Met serves 430 students, and the Excel Center currently is operating in three sites in Marion County, serving 750 students.

Dr. Schauna Findlay, Ph.D, is the Chief Academic Officer for Goodwill Education Initiatives where she supervises the academic programs for Indianapolis Metropolitan High School and The Excel Centers. Prior to joining Goodwill, Dr. Findlay was the Director of Curriculum and Instruction at the Indiana Department of Education. There she supervised all content area specialists, Indiana's Academic Standards, implementation of state code regarding curriculum requirements and recommendations, and served as a team member of all areas impacting the state's academic achievement. Dr. Findlay was responsible for the state's plan for implementing the Common Core State Standards. This included leading teachers, coaches, professors, and content experts in the development of state curriculum maps which serve as a starting point for schools to develop curriculum, resources which support the standards, and formative assessments which align with the curriculum. She also supervised the Division of College and Career Preparation which worked with business, industry, and higher education to develop career pathways which lead to certification or dual credits.

Prior to serving at the IDOE, she served as Director of Curriculum with the state's second largest district, Fort Wayne Community Schools. Dr. Findlay served as an elementary principal increasing ISTEP+ scores from 78% to 94% in one year. She also served as a secondary administrator and English teacher in grades 7-12. She graduated with honors from Purdue University with a Bachelor's degree in English. She earned a Master's degree in Curriculum and Instruction from Indiana Wesleyan University where she was named the Outstanding Educator in her graduating class. Her doctorate in Educational Leadership was earned from Purdue University.

Partner Organizations

Goodwill Industries of Central Indiana, Inc.

Goodwill Education Initiatives' most significant partner is its parent organization, Goodwill Industries of Central Indiana, Inc. Goodwill supports GEI by providing substantial back office support for school operations and long-term planning, allowing GEI staff to focus most of their efforts on providing quality educational opportunities for its students. Goodwill Industries supports Goodwill Education Initiatives in a variety of in-kind and financed support services, including:

- Use and maintenance of GEI facilities, including renovations of new space
- Administrative support through accounting, IT services, recruitment and HR practices
- Development and fundraising support, as well as capital support through the Goodwill Industries Foundation of Central Indiana
- Connecting students and their families to resources in the community. Goodwill maintains solid working relationships with a number of community-based organizations, not-for-profits, and public organizations.

- In small cases, Goodwill can also provide employment in Goodwill stores in the community to students who may need to work part-time while they continue in school. Goodwill operates one store in Anderson.

Goodwill Industries of Central Indiana, Inc. serves 29 counties in central Indiana, including Madison County and the city of Anderson.

Anderson Impact Center

Through the direction of the Anderson Impact Center, Anderson Community Schools has agreed to let the Impact Center gain ownership and operating rights of a school building, the Robinson Elementary School. Under this arrangement, the Impact Center will lease space to the Excel Center to operate a location with 300 students, and, by using additional space within the school building, locate other community groups and services within the building. Previously managed by Anderson Community Schools, ACS voted in favor of this transfer the building to the Impact Center during its October board meeting.

Background

Since its founding in 1930, Goodwill Industries of Central Indiana, Inc. has attempted to address the most pressing social needs in the central Indiana community. For decades, Goodwill has provided employment opportunities to individuals with few options to gain viable employment elsewhere. Goodwill recognized that it can add the greatest value for individuals it works with and communities where it works if it "help young people and adults who have struggled or failed in other educational settings complete high school and attain a post-secondary degree or other recognized credential."

In 2004, Goodwill Industries leadership created Goodwill Education Initiatives, Inc., a not-for-profit entity formed in 2004 to operate charter schools. That year, the Mayor of Indianapolis authorized a charter for the Indianapolis Metropolitan High School. Now in its eighth academic year, Indianapolis Met provides a non-traditional environment that promotes student engagement and success through its 3 R's: relationships, relevance, and rigor. Since its opening, more than 750 students have attended the high school. The Indianapolis Met currently has over 400 students. Although a majority of students enter the school at least two grade levels behind, between 90 and 95 percent of graduating students enroll in post-secondary education. The Met's individualized, flexible model has helped many students who do not perform well in traditional settings meet their educational goals. In 2010, The Indianapolis Met was given a full seven-year renewal by the Mayor of Indianapolis to continue operations.

In 2010, Goodwill Education Initiatives opened the Excel Center, a high school designed to work with young adults who have dropped out of school. Designed to meet the unique needs of older students, the Excel Center includes an array of supports that address life needs outside the classroom, including childcare, transportation assistance, and balancing school with work. Chartered by the Mayor of Indianapolis, the Excel Center serves over 700 students in three sites, all operating within Marion County.

The Excel Center has reached a unique need in an adult education landscape with few alternative options. Since its opening in September 2010, more than 2,800 individuals have applied to the school. The school meets a unique need with a population with few quality alternative options. Across the state of Indiana,

most GED programs have seat-time requirements that require a student to be present in class a specified number of hours before taking the test. In addition, the majority of adult education programs are open limited hours – most often Tuesdays and Thursdays of each week – providing little ongoing support for adults who would like to earn their equivalency. The Excel Center's extended hours, skilled support staff, and the array of educational resources at their disposal has provided significant benefits to a population in an area where many adult education providers are experiencing cutbacks.

In response to this incredible demand, the Excel Center opened two additional sites in Marion County in 2011. The first is located in the Meadows community on the Northeast side of Indianapolis, and it provides a medical-focus track for workforce designs. The second is located in Decatur Township and focuses on logistics and other jobs. Together with the original Michigan Street location (which focuses on IT and technology-related jobs), the Excel Centers in Marion County serve over 750 students at a given time.

Since the opening of the Excel Center in 2010, communities across the state of Indiana have expressed strong interest in opening a site in their area. For a variety of reasons – acute community need, a lack of viable alternatives, or limited resources of existing adult education services – individuals and community organizations have investigated whether the Excel Center model could benefit their local communities. Despite only having locations in Indianapolis, 97 cities and towns in Indiana are represented among its 2,800 applicants.

After learning about the Excel Center's success and growth in Indianapolis, two local community leaders championed efforts to educate the Anderson community about the Excel Center and requested that GEI explore opening a new site for the school in their city. Rev. Earlie Dixon and Rev. Dr. James Streeter co-founded the Anderson Impact Center, an organization focused on providing educational, job training and placement, and business development programs in a targeted section populated by some of Anderson's most disadvantaged residents. Leadership from the Impact Center visited the first Excel Center site in Indianapolis, and following that visit, they were determined to have the benefit reach the Anderson community. The Impact Center's plans have been endorsed by organizations including the City of Anderson, the Economic Development Corporation, the Flagship Enterprise Center, and its Levinson Center, St. John's Hospital, Ivy Tech, the Black Pastors Alliance, NAACP, and strong support from Senator Tim Lanane.

Rev. Dixon and Dr. Streeter presented the plans for the Excel Center at the meeting of the Board of Trustees of the Anderson Community School Corporation on September 13, 2011, and the board agreed to the plans during its October 11, 2011 board meeting. Selections from the minutes of that meeting are included in Attachment 18.

In the city of Anderson, over 7,500 individuals – nearly 18 percent of the population over 18 – lack a high school diploma. In addition, 22 percent of the young people aged 18-24 lack a high school diploma, limiting their chances to establish themselves in careers. More information on the community need in Anderson – including maps highlighting areas of most severe need – is included in Attachment 18.

The need in Anderson also indicates that growth of the Excel Center is possible all across the state.

Census data indicates that 509,670 individuals aged 18-64 lack a high school diploma across the state. Poor educational attainment among our young people severely limits their career potential: there are 122,652 young people ages 18-22 who lack a high school diploma (23% of the people in that age bracket), severely limiting their growth.[1]

Leaders in Indiana have recognized that this lack of skills is limiting the productivity of the state and what opportunities will exist for Hoosiers in the future. In *Indiana's Forgotten Middle Skill Jobs: Meeting the Demands of a 21st-Centruy Economy*, the Skills2Compete-Indiana Campaign presents the issue clearly:

> "Indiana needs a bold and broad vision to address the educational and economic challenges facing the state during these tough economic times and beyond. Those challenges demand a truly transformative vision that allows every worker to be a part of the economic recovery: guaranteed access to two years of postsecondary education or training. Every Hoosier must have the opportunity to earn the equivalent of at least two years of education or training past high school that leads to a vocational credential, industry certification, associate's degree, or one's first two years of college. It must be available at whatever point and pace makes sense for individual workers and industries. Indiana must further ensure that every resident has access to the basic skills needed to pursue such education.
>
> […]
>
> Like the nation as a whole, Indiana faces substantial challenges when it comes to basic skills. In 2003, 8 percent of Indiana residents lacked basic prose literacy skills. Over one-half million working age Indiana residents do not have a high school diploma…What is more, only about 8 percent of Indiana adults with less than a high school diploma are enrolled in adult basic education, and less than 12 percent of residents with limited English proficiency are enrolled in English as a Second Language (ESL) classes.
>
> This evidence suggests that Indiana faces challenges in meeting the basic skill attainment levels needed to grow its middle-skill workforce. By better aligning adult basic education with industry-focused training, many more Indiana residents could prepare to enter and succeed in middle-skill jobs and businesses would have a pipeline of workers to help meet immediate demand."[iii]

<u>School Leader and Leadership Team</u>

Betsy Delgado: Betsy Delgado has been Managing Director of the Excel Center since June 2011. During her time as leading the Excel Center's three sites, she has made several key adjustments to academic instruction, life coaching, and post-secondary attainment to increase the relevance of the education for adult learners and improve educational success. Previously, Delgado was involved in Community and Continuing Education at the Metropolitan School District of Washington Township, where she was

[1] Statistics come from the U.S. Census Bureau, American Community Survey 5-Year Estimates (2005-2009).

involved with adult education efforts for the school district. Serving in that role for six years, Delgado was responsible for managing a staff of 50 involved in adult education. Previously, Delgado has served as an English teacher in California and England. Delgado holds a Bachelor of English and Education from the University of North Dakota and is projected to complete a Masters in Administration from Ball State University in 2012.

Since she joined the Excel Center, the school's performance has already seen significant gains. Before she joined – in the Excel Center's first year of operation – students in the Michigan Street location earned 400 credits over the course of the year. In the first eight-week term that was recently completed – roughly one fifth of the academic year - students have earned 777 credits and demonstrated learning standards. These changes – along with other revisions to the original Excel Center model – indicate that her revisions to the Excel Center's process, academic instruction, and focus on students has generated immediate dividends.

Immediately after approval, Delgado will devote most of her time to the development of the Anderson Excel Center site. The sites in Marion County will have been in operation for over a year, and site-level directors will manage day-to-day operations of these locations. Delgado will only provide oversight and follow-up of these mature locations, and can therefore devote significant time to establishing an effective Excel Center site in Anderson. Immediately upon arriving at GEI, Delgado was responsible for the establishment of both new Excel Center locations in Marion County, including selecting school leadership, hiring staff, and building processes to move in to new locations. While she works on the new Anderson location Delgado will be compensated with funds GEI has available from other sources, including Goodwill support. When the new site is opened, Delgado's compensation will be split proportionally by the number of students operating in all of the sites across Indiana.

Local Site Director Selection Process

The local school leader who will be responsible for the operations of the Excel Center in Anderson has not been selected. This person will be hired by January or February 2012, and then will devote his/her work to preparing the school to open in Anderson in July 2012.

The director of an Excel Center location will ensure that instructors and school curriculum are applied according to the principles of the Excel Center and that school is meeting the desired educational and student outcomes. Essential functions include: supervision and management of faculty and staff, creating and maintaining a safe and secure educational environment for 300 students and managing the fiscal activities of the school. The position will work with the leadership of Goodwill Education Initiatives, Inc. in establishing school goals and objectives. The director will report to the Managing Director of the Excel Center. This position requires a Bachelor's degree in relevant field required, Master's degree preferred.

Other qualifications include:

- Current Indiana Secondary Administrator's License preferred but not required.
- 5+ years in a school-related leadership role.
- Prior experience managing groups of professionals.

- Strong communicator at a variety of levels. Demonstrates effective presentation and communication skills.
- Solid planning and organizing skills.

Sourcing and initial screening of this candidate will be managed by Goodwill's Talent Acquisition team. After screening resumes and having the candidate answer key questions, the Talent Acquisition Team will schedule panel interviews to assess the prospective candidate. These interviews will include GEI's Chief Operating Officer, Chief Academic Officer, the Managing Director of the Excel Center, current Excel Center teachers and Goodwill leadership.

GEI leadership has been effective at managing the operations of the Indianapolis Metropolitan High Scholl and the Excel Center. Collectively, the group has an array of skills in school management and performance management; business and finance operations, curriculum, instruction and assessment; special education; community and student outreach; college and career readiness, and management of the Excel Center model. GEI's leadership includes:

- Scott Bess – Chief Operating Officer
- Betsy Delgado – Managing Director
- Schauna Findlay – Chief Academic Officer
- Gregory McClure – Special Education
- Courtney Rent – Community Outreach
- Tieree Smith – College and Career Readiness

Background information on this leadership team is included in Attachment 3, excluding those leaders who were included in Attachments 1 and 2. More detailed information in this leadership team is also available in the Network Management section.

Education Plan

Curriculum and Instructional Design

The Excel Center model was designed with 3 R's as foundational to its design: Relationships, Relevance, and Rigor. Adult learners benefit from strong relationships with peers and staff; these relationships provide consistent support for student education, strengthen motivation to achieve goals, and build resiliency to overcome obstacles that might impede progress. Students who have dropped out require flexibility in their educational programs; students will enroll in The Excel Center at various skill levels and will balance their educations with many life obstacles, including work and family obligations. Therefore, The Excel Center will use a "one student at a time" method where each student will establish his or her educational goals and move at his or her own pace to achieve learning goals. The Excel Center's primary focus is to develop each student's ability to be successful in post-secondary academic environments and to develop the skills required in modern working environments.

The Excel Center education plan has three main pillars: an academic philosophy that meets the goals and needs of adult students, a concentrated focus on College and Career Readiness, and a coaching platform designed to address what barriers impede with a student's continued educational success.

The Excel Center Model

Key Pillars:

Secondary-Level Education

- Accelerated pace of learning and credit attainment
- Instruction by both licensed instructors and tutoring by unlicensed resource staff
- Classroom instruction paired with online credit recovery
- Resource Area provides intensive support to students in need of additional assistance
- Credits can be earned for valid and relevant work experience
- Student testing used to measure student progress & postsecondary readiness

Postsecondary Education and Career Pathways

- Strong relationship with local community college provider
- *Test-approved* students able to enroll while still taking high school classes
- Dual credit course offerings available for students
- Students can work towards certificates and associates degrees
- Extensive preparation & follow along for students in college
- Partnering with industries to present career options for students for relevant postsecondary education plans

Coaching

- Goal to promote continued retention of students by addressing life barriers
- Students placed into cohorts and meet one-on-one with a coach
- Coaching addresses life skills, locating community resources, and creating future plans
- Proactive barrier removal for critical life / work issues
- Effective selection of coaches as a key barometer of success

Structures and practices for student success

- Flexible scheduling available to meet needs of working and busy adults
- Available transportation and easy access for non-driving students
- Child care provided for students with children
- Facility has sufficient space for a resource area, classrooms, cohort and one-on-one meeting spaces
- Mature learning environment: Student population is a mix of younger and older students

Academic Instruction for students who have dropped out requires flexibility in the design of the educational program. Students will enroll in The Excel Center at various skill levels, have different numbers of credits to achieve, and many will balance their educations with life obstacles, including work and family obligations. Therefore, The Excel Center will use a "one student at a time" method where each student will establish his or her educational goals and move at his or her own pace to achieve learning goals. Every student at The Excel Center will have a unique educational plan, and the school staff will work with each student to craft an educational program that fits his or her specific needs.

The environment within the Excel Center is designed to meet adults' learning needs by encouraging them to see the relevance and importance of their education while providing a mature environment for learning and discussion. The school is designed to reflect the characteristics of educational environments that benefit adult learners, including open discussion, self-directed learning and personal accountability.

The Excel Center has established a learning environment that meets adults where they are. Students participate in fixed-time classes where they cover key academic subjects in language arts, mathematics, social studies and science. These courses are designed to build skills, learn material, and engage with students. However, many students come to the Excel Center requiring significant remediation and special supports. For these students, reading, math, and basic skills labs allow students to learn critical information when they need it. Classes will involve between 10 and 15 students in each course. Courses often integrate material from multiple disciplines, allowing students to demonstrate learning standards in an integrated plan that brings together a number of different skills, and precedents.

Additional resources support the unique needs for adults outside of the core fixed-length courses. A portion of credits are attainable via online credit recovery format. In addition, students who have demonstrated high skill levels (as shown on by high scores on the COMPASS exam) are be eligible to enroll in dual credit courses, thereby beginning their pathway and success in working towards postsecondary education.

Technology features prominently in the design and delivery of academic content in the Excel Center. Coursework is presented in multimedia formats, reaching different personalities and groups. In addition, students are able to participate in computer-based instruction for online credit recovery, TABE and for tutoring-based work.

Postsecondary Education and College and Career Readiness prepares students to learn the general skills necessary to become successful in 21st-century workplaces. The Partnership for 21st Century Skills developed a framework that identified many of the critical competencies and skills essential to students preparing to enter the workforce in the 21st century. These skills are grouped into four general categories: a strong mastery of core subjects and knowledge of 21st century issues; life and career skills; learning and innovation skills; and information, media and technology skills.[iv] Building upon the Common Core's focus on 21st Century Skills, Excel Center's emphasizes these skills so that they are better prepared in the modern workforce. Students will build on themes and case studies applied in workplace contexts, encouraging students to develop and demonstrate skills that will be valuable in workplace environments. Opportunities for students to demonstrate these skills are woven into core content and school progress.

The school's emphasis on these skills will enable each student to understand how mastery of the core curriculum can be used as a means to develop skills that will be important in his or her career.

Career Pathways and College Transition

Many individuals who have dropped out of school will re-enter the educational system when they recognize that there are few employment opportunities available for individuals who lack a high school diploma. To respond to this demand, The Excel Center's coursework and learning environment enables students to access greater career opportunities. Students' educational plans will build towards post-secondary certificates and/or advanced degrees that lead to career pathways that have better-than-average growth potential in the Indianapolis economy. These academic goals will include courses at post-secondary institutions, including Ivy Tech Community College, that offer tangible skills training to equip students for future careers.

The Excel Center promotes students' awareness and access to valuable careers. In 2011, the Excel Centers received a gift to establish the Albert G. and Sara I. Reuben College and Career Counseling Centers in each Excel Center site it opens. These sites will introduce students to the benefits, details, and possibilities of a number of careers, and helps outline the path a student may take to enter a career in a given field. Every Excel Center site prioritizes a particular industry to highlight and present to its students. For most of the Excel Center's students, earning a high school diploma was the primary reason for them to go to school, but few students have thought about what career to enter after graduating. Therefore, each Excel Center spends significant amounts of time introducing students to industries and fields where there are good prospects of finding stable employment and finding a career in an industry with growth potential. Currently, one Excel Center site focuses on IT and technology careers, another focuses on medical careers, and the last site focuses on logistics and advanced manufacturing.

Coaching in the Excel model is an attempt to address the life barriers and issues that prevent students from being successful. The Excel Center coaches are responsible for keeping students engaged and motivated in the school. The relationship that coaches create with each student is a critical factor in student success, as that relationship will provide security, confidence and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage. Coaches will work with students to identify potential barriers to students' continued education, whether through short-term barriers (such as housing and childcare) or long-term challenges (including student self-efficacy and self-confidence).

Curriculum and Instructional Design

The Excel Center will prepare students for and introduce them to post-secondary education through opportunities that are relevant to their educational and career goals. Students will cover the basic requirements to receive a high school diploma and enroll in some form of post-secondary education, whether a certificate or credential program or a track moving towards an associate's degree.

Teaching methods

The Excel Center's teaching style provides sufficient structure and accountability to keep adult learners involved in their education. For at-risk populations that often face immediate crises and short-term

barriers to an education, the long-term path it takes to earn a diploma (or even to earn course credit) can seem a long way away, and students can become disengaged or discouraged at the time it takes to make tangible progress towards student goals. To mitigate this belief, courses are designed into 8-week schedules that accelerate learning and the pace in which a student can attain course credit. Students are able earn credits faster than in a traditional calendar, providing more immediate feedback that a student is making progress towards earning a high school diploma. Classes meet in extended blocks and in face-to-face settings, permitting teachers to establish relationships of trust, relevance, and respect with students. Courses are often co- or team-taught between several instructors, blending coursework across multiple domains to increase the relevance of education and to encourage students to think creatively about how coursework blends interdisciplinary work.

Evidence-based support

The curricular foundation of the Excel Center is based upon significant evidence that its model meets the educational needs of adults. The foundation of The Excel Center's curricular approach is found in Brookfield, S. (1987). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting.* San Francisco: Jossey-Bass., Cohen, N. (1995). *Mentoring adult learners: A guide for educators and trainers.* Malabar, FL: Krieger, and Daloz, L. (1999). *Mentor: Guiding the journey of adult learners.* San Francisco: Jossey-Bass.

A significant number of both youth and adults who have dropped out of school, nevertheless, show a strong desire to continue their education. Jobs for the Future analyzed the National Educational Longitudinal Survey and discovered that dropouts are persistent in trying to further their education: over the course of their lives, more than 60 percent of dropouts eventually do earn a high school credential – most often a General Education Development (GED) certificate.[v] However, many students struggle to complete their education, as skill deficits and life challenges often impede progress. Nationally, only about two percent of all high school dropouts will take a GED test in a given year,[vi] and only ten percent of the estimated 3.8 million young people ages 18-24 without a diploma receive their GED.[vii]

Although many dropouts would like to continue their education, they face limited options to achieve their goals. GED tests are the most common avenue for adult education, and studies have challenged the long-term benefits of earning a GED. Economists have argued that the wage benefits earned by GED recipients are largely explained by GED earners' higher initial skills.[viii] However, other reports have shown strong psychological and social benefits of earning a GED, especially when a GED is used to prepare students for post-secondary education. Unfortunately, most people who earn a GED struggle at the post-secondary level: although 65% of GED test takers plan on attending college, between 30 and 35 percent are able to attend. Ultimately, only five to ten percent of GED recipients are able to finish their first year of college.[ix]

Many of these struggles indicate that traditional approaches to re-engaging this population are often insufficient to address the array of challenges the population of dropouts face. The 2006 Gates Foundation report, "The Silent Epidemic," surveyed dropouts about the reasons they left school. The research indicated that failing in school was cited by only 35 percent as a reason for dropping out, and a substantial portion of students left school for other-than-academic reasons. In particular, life circumstances such as needing to work, pregnancy and parenting, or caring for other family members were most prominent.[x]

These challenges also affect the structure of how students continue their education.

Complete College America's 2011 report, "Time is the Enemy," highlights how, for many adults in college, an extended period of time to progress through school is a major detriment to their lasting success. Although the report's findings focused on postsecondary education, its lessons about adult learners have been incorporated into the design of the Excel Center. For students that are balancing commute times, family obligations, work, and school, lengthy educational programs with few rewards are a major barrier to ongoing success. The following elements of Complete College America's recommendations have been incorporated into the academic design of the Excel Center:

- Use block schedules with fixed and predictable classroom meeting times
- Allow students to proceed at a faster pace
- Simplify the registration process
- Form peer support and learning networks
- Embed remediation into the regular educational design[xi]

Instructional Strategies

TABE testing of students at intake indicates that less than one third of current Excel Center students entered the school at high-school reading and math levels. Therefore, to prepare students for high school-level content, the school provides an array of instructional strategies to help students catch up and progress quickly. The Excel Center operates resource area that will be open for students from the early morning into the night. The Excel Center's extended hours of operation – open six days a week, beginning early in the morning into the night – will allow working adults the opportunity to be in school when their schedules permit. Resource staff and tutors are available to answer students' questions and provide one-on-one instruction on requests from students.

Students in need of remediation are able to enroll in Basic Skills: Reading and Basic Skills: Math courses to prepare for higher-level coursework. These courses blend online learning (through Lexia, iLearn, and Reading Plus) with scheduled group work to cover material that a number of students could benefit from learning from an instructor.

The core of the Excel Center model, however, is fixed-time classes. Over 8-week schedules, students learn in classes that blend content from a number of disciplines to ensure that coursework is engaging, and that students learn to connect lessons from one discipline to another.

A significant portion of the Excel Center's coursework will be delivered through an on-line system available to students at all times. For students taking courses focused on online credit recovery, the school will use the A+nywhere Learning System. The A+nywhere credit recovery system allows students to complete course requirements to earn credits in subjects that are not related to each student's primary interests, allowing for the classroom-based instruction to focus on material that is essential to students' long-term success and career interests. Students may progress through on-line material at their own pace and will cover only the material that is relevant to their own personal learning plan.

Ways the Educational Model will Differ

Every site of the Excel Center explores what potential careers exist in their local community. As a component of the Excel Center's model, the Anderson site will include an industry focus that fits the community. This adaptation of the educational model will necessarily work towards that end. In Anderson, the school will be a blend of Information Technology and Logistics careers. As a component of its logistics focus, the Excel Center has established working relationships with Conexus Indiana, an initiative to capitalize on emerging opportunities in advanced manufacturing and logistics, aligning resources and expertise to make Indiana a leader in these exciting industries. APICS does much the same kind of support.

The Excel Center's curriculum is an individualized road map to student success, and serves as a customizable guide that assists in planning each student's instructional program. The Excel Center's curriculum has two overall goals: 1) teach the necessary content to graduate from with a high school diploma and 2) develop proficiency in the skills - both technical and 21st-century - required to be successful in modern careers. The objective of the curriculum is to ensure that specific skills are taught and mastered in a timely manner and in ways consistent with Indiana state standards. The school blends coursework in engaging, and interesting ways that also allow students to learn what they need. Instead of discrete grade levels, The Excel Center uses mastery to determine if a student is eligible to attend courses. An overview of the curriculum and the scope and sequence of Excel Center courses is included as Attachment 4.

Pupil Performance Standards

The Excel Center's academic content is aligned with Indiana's Academic Standards and the Common Core Standards. A complete set of these standards is included in Attachment 5.

The Excel Center uses Indiana Academic Standards and the Common Core standards throughout its coursework and lesson plans. All courses in the Excel Center are aligned with Indiana Academic Standards and Common Core standards. All English and Math courses are using the Common Core, and all science and social studies courses are using Indiana Academic Standards in addition to the Common Core literacy standards. All standards were deconstructed and opportunities for integrating courses were utilized to make the content explicit and meaningful.

<u>Grade Level Groupings at the Excel Center</u>

The number of credits a student has completed (at previous schools or through The Excel Center) will determine the student's grade level. Students will be categorized by grade level to meet Indiana Department of Education reporting requirements. Students with less than ten credits will have freshman status; sophomores will have less than 20; juniors will have up to 30, and seniors will have more than 30.

Students will not be told their grade level, and this label will have little significance in assessing or accelerating student progress. Although they it can be useful in conventional academic situations with more traditional student populations, a grade level categorization would have little benefit to a typical Excel Center student. The "freshman" label on an adult learner might create the a mistaken belief that it will take several years to complete the work in The Excel Center, even though the student's self-directed pace may mean that he or she could complete his or her requirements before that time. Instead of discrete

grade levels, students will only be measured on the amount of credits he/she needs in order to graduate from the school.

Exit standards for graduating students are included in Attachment 5.

High School Graduation Requirements
To graduate, an Excel Center must fulfill the graduation requirements for the State of Indiana as established by the Department of Education. Students will work for a Core 40 diploma, earning credits with the following requirements:

- English / Language Arts: 8 Credits
- Mathematics: 6 Credits
- Science: 6 Credits
- Social Studies: 6 Credits
- Directed Elective: 5 Credits
- Physical Education: 2 Credits
- Health and Wellness: 1 Credit
- General Electives: 6 Credits

Students will earn credit hours by successfully demonstrating mastery over the standards established in each course. Teachers assess mastery by monitoring student work and evaluating their growth. By integrating coursework across domains, scheduled classes may allow students to earn multiple credits through the work of one class. Each class is mapped to indicate which credits towards a Core 40 diploma. Students earn credit by demonstrating satisfactory completion of a course and earn a passing grade higher than a D in that course.

Student transcripts from other schools will also be reviewed to determine if any coursework completed prior to enrolling at the Excel Center may also apply to the Core 40 diploma requirements. In addition, students who can demonstrate proficiency through ECA testing can also earn credits for courses in which they have already demonstrated knowledge. Students may also earn credit by enrolling in dual-credit programs at a local community college. In these instances, these credits are listed as transfer credits and not as credits explicitly granted by the Excel Center. Some courses that are required for the Core 40 will be available for students to take via online credit recovery courses. In addition, other courses can be earned through dual credit programs as established by Ivy Tech Community College.

GPA Calculation	
Letter Grade	**Points Per Course**
A	4.0
A-	3.667
B+	3.333
B	3.0
B-	2.667
C+	2.333
C	2.0
C-	1.667
D+	1.333
D	1.0
D-	0.667
F	0 points

Student grade point averages are calculated based upon the grades that students earn in each course. Grade Point averages are calculated on the following scale (at right) and are averaged upon the points earned for each credit. In courses that are awarded multiple credits, the student's letter grade applies the same point for each of those credits earned. For blended courses, a student earns a GPA based upon their performance for that particular domain within the course and earns credit for that portion of the classroom setting.

Student transcripts include the student's contact and demographic, the school's contact information. In addition, the transcript details the time period (in terms) during which the student was enrolled at the school, and his/her record of courses taken and credits earned. Each course includes the grade earned Grade Point equivalent for that class. Transcripts also include the student's performance on standardized testing, including GQE (for older students) and ECA, ACT and TABE scores.

The Excel Center offers elective courses that meet the educational needs of students. Most of these electives prepare the student to explore the viability of a career in an industry of a given program. Electives offered include:

Career Technical Education (CTE)

- Business Math
- Career Planning and Success Skills
- Child Development and Parenting
- Computer Applications
- Interdisciplinary Cooperative Education
- Medical Terminology
- Personal Financial Responsibility
- Preparing for College and Careers
- Professional Career Internship
- Advanced CTE, College Credit
- CTE Certifications awarded in the Excel Center include:
- Logistics Readiness
- Patient Access
- EMT
- CNA
- IT Networking

Fine Arts

- Piano and Electronic Keyboarding
- Electronic Music
- College Credit

Additional graduation requirements

Students in the Excel Center work towards a Core 40 diploma. They earn credits and meet all the requirements to earn that diploma. However, in some cases, students are better suited to seek a General Education diploma due to their unique situation (student limitations, etc.). In these cases, the Excel Center desires that these students are still prepared to have some viable means of contributing productively in their communities. Therefore, the Excel Center requires that students who seek a General Education diploma must earn some form of certification that will improve their lifelong employability. This certification must be work-related.

The Excel Center provides a number of supports for students at risk of dropping out or not meeting graduation requirements. The Excel Center is designed to meet the needs of students who have already dropped out of a high school. Its curricular focus is around accelerating the pace at which a student can earn a high school diploma, gain exposure to new careers (and what postsecondary education is required to enter those careers), and to become reengaged in the educational system. Students who continue to make consistent academic progress – no matter the pace – will be encouraged to continue working towards their high school diploma.

In order to graduate successfully, students must also pass End of Course Assessments. For many students, the limited testing windows of ECA means that students may have completed all of their credits

only to wait for a significant period of time until ECA testing is again possible. For these students, the Excel Center encourages them to begin enrolling in postsecondary courses and, to meet their short-term goal of graduating, the school also structures significant time to ECA preparation work. ECA preparation is one of the primary goals for the 4-week shortened academic period that takes place November-December of each year.

School Calendar and Schedule
The Excel Center calendar operates year-round with minimal breaks. The 2012-2013 academic calendar for the school is included as Attachment 6.

As "Time is the Enemy" highlights, for many adults in college, lengthy timeframes needed to progress through an academic program is a major detriment to their lasting success. The Excel Center's schedule is designed to reinforce educational success by accelerating the pace in which students can earn credits. The school's class schedule operates on 8-week cycles, using extended teaching times (90 minutes, although some courses merge two periods together for 3 ¼ hour blocks). This accelerated pace of schedules gives students the chance to earn credits on a faster pace than in a traditional 15-week semester. After an 8-week cycle is completed, students are then assigned into a new schedule with new coursework.

In its first year of operation, the school will be open 251 days. This schedule includes five eight-week sessions and one month-long shortened cycle during the Holidays. Each session is structured so that, at the end, students have earned credits towards meeting their diploma requirements. As a function of this year-round calendar, Excel staff - including teachers and coaches - will accrue vacation time and will be able to take paid time off.

The School Week

The Excel Center school week includes four days of fixed-time classroom instruction and two days of self-directed student learning. Classes take place Mondays through Thursdays. Fridays are available for teachers and staff to prepare for classes and meet with students in a one-on-one format. On Saturdays the Resource Area remains open, although there are no regularly scheduled classes taking place on those days (except for classes scheduled to meet a critical student need, on a case-by-case basis).

Monday through Thursday, the school schedule has classes from 8:30 am until 8:45pm. This extended schedule allows for adults with other commitments – work, family, or others – to attend classes when their schedules allow. A variety of activities will take place in the facility throughout each school day, including classes, one-on-one tutoring, self-directed study, and coaching activities. Resource staff will be available to assist students with particular questions related to their coursework. Schedules will be written based upon student availability and need: at enrollment, students will establish their most typical attendance patterns in the school. Based on these recommendations, staff will adjust classroom schedules to meet the students' ability to attend classes. The weekly schedule – including the amount of academic time devoted to core subjects – is included in Attachment 6. In addition, to further reflect the diversity of student schedules, two sample schedules for students are also included in Attachment 6.

Academic Instruction Time available:

	Fixed-Time Courses:	**Resource Area:**

	Hours per day (Mon.-Thurs.)	**Hours per week**	**Hours per day**	**Hours per week**
Offered by the School	540 minutes / 9 hours	2,160 minutes / 36 hours	13.5 hours (Mon.-Fri.); 6 hours (Sat.)	4,130 minutes / 73 hours
Student Average	360 minutes / 6 hours	1,440 minutes / 24 hours	*Variable*	*Variable*

On Friday and Saturday, students participate in self-directed learning. They are able to continue on online credit recovery courses, take TABE examinations, work with a tutor and/or meet with their instructors in one-on-one meetings.

Each day the Resource Area is open from 8:00am until 9:30pm. The Resource Area is monitored by licensed instructors and has the support of unlicensed resource staff. Online credit recovery courses are students at all times, so students are continue their education at any time they have available. During the resource area's operating hours, teachers, resource staff and tutors will be accessible that students may have while working on-line. A staff rotation will be created to ensure that there is always a staff person on duty, and any questions asked to staff outside of working hours will have a response by an instructor or resource staff person the next morning. Periodically, scheduled fixed-time courses are also held on Saturdays to accommodate student needs, prepare for ECA exams, or other purposes.

Class schedules, meeting times, and locations will be adjusted every eight weeks to reflect any changes or development in student plans. Coaches will ask each of their students if their attendance schedules will likely change in the coming months, and schedulers will adjust the schedules to reflect students' needs, progress, or changes in community locations.

For parents with children, the child drop-in center will be open from 8:00am to 8:00pm in a small room in the two-story wing of the building. During the daytime hours, attendance is limited to children ages 0-3, and in the evening, children up to age 12 are allowed to attend. More information on the drop-in center is included in the Supplemental Programming section.

School Culture

The environment within the Excel Center is designed to meet young adults' learning needs by encouraging them to see the relevance and importance of their education while providing a mature environment for learning and discussion. The school's format reflects the characteristics of educational environments that benefit adult learners, including open discussion, self-directed learning and personal accountability.

Many traditional adult education programs lack the flexibility that young adult learners require to become successful. In Indiana, adult education programs follow a process-oriented model that requires adults to learn at the pace established by the program. These programs do not meet the needs of adults who must balance work, life and family concerns with their learning goals. Classes for adults are offered on a few nights each week (most only on Tuesdays or Thursday evenings), limiting access to resources and prohibiting highly-motivated students from progressing faster than the adult education process allows.

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

academic opportunities for growth that fit students' needs and learning styles. In order to allow students the freedom to explore these goals, students will determine the pace and content of their academic program. Students who have previously dropped out of school have the freedom not to continue their education, and the students who enroll have demonstrated a clear motivation and value of education. This distinction is critical to understanding the Excel Center's culture: each student has, at some point in his/her life, recognized the challenges of life without a high school diploma and has made the choice to return to school. The model is designed around students who have recognized the need for an education and have demonstrated a certain level of motivation to continue their education, and will provide supports to students to continue in this approach by helping overcome life barriers and set realistic goals to mark and continue their progress.

Specifically, students will develop confidence in their own abilities, receive encouragement and support from coaches, and receive advance confirmation that he or she can be successful in post-secondary environments by enrolling in dual credit courses. These supports are intended to develop each student's sense of self-efficacy in achieving his or her educational and career goals.

Developing the Excel Center culture

Excel Center staff work with a challenging student population, so staff development often focuses on the ways in which staff can interact with students in productive ways. A critical component of the Excel Center's success is the hiring process, wherein teachers are selected in part based upon their emotional intelligence and build relationships with students. This need is even more particular with adults, who respond better in a respectful learning environment that respects what perspectives, experiences and views the student brings to the classroom.

As a part of new staff development, staff learn more about the population they will be serving in the Excel Center. In a group setting, staff watch videos of students' communication styles, and examine case studies of student barriers. Staff debrief these experiences, brainstorm ways of working with this student population, and set expectations for their work in the school in the future. Administrators from GEI and the other Excel Center sites also assist new staff in learning how to work with this population and to share ideas and best practices on means of promoting student engagement and success. This process is repeated at the beginning of the new academic year in January, allowing staff to recalibrate and prepare for a new academic year.

iExcel New Student Orientation

Many adults who have the desire to return to school to earn their high school diploma may not realize fully the level of commitment that is required of them to earn a high school diploma. For many students – especially students who still have dozens of credits they have yet to attain – setting realistic expectations of how quickly they can progress through to their high school diploma is a critical first step. To illustrate this path, and to introduce students to the ways that Excel Centers are structured, new students go through the iExcel program to learn about the school and what their educational path will be. Students are given the opportunity to ask and answer questions about the Excel Center experience, and staff meet to discuss the new student experience and begin to answer questions students may have about the school.

The iExcel orientation introduces students to the culture of the school and its expectations. At the beginning of the student term, this two-day session introduces students to their coaches, performs initial TABE assessments, and establishes motivation and goal-setting for their time in the Excel Center. The

orientation also exposes students to what post-secondary opportunities exist after earning a high school diploma.

The iExcel orientation also presents to students the role and benefits of their coach. The Excel Center coaches are responsible for keeping students engaged and motivated in the school. The relationship that a coach will create with each student is a critical factor in student success, as that relationship will provide security, confidence and encouragement for students to continue when the work becomes challenging and life barriers become difficult to manage. Coaches will work with students to identify potential solutions to students' continued challenges, whether through short-term crises (such as housing and childcare) or long-term coping skills (including student self-efficacy and self-confidence). Coaches will meet with each of their students at least biweekly to check in and identify whether there are additional supports or questions needed to keep each student engaged.

The coach will need excellent communication skills and an ability to make connections with individuals from various backgrounds, cultural groups, and ways of living. The coach will require a strong level of emotional intelligence to cope with the barriers that students face and to provide motivation and encouragement to struggling students. Additional responsibilities include: administering the intake process, assessing life experiences, determining education tracks with instructional staff, connecting students with supportive services to ensure success.

<u>How the culture fits students with special needs</u>

The Excel Center's curricular approach supports students with unique needs and those at risk of academic failure. For most students, their presence at the Excel Center indicates that they require an additional level of support. Students are able to engage with material that meets their needs at their level of ability, allowing students below grade level to have a variety of opportunities to catch up. The integrated curricular model permits students to build on their own work and life experiences while simultaneously learning new content. This individualized and mastery-based approach ensures that students develop mastery of concepts and techniques to connect students to future plans.

The Excel Center anticipates that some students will have a native language other than English. GEI staff will connect English Language Learners (ELLs) with the resources they need to learn and remain engaged in schoolwork. Where possible, some on-line content will be available for Spanish speakers, and there will be bilingual staff available to assist ELLs to access the resources of the school. GEI will contract with outside providers in order to meet the educational needs of any second-language students who do not speak Spanish. Students with limited English proficiency will benefit from the school's focus on tangible, skills-based coursework. In particular, skills-based training in industry-specific certificate programs will assist limited English speakers with vocabulary and terminology needed to work in particular industries. On-line resources are available in Spanish and other languages as well.

Excel Center teachers and resource staff are be trained on strategies to identify students with learning disabilities and other challenges. In addition, since many adults struggle with the stigma of a learning disability and will try to hide that information, the identification process involves each student's coach to provide emotional support. Like other Excel Center students, students in special education will create individualized learning plans to accomplish their learning goals. However, these plans will include more

robust analysis of resources to support their learning. Dedicated special education supports are offered until students age out of the special education program at 21. At that time, students may be able to receive additional support through Vocational Rehabilitation Services. Students with disabilities will be able to access the instructional methods that best suit their abilities, whether online, one-on-one, or within a classroom setting. Accessibility options with on-line curriculum allow students to access the same material as other students and work at their own pace.

A Day in the Life of the School:

Students at the Excel Center attend when their schedules allow. As a result, there is no one set experience of a typical day for a student, as each student's instructional program, community supports and resources will create a unique educational experience. Additional schedules illustrating the variety in student school days are available in Attachment 6. Nonetheless, a typical day for a student with a young child would look as follows:

- A 21-year-old student arrives to the Excel Center at 8:00am. Before unpacking her items, she drops off her 2-year old at the Excel drop-in center, recognizing that she must pick up her child at noon.
- For the next half hour, the student works independently on an online credit recovery course in Biology. At infrequent intervals, she calls over resource staff and work-study tutors to help answer her particular questions.
- At 8:45am, she enters a classroom and attends an American Studies A class with 11 other students to discuss the Federalist Papers. Students break up into small groups to discuss the word choice James Madison used and how they supported his argument.
- Except a short break, the class continues until 12:00pm. When class ends, she returns to the drop-in center to pick up her child. A relative arrives at 12:15 to take care of her child for the afternoon, and the student has lunch.
- At 12:45, the student attends a Writing Composition course, which ends at 2:15pm.
- During her break from 2:15pm to 2:30pm, the student continues work on her Biology work in online credit recovery.
- At 2:30pm, the student attends a Basic Skills Development: Math course (designed for students in need of significant math remediation). When that Lab is over at 4:00pm, the student leaves for the day.

A day in the life of an instructor is as follows:

- At 7:45am, a Math teacher arrives at the resource area to monitor student progress and to answer any questions students may have. In the early morning, students have few questions, so she uses her free time to review her upcoming schedule and plan out writing and project prompts for upcoming portfolio assignments.
- The teacher uses the 15-minute preparation time from 8:30 until 8:45 to prepare for an Algebra I block course. She teaches that course with a partner instructor until 12:00pm.
- The teacher takes lunch from 12:00pm until 12:45pm. He uses the final 15 minutes of his lunch break to prepare for the next course.

- At 12:45pm he begins teaching the second group of students in an Algebra I block course. This course also lasts at 4:00pm.
- On this particular day, the teacher is scheduled to monitor the Resource Area and answer student questions that evening. He works until 9:30, grading student work during the moments in which students do not require any additional assistance. The teacher's schedule is adjusted to a half-day on Friday as an acknowledgement of this additional time on duty for that evening.

Supplemental Programming
The Excel Center's calendar operates year-round with no difference in pace and structure during the summer. The only exception to this cycle of 8-week courses is a shortened 4-week course during the Holiday season, which is focused on ECA preparation to assist students to take the test and meet graduation requirements. The school will operate at full capacity during this period and will have full participation of students and staff. Staff in the Excel Center are paid full-time, and they accrue paid time off. Therefore, the summer months are paid like any other part of the Excel Center's schedule.

Many adults who balance school with life, work, and family concerns fight the balance of insufficient time with their learning needs. As a result, the Excel Center will not provide many traditional extracurricular activities like clubs or teams, as many of these activities are not relevant to the needs of Excel Center students. Instead, the school provides supports for students to continue their education while they balance their academic goals with the obligations of family, work, and other concerns.

The Excel Center Child Drop-in Center

Some Excel Center students will have to take care of their children while also trying to continue their education. To help students continue their education, each Excel Center site operates a child drop-in center. This center allows for children of students to be cared for while his/her parent is involved at the school.

The primary focus of drop-in center is give students who are parents the opportunity to focus on their education knowing that their children are in a safe and secure environment. Due to licensing requirements, parents will be able to drop off their children for a maximum of four hours each day. In addition, parents will provide all necessary care materials (including diapers, wipes, or formula) for their children, and the drop-in center will not provide any meals for participating children.

Some parents will need more robust child development opportunities for their children, but these needs are beyond the scope of what the Excel Center can currently provide. Parents are encouraged to find other childcare options that are able to take care of children for longer periods of time. Finding quality, affordable childcare is a major challenge for an Excel Center student who cares for a child. A student with this challenge will present these issues to his/her coach, and the coach will work with community partners and other infrastructure in order to meet that need for his/her students.

Coaches will be the primarily liaison between school and the families of Excel Center students. Coaches will meet with students and their families to understand the family dynamics affecting student success, and parents and other family members will be invited to attend demonstrations of student materials and special Excel Team meetings that are open to other family members. Students in the Excel Center will have a higher degree of independence than traditional high school students; many students will no longer

live with parents or guardians, and many students will be taking care of their own children. Where necessary, GEI's Student and Family Services will be used to help address any issues or barriers to family well-being that affect a student's ability to be successful in school. Most often, these barriers will relate to providing care for young children of students.

Special Populations and At-Risk Students

The Excel Center's unique curricular format provides ample support for special student populations. Students arrive at the Excel Center at a variety of levels, and the Excel Center's structure is designed to provide the appropriate instructional method to meet their unique needs. This structure allows students with special needs to receive appropriate support, whether they have Individualized Education Programs, Section 504 plans, English Language Learners or students at risk of leaving school. Gifted students – most of which were distracted from educational success for other reasons – the relevance of an education that leads to a valuable career and dual-credit options for postsecondary education. The population of students who has dropped out of school faces challenges on a number of fronts, and an array of supports are necessary to meet students wherever they are.

Students with mild, moderate and severe disabilities

Like other Excel Center students, students in special education will create individualized learning plans to accomplish their learning goals. However, these plans will include more robust analysis of resources to support their learning. Dedicated special education supports will be available until students age out of the special education program at age 22. Excel Center students who are below this age ceiling who qualify for special education services will receive full services, and instructors and coaches will work in collaboration to create 504 plans for the students who are older.

The Excel Center staff has experience working with special education students. Among its students served in Indianapolis, about 10 percent of the student population has Individualized Education Plans, and roughly half of Excel Center students have 504 plans. All Excel Center staff are trained on strategies to manage students with behavior problems while promoting an environment of pro-social behavior and reinforcement. A General Education Intervention and Response to Instruction team will serve as the backbone for not only identifying students with learning disabilities, but also creating a rigorous and relevant curriculum and supporting teachers in differentiating instruction for every learner.

Students will assess whether students need special education services through an array of supports. Initial testing at intake will identify whether students are being successful with their educational program. In addition, the school will request records for incoming students via Child Find to identify any students in need of special education services.

Special Education staff will write IEPs for students with special educations and will be responsible for notifying instructors and coaches of their specialized plan. Students with disabilities will be able to access the instructional methods that best suit their abilities, whether online, one-on-one, or within a classroom setting. Accessibility options with on-line curriculum allow students to access the same material as other students and work at their own pace. These staff will work with instructors to ensure that students receive appropriate services to ensure they can remain on track to graduate.

The Excel Center's schedule allows Fridays to be used to hold regular meetings for special education. Instructors are responsible for attending case conferences and to work with SPED team members to implement necessary accommodations and develop instruction to meet the needs of diverse learners. In addition, teachers are to communicate attendance and behavior issues to SPED staff to assist in revising the educational format of the school. Coaches will attend case conferences and write 504 plans in collaboration with SPED staff. They also are required to communicate any attendance or behavior issues with SPED staff. SPED staff develop curricular designs for students, assisting in the development o individualized communications. Each Excel Center site has one dedicated SPED staff person. Site-specific staff meet with leadership from other sites in order to direction and establish strategic priorities for Special Education from GEI's Director of Special Education.

Because students all have flexible calendars based upon their unique situation, it is common to adjust plans to accommodate students with special needs. Staff work with students to establish what academic schedules are appropriate for their unique needs and make that work. Some students are able to attend one classroom session and then spend the rest of the day in General Skills Lab where they work with other students. Other students are eligible to participate in on-line directed course content, where they can work at their own pace.

English Language Learners

English Language Learners are first identified during enrollment at the Excel Center. Students fill out a Home Language Survey during which they self-disclose what languages are spoken at home other than English. These students who indicate any languages other than English take the LAS Links exam to indicate the degree to which they need assistance in foreign languages. LAS Links exams are taken annually in the fall, with re-tests at regular intervals throughout the school year to determine the level of support students require. English Language Learners' collective data on student growth on TABE scores, credit attainment and intermediate grades will be used to determine whether the school is providing sufficient supports for ELLs.

In its hiring processes, the Excel Center seeks bilingual staff who are able to work with students who speak other languages, but it is unlikely that staff will be able to provide language support for every student who comes in speaking a language other than English. Course content – most notably in online formats – is available in many foreign languages. The Excel Center will contract with interpreting services to ensure that students are able to participate in the regular academic functions of the school. Student case conferences will review student progress and determine whether additional academic supports may be needed to ensure ELL students have what they need.

Students Performing Below Grade Level

A student who enrolls in the Excel Center having dropped out of another school most likely continues to face many of the risk factors that led to his/her leaving school. Many students arrive at the Excel Center in need of significant remediation: TABE scores taken at intake reveal that 70% of students test below a sixth grade skill level in math, and 45% score below a sixth grade level in reading.

Students who test below a sixth grade math level and a seventh grade reading level are eligible to participate in Basic Skills Development: Math and Basic Skills Development: Reading. These courses are designed to increase basic proficiency in skills and to ensure that students can build the basic skills to

succeed in secondary-level coursework. These courses include online education (through Lexia, iLearn, and/or Reading Plus) coupled with direct instruction by licensed staff on course topics and skills that a large number of students are struggling to master. These students are encouraged to make consistent academic progress and learn at their own pace.

For many students, behavioral issues are indicative of problems that occur outside of school environments. Therefore, Excel coaches have the particular challenge of identifying potential issues that might affect student conduct. Where possible, the coach will try to connect the student to community resources or other organizations that might be able to ameliorate some of the deeper issues that can result in poor student behavior.

Students labeled as intellectually gifted

Students who have been labeled as intellectually gifted will be encouraged to explore educational options at the post-secondary level. Students who can pass the COMPASS Placement Exam will have the chance to attend Ivy Tech – at no cost to the student – and take credit courses. The Excel Center will build on Ivy Tech's dual credit course offerings for high school students. In the dual credit arrangement, an Excel Center student is dual-enrolled as both an Excel Center and an Ivy Tech student, and completion of an Ivy Tech course grants both high school and post-secondary credit. The Excel Center will pay the tuition costs for Excel Center students to take Ivy Tech courses. Dual credit has been shown to have significant outcomes in improving postsecondary success and high school credit attainment.[xii]

Research indicates that many gifted students dropped out of school due to life issues that impeded their economic progress. Reports have shown that for males, reasons for dropping out are related to economic issues and the need to find work, whereas for female gifted students, personal issues are more likely.[xiii] In both cases, the Excel Center's coach is a critical support to identify what out-of-school challenges may interfere with that student's educational success.

Student Recruitment and Enrollment

At full capacity, any one Excel Center site will enroll about 300 students. The Excel Center's individualized approach will work best in a small-school environment. Adult students will learn better in an intimate setting that gives each student the flexibility and freedom to learn at his or her own pace. Te school is designed to promote meaningful relationships of support between staff and students, and a school size that is too large will inhibit these relationships from forming. Staff will need frequent and open communication in order to operate in the school's flexible approach; schedulers, coaches, teachers and administrative staff must be able to touch base on various topics throughout the day. The school's small size will encourage this consistent communication that would be difficult to achieve with a larger school.

It is difficult to attain the grade level caps for a given Excel Center; some students can earn credits faster than others, while others may have brought in many credits but testing at levels indicating the need for lengthy remediation. Students will progress at variable paces, and as a result, there will not be hard grade level caps for this school. Moreover, the school handles admission on a rolling basis: if a student

graduates or withdraws from the school, another student who has applied is eligible to take his/her place within the same school year.[2]

Student Enrollment Plan

The Excel Center for Adult Learners will be assisted by Goodwill Industries in the development of the school's marketing plan, and Goodwill Education Initiatives staff will be responsible for student recruitment for the Excel Center.

The Excel Center will be available to any adult who would like to continue his or her education, and the school's student body will likely include students of various ages. However, the school staff will actively target young adults between 18 and 22 years of age because this age group is the most-represented within the schools (40% are 18-25), and reflects that the median age of the applicants to the Excel Center (to Indianapolis sites) is 23. Moreover, the average and locally there are more options for younger adults to succeed in post-secondary education; the majority of Ivy Tech Community College's central Indiana student population is aged 15-24. [xiv]

GEI central staff will manage the student intake process at the school, allowing the people and process that have generated over 2,800 applications for the Excel Center to recruit students in Anderson. Because of its uniqueness in providing educational opportunities, a number of community providers will refer students to The Excel Center. Ivy Tech will refer students with low academic skills to The Excel Center to catch up and then enroll when they have reached a baseline level of proficiency.

Research shows that underrepresented and minority student groups are more likely to drop out of school; academically low-achieving students, students with disabilities, and other at-risk youth all have higher rates of not completing school than others. Therefore, by attempting to fill the Excel Center with older students who have not graduated from high school, the Excel Center will intentionally seek out students from under-represented and marginalized groups. Goodwill Industries has decades of experience reaching out to this group, and, while it spends considerable effort recruiting students via media campaigns, educating community partners, and building referral networks, often the most successful means of generating interest is through word of mouth. In Marion County, the Excel Center's applicants largely heard about the school via word of mouth, and it is likely that, once individuals begin to hear about the Excel Center, interest will grow rapidly. Interestingly, during the past two years, 23 Anderson residents have applied to attend the Excel Center sites in Indianapolis, indicating a willingness to drive considerable lengths in hopes of continuing their education.

The Excel Center's enrollment policy and its application processes are included in Attachment 7.

If a large number of students apply during the summer of 2012, the Excel Center will use a lottery to select its first 300 students. Students who are unable to enroll in the school will be assigned a place on a waiting list to be added when spots become available. Enrolled students will graduate at various times

[2] Growth of the Excel Center may be accomplished by opening up additional locations in communities that demonstrate significant need. More information can be found in the Replication Capacity section.

throughout the year, and new spaces will be filled from a waiting list of interested students on a first-come, first-serve basis they become available.

Student Discipline
The school has a strong emphasis on self-discipline and regulating one's own behavior: students must behave as they would in a professional environment.

Nevertheless, discipline issues will likely arise at The Excel Center. Unfortunately, methods of discipline found in traditional high schools are not effective with this student population, because students may simply decide to leave school if they do not agree with the school's decisions. Parental notification, in-school and out-of-school suspensions are used sparingly, because many students will simply elect not to return from school. A student who is unable to behave in a self-directed learning environment will struggle to be successful long-term in The Excel Center, in post-secondary education or in the workforce. As a result, the school takes a zero tolerance policy towards gross violations of student behavior, including fighting, threats of violence, or other significant violations of student behavior. As a result, when gross violations of student conduct occur, students will be expelled from the school.

For many students, behavioral issues are indicative of problems that occur outside of school environments. Therefore, Excel coaches have the particular challenge of identifying potential issues that might affect student conduct. Where possible, the coach will try to connect the student to community resources or other organizations that might be able to ameliorate some of the deeper issues that can result in poor student behavior.

The school's discipline policy is included in Attachment 8.

Performance Management

The anticipated student population of the Excel Center faces significant academic and non-academic challenges. Students will likely be behind schedule in their academic progress, and The Excel Center's school-specific goals mirror the particular challenges of working with this target population. In addition to the school performance metrics to be established by the state Charter Board, these goals reflect the school's primary mission: to help students complete a high school diploma and become ready for post-secondary education.

To support student progress, GEI will create a supportive environment that promotes flexible and individualized learning while adult learners manage the various demands and challenges of work and life. This approach requires robust infrastructure to assist students in meeting their specific needs, and GEI will maintain the financial, administrative, and support infrastructure in order to operate this non-traditional academic model.

Academic Performance Goal	Methods of Assessment
The Excel Center will enable students who have dropped out of school or who are at high risk of dropping out to earn a high school diploma.	The Excel Center will measure the total number of diplomas earned by Excel Center students since the school's opening.
Students who have been behind academically will be able to catch up and will learn the	The Excel Center's rate of student growth will outperform other Indiana high schools as established

necessary skills and content continue their education.	by the Indiana Department of Education Growth Model.
Students who graduate from The Excel Center will demonstrate the ability to succeed in post-secondary academic environments.	Upon graduation, the Excel Center will measure the average number of courses a student has completed at the post-secondary level as shown from student transcripts.

The Excel Center performance goals reflect the mission of the school by focusing on rapid student progress, graduating from high school, and connecting students to post-secondary education. The Excel Center does not intend to establish any specific organizational goals.

GEI will also administer regular testing to monitor academic growth. Each student's Individual Learning Plan will detail any basic skills development that should take place in order for students to perform at or above his or her grade levels. Excel Center students will also take end-of-course assessments. Based on its target demographics, the Excel Center may not have high initial standardized test scores, but these scores will help determine which content and coursework will be important for students to build on and engage. While test scores do provide a point-in time assessment of student attainment, the Excel Center will focus on promoting student growth. Other standardized tests will provide additional evidence of student progress. At enrollment, each student takes the Test of Adult Basic Education (TABE). The TABE test determines a student's baseline skill level in reading and math and helps determine where the student will begin his or her coursework. This baseline skill level determines which courses the student must take to complete his or her diploma requirements. Students will use this information to create a learning plan that combines these courses and, where possible, any skills-based instruction through a local post-secondary institution.

TABE is taken on an ongoing basis to ensure that students are making adequate progress. Students involved in remediation will take the test every 8 weeks, while students in general education courses will take the test every six months. TABE is widely used in adult education programs, and the school will be eligible to receive supplemental adult education funding from organizations that determine performance requirements by TABE scores. Level gains on TABE will be a standard assessment of progress and engagement in the school. Because students are often balancing other concerns with their education, rapid progression through the Excel Center is critical to long-term student success, so the pace of TABE score improvements will be an important indicator of rapid student progress.

To become eligible for enrollment at Ivy Tech and other post-secondary institutions, Excel Center students must pass the English and/or Mathematics portions of the COMPASS® College Placement assessment test. The Excel Center will be an approved COMPASS testing site. Students will be able to take the test as many times as required until they pass the test, and they will elect the time when they are able to take the entrance test.

Measuring and Improving Progress in the School

The Excel Center will use a number of indicators to measure progress and to refine instruction and organizational performance. These measurements will be relevant for individual and school-wide levels;

however the school will not organize information at the cohort level. A student who has dropped out of school and then returned will be out of his/her cohort; since students will arrive and finish at various times, the cohort-level measurements will have little bearing on the performance of the school.
The chart below outlines the key measurements for students at each level of measurement.

Group	Ongoing Indicators	Year-End Indicators	Term-Long Indicators
Individual Students	• Attendance • Credit Attainment • Performance Grades • TABE Scores	• Pace of Credit Attainment • Attendance • Student Growth • Net TABE increase	• Course completion • ECA Results • Post-Secondary Enrollment • Post-Secondary Persistence and Completion
Student Cohorts*	*N/A*	*N/A*	*N/A*
School-Wide	• Attendance (school-wide) • Net credit attainment • Net TABE increase	• Number of graduates • Percent of graduates enrolling in post-secondary education • Total number of credits earned	• Total number of graduates from the Excel Center • Post-secondary persistence and completion

On an ongoing basis, individual students will be monitored on a number of key indicators, including attendance, credit attainment (including intermediate student grades mid-session), and increases in TABE scores over time. Instructors are responsible reporting on intermediate metrics and logging them in the student management system. Attendance metrics are gathered daily and reported weekly, and TABE scores are recorded by remediation and special education staff. These ongoing metrics will be used by the location director, who will evaluate these metrics as a means of monitoring growth.

These indicators will be used to will help instructors re-evaluate the student's lesson plans and suggest alternative learning methods address subjects or areas of concern. Consistently low scores in certain subject areas within general student population will lead The Excel Center's staff to re-evaluate the basic structure of certain courses by readjusting the default instructional methods available to each student. Students who progressing at academic levels above the school's performance standard will be encouraged to take courses at the postsecondary level in order to both high school and postsecondary credit.

On an annual basis, the Excel Center measures the progress that students make in reaching their educational goals. In addition to higher-level attendance analysis, the site director will lead the staff in evaluating the pace that students are earning credit, noting that a consistent pace of credit attainment towards graduation indicates progress. In addition, for students who are involved primarily in remediation will be evaluated based on the net increase in TABE scores, indicating a growth in skills prior to being able to earn credits. The long-term success of individual students is related to whether students are able to graduate (as measured by credit attainment and passing end of course assessments) and whether students enroll and complete and/or persist in postsecondary education. GEI's registrar will

measure graduation attainment and, in by submitting requests to the National Student Clearinghouse, GEI will continue to monitor the postsecondary success of students who graduate.

On an ongoing basis, school-wide data indicators will be used to monitor whether the school environment is providing sufficient academic opportunities for the people that come in to the school. School-wide attendance metrics, credit attainment, and TABE scores are all used to ensure that the school is operating effectively and that there are not any major performance difficulties affecting the school. Annual school-wide indicators provide a report of what the community benefit has been for the Excel Center during its time. These annual indicators – the total number of graduates for the given year – provide an ongoing metric of how many individuals have achieved the Excel Center's primary goal of graduating students who have not previously succeeded. The postsecondary enrollment metrics indicate whether students have created plans for continuing their education beyond the Excel Center.

On a term-wide basis, the Excel Center will be evaluated based upon how many individuals are able to complete a high school diploma and how successful they are in postsecondary education. The longer-term view on success will permit the Excel Center and its staff to determine how graduates fare after leaving the school, and whether they are successful in the next stage of their education and/or career. Students who require significant remediation at the postsecondary level are highly unlikely to continue their education, so this metric of postsecondary completion (and persistence, for those students still in school) serves to evaluate how successful the Excel Center's educational program was at preparing students to be successful in college.

Staff will submit many of these indicators (attendance, grades and TABE scores) on an ongoing basis. This data is managed by GEI's registrar, who monitors the data quality and operations of the Excel Center's data management system. The registrar is also responsible for generating performance reports. This data is delivered to Excel Center leadership, who analyze the data and use the data to improve performance, revise instruction, and develop staff. The Managing Director (with assistance from the Chief Academic Officer) guides local directors and staff in interpreting the data, comparing progress across multiple Excel Center sites, and training staff on how to use data to improve their own performance.

GEI uses the Harmony student data management system as its tracking systems in both schools. Harmony is developed and supported by Logic Key, Inc and is now active in 103 school corporations in Indiana. Harmony is monitored by Goodwill's IT Department, and it is managed on a day-to-day basis by GEI's registrar, Robin Bess. The Registrar monitors the quality of data, runs reports to be analyzed and delivers relevant indicators to Excel Center leadership.

It is a key priority of Excel Center's professional development plan to equip school staff to use and analyze data to improve instruction. Through implementing the RISE Evaluation and Development System, GEI instructors are using the framework related to data management as a part of the school's plan to improve educational practice. The evaluation of site directors will be based in part on their ability to use bring teams together to use data as a basis in making decisions in a transparent manner (RISE competency 2.3.3). GEI's Chief Academic Officer and the Managing Director establish trainings during which teachers are encouraged to use assessment data to plan their curriculum (RISE competency 1.1)

and for teachers to track student data and analyze progress (1.5). Their use of data factors into their annual evaluation and their development plans to improve their instruction.

Data will be used to monitor progress at the individual student, classroom and school levels. In the event that progress falls short of the Excel Center's goals, an array of strategies will take place to improve student outcomes.

- At the individual level, assessment data will reveal that student progress is not up to proper standards. In these cases, staff will meet to discuss alternate ways of providing supports for students, including increasing the amount of one-on-one attention a student receives; altering the balance of online credit recovery and classroom instruction; working with the coach to identify any potential life barriers that may be impeding academic progress; or altering the pace at which the student is learning.
- At the classroom level, poor performance indicates that instructional staff have not been successful at monitoring and encouraging student growth. If data indicates that students are not demonstrating mastery, then the instructor is in need of additional supports to improve skills and work. Corrective actions are a part of the diagnosis as provided by RISE. In the rare instance of extremely poor performance, it may be necessary to move that teacher into another assignment and have staff work on achieving better outcomes.
- At the school level, consistently poor performance may be the result of a number of factors, including organizational culture, poor process orientation, and leadership deficiencies. Because the Excel Center will also be operating other sites in Indianapolis, the Managing Director has the ability to assess whether the Excel Center in Anderson is operating in fidelity to the Excel Center model, and what particular tools may be needed to improve school performance. Working with the Chief Academic Officer, the Managing Director may be able to schedule intensive trainings, peer mentoring among site directors, and hands-on management for the school if performance is not successful. In cases where a school consistently falls short of expectations, it may be necessary to find other leadership to operate the school.

Governance and Management

Governance Structure and Composition

Goodwill Education Initiatives, Inc. (GEI) will hold the charter for the Excel Center in Anderson. GEI is a 501(c)(3) entity established in 2004 by Goodwill Industries of Central Indiana, Inc. GEI holds the charter for the Indianapolis Metropolitan High School in addition to the Excel Center's Marion County sites. Both existing schools are chartered by the Mayor of Indianapolis. Articles of Incorporation, IRS letter of documentation, and By-Laws are found in Attachment 9. GEI's Statement of Assurances is included in Attachment 10.

The GEI board serves as a network-level board that governs all the schools within its portfolio. GEI manages one Excel Center charter across multiple sites, allowing GEI management to work with a number of school locations to monitor performance, educate staff, and revise the Excel Center model when necessary. The GEI board will meet regularly in Goodwill Industries of Central Indiana, Inc.'s headquarters, in Indianapolis. To accommodate Public Access regulations, these meetings will be

recorded and broadcast live in each of the Excel Centers for locations that are beyond a half hour drive of the location of the meeting. A room in each Excel Center location will show the board meeting, and it will be open to the public allowing for parents and other members of the community to view the proceedings of GEI board meetings.

The GEI Board consists of no more than ten individuals. GEI has a Board of Directors composed of ten persons, a majority of whom are appointed by the board of Goodwill Industries of Central Indiana, Inc. (GICI). The president of GICI is also the president of GEI and is a non-voting ex-officio member of GEI's Board. The board will remain the same size of ten individuals throughout its functioning. Currently, the board has eight occupied positions, and two more positions will be filled at the beginning of 2012.

Roles and Responsibilities

The GEI Board is the ultimate governing body for the Excel Center. The board concerns itself more with long-term rather than short-term matters, matters of policy rather than operational concerns, and matters of paramount rather than ordinary importance. The Board's specific responsibilities include:

- Monitoring the school's key performance indicators
- Establishing policy
- Approving long-range plans
- Approving annual plans and budgets
- Approving any actions that would create or have the potential to create significant obligations for the schools
- Ensuring financial solvency
- Interpreting the schools to the community
- Assessing its own performance
- Taking other actions as necessary and ensuring that structures and mechanisms are in place to ensure that GEI is in compliance with all applicable laws, regulations, and contracts, including requirements of the school's charter

In addition, the GEI Board is responsible for periodically (no less than annually) reviewing and evaluating the relationship between GEI and GICI to ensure that services provided the schools by GICI are meeting quality expectations, providing good value for the school, and are enhancing GEI's objective of being a good steward of its resources.

The GEI Board currently includes the following voting members:

- C. Perry Griffith, Chair
- Gina DelSanto, Vice Chair
- Holly Hill-Brooks, Secretary
- Juan Gonzalez
- Jeffrey Harrison
- Bruce Jacobson

- Michael O'Connor
- Fred C. Tucker, III

The Founding Group for this Excel Center application will also serve as the Board of the Excel Center in Anderson. The GEI board has operated for seven years. The group brings together an array of business experience in industries, public policy, education, finance, and workforce development. The Founding Group includes majority board members. Board members choose to serve on the GEI board for a number of reasons, including: a desire to improve the educational systems available to children, a belief in the performance and mission of GEI, helping individuals reach their maximum potential, and hoping to see more individuals earn the basic credential most needed for a successful, productive life – a high school diploma.

Information on board members is included in Attachment 12.

Procedures

GEI has a Board of Directors composed of a maximum of ten persons, a majority of whom are appointed by the board of Goodwill Industries of Central Indiana, Inc. (GICI). The president of GICI is also the president of GEI and is a non-voting ex-officio member of GEI's Board. The Board of Directors of Goodwill Industries of Central Indiana, Inc. appoints a majority of the members of the GEI board. Candidates for the remaining positions on the board are recommended by the board's governance committee and are voted upon by the board of directors. Candidates are selected to give the overall board an optimal combination of skills, expertise, experiences, and perspectives for effective governance of a publicly chartered high school. Directors are elected or appointed for three-year terms, with the terms of approximately 1/3 of the directors expiring each year.

The GEI board meets five times each calendar year. During meetings, the boards oversee key student performance metrics. Each member of the board receives a monthly report of the school's operations, as well as a financial report. In addition, they express their preference in policies, manage the key staff of the school, and provide strategic direction for the operations of the schools.

Financial management for the school will be overseen by the board of directors. Day-to-day financial management will be provided by the business manager of GEI, who also acts as the assistant treasurer for the board. This person will be assisted and supported by the chief financial officer of Goodwill, who is also the board treasurer of GEI, and the controller of Goodwill. Also included in the financial operations is Bookkeeping Plus, who produces all of the required state financial reports. GEI's chief operating officer also helps oversee the financial matters of the school. The State Board of Accounts conducts a bi-annual audit as part of normal state oversight.

The annual budget will be developed each year by GEI's Chief Operating Officer, the School Director, and the GEI Business Manager with assistance from GICI's President/CEO and Chief Financial Officer and other GICI staff as needed. The budget will be presented to the GEI Board for review, modification as it deems necessary, and adoption.

Ongoing board development includes presentations at board meetings on various aspects of the school's operation. The GEI board also has the following subcommittees:

- The governance committee, which is responsible for the selection, development, and management of the board
- The finance and audit committee, which is responsible for managing the finances of the schools
- The compensation committee, which monitors the compensation of key GEI leaders

The school will comply with Indiana's Public Access Laws. Notification of the board meeting is posted at least 48 hours prior to the meeting. All GEI board meetings will be recorded with a video camera and broadcast live in each of the locations of GEI schools. These broadcasts will be viewable to members of the public, and notice of these meetings will be posted prior to the meeting in each school location. Minutes are also available to the public upon request.

Ethics and Conflicts of Interest

Most of the school's support services are provided in-kind by Goodwill Industries of Central Indiana. Board members are not compensated for their service on the board and sign a conflict of interest statement that is used by all of the boards of directors with organizational ties to Goodwill Industries. GEI's conflict of interest policy is included as Attachment 13.

Advisory Groups

Each location of the Excel Center outside of Indianapolis will have an advisory group to ensure that the Excel Center is providing a relevant educational program that meets the local community's need. These advisory groups will meet six times each year in each site location and will be a means by which the Excel Center will communicate with individuals in the community.

The advisory group will be responsible for providing input to the school on what factors are at play in the local environment, including major economic changes or shocks, changes in the political environment, and any major news that would affect the performance and/or long-term success of the Excel Center location. Moreover, advisory groups will provide a community voice to schools.

Advisory groups will consist of 8-10 members and include relevant stakeholders in the Excel Centers' success, drawing on expertise in from postsecondary institutions, community groups, K-12 education, government/public policy, and business. These groups will also include teachers and students (either past or present) to ensure that students have a voice in the feedback of school operations.

The local site director will be responsible for managing the relationship between the school and the advisory group; he/she will set agendas for each meeting in collaboration with GEI central leadership.

Board Expansion, Development, and Succession

Development of the board is an ongoing process. As a board that has been in continuous operation for the past seven years, the board is familiar with the operations, details, and political realities of operating charter schools. All new members of the board receive an in-depth orientation, which includes an extensive explanation of how the school operates and the relationships between the school and Goodwill.

Ongoing board development includes presentations at board meetings on various aspects of the school's operation. Board members are also invited to attend student demonstrations.

The Chief Operating Officer of GEI takes every effort to ensure that board members are aware of the effects a rapidly-changing educational environment has on the performance of GEI's schools and, more generally, how changes are affecting the educational system as a whole. In regular biweekly emails, the COO updates the board on new developments in topics like school accountability, school choice, teacher performance, and a number of other developments involved in education reform.

Grievance Process

In the event of a parent or student having an objection to a governing board policy or decision, GEI staff will be made aware of that grievance. After investigating the

In case of a student or parent complaint, the request will be forwarded to the local site director. If the site director is unable to resolve the question, the student/parent is able to take that request to the managing director. The next stage of escalation would go to the COO of GEI. The GEI board has an active policy not to hear on matters of expulsion, so the next step of conflict mediation would be to seek restitution in the courts.

Documents related to the meetings business of the GEI board are available to individuals free of charge. Students are also able to receive a student handbook – which outlines the policies and procedures of the school – to students and parents at no cost to them. Students are also able to receive their transcript free of charge.

School Management Contracts – Not Applicable.

Network Management

GEI's network management team also serves as the leadership team for the school. Key leaders include:

Jim McClelland, President & CEO – The president provides overall executive leadership for GEI. Specific responsibilities include the following:

- Providing staff support for the board of directors
- Articulating a vision for GEI
- Leading strategic planning activities, including planning for physical plant and capital equipment for the schools
- Monitoring the external environment to detect changes that might pose a threat or create an opportunity
- Hiring, developing, and assessing the performance of the COO
- Setting high standards; measuring and monitoring key performance indicators
- Exemplifying the values of the school and ensuring that they are being upheld throughout GEI and schools operated by GEI
- Developing and maintaining relationships that are essential or that could be helpful to the school and/or its students
- Assisting in interpreting the school to the community

- Assisting in raising financial support for the schools

Scott Bess, Chief Operating Officer – The chief operating officer's responsibilities include:

- Providing overall leadership for the operation of the schools
- Arranging for the non-academic supports needed for effective operation of the schools
- Coordinating wraparound services needed by students and their families
- Serving as GEI's primary relationship manager with education-focused stakeholders, including the Mayor's Office of Charter Schools, Indiana Department of Education, and others
- Reporting to the president any concerns regarding performance of staff of the school or of GICI that might adversely affect the school's effectiveness

Schauna Findlay, Chief Academic Officer – The Chief Academic Officer leads the development of curriculum and overall educational strategies for GEI's schools, including:

- Leading the development of curriculum and overall educational strategies
- Leading the scheduling teams in the development of the master schedule and appropriate course offerings
- Assisting instructors in setting academic priorities
- Providing leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning students, test results, and/or Indiana Academic and Common Core State Standards
- Providing training to and assisting Excel Center directors and lead teachers in observing teachers, providing effective feedback, and completing evaluations
- Assisting school leaders in coordinating and administering in-service education programs for the instructional staff
- Providing research, recommendations, training, and supervision of academic interventions and tools through the Response to Instruction Framework

Betsy Delgado, Managing Director – The Managing Director provides a hands-on approach to leadership in the directing, planning, managing, and coordinating the educational goals and vision of the Excel Center schools. Specific duties include:

- Assisting the Superintendent in developing strategies, goals and objectives for the schools and leads directors in managing the implementation of these objectives.
- Leading the development of the Excel Model and communicates the vision to staff.
- Providing leadership and supports training of directors and lead teachers in evaluating performance data.
- Providing leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning students, test results, and/or Indiana Academic and Common Core State Standards
- Implementing the Excel Model in new locations, including coordinating staff hiring, training and development, facilities and infrastructure, scheduling and reporting.
- Providing training to and assists Excel Center directors and lead teachers in observing teachers, providing effective feedback, and completing evaluations.

- Assisting school leaders in coordinating and administering in-service education programs for the instructional staff
- Facilitating and supports directors in the day-to-day function of schools.
- Representing GEI, as appropriate, in community planning and policy making activities

GEI leadership also includes the following director-level staff. Resumes on these leaders are included in Attachment 3.

Greg McClure, Director, Special Education. McClure oversees the strategic formation and planning of special education services for the Indianapolis Met and the Excel Center.

Courtney Rent, Director, Community Outreach. Rent coordinates student outreach and recruitment, assisting families with student applications, enrollment, and waiting list policies. In her duties, she serves both the Indianapolis Met High School and the Excel Center.

Tieree Smith, Director, College and Career Readiness. Smith establishes criteria and support for students' work in postsecondary education. Also serves to support career readiness and the exploration of new careers for students.

To clarify the levels of decision-making within the Network, the chart below further differentiates "Network / Management Decision Making" between the activities of GEI, Inc., and the activities of Goodwill Industries, which provides operating support and lends support through several support functions for the school.

GICI provides an array of support infrastructure that allows GEI staff to focus on academic instruction and operating a school. The local site level includes community-level outreach and other support.

GEI administrative staff are responsible for setting broad strategic goals and ensuring that site-level staff have the resources and support required to perform their functions in local sites. Specialist staff in Excel Center locations (including special education and college and career readiness) are responsible for implementing these strategic priorities while working with students in their local school. These staff report to the site director. Student support and engagement services shared by both schools will include:

- Student recruitment
- Transportation
- Student administration / registrar
- Special education services
- College counseling, enrollment and retention
- Management of Excel Centers in multiple locations

Function	Network / Management Decision Making		School Decision-Making
	GEI, Inc.	GICI, Inc.	
Performance Goals	X		
Curriculum	X		
Professional Development	X		
Data Management and Interim Assessments	X		
Promotion Criteria	X		
Culture	X		
Budgeting, Finance, and Accounting	X		
Student Recruitment			X
School Staff Recruitment and Hiring	X	X	X
H/R Services (payroll, benefits, etc.)	X (payroll)	X (benefits)	
Development		X	
Community Relations			X
IT		X	
Facilities Management		X	
Vendor Management / Procurement	X		
Other operational services			

In some instances – most notably recruiting – all three levels are engaged in providing essential students for the school. In this case, Goodwill staff provide the initial sourcing and screening of candidates, and GEI and the local school participate in panel interviews to select the proper candidate.

School Staffing

Staff Structure

A staffing chart – including profiles of key Excel Center positions – is included in Attachment 15.

The Excel Center will have a total of 28 staff positions. 14 of these positions are devoted to instruction, 5 are devoted to coaching and life skills assistance, 2 are devoted to career pathways and college transition, and one is devoted to special education. The school will have a (licensed) teacher-student ratio of 21 students for every teacher, and 11 students for every staff person in the school.

Senior administrative staff will provide direction and guidance to the local site director to support the formation of his/her team. The site director will be responsible for managing, developing, and monitoring performance of his/her staff. Management will conduct annual performance reviews with these staff and will provide supports.

Staffing Plans

Employees of the Excel Center will be employed by GEI, Inc. They will be at-will employees and will not use contracts. The employee manual for GEI is included in Attachment 16. Salaries for the Excel Center positions are listed at right below.

Position	Base Salary
Lead Teacher	$60,000
Science Instructor	$42,000
Social Studies Instructor	$42,000
English Instructor	$42,000
Math Instructor	$42,000
Resource Specialist	$35,000
Special Education Specialist	$43,000
Coaches	$35,000
College Transition Counselor	$43,000
Career Pathways Specialist	$43,000
Site Director	$99,000
Assistant Director	$66,000
Receptionist	$25,000
Childcare Director	$30,000
Childcare Attendant	$20,800

The following are the basic benefit programs in which full-time employees may participate:

- Comprehensive Health Plan
- Wellness Program
- Employee & Dependent Life Insurance
- Comprehensive Dental/Vision Plan
- Section 125 Plan
  - Pre-tax Health & Dental/Vision Plan premiums are automatic when you enroll
  - Pre-tax savings for health and dependent care expenses not covered by the group plans
- Retirement:
  - 403(b) Retirement Savings Plan
  - FICA
- Employee Assistance Program (EAP)
- Long Term Disability Plan
- Tuition Reimbursement

GEI includes incentives in order to reward high performing teachers via merit increases. This incentive program aims to reward high-performing teachers by increasing their compensation. Teachers who are identified as “highly effective” during their RISE evaluation are eligible for a performance-based bonus. In addition, effective and highly effective teachers are eligible for merit-based raises. Ineffective teachers will not be eligible for pay increases.

Hiring the right individuals is a critical success factor for the new Excel Center. Staff recruitment will be managed by Goodwill's Employee and Organizational Development (EOD) division. EOD staff currently recruit all teachers and staff members for the Indianapolis Metropolitan High School. The talent acquisition plan is based on Targeted Selection®, a competency-based behavioral interviewing system used across the Goodwill organization. EOD's talent acquisition strategies approach assesses applicants' behaviors, motivations, and technical knowledge necessary to accomplish the tasks of the target position.

Goodwill staff are responsible for sourcing and screening candidates for its available positions. In accordance with the requirements of IC 20-24-6-5, Goodwill staff verify the licensing of all of the teaching staff that are presented as candidates.

New staff are selected after an array of interviews with Goodwill staff, GEI administration, and peer interviews. Candidates attend several panel interviews, and the team of staff assess whether that candidate has the required grasp on instruction, fits the organizational culture, and has the emotional intelligence to build relationships with the Excel Center's student population. For management-level positions, GEI administration are responsible for making the final decision on hiring. For school-level positions, this decision is the responsibility for the site director.

GEI recruitment uses a number of resources to source candidates, including:

- CareerBuilder/Star Diversity Fair sponsor
- Teach for America Job Fair
- Teacher Candidate Recruitment Day
- University of Southern Indiana Job Fair
- Xavier University Recruitment Fair
- National Association of School Principals
- National Association of Black School Educators
- Indiana School Personnel Job Bank (Department of Education)
- LinkedIn
- CareerBuilder database

Goodwill staff also post job announcements at the following universities: Anderson University, Ball State University, Butler University, Indiana University (Bloomington), Indiana University – Purdue University Indianapolis (IUPUI), Martin University, Marian College, NISH, Purdue University and University of Indianapolis.

All offers of employment under GEI are conditional pending a national background check. All employees are required to work in consort with GEI's Basic Principles, Historic Values, and Standards of Conduct. Failure to abide by the Standards of Conduct will lead to disciplinary action, including termination of employment. More information on these Standards is available in Attachment 16.

Performance Development

Teachers and leaders in GEI schools will participate in rigorous annual evaluations that present teachers with valuable feedback tied to personalized and meaningful professional development. GEI uses the RISE Evaluation and Development System to monitor teacher performance and to provide development

opportunities for teachers to improve instruction. This assessment tool evaluates teacher performance in four domains: planning, instruction, leadership, and core professionalism.

Evaluations are conducted by the Site Director. The Chief Academic Officer of GEI assists in training directors, educating staff on the system, and monitoring performance development. The RISE evaluation tool used in evaluating staff is included in Attachment 17. Site Directors, in turn, are evaluated by the Managing Director using the RISE evaluation tool for principals (also included in Attachment 17).

In the event that leadership or teacher performance is unsatisfactory, a number of targeted interventions would take place to improve performance. In the case of leadership/teacher changes and turnover, assistance will come from the Managing Director and other GEI administrative staff to maintain school functioning until new staff can be hired. Changes in site-level leadership will require the Managing Director of the Excel Center's multiple sites to intervene in the local site, and begin work immediately on finding a new director. Changes in staff and instructors would lead to the school covering that position until Goodwill staff can recommend a suitable candidate as a replacement.

In addition to being a critical best practice for effective instruction, the Excel Center's academic philosophy is designed to provide ample supports for professional development to help teachers improve instruction and improve their delivery with the Excel Center's population. Professional Development is coordinated across all of GEI schools and is designed to reinforce teacher awareness of common core standards, and to promote awareness of best practices in education. Network Administration in GEI will assess whether common professional development needs to take place across the schools in GEI's network. The Chief Academic Officer is responsible for monitoring RISE evaluations, TABE and academic data and, in collaboration with the Managing Director, establishes a schedule in which common development may take place.

At the site level, the Site Director is responsible for developing the culture and establishing strong connections with local community career pathways. He/she is responsible for reporting what additional professional development needs to be delivered at a local site.

Professional Development During the School Year

At the beginning of the new school year, new staff will undergo a two-week orientation where teachers learn about the population they will be serving, more information about Goodwill and the Excel Center, and to receive an overview of the Excel Center's curriculum, instructional resources, and industry sectors. This development covers many administrative needs, presents teachers with the principles of blended courses and instruction.

- **Day 1:** Learning about the Adult Student Population & Poverty Simulation
- **Days 2 and 3:** Staff Retreat and Teambuilding
- **Day 4:** Orientation of GEI staff and GEI schools
- **Day 5:** Tour of Goodwill Industries and Key Areas; Training on online credit recovery
- **Day 6:** Operational introductions (IT, online testing, staff/student handbooks, transcripts)
- **Day 7:** Coaching Practices and Discipline
- **Day 8:** Curriculum Overview and Blended Courses
- **Day 9:** Contextualized Learning and Career Pathways
- **Day 10:** Tours of industry partners and Staff Pairing Work.

Twelve days are scheduled throughout the year for dedicated, planned professional development. These days allow staff to hone their skills, build skills. These courses are designed to support and maintain performance in the school in three key areas: (1) curriculum design and planning, (2) promoting student attendance and retention; and (3) career planning and workforce preparation.

Teachers do not hold fixed-time classes on Fridays, and that day is reserved for teacher preparation and staff collaboration. There are 42 scheduled planning days in The Excel Center's 2012-2013 school calendar, and they are designed for staff to hold meetings, teachers to plan lessons and establish collaborative plans, for Special Education conferences to be held, and for students to meet one-on-one with students.

RISE will be used as the primary template for teacher evaluation. As a result of RISE's template, each teacher receives a final score that is calculated from a teacher's ratings on the first three domains (planning, instruction, and leadership). The effectiveness of this program will be evaluated by the rate of growth in these RISE final scores and in what domains are the gains being made most quickly.

Parent & Community Involvement

The opening of an Excel Center site in Anderson is primarily the result of local community interest in the school. The efforts of the Anderson Impact Center have been essential in creating an opportunity for the community to be involved in the school.

It is unlikely that many parents of students will be involved in the school. Students in the Excel Center will have a higher degree of independence than traditional high school students; many students will no longer live with parents or guardians, and many students may be taking care of their own children. The school has been designed with the expectation that most students live on their own and are more likely to be responsible for their own lives.

In cases where students are still below age 18, Excel Center staff and coaches make every effort to work with parents in the same focus as traditional high schools. Coaches are often the line of communication between the school and families. Coaches communicate school expectations with parents, provide opportunities for parents to be involved with life of the school, and work with families to address any challenges or barriers that may keep younger students from continuing their education. Coaches will be the primarily liaison between school and the families of Excel Center students. Coaches will meet with students and their families to understand the family dynamics affecting student success. Where necessary, GEI's Student and Family Services will be used to help address any issues or barriers to family well-being that affect a student's ability to be successful in school. Most often, these barriers will relate to providing care for young children of students.

Community partners will be critical to the school's success. Tangible examples of community partnerships might include:

- Connecting students to post-secondary academic opportunities. Through Ivy Tech Community College's Dual Credit offerings, a student would be able to take courses leading to an HVAC certification while enrolled in the school. These courses will allow each student to earn high school credit.

- The Anderson Impact Center plans on using the Robinson Elementary School to house additional community supports and not-for-profit organizations located in the same building. This coordination of community services will provide much more targeted supports for students of the Excel Center in the same building. For example, many of the adults in adult education or job training programs may be parents or relatives of children in the Excel school.
- Goodwill Industries operates a Goodwill store in Anderson. Students who can make working in the store a viable option can be employed by Goodwill.

Evidence of community support is included in Attachment 18.

Start-Up & Operations

A start-up plan for the school is included in Attachment 19.

The Budget and Financial Planning Worksheet for the school is included in Attachment 20.

Transportation

The Excel Center's extended hours of operation make it difficult to coordinate large-scale transportation programs for each student, and unlike more traditional schools, each student's physical attendance at the Excel Center will be based upon his or her work and family schedules, with students arriving and leaving the Center at various times.
The school will use several options for student transportation.

1) The school – and its additional satellite locations – will be located in areas with significant need, so that The Excel Center is within walking distance of many students' homes or work locations. Additional locations for The Excel Center will be chosen, in part, based on geographic availability and demographic need.
2) The school will be located on or very near a bus line, and students may use the City of Anderson Transportation System (CATS) to get to school. For those students who qualify for income[3] may use the CATS and not be able to afford bus passes. CATS staff have indicated a willingness to work with Excel Center staff to accommodate their bus routes to ensure that buses are running to make sure students are on time.
3) Many students will have their own cars and will be able to transport themselves to and from school.

The Excel Center does not anticipate scheduling many extracurricular events like field trips or athletic events. However, in the rare event that the Excel Center needs additional transportation assistance, the buses used by the Indianapolis Metropolitan High School may be used to transport students to special events.

[3] Although the Excel Center does not participate in the federal lunch program, it uses Free or Reduced Lunch status as the means of determining that an individual's income qualifies the student to receive a bus pass.

The Excel Center will provide an array of supports to homeless students and will not withdraw any critical school services to students who are homeless. These students may enroll without school records and will be given transportation support (via bus passes) like other students. Because the main means of transporting students is through the city bus system, students are able to use CATS from any location in the city.

Safety and Security

Goodwill has developed its Safety, Loss Prevention and Security department to manage security and safety in its facilities. Each Goodwill location is regularly audited for compliance with applicable safety, including, inventory management, labor reporting/payroll, and back-office processing policies and procedures. Security audit scores lower than 90% result in immediate follow-up and remediation until the known exposures are corrected. Goodwill also has a high resolution digital security camera system in operation in many locations. The camera system is both a deterrent to theft / misappropriation / misbehavior, and a tremendous tool for training, investigation, and prosecution of those who would steal from or otherwise harm Goodwill and/or those it serves.

Goodwill's chief financial officer and safety director work actively with the insurance agents and carriers for risk assessments, audits, training, policy reviews, additions and deletions to listed coverage, and for business development practices. Only the chief financial officer or the chief executive officer can make changes to insurance coverage, identify a third party as an additional insured, or provide proof of insurance to a third party.

Goodwill has developed a comprehensive disaster recovery and business continuity plan, including a fully redundant data hot site at our Airport Place retail outlet facility. Goodwill conducts regular drills and audits to assess our preparedness in the unlikely event of a total or partial loss of the Michigan Street headquarters facility.

Technology Specifications and Requirements

The Excel Center will equip its classroom space and resource area for students to use for self-directed online learning, TABE, and computer instruction. Laptop computers will be available for students to use in certain areas of the building. The school will also have smart boards in selected classrooms, media projectors to lead courses, and laptop computers for staff. Computers will be equipped with standard office software – including word processing, spreadsheets and presentation software (in Microsoft Office).

Core educational content will be delivered via web-based connections; this structure stores student work on Goodwill services or through vendors who use cloud-based storage of student work. This arrangement ensures that students do not need to purchase their own storage media, nor will they need to pay for any aspect of the Excel Center's technology plan. In addition, students – most of whom do not have Internet access at home – will not be required to use this technology at home, nor will they be required to purchase or obtain any equipment to use the school's online system.

Each computer and/or piece of technology will be assigned to a particular classroom to be used in that location. Students will be able to log in to any computer in the Excel Center to retrieve and access his/her information. All media equipment will be tagged and monitored by Goodwill Industries' IT functions.

Goodwill Industries' IT staff is responsible for maintaining the upkeep and operations of all technology. Goodwill support staff provide support and access across all of Goodwill's locations in its 29-county area. Goodwill provides telephone-based support and monitors upkeep of its technology platform 24 hours a day, 7 days a week. Staff and students are able to contact tech support at any time by calling x4444 on the Excel Center's telephone network.

In the event that the school's data connection is impaired or lost, Goodwill IT staff begin working to repair the connection immediately. Any equipment that fails or needs to be replaced will be done so by Goodwill. If the data connection is not working, Excel Center instructors will provide more in-paper instruction and students will be able to continue their online credit recovery program at other times. TABE and other student tests will be delivered in paper formats. Access to the Goodwill network is secured. Data is retained by Goodwill staff and secured. Goodwill also maintains a disaster recovery hot site that activates a back-up server in the event of a major failure of its technology system. All vendors of online content used by Goodwill (currently the A+nywhere Learning System, Lexia, iLearn and Reading Plus) have similar data backup policies and procedures.

Insurance Coverage

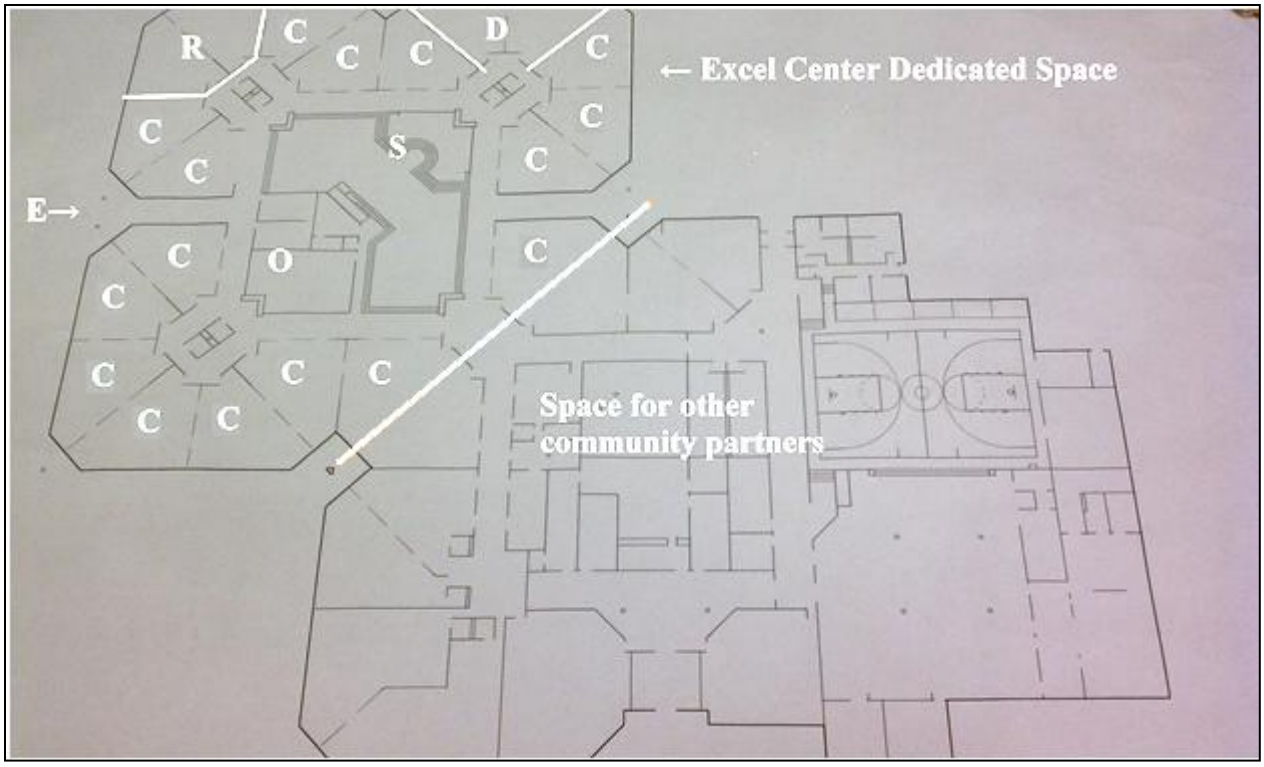
Goodwill Education Initiatives already has a policy for liability insurance through Gregory and Appel, Inc. Gregory and Appel has an A-BEST insurance rating and is able to accommodate coverage for the Excel Center for the amounts required by the Mayor. This current policy applies for all Excel Centers in Indiana and this policy would apply to a site in Anderson. Proof of this insurance coverage is included as Attachment 20.

Facilities

In partnership with the Anderson Impact Center, GEI has identified the Robinson School Building as the identified site for the Excel Center in Anderson. The Robinson School building is easily accessible to youth and adults throughout the Impact Center's target area and from other parts of the city as well. The building appears to be in good condition and is large enough to accommodate the various ancillary programs the Impact Center programs has planned to incorporate into its vision for the local community.

The Robinson Elementary School is located at 630 Nichol Avenue, Anderson, IN 46016. The Impact Center has a vision for using this building to house an Excel Center location and, in another part of the building, an array of community supports for partners to provide services. The Robinson Elementary School building has an array of classrooms with collapsible and movable walls, which allows for flexibility in establishing larger classroom space out of the existing facility. In addition, the space allows for a drop-in center with an outside play area, a resource area, and a student meeting area near GEI leadership and other places. The space allows for 16 classrooms, a Resource Area. All of this space can be adjusted easily to accommodate larger classrooms, team-taught rooms and general meeting space.

Facility Layout



Key:

- E – Entrance to School
- C – Classroom
- R – Resource Area
- O – Office Space for Coaches
- S – Student Meeting Area
- D – Drop in Center (with outside play area)

Budget & Finance

Goodwill Education Initiatives follows Generally Accepted Accounting Practices and State Board of Account requirements in all of its bookkeeping for its schools. Day-to-day financial management is provided by the business manager of GEI, who also acts as the assistant treasurer for the board. This person will be assisted and supported by the chief financial officer of Goodwill, who is also the board treasurer of GEI, and the controller of Goodwill. Payroll is managed by GEI staff for all of its employees. Also included in the financial operations is Bookkeeping Plus, who produces all of the required state financial reports. GEI's chief operating officer also helps oversee the financial matters of the school. The State Board of Accounts conducts a bi-annual audit as part of normal state oversight. GEI does not contract for any additional business services other than what is provided by Goodwill Industries of Central Indiana, Inc.

Goodwill Education Initiatives is subject to an annual audit as a part of Goodwill Industries' annual audits.

Replication Capacity

GEI currently operates two charters in Marion County, Indiana. Both charters were authorized by the Mayor of Indianapolis. Under the agreement with the Mayor, the one Excel Center charter allows the school to operate in three sites in Marion County. This structure allows for a robust administrative support – including partnering with local community groups – while still maintaining a small, intimate and collegial classroom environment in each specific site. Each new site is approved by the Mayor prior to opening.

Interest in the Excel Center reaches across the state of Indiana, and there is strong interest in opening Excel Centers in additional sites across the state. Because the management capacity of the school can reach much of central Indiana – and the need is so great in many communities across Indiana – the Excel Center can be extended to multiple sites. GEI management has established a structure that allows administrative staff to monitor and provide oversight across a number of Excel Center locations, training staff and ensuring that the school's culture is aligned with the Excel Center model.

The size and skill level of GEI's current administration – along with the support of Goodwill Industries of Central Indiana – allows the Excel Center leadership to explore opening up additional sites within Indiana. The organization is familiar with replicating new sites – as they do with Goodwill stores – and can bring its educational model to more individuals when it can. In addition, the support of Goodwill Industries allows the school to grow financially and meet the obligations of charter school start-up funding, and the support staff that support the school have additional capacity to grow. This structure already allows GEI staff to explore opening up new sites and allows local-level management to focus exclusively on maintaining a quality educational environment.

Portfolio Review & Performance Record

GEI has two schools in its portfolio, The Indianapolis Metropolitan High School and the Excel Center. Both schools' performance records are discussed below.

The Indianapolis Met

Results: The Indianapolis Metropolitan School educates students with significant challenges and prepares them for lifelong academic growth. The Met's PL221 Grade indicated improvement of 7.2% for the year, with performance rated at 77.2%. These scores indicated that the Met would have received an "A" rating, except the school did not make Adequate Yearly Progress and therefore is capped at a "C" rating.

Many students who enroll in the met come from challenging family situations and are academically behind. While the school has a marginal four-year graduation rate, its five-year graduation rate is better than other schools of similar complexity – free/reduced lunch status. The school has a five-year graduation rate of 74.0%,

Causes: The Indianapolis Met's organizational culture establishes strong relationships between staff and students. The school spends considerable effort trying to ensure relevance of its educational program, and, given enough time, the school is able to bring students who are behind in their academic progress to the point where they can continue on to postsecondary education.

Challenges: The Indianapolis Met has a challenging student population to work with: high rates of free/reduced lunch and special education – coupled with students who are on average two grade levels

behind when they enroll – makes it difficult to achieve short-term success with this population. The Met focuses on long-term growth, and enables students to work to achieve their goals even if it takes five or six years to do so.

Value to Network: As the first school that GEI operates, the Indianapolis Metropolitan High School has been instrumental in shaping the operations, philosophy, and vision of all of GEI's schools. The school works with a non-traditional student population with significant educational obstacles: most students enter the Met at least two grade levels behind. The school has high levels of free and reduced lunch, and many students come from broken homes, struggle with homelessness, and have few resources. The Indianapolis Met follows the pattern of Relationships, Relevance and Rigor that remain instrumental to the Excel Center's approach. In addition, the Indianapolis Met has helped GEI learn the basic operations of operating and managing a charter school.

Perhaps most notably, the Excel Center concept was a product of realizing that many students in the Indianapolis Met high school were ill-suited to the academic environment within a high school of traditional-age students (roughly 14 to 18). These students were predominantly older and under-credited (for example, 19-year olds at a freshman level), and very few of these students were able to succeed in the Met's environment. Recognizing that, in reality, there were few viable options that met the particular needs of this older student population, Bess explored the concept of the Excel Center as a means of re-engaging older youth and adults with a high school education.

The Excel Center is the other school in GEI's portfolio.

Results: It is difficult to assess the progress for the Excel Center so far, as the first year of operation still has yet to give valid data. The Excel Center's PL221 Grade is based upon a cohort of 10 students, which does not allow for valid extrapolations to the entire student body.

Causes: The newness of the educational model for the Excel Center is a challenge to measure and assess. In addition, a school composed of students who have not been successful elsewhere has a unique set of challenges that are difficult to measure by traditional, one-size-fits-all approaches. To accurately measure the progress of the Excel Center, it should be evaluated on the merits of its approach with its target population, using relevant and strict accountability measures that take its unusual student body into account. Performance is sought to be improved by refining the instructional methods as new data is gathered about how students are progressing. Since its first year, the academic model has moved away from student-led pacing (which often was too slow to lead to results) and a stronger focus on workplace readiness. These indicators have already seen improvements in the pace of credit attainment and student growth (as measured on TABE). In addition, while the school granted 400 credits to students over the course of its first year, the first eight-week term of 2011 saw students earn 777 credits.

Financial statements for GEI's schools are included in Attachment 24. Statements for Goodwill Industries and its affiliated entities are included in Attachment 25.

GEI has not experienced a termination of contract with a charter school. No charters have been revoked, non-renewed, shortened or been conditionally approved. The Indianapolis Met received a full seven-year charter renewal from the Mayor of Indianapolis in 2010. GEI's schools have not had any performance deficiencies or violations that led to authorizer intervention. GEI has no prior history of litigation.

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SCHOOL PROPOSAL OVERVIEW & ENROLLMENT PROJECTION

Please provide information for the **designated representative** for the applicant group. This individual will serve as the contact for all communications, interviews, and notices regarding the submitted application. *Note: Names and contact information may be shared with external groups by the ICSB.*

Name of proposed charter school:	The Excel Center
Proposed charter school location: *Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the geographies the school intends to serve.	630 Nichol Avenue, Anderson IN 46016
School district(s) of proposed school location:	Anderson Community Schools
Legal name of group applying for charter:	Goodwill Education Initaitives, Inc.
Names, roles, and current employment for all persons on applicant team:	Jim McClelland, President / CEO, Goodwill Scott Bess, Chief Operating Officer, Goodwill Schauna Findlay, Chief Academic Officer, GEI Betsy Delgado, Managing Director, GEI
Designated applicant representative:	Scott Bess
Address:	1635 W. Michigan St. Indianapolis, IN 46222
Office and cell phone:	(317)524-4501
Email address:	scott.bess@goodwilleducation.org
Fax:	(317)524-
Model or focus of proposed school: (e.g., arts, college prep, dual language, etc.)	The mission of The Excel Center is to provide young adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities.

Proposed Grade Levels and Student Enrollment

Specify the planned year of opening for the charter school, and indicate both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify)	9-12	300
Year 2	9-12	310
Year 3	9-12	315
Year 4	9-12	320
Year 5	9-12	325
At Capacity	9-12	325

Does the school expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?* Yes☐ †No☒

If yes, identify the ESP or other partner organization:

**Note: If the applicant intends to partner with a service provider or partner that has previous experience in operating a school, the applicant should use the RFP for Experienced Operators.*

Proposed Head of School/Principal Information *(If Known)*

Name of proposed candidate: Betsy Delgado (Local Site Director TBD)

Current employment: Managing Director, The Excel Centers

Daytime phone: (317) 524-4380

Cell phone: (317) 605-4253

Email address: bdelgado@theexcelcenter.org

Will an application for the same charter school be submitted to another authorizer <u>in the near future</u>? Yes☐ No ☒

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

Please list the number of <u>previous</u> submissions for request to authorize this charter school <u>over the past five years</u>, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): Mayor of Indianapolis (approved 1st Excel Center)

Submission date(s): March 2010

CHARLES PERRY GRIFFITH JR

Place of Birth:	Indianapolis, Indiana
Residence:	663 Forest Boulevard, Indianapolis, Indiana 46240
Spouse:	Nancy "Michelle" Griffith
Children:	Charles "Perry" Griffith III
	"Maegan" Elizabeth Griffith
	"Claire" Helene Griffith
Parents:	Charles Perry Griffith Sr (deceased)
	Gerd Jacobsen Griffith
Sibling:	Wendy Griffith Kortepeter
Education:	Attended Boston University and Indiana University, Receiving B.S. (1976) and M.B.A. (1978) degrees from Indiana University

Professional Career:

Dec 1992 - Present	Chairman, Denison, Inc. & Subsidiaries
Oct 1989 - Present	President, Denison, Inc.
1982 - Present	Director, Denison, Inc.
Sep 1979 - Sep 1988	Merchants National Bank & Trust Company Vice President & Senior Account Officer, Commercial Banking Division
1982 - 2010	WC Griffith Foundation Trust - Advisor
1982 - 1987	Union State Bank, Carmel, IN - Director
May 1988 - Feb 2005	Benicorp Financial, Inc. - Director, Vice Chairman
2010 - Present	Merchants Bank of Indianapolis - Director
2010 - Present	Griffith Family Foundation - President

Civic Organizations:

Boys Club of Indianapolis	Past Director
Brebeuf Jesuit Preparatory School	Past Trustee
Butler University Business School	Past Advisory Board Member
Corporate Community Council	Past Member
Crown Hill Cemetery Board of Corporators	Member

Board of Managers	Past Chairman
Economic Club of Indianapolis	Member
Eiteljorg Museum	Past Trustee
Goodwill Industries of Central Indiana	Honorary Director, Past Chairman
Goodwill Foundation	Director
Goodwill Education Initiatives	Chairman, Director
Greater Indianapolis Progress Committee	Past Director
Indianapolis Clean City Committee	Past Director
Indianapolis Convention & Visitors Assoc	Director
Indianapolis Downtown, Inc.	Director, Past Chairman
Indianapolis Private Industry Council	Past Chairman
Penrod Society	Past Member
Riley Children's Foundation	Board Governor, Past Chairman
St Vincent Hospital Foundation	Past Director, Past Vice Chairman
Sigma Nu Alumni Beta Eta Chapter	Past Director
The Hundred Club	Member
Washington Township School Foundation	Board Member, President Elect

Social Memberships:

Columbia Club	
Maxinkuckee Country Club, Culver, IN.	
Maxincuckee Yacht Club, Culver, IN.	
Meridian Hills Country Club	
University Club	Past President

Church Affiliation:

Second Presbyterian Church	Past Deacon

C. Perry Griffith, Jr., Chair

C. Perry Griffith, Jr., is Chairman and President of Denison, Inc., a family owned business headquartered in Indianapolis. Denison Properties and Denison Parking are the two primary subsidiaries of Denison, Inc. Griffith has served in this capacity since 1989. Prior to that, Griffith worked for 10 years at Merchants National Bank & Trust Company spending most of that time in commercial lending.

Griffith served on the board of directors of Union State Bank in Carmel from 1982-1987 prior to its acquisition by Merchants National Bank & Trust Company. He also served as a Director and Vice Chairman of Benicorp Financial, Inc., prior to its sale in 2005. Currently, Griffith serves on the board of directors of Merchants Bank of Indiana.

Griffith has served on a number of civic and not-for-profit boards. He is the past Chairman of Crown Hill Cemetery Board of Managers, Goodwill Industries of Central Indiana, Indianapolis Downtown, Inc., Indianapolis Private Industry Council and Riley Children's Foundation. Griffith continues to serve on the boards of Crown Hill Cemetery Board of Corporators, Goodwill Industries of Central Indiana and the Goodwill Industries Foundation, Riley Children's Foundation and the Washington Township School Foundation.

Board Member

GINA C. DELSANTO, Ph.D.

11599 RINGER ROAD
FISHERS, INDIANA 46040
OFFICE: (317) 940-9078
HOME: (317) 845-5507

EDUCATION

PH.D., INDIANA UNIVERSITY
RESEARCH AREAS: CRITICAL THEORY, ITALIAN LITERATURE AND CINEMA, SEMIOTICS, WOMEN'S STUDIES, MEDIEVAL STUDIES
DISSERTATION: SEXUAL POLITICS, ALTERITY AND THE SEARCH FOR SIGNIFIERS IN BOCCACCIO'S *DECAMERON*

M.A., INDIANA UNIVERSITY
ITALIAN LANGUAGE, LITERATURE AND CINEMA

B.A., UNIVERSITY OF RHODE ISLAND
MAJORS: ITALIAN LANGUAGE AND LITERATURE
RUSSIAN LANGUAGE AND LITERATURE

CERTIFICATE IN DISTANCE EDUCATION, INDIANA UNIVERSITY

PROFESSIONAL EXPERIENCE

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT, INDIANAPOLIS, INDIANA
2009-CURRENTLY: **SENIOR DEPUTY COMMISSIONER**
OVERSEE THE DEVELOPMENT, IMPLEMENTATION AND ASSESSMENT OF INDIANA'S WORKFORCE DEVELOPMENT PROGRAMS FOR ADULTS AND AT-RISK YOUTH, INCLUDING ADULT REMEDIAL EDUCATION, OCCUPATIONAL-SKILLS TRAINING, AND POST-SECONDARY-TRANSITION. DEVELOP STATE POLICIES GOVERNING WORKFORCE ISSUES. EXECUTIVE DIRECTOR OF THE STATE WORKFORCE INNOVATION COUNCIL—THE APPOINTED BOARD OVERSEEING WORKFORCE DELIVERY IN INDIANA.

BUTLER UNIVERSITY, INDIANAPOLIS, INDIANA
2004 - 2009: **ASSOCIATE PROVOST**
WORK WITH THE PROVOST AND ACADEMIC DEANS ON ALL MATTERS PERTAINING TO ACADEMIC AFFAIRS, ACADEMIC SUPPORT PROGRAMS, AND STUDENT SUCCESS/DEVELOPMENT. PROVIDE VISION AND SUPERVISION TO ACADEMIC AFFAIRS SUPPORT UNITS. MEMBER, SENIOR ADMINISTRATIVE GROUP; CONVENER, COUNCIL OF ASSOCIATE DEANS.

MITCH DANIELS FOR GOVERNOR, INDIANAPOLIS, INDIANA
2003 - 2004: **POLICY DIRECTOR**
RESPONSIBLE FOR RESEARCH, ANALYSIS AND EVALUATION OF PUBLIC POLICY PLATFORM FOR GUBERNATORIAL CANDIDATE MITCH DANIELS. COORDINATED NETWORK OF PROFESSIONALS CONTRIBUTING THEIR EXPERTISE TO POLICY DEVELOPMENT.

BUTLER UNIVERSITY, INDIANAPOLIS, INDIANA
2000 - 2003: **DIRECTOR OF LEARNING RESOURCE CENTER AND EXPLORATORY STUDIES**
RESPONSIBLE FOR MATRICULATION OF FRESHMEN, ORIENTATION PROGRAMS, EXPLORATORY STUDIES PROGRAM, RETENTION, TUTORING PROGRAMS AND SPECIAL PROJECTS
2001 - 2003: ADJUNCT FACULTY, DEPARTMENT OF MODERN FOREIGN LANGUAGE
TAUGHT ONE COURSE/SEMESTER IN ITALIAN LANUGUAGE

U.S. SENATOR RICHARD G. LUGAR, INDIANAPOLIS, INDIANA
1995 - 2000: **DIRECTOR OF OUTREACH AND CENTRAL INDIANA REGIONAL DIRECTOR**
RESPONSIBLE FOR DEVELOPMENT AND IMPLEMENTATION OF OUTREACH EFFORTS, INCLUDING THE EXECUTIVE BRIEFINGS PROGRAM; PRODUCED TEN TOPIC-SPECIFIC HANDBOOKS FOR PUBLIC DISSEMINATION; COORDINATED OF THE LUGAR FITNESS FESTIVAL; PROMOTED COLLABORATIVE EFFORTS AMONG COMMUNITY LEADERS, BUSINESS AND EDUCATION

GINA C. DELSANTO, Ph.D.

U.S. SENATORS RICHARD G. LUGAR AND DAN COATS, INDIANAPOLIS, INDIANA
1993 - 1995: **CONSTITUENT SERVICES SPECIALIST**
RESPONDED TO CONSTITUENT REQUESTS FOR ASSISTANCE AND INFORMATION ON MATTERS PERTAINING TO FOREIGN TRAVEL, IMMIGRATION, EDUCATION, LABOR & FEDERAL INDEPENDENT AGENCIES

MIDDLEBURY COLLEGE, MIDDLEBURY, VERMONT
SUMMER, 1990: **VISITING PROFESSOR**, TOTAL IMMERSION LANGUAGE PROGRAM.
TAUGHT CLASSES ON ITALIAN LANGUAGE AND LITERATURE

INDIANA UNIVERSITY, BLOOMINGTON, INDIANA
1990-1992: **VISITING PROFESSOR**, DEPARTMENT OF FRENCH AND ITALIAN
TAUGHT THREE CLASSES/SEMESTER IN ITALIAN LANGUAGE AND LITERATURE
1984-1990: **ASSOCIATE INSTRUCTOR**, DEPARTMENT OF FRENCH AND ITALIAN
TAUGHT UNDERGRADUATE CLASSES IN ITALIAN LANGUAGE
SUMMERS, 1988 AND 1986: **ASSISTANT DIRECTOR**, INDIANA UNIVERSITY SUMMER PROGRAM, FLORENCE, ITALY
TAUGHT UNDERGRADUATE CLASSES IN ITALIAN LANGUAGE , LITERATURE, CULTURE, HISTORY

HONORS AND ACTIVITIES

AMERICAN FEDERATION OF TEACHERS TEACHING EXCELLENCE AWARD, 1987
OUTSTANDING TEACHING AWARD, INDIANA UNIVERSITY, 1986
GAMMA KAPPA ALPHA, NATIONAL ITALIAN HONOR SOCIETY AWARD, 1986
PHI BETA KAPPA, RHODE ISLAND ALPHA, 1984
PHI KAPPA PHI, RHODE ISLAND CHAPTER, 1984
PHI SIGMA IOTA, NATIONAL FOREIGN LANGUAGE HONOR SOCIETY, 1984
DOBRO SLOVO, NATIONAL SLAVIC HONOR SOCIETY, 1984
PRESIDENT'S AWARD FOR ITALIAN AREA STUDIES, UNIVERSITY OF RHODE ISLAND, 1984
PRESIDENT'S AWARD FOR RUSSIAN AREA STUDIES, UNIVERSITY OF RHODE ISLAND, 1984
PHI ETA SIGMA, NATIONAL FRESHMAN HONOR SOCIETY, 1980

MEMBER, GOODWILL EDUCATIONAL INITIATIVES BOARD, CURRENTLY
MEMBER, STEERING COMMITTEE—INDIANA UNIVERSITY SCHOOL OF CONTINUING STUDIES, CURRENTLY
MEMBER, READY INDIANA COUNCIL, CURRENTLY
MEMBER, STEERING COMMITTEE--ACHIEVING THE DREAM—IVY TECH COMMUNITY COLLEGE, CURRENTLY
MEMBER, INDIANA'S EDUCATION ROUNDTABLE, 2005-09
MEMBER, INDIANA STATE WORKFORCE INNOVATION COUNCIL, 2005-09
FOUNDING MEMBER, DEAN'S COUNCIL, INDIANA UNIVERSITY SCHOOL OF INFORMATICS, 1999-2003
MEMBER, STANLEY K. LACY LEADERSHIP SERIES, CLASS XXX

Recent Scholarly and Professional Presentations:

June 2009, Indianapolis—Indiana Community Action Association--Keynote Address, "A Call for Relevance, Reliability and Visibility in Indiana's Workforce Development System."

October 2009, Indianapolis—Indiana University School of Adult Education Annual Colloquium—Keynote Address, "Challenges and Opportunities in Adult Education."

October 2009, Evansville—Indiana Association of Career Development Professionals Annual Conference—Keynote Address, "Preparing Graduates for a Tight Economy…and Green Jobs."

November 2009, Indianapolis—*The Future of the Economy* Conference—Keynote Address, "The Future of Indiana's Workforce."

March 2010, Indianapolis—Using Comparative Analysis to Enhance Retention and Target Learner-Support Activities. Indiana Association of Institutional Researchers.

Gina DelSanto, Ph.D. vice chair

Dr. DelSanto graduated from the University of Rhode Island, majoring in modern languages and being named to the institution's chapters of Phi Beta Kappa and Phi Kappa Phi. She attended graduate school at Indiana University, Bloomington, receiving an MA and a Ph.D. emphasizing critical theory, Italian literature and film, semiotics, and medieval studies.

In 1993, Dr. DelSanto accepted a position as aide to United States Senator Richard G. Lugar, first as special assistant for affairs of state, immigration and education, and later as director of outreach. In 2000, Dr. DelSanto joined Butler University as the director of the Learning Resource Center, and later served as associate provost.

In January 2009, Dr. DelSanto joined the staff of the Indiana Department of Workforce Development, serving as senior deputy commissioner for policy, strategy and performance. In taking the position, Dr. DelSanto seeks to bring greater quality, consistency and commonality of purpose to the state's workforce development system. The end goal, as she sees it is a *relevant, reliable and visible* program of education for adult learners that will lead to their increased competitiveness for high-wage and high-demand jobs.

Dr. DelSanto was a founding member of the Dean's Council for Indiana University's School of Informatics. She currently serves as a board member for Goodwill Education Initiatives, the organization holding the charter for the Indianapolis Metropolitan High School. Prior to joining Governor Daniels' administration, she served on Indiana's Education Roundtable and the State Workforce Innovation Council.

Board Member

Holly Hill-Brooks

1088 Laurelwood • Carmel, IN 46032
317-496-5171 • brookshlh@indy.rr.com

PROFESSIONAL PROFILE

- **Leadership:** Proactive, enthusiastic and hard-working leader with exemplary people skills. Self-motivated and driven in both independent and collaborative work environments, with the ability to work in high pressure situations. Have built highly motivated teams to set their creative vision and goals, and develop and implement strategic plans to achieve their goals and objectives.
- **Management:** Solid background in planning and managing complex projects and significant budgets. Have negotiated and managed vendor contracts, handled complex logistical arrangements, served as liaison between clients and multiple contacts. Skilled in convening and managing volunteer committees and coordinating the activities of scores of people; also able to roll up my sleeves and see projects through to completion.
- **Economic Development:** Worked with existing and prospective employers to help retain and attract jobs to Indiana, resulting in a positive impact on communities in East Central Indiana by increasing several hundred jobs and providing funds to retrain the workforce.
- **Community Partnerships:** Strong commitment to serve and work with various community-outreach programs and not-for-profit organizations to inform, educate and improve the lives of people in the community and globally. Have supported community solutions for HIV-Aids, cancer, educational access and diversity efforts.
- **Organization:** Detail-oriented with excellent organizational skills; able to prioritize effectively, multi-task and achieve objectives within time and budget. Have successfully planned and synchronized essential details of multiple events, ranging from legislative reception to cancer-research fund raiser to private social gatherings during the same time frame.
- **Communication:** Persuasive communicator with well-developed negotiation skills. Proven ability to cultivate relationships with diverse audiences at all levels, including executives, government officials, and community volunteers. Experienced in writing or overseeing the development of strategic plans, marketing pieces and business proposals.
- **Marketing:** Have assisted clients with contacts for their public relations, media relations, sales, sponsorship, and business-development needs. Marketed my own business to grow client base through market research and creative networking.
- **Finance:** Used Finance and Management degrees to set and manage significant budgets to support major events and fund-raising initiatives. Applied prior banking experience in credit analysis and lending practices to managing budgets and achieving bottom-line results.

PROFESSIONAL EXPERIENCE

HHB EVENT PLANNING, INC. 2002 – Present
President/Professional Event Planner

- Specialized experience in meeting and event planning. Provide planning, organization, logistics and production coordination services with a personal touch.
- Network to build and maintain client base by using sales and marketing skills.
- Specialize in corporate, not-for-profit, and social events.
- Develop and implement event strategies to help clients achieve their goals and objectives.
- Plan and manage conferences, meetings, fundraisers, receptions, galas and other special events.
- Manage overall project from concept design, planning and implementation to successful completion.
- Oversee logistics for events including budgeting, vendor estimates, contracting, and venue selection.
- Other management responsibilities include selection of caterers and menus, invitations and programs, entertainment, venue management and layout, and volunteer coordination.

COMMUNITY PARTNERSHIPS/RELATIONS 1993 – 2002

- Assisted organizations in securing grants for programs, organized fundraisers and solicited sponsorships.
- Helped organizations increase growth by expanding memberships and volunteer base.
- Devoted volunteer serving charities and organizations in the Indianapolis, Buffalo, NY, and Auburn, VA, communities.

INDIANA DEPARTMENT OF COMMERCE 1991 – 1993
Business Development
Project Manager/Certified Economic Development Finance Professional

- Managed economic development attraction, expansion, and retention projects, working directly with manufacturing companies and distribution centers.
- Provided technical assistance on State government financial-incentive programs for new and existing businesses, and State public infrastructure grants and loans to local communities.
- Worked cooperatively with local economic-development professionals, elected officials, other state officials, and agencies to develop relocation and expansion proposals and packages.

FINANCIAL SERVICES EXPERIENCE 1982 – 1991
Vice President: Professional Lending - First Indiana Bank
Assistant Vice President: Private Banking - Merchants National Bank and Trust Company
Personal Banking Officer: Commercial and Consumer Lending - Interfirst Bank Dallas, N.A

- Marketed banking services and extended credit to corporate executives, entrepreneurs, professionals, and large depositors.
- Developed, implemented and managed professional lending department to maximize bank profits by aggressively pricing loans and obtaining fee income.
- Originated and managed customer portfolio, resulting in increased customer base, increasing loan volume and generating deposits.

EDUCATION

Master of Science in Management – Emphasis in Management and Leadership, 2007
Indiana Wesleyan University (Marion, IN)

Bachelor of Science – Finance, 1982
Indiana University School of Business (Bloomington, IN)

COMMUNITY ACTIVITES

Strong community presence through service to various boards and committees. Current and past involvements include the following:

- **Board Member.** Park Tudor School for two, three-year terms; served on Finance, Development, Diversity, and Student Experience committees.
- **Board Member.** Goodwill Industries Education Initiative, Inc., a not-for-profit organization that oversees the development and operation of the Indianapolis Metropolitan (Charter) High School.
- **Board Member.** Goodwill Industries Foundation of Central Indiana.
- **Advisory Board Member.** Women's Fund of Central Indiana; served on Grants Committee, awarding grants to organizations serving women and girls.
- **President.** Park Tudor School Parents' Association, which raises funds to augment the school's resources for the annual fund, student-scholarships, and teacher-initiated programs.
- **Strategic Planning Team Member.** Mercy Foundation, a charitable, fund-raising organization that supports anti-obesity efforts, HIV-AIDS education, and medical mission trips.
- **Member.** National Association of Women Business Owners; served on the Annual Awards & Holiday Luncheon Committee, the organization's largest fundraiser.
- **Member.** International Society of Event Specialists.
- **Member.** Meeting Professionals International.

REFERENCES FURNISHED UPON REQUEST

Holly Hill-Brooks, Secretary

Holly Hill-Brooks is president of HHB Event Planning, Inc. Prior to forming her own company in 2002, she spent 12 years in the banking industry and served as vice president of private banking for several banks across the country. She also spent several years working in economic development.

Holly has been active with numerous civic and community organizations, including service on the board of directors of Park Tudor School, Goodwill Industries Foundation, and Goodwill Education Initiatives. She has also served as an Advisory Board member of the Women's Fund of Central Indiana, as President of the Park Tudor Parents' Association, and as a member of Mercy Foundation, National Association of Women Business Owners, and several other organizations.

Holly has a Bachelor of Science degree in Finance from Indiana University and a Master of Science in Management degree from Indiana Wesleyan University.

Board Member

JUAN GONZALEZ
5740 Central Avenue
Indianapolis, IN 46220
317-255-8601 (home) 317-331-8093 (mobile)
E-Mail: jugonza@hotmail.com

WORK EXPERIENCE

Key Bank, Indianapolis, IN – USA Vice President – Senior Business Banking Relationship Manager, 2010 - Present

Fifth Third Bank, Indianapolis, IN – USA, Relationship Manager – Commercial Division and Business Banking Group, October 2006 – 2010

- Maintain and grow existing relationships.
- Develop new business, cross-sell all applicable Bank products and services to an existing portfolio and manage the sales process.
- Develop in-depth knowledge of all customers, businesses, and prospect opportunities and ensure proper monitoring on an ongoing basis, of information concerning customer performance, abilities, and industry to determine risk/benefits assessments.
- Participate in various community affairs and projects to promote the image of the Bank.

Fifth Third Bank, Indianapolis, IN – USA, Director of Latino Affairs – Community Reinvestment Division, September 2005 – October 2006

- Developed and maintained the Bank's Latino Initiative in the State of Indiana, internally and externally. This included a variety of functions within the community, serving in different Latino community organizations.
- Recruited and supported (to retain) Bilingual Employees in order to provide outstanding customer service to the Latino community.
- Continued to develop and\or adapt targeted banking products to the Latino Community.
- Provided homeownership and financial education programs.
- Offered cultural training for internal employees.
- Reported to Senior Management on results of the Initiative as well as the impact on the Service Test, Investment Test and Financial Literacy areas for CRA purposes.

Fifth Third Bank, Indianapolis, IN – USA, Portfolio Manager - Commercial Lending Division, September 2004 – September 2005

- Managed ongoing contact with lenders and customers to review financials and to ensure the bank met the financial requirements of each customer while generating relationships that were profitable for the bank.
- Detailed commercial loan decision-making process based on thorough financial, statistical and market analysis, including preparation of credit memos for commercial, industrial, and real estate borrowers.
- Performed reviews of customers and prospects to determine the probability of default in order to define the risk/reward of each relationship.
- Conducted continuous training on the banking business, including credit and sales training.

Baldwin & Lyons, Indianapolis, IN – USA, Financial Analyst/Auditor, Sept. 2001 – Sept. 2004

- Analyzed financial strength of current customers and prospects by reviewing financial statements.
- Performed annual audits of policies at customer sites by working with their financial teams to reconcile revenue.
- Followed up on new accounts by reviewing issued policies with customers to fully explain the contract and audit procedures and to answer policy questions.
- Responsible for weekly and monthly reporting of collateral requirements by customers.
- Analyzed the performance of reinsurance companies focusing on the analysis of the Schedule P of the statutory statements.

National City Bank, Indianapolis, IN – USA, Credit Analyst, July 2000 – September 2001

- Evaluated and prepared committee applications and recommendations for commercial, industrial, and real estate borrowers in support of the commercial loan decision-making process based on thorough financial, statistical, and market analysis.
- Worked directly with lenders and customers in order to meet customer's financing needs while adhering to banking lending requirements.
- Performed document reviews and prepared formal opinions on assigned credit relationships.
- Monitored compliance with applicable laws, regulations, and bank policies.

Bank One – Indianapolis, IN – USA, Credit Analyst Intern, January 2000 – July 2000

EDUCATION

Butler University, Indianapolis, Indiana, May 2000
Master of Business Administration – Finance

Universidad de Los Andes, Bogota, Colombia, September 1996
Professional Degree - Economics

PROFESSIONAL ACCOMPLISHMENTS

- Graduate of the Stanley K. Lacy Executive Leadership Series Class XXXII. The SKL is an Indianapolis-based leadership program that helps exceptional young professionals grow as business and community leaders. The mission is to equip the 25 selected members with the knowledge and resources to become powerful agents of change in the community.
- Board Member: United Way of Central Indiana. United Way of Central Indiana helps sustain vital human services for those who need help most while reducing such needs for future generations and helps improve lives and build stronger communities through our support of innovative, practical and efficient human services programs and partners that address local needs.
- Board Member: IRT (Indiana Repertory Theater). The mission of the Indiana Repertory Theatre is to produce top quality, professional theatre and related activities, providing experiences that engage, surprise, challenge and entertain people throughout their lifetimes, thereby helping to build a vital and vibrant community.
- Board Member: The Wellness Community Center. The Wellness Community is an international non-profit organization dedicated to providing free support, education and hope to people with cancer and their loved ones.
- Board Member: Goodwill Education Initiatives, Inc. (GEI) is a not-for-profit corporation formed in 2003 by Goodwill Industries of Central Indiana, Inc. GEI was founded as a result of the conviction that Goodwill could positively impact students by encouraging them to graduate from high school, as well as create an additional community resource that would provide access to education and employment services for families. GEI holds the charters for The Indianapolis Metropolitan High School, a public mayor-sponsored charter high school
- Board Member: Indianapolis Public Transportation Corporation (IndyGo). The Indianapolis Public Transportation Corporation is responsible for providing public transportation services within Marion County, Indiana.
- Board Member: SADCO (Sociedad Amigos de Colombia/Friends of Colombia Society) is a not-for-profit organization founded in 1984 to celebrate the culture of Colombia and other Latin American countries.
- 2008 Forty under Forty Class – Indianapolis Business Journal. This is the 17th annual class. The main criteria for selection are whether a candidate has made significant achievements and whether he or she is likely to continue to achieve.
- Recipient of the Community Leadership Development (CLD) Up & Coming Award in 2007. The Up & Coming Award recognizes talented individuals with promising futures of achievement who are 35 years of age or less. The mission of the Center for Leadership Development is to foster the advancement of minority youth in Central Indiana as future professional, business and community leaders by providing experiences that encourage personal development and educational attainment.
- Recipient of the United Way Minority Volunteer Recognition Award in 2007. The purpose of the award is to recognize outstanding minority volunteers, people who give their time and talents to help people in need and make a contribution to their community. Their contributions to nonprofit organizations are essential and invaluable.
- Council Member: Hispanic Business Council of the Greater Indianapolis Chamber of Commerce with a mission to provide leadership for the successful creation, growth, development and retention of Hispanic businesses in the greater Indianapolis area.
- Committee Member: Simon Youth Foundation Resource Development Committee. The committee provides leadership by sharing the mission with businesses, organizations and individuals. The committee connects SYF to financial and non-financial resources that will support SYF's development efforts.
- Committee Member: LYNX Capital Corporation Investment Committee. This committee reviews and evaluates Management's recommendation and recommends a final valuation for each company to the Board of Directors. LYNX provides growth capital to minority owned businesses in Indiana.
- Advisor to the Marion County Treasurer Hispanic/Latino Advisory Committee with the goal to help the office of the Treasurer to understand, reach out, communicate effectively and educate the Hispanic/Latino community on all of their rights with respect to property taxes in Marion County.
- Committee Member: IUPUI Hispanic Outreach Committee: IUPUI has formed a Hispanic Outreach Committee with the goal to strengthen the university's service to the Latino Community.
- Participant in the International Center of Indianapolis's book: International Dimensions of Indiana. The book will celebrate, inform and educate our community about the struggles, aspirations, joys and contributions that "New Hoosiers" are making to our State.

CERTIFICATIONS

- LEAD – Leadership Education and Development – Lacy Leadership Association - 2006
- Leadership Training & Development for Diversity Series – United Way of Central Indiana. 2006

- Booke Seminars: "Financial Analysis for Property & Casualty Companies" and "Overview of Statutory Financial Reporting for Property and Casualty Companies"
- Lorman Education Services: "Finance: the basics"

INTERESTS Sports, reading, music, arts

LANGUAGE FLUENCY English and Spanish

Juan Gonzalez

Juan Gonzalez joined Key Bank in 2010 as a Senior Business Banking Relationship Manager. Prior to Key Bank, he was at Fifth Third Bank from 2004-2010 in different capacities starting in the Commercial Lending Division and held different roles within the Bank during his tenure, including Portfolio Manager, Director of Latino Affairs, Relationship Manager in the Middle Market Group and Relationship Manager in the Business Banking Group. He holds a Masters of Business Administration degree in Finance from Butler University and a Bachelors of Science degree in Economics from Universidad de Los Andes in Bogotá, Colombia. Prior to Fifth Third Bank, Juan was a Financial Analyst/Auditor with the Insurance Company of Baldwin & Lyons as well as a Credit Analyst with National City Bank.

He is currently serving on the Board of Directors of United Way of Central Indiana, Indianapolis Public Transportation Corportation (IndyGo), SADCO (Society of Friends of Colombia), Goodwill Education Initiatives and Cancer Support Community. He is also a council member of the Hispanic Business Council of the Greater Indianapolis Chamber of Commerce as well as a committee member of the Resource Development Committee of the Simon Youth Foundation. He is also a graduate of the Stanley K. Lacy Executive Leadership Series Class XXXII, a graduate of LEAD (Leadership Education and Development) – Lacy Leadership Association in 2006 and a graduate of the Leadership Training & Development for Diversity Series – United Way of Central Indiana in 2006. He is also the recipient of The Junior Achievement 2011 Indy's Best & Brightest Award for Banking & Financial Services; the Community Leadership Development Up & Coming Award in 2007 as well as the recipient of the United Way Minority Volunteer Recognition Award in 2007. During 2007, he was a Co-Chair of the Mayor's Commission on Latino Affairs and an Advisor to the Marion County Treasurer Hispanic/Latino Advisory Committee.

Jeffrey A. Harrison
Vice President Capital Programs and Engineering

Citizens Energy Group

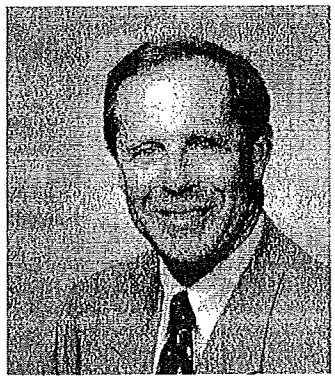
Phone: 317-927-4791
Address: 2020 N. Meridian St.
Indianapolis, IN 46202
Email: jharrison@citizensenergygroup.com

Jeffrey A. Harrison is Vice President Capital Programs and Engineering for Citizens Energy Group. He is responsible for corporate engineering and construction for Citizens' five utilities.

Jeffrey has served the utility industry for over 20 years. He has held such positions as Vice President manufacturing, Director Steam Distribution, where he was responsible for the operation and maintenance of the city's steam distribution system; and Corporate Strategist, where he was responsible for utility strategic planning.

Jeffrey's volunteer endeavors include board memberships for the Leukemia and Lymphoma Society, the Indianapolis Urban League, the Indianapolis Zoo, Goodwill Education Initiatives Inc., Center for Leadership Development and the YMCA.

Jeffrey received a bachelor's degree of science in electrical engineering from Rose-Hulman Institute of Technology. He also received a master's of business administration degree from Indiana University.



Bruce Jacobson
Retired Partner
Executive VP and Consultant
with KSM Business Services, Inc.

Profile

Bruce Jacobson is a retired Partner of Katz, Sapper & Miller and an Executive VP and Consultant with KSM Business Services, Inc. He started his professional career with Katz, Sapper & Miller in 1971 and was a partner for 25 years until retiring as a partner in 2004. Bruce provides a direct and relevant approach to solving business challenges. He offers experience in crisis management and is a skillful negotiator, providing innovative strategies for business acquisitions, sales and financing. He has been an advisor to clients on various public equity and debt financing and has widespread experience in wealth, estate and gift planning.

Education

Bruce is a graduate of Indiana University with a Bachelor of Science in Business/Accounting. He is an alumnus of the Stanley K. Lacy leadership program.

Community Involvement

Bruce is active in the Indianapolis community. He is a Past Chairman and an active member of the Board of Directors for Goodwill Industries of Central Indiana. Bruce serves on the Board of Directors and Executive Committee of the Jewish Federation of Greater Indianapolis and serves on the Central Indiana Boy Scouts of America Endowment Trust. He is a Founding Board Member of the Indianapolis Metropolitan Career Academy, a charter school focused to prepare high risk young people for productive lives through individualized real-world education.

Office: (317) 580-2030
Home: (317) 5801144
Cell: (317) 509-4717
Fax: (317) 805-1530
E-Mail: bjacobson@ksmcpa.com

Assistant: Nancy Meier
Office: (317) 580-2126

KATZ, SAPPER & MILLER
Certified Public Accountants

Bruce M. Jacobson

Bruce Jacobson is a retired Partner of Katz, Sapper & Miller and an Executive VP and Consultant with KSM Business Services, Inc. He started his professional career with Katz, Sapper & Miller in 1971 and was a Partner for 25 years until retiring in 2004. He offers experience in crisis management and is a skilled negotiator.

Bruce is a graduate of Indiana University with a Bachelor of Science in Business/Accounting. He is also an alumnus of the Stanley K. Lacy leadership program.

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Michael O'Connor
Director of State Government Affairs, Indiana
Eli Lilly and Company

(317)-276-3294-Office
(317)-408-4478-Cell
o'connormi@lilly.com

Michael O'Connor is Director of State Government Affairs of the State of Indiana for Eli Lilly and Company. O'Connor manages Lilly's Domestic Government Affairs operation in the State of Indiana.

Previously, Michael O'Connor was a principal with Bose Public Affairs Group and the former chief deputy mayor of the city of Indianapolis, O'Connor worked as a key member of Mayor Bart Peterson's adinistration, first managing Peterson's successful election campaign, then serving as the mayor's top advisory and chief of staff. During his tenure as chief deputy mayor, O'Connor was the lead negotiator on Indianapolis Colts' matters, the purchase of the Indianapolis Water Company and oversaw Economic Development and Public Safety. He aggressively addressed the many issues facing the city of Indianapolis, creating initiatives to strengthen the economy and create jobs, support public education and improve the quality of life in Indianapolis. As the senior member of Mayor Peterson's staff, O'Connor was key in developing the Indianapolis Works initiative, which addressed budgetary concerns and reinforced public services by streamlining local government and tax structures.

Before joining the Peterson administration, O'Connor served in several capacities in other governmental agencies. Appointed by former President Bill Clinton in 1997, O'Connor directed all state and local governmental relationships for the U.S. Environmental Protection Agency (EPA). Before joining EPA, he was commissioner of the Indiana Department of Environmental Management (IDEM) under Govs. Evan Bayh and frank O'Bannon, having previously served as IDEM's deputy commissioner. In 1990, O'Connor managed the campaign for Indiana Secretary of State Joe Hogsett in his upset victory over then-Indianapolis Mayor Bill Hudnut.

A graduate of Indiana University, O'Connor entered the political world while at IU, serving as a Lyndon B. Johnson intern for former U.S. Congressman Phil Sharp of Indiana. After graduation, O'Connor managed Sharp's 1986 campaign. In 1987, O'Connor became the youngest person ever elected to the Greenfield City Council.

O'Connor is an adjunct faculty member at the School of Public and Environmental Affairs at IU in Bloomington and Indianapolis. He is a graduate of the Public Affairs Council's Public Affairs Institute. He serves on the boards of United Way of Central Indiana, Goodwill of Central Indiana, Shepherd Community, Goodwill Education Initiatives and co-chair of the United Way Ready to Learn / Ready to Earn Committee.

O'Connor's interest and passion regarding Charter Schools goes back to the Peterson Administration. O'Connor was Chief of Staff to Peterson and spearheaded the legislative effort to create Charter Schools in Indiana and to give Chartering authority to the Mayor of Indianapolis. O'Connor has been willing to push education reform efforts that have challenged the normal positions of his own political party in recognition that we must challenge the status quo in every element of education.

Michael O'Connor

Michael O'Connor is Director of State Government Affairs of the State of Indiana for Eli Lilly and Company. O'Connor manages Lilly's Domestic Government Affairs operation in the State of Indiana.

Previously, Michael O'Connor was a principal with Bose Public Affairs Group. As the former chief deputy mayor of the city of Indianapolis, O'Connor served as the mayor's top advisor and chief of staff. During his tenure as chief deputy mayor, he addressed many issues facing the city of Indianapolis, creating initiatives to strengthen the economy and create jobs, support public education and improve the quality of life in Indianapolis.

In addition to bolstering Bose Public Affairs Group's lobbying efforts, O'Connor also directs the firm's communications consultancy, High Road Communications, which serves as strategic communications advisor to corporate clients as well as a variety of political campaigns and nonpartisan grassroots efforts.

Before joining the Peterson administration, O'Connor served in several capacities in other governmental agencies. Appointed by former President Bill Clinton in 1997, O'Connor directed all state and local governmental relations for the U.S. Environmental Protection Agency (EPA). Before joining EPA, he was commissioner of the Indiana Department of Environmental Management (IDEM) under Governors Evan Bayh and Frank O'Bannon.

A graduate of Indiana University, O'Connor entered the political world while at IU, serving as a Lyndon B. Johnson intern for former U.S. Congressman Phil Sharp of Indiana. In 1987, O'Connor became the youngest person ever elected to the Greenfield City Council. He is an adjunct faculty member at the School of Public and Environmental Affairs at IU in Bloomington and Indianapolis and is a graduate of the Public Affairs Council's Public Affairs Institute. He serves on the boards of United Way of Central Indiana, Goodwill of Central Indiana, Shepherd Community, Goodwill Education Initiatives, and is co-chair of the United Way Ready to Learn/Ready to Earn Committee.

Fred C. Tucker, III

Fred joined F.C. Tucker Company, Inc. in May of 1977. Initially serving as corporate secretary and general counsel of the company, Fred next moved into the position of vice president, operations. Fred served as president of the company until his retirement in March 2010.

A graduate of DePauw University, Fred holds a JD degree from Indiana University School of Law and has in-depth knowledge of real estate and corporate law.

Fred's current civic endeavors include service on the board of corporators for Crown Hill Cemetery (past chairman), the board of directors of Goodwill Industries of Central Indiana (past chairman), Economic Club of Indianapolis, The Greater Indianapolis Chambers of Commerce executive committees and former chair of its Workforce and Education Council, RESPRO (past chairman), the advisory board of the Indianapolis Convention and Visitors Association and chairman of the Goodwill Education Initiatives, Inc. board of directors.

Past service includes the presidency of the Metropolitan Indianapolis Board of Realtors, directorships with NBD Bank, N.A., advisory board of Bank One, Anthem, Inc., boards of directors of the Indiana Sports Corporation, Jordan College of Fine Arts board of visitors, the Greater Indianapolis Progress Committee (GIPC), the Indianapolis Rotary Club and the DePauw National Alumni Association and St. Vincent's advisory board, Junior Achievement of Central Indiana (past chair), American Red Cross of Central Indiana, Indiana Chamber of Commerce, Arthur Jordan Foundation, the presidencies of the alumni of the Stanley K. Lacy Executive Leaderships Series, the Lawrence Township School Foundation, a divisional vice president of his fraternity, Delta Tau Delta, where he also served as his chapter's house corporation president for sixteen years, trustee of the Indiana Association of Realtors PAC and past chair of the Board of Directors of Junior Achievement of Central Indiana.

James M. (Jim) McClelland
President/CEO
Goodwill Industries of Central Indiana, Inc.

A fifth generation Floridian, Jim has spent nearly all of his professional life with Goodwill Industries. In 1970, following three years of military service, he entered Goodwill Industries of America's Executive Training Program in Houston. In 1972 he became Executive Vice President of Goodwill Industries in Beaumont TX, following which he accepted the position of Vice President-Operations of Goodwill Industries of Central Indiana, Inc., headquartered in Indianapolis. Since 1974 Jim has been President/CEO of the Indianapolis-based Goodwill organization which, with 2100 employees and $80 million in revenue, is one of the largest of 160 Goodwill corporations in North America.

Under Jim's leadership, Goodwill has evolved into a community resource that includes in its workforce over 1300 persons with limited vocational options. Goodwill also helps unemployed people find jobs and offers education and employment assistance to young people no longer in school. In 2004 Goodwill founded the Indianapolis Metropolitan High School, a public charter school focused on helping increase the high school graduation rate in Indianapolis and the percent of graduates who enroll in post-secondary education.

Jim has been heavily involved in Goodwill Industries nationally and internationally and for the past several years has helped start new Goodwill organizations in South Korea. In addition, he is currently Chairman of Workability – Americas and is on the Board of Directors of Workability International.

At the local level, Jim has served on the boards of numerous not-for-profit organizations and is currently a member of the Board of Directors and Executive Committee of Citizens Energy Group (a public utility organized as a public charitable trust), a member of the State Workforce Innovation Council, and is on the board of the Indiana Public Charter Schools Association. He is also vice president of the Economic Club of Indiana.

Jim has received numerous awards, and in December 2000 he was named Nonprofit Executive of the Year by The NonProfit Times, a national business publication for nonprofit management. In February 2009 he was inducted into the Central Indiana Business Hall of Fame.

Jim holds a Bachelor of Industrial Engineering degree from Georgia Tech, an MBA from Indiana University, and an Honorary Doctor of Public Service degree from Christian Theological Seminary. He is married to Jane, and they have two grown children.

(Updated October 2009)

James M. McClelland, President, Goodwill Industries of Central Indiana, Inc.
Since 1974, Jim has been president/chief executive officer of Goodwill Industries of Central Indiana, Inc. The Indianapolis-based Goodwill organization, with more than 2400 employees and more than $90 million in revenue, is one of the largest of 160 Goodwill corporations in North America. Under Jim's leadership, Goodwill has evolved into a community resource that includes in its workforce over 1300 people whose vocational options are limited by disability, criminal histories, or lack of a high school diploma. Jim holds a Bachelor of Industrial Engineering degree from Georgia Tech, an MBA from Indiana University, and an Honorary Doctor of Public Service degree from Christian Theological Seminary.

In addition, he is currently chairman of Workability – Americas and is on the board of directors of Workability International. At the local level, Jim has served on the boards of numerous not-for-profit organizations and is currently a member of the board of directors and executive committee of Citizens Energy Group, a member of the State Workforce Innovation Council, and is on the board of the Indiana Public Charter Schools Association. He is also vice president of the Economic Club of Indiana.

Chief Operating Officer

Scott Bess
1635 West Michigan Street
Indianapolis, IN 46222

317-524-4501

Scott Bess

Experience

2004-present Goodwill Education Initiatives

Vice President and Chief Operating Officer

- Grew the Indianapolis Metropolitan High School from 75 students to 430 in seven years
- Steered the school through the charter renewal process, resulting in a full seven-year renewal from the Mayor's office
- Directed the creation of the Excel Center, a high school for adults who have dropped out of school
  - Started the school with 300 students and expanded it to over 800 students at three sites after the first year
- Serve on various state-level committees and strategy groups for high school accountability

2002-2004 Goodwill Industries of Central Indiana

Director of Information Technology

- Dramatically improved customer service within the department.
- Developed strategic plan to facilitate Goodwill's Retail growth plans.
- Increased reliability and scalability of all Goodwill technology infrastructures.

1998-2002 The Strategy Group

Senior Partner

- Provided technology and business advice to small- and mid-sized businesses
- Created a business segment focused on schools

1987-1998 Cinergy

Technology Management

- Progressed through multiple levels of technology management, culminating with General Manager of one of Cinergy's three business units
- Led the technology portion of a major corporate re-engineering effort
- Guided the technology integration effort resulting from the merger of Public Service Indiana and Cincinnati Gas and Electric

1983-1987 Beech Grove School Corporation

Teacher and Coach

- Taught Middle School Mathematics and Computer Technology
- Developed Middle School computer curriculum
- Coached Middle School boys' basketball and High School baseball

Education

1979–1983 Purdue University

- B.S. Mathematics and Secondary Education
- Dean's List

2011 – Present Marian University

- Turnaround School Leadership Program

Boards

2009 – Present EmployIndy Board of Directors

- Serve on Executive Committee

2010 – Present College Mentors for Kids Board of Directors

- Serve on Executive Committee

1998 – Present Danville Community School Corporation Board

- Recently elected to 4th term as a member
- School corporation consistently rated as a top-performing corporation
- Developed strategic plan for the corporation, including expansion of alternative education

Chief Operating Officer

Scott Bess

Scott is Vice President and Chief Operating Officer of Goodwill Education Initiatives, Inc., which operates the Indianapolis Metropolitan High School and The Excel Centers. The Met is now in its eighth year of operation and serves nearly 450 students. The Met has maintained a 90% college and post-secondary attendance rate and two-thirds of its graduates have either completed or are still engaged with post-secondary work two years after graduation. The Excel Center, which opened in the fall of 2010, is targeted at older youth or adults who have dropped out of school. From its opening with 300 students and a single location, the Excel Center now serves 800 students in three locations around Indianapolis. Scott has been a teacher and has worked in the IT field for a large utility company and as an independent business owner. Scott lives in Danville, Indiana with his wife, Robin, and four children. He has been on the School Board of Trustees in Danville for the past thirteen years, serves on the Board of the Indianapolis Private Industry Council and was recently elected to serve as a board member of College Mentors for Kids.

Chief Academic Officer

Schauna L. Findlay

Professional Profile

1842 Bridgewater Dr.
Avon, Indiana 46123

(260)341-1729 cell
Schauna.Findlay@gmail.com

CAREER OBJECTIVE: To serve as Chief Academic Officer utilizing my skills and expertise as a leader in administration, curriculum and instruction, teaching and Doctoral degree in Educational Foundations and Administration to lead teachers and administrators in designing and monitoring personalized learning experiences linking learning to meaningful future plans to ensure all students are empowered to take charge of their learning, to gain the skills and knowledge necessary to achieve success beyond high school, and leave school in pursuit of education beyond high school leading to a meaningful career and a life of personal success and civic engagement.

EDUCATION

Ph.D. Purdue University, West Lafayette, Indiana 2002
M.Ed. Indiana Wesleyan University, Marion, Indiana 1997 Outstanding Educator Award
B.A. Purdue University, West Lafayette, Indiana 1992

ENDORSEMENT, LICENSURE, AND CERTIFICATION

Indiana Superintendent License *July 2008, Expires 2013*
Indiana Secondary Administrative License *Renewed 2010, Expires 2015*
Indiana Elementary Administrative License *Renewed 2007, Expires 2012*
Indiana Teaching License English Grades 5-12 *Renewed 2009, Expires 2014*

PROFESSIONAL EXPERIENCE

Chief Academic Officer, Goodwill Education Initiatives, Indianapolis, Indiana
July 2011-Present

- Assists the Superintendent in developing strategies, goals and objectives for the schools and assists directors and principals in managing the implementation of these objectives
- Assists the Superintendent in writing charter and grant applications
- Assists Business Manager in developing budgets and completing state reports
- Leads the development of curriculum and overall educational strategies
- Leads the scheduling teams in the development of the master schedule and appropriate course offerings
- Assists instructors in setting academic priorities
- Provides leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning students, test results, and/or Indiana Academic and Common Core State Standards
- Assists Indianapolis Metropolitan principal in managing the School Improvement Grant and implementing the TAP system
- Provides training to and assists Excel Center directors and lead teachers in observing teachers, providing effective feedback, and completing evaluations
- Provides leadership and supports training to schools in developing and implementing School Improvement Plans
- Assists school leaders in coordinating and administering in-service education programs for the instructional staff
- Provides research, recommendations, training, and supervision of academic interventions and tools through the Response to Instruction Framework
- Conducts and reports on program evaluations
- Assists Director of College and Career in facilitating dual credit and certification partnerships

- Assists the Director of Special Education in designing the most appropriate academic program for special needs students
- Oversees the review, evaluation, and recommendation of instructional materials, methods, and programs
- Supervises the development and implementation of the assessment system to inform adjust instruction
    - Common Benchmark and Summative Assessments (Acuity)
    - Scholastic Reading Inventory (SRI)
    - TABE
    - ACT Suite
    - Compass
- Represents GEI in community planning and policy making activities
    - ❖ Immediate Supervisor: Scott Bess, Superintendent, (317)524-4001

Director of Curriculum and Instruction, Indiana Department of Education, Indianapolis, Indiana
February 2010-June 2011

- Chair the Common Core State Standards Leadership Team
    - Responsible for coordinating all efforts across departments within IDOE, with other states, and with state stakeholders including the State Board of Education, Local Education Agencies, Education Service Centers (ESCs), ISTA, IASP, IAPSS, ISBA, IUSA, CELL, IMLEA, Higher Education, Content Organizations, Indiana's Education Roundtable, and Great Lakes East for successful implementation of the Common Core State Standards
    - Responsible for developing and implementing the state's plan for implementing the Common Core State Standards
    - Responsible for the creation of the Common Core Curriculum Council and the development of the state's curriculum maps which serve as a starting point for schools to develop curriculum
    - Developed the state's Transition Road Map for Implementing the Common Core State Standards
    - Developed the state's Vision and Action Plan for Implementing the Common Core State Standards
    - Responsible for coordinating the state's communication plan regarding the Common Core through Regional meetings; presentations to the Education Roundtable, the State Board of Education, higher education, content organizations, conferences, corporations, and schools
    - Responsible for developing a state-wide system of support and professional development to support the Common Core State Standards
- Supervise all content area programs and specialists
    - Supervise CTE College and Career Pathways and Programs
    - Supervise development and implementation of literacy frameworks and requirements of PL109
    - Provide support and oversight of the Indiana Science Initiative
    - Developed process to review curricular resources and post reviews for schools to use in evaluating materials; wrote initial legislation to change the process from a State Board approved list to posting of reviews to provide better guidance to schools passed as HB 1429
    - Supervise High Ability programming and the development of model curriculum aligned to Common Core
    - Serve as Indiana's representative to develop Common State Standards for Social Studies
    - Ensure all department communications are timely and accurate; lead and maintain multiple learning communities on Learning Connection
        - ❖ Immediate Supervisor: Dr. Stacey Hughes, Assistant Superintendent (317)232-6610

Director of Curriculum Services, Fort Wayne Community Schools, Fort Wayne, Indiana
August 2003-January 2010

- Provide leadership in developing the LEA Improvement Plan
- Provide leadership and support training to schools in developing School Improvement Plans
- Coordinate and administer the district's in-service education program for the instructional staff and supervise instructional coaches; plan and deliver district-wide in-service for all teachers and administrators; develop and track PD sessions using PDeCampus
- Provide leadership in collaboration with the High School Area Administrator in the 21st Century High School Reinvention Process
- Conduct and report on program evaluations
- Develop program descriptions, job descriptions, candidate screening tools, and interview questions for central office and school-based positions for teachers, instructional coaches, and student interventionists
- Work with principals, department heads, teacher committees, and subject matter specialists in developing the total district/school curriculum and developing and maintaining the Curriculum Management System resource center (website)
    - Core Curriculum Using Backward Design
    - Assessments FOR and OF Learning
    - Culturally Responsive Instruction
    - Parent Involvement
    - Unwrapping the Standards and Standards Resources
    - Curriculum Mapping: Aligned to Standards and Research-based practices
    - Project-based Learning
    - Rigor and Relevance Framework from the International Center for Educational Leadership
    - Instructional Models: Literacy, Mathematics, Social Studies, and Science
    - Response to Intervention
- Provide leadership in the development of a correlated and integrated program of instruction for kindergarten through 12th grade in all areas; authorize and facilitate dual credit partnerships
- Oversee the review, evaluation, and recommendation of instructional materials, methods, and programs for system-wide adoption
- Provide research, recommendations, training, and supervision of academic interventions and tools including Reading Recovery, READ 180, System 44, Fast Forword, Fastt Math, and Reading First programs
- Assume a leadership role in applying for, preparing, and developing categorical grants, and administer their programs and budgets
    - Title I, Title II B and D, Title V
- Assume a leadership role in applying for, preparing, and developing summer school grants and fully designing, managing, and implementing the state supported summer school program and seeking grants for additional program support ($663,000 Foellinger grant awarded and maintained)
- Supervise the development and implementation of the FWCS Assessment System
    - District-wide Quarterly exams in English/Language Arts and Mathematics and Acuity
    - mClass Assessments (DIBELS, TRC, mClass Math)
    - Scholastic Reading Inventory (SRI)
    - Developmental Reading Assessment (DRA)
- Interpret and present curriculum and proposed curriculum changes to the Board, the administration, the staff, and the general public; Develop communication tools on student achievement
- Publish *Curriculum Connection* newsletter for all FWCS employees
- All of the above managed using the Balanced Scorecard Model and in alignment with FWCS Board of Trustee Goals
    - Immediate Supervisor: Dr. Carol Lindquist, Chief Academic Officer (260)492-8935

Principal, Bunche Elementary Montessori School, Fort Wayne, Indiana
July 2002-August 2003

- Led school in being the first and only public school in the nation to be accredited by the American Montessori Society (AMS)
- Increased % of students passing ISTEP+ from 78.8% to 94.3% in Grade 3
- Led school in developing a Pyramid of Interventions to increase achievement for all students
- Led school in creating a professional learning community
    - Immediate Supervisor: Frank Houk, Former Area Administrator (260)436-7030

Assistant Principal, Frankfort Senior High School, Frankfort, Indiana
August 2000-June 2002

- Led school in curriculum mapping aligned to new state standards
- Provided professional development on Best Practices, ESL Strategies, and School-wide use of the 6 + 1 Writing Traits
- Provided leadership for the NCA accreditation process
- Led school in creating alternative school in partnership with the Clinton County Wrap Around Committee through a Juvenile Justice grant
- Led school in reducing incidents of suspension and expulsion in particular in reducing gang activity
- Led school in reducing number of F's by instituting a parent communication program
- District Liaison with the Special Education Co-Op
- District School Safety Specialist
- Superintendent Internship
    - Immediate Supervisor: Todd Bess, Former School Principal
      Associate Executive Director, IASP (317)891-9900

Teacher, Southwestern Middle School, Lafayette, Indiana
August 1999-August 2000

- Classroom teacher of 7th grade English
- ISTEP+ remediation tutor
- Advisor/Advisee Curriculum Coordinator
- Administrator Exploration Seminars
    - Immediate Supervisor John Christopher, Former Principal

Teacher, Benton Central Junior/Senior High School, Oxford, Indiana
August 1996-August 1999

- Classroom teacher of 8th, 9th, and 12th grade English
- Varsity Swim Coach
- Speech Coach
- Yearbook Sponsor
- NCA/PBA Accreditation Team
- ISTEP remediation tutor
- Summer School Teacher
- Administrative Internship, Middle School
    - Immediate Supervisor Mike Sipe, Former Principal

Teacher, Harrison High School, West Lafayette, Indiana
September 1995-May 1996

- Classroom teacher of 9th, 10th, and 12th grade English, Biology, and Earth Space Science
- Speech Coach
    - Immediate Supervisor Ken Siekman, Former Principal

Teacher, Noblesville High School, Noblesville, Indiana
January 1993-August 1994

- Classroom teacher of 10th and 12th grade English
- Speech Coach
- Alternative Scheduling Committee
  - Immediate Supervisor John Ford, Former Principal

RECENT PROFESSIONAL DEVELOPMENT

Implementing the Common Core State Standards, CCSSO, 2010-2011
SSACI SCASS, CCSSO, 2010-2011
Project-Based Learning Institute and Network Meetings, CELL, 2010-2011
Leadership Institute, 2009, The Leadership and Learning Center, Doug Reeves
Curriculum Mapping Leadership Training, 2009, Rubicon Atlas
Disciplinary Literacy, 2006-2007, University of Pittsburgh, funded through Wallace Readers Digest Grant
Principles of Learning, 2003-2006, University of Pittsburgh, funded through Wallace Readers Digest Grant
Learning Walk Protocols, 2005-2009, University of Pittsburgh, funded through Wallace Readers Digest Grant
Response-to-Intervention: An Overview and Connection to Other Education Initiatives (RtI), Division of Educational Options, 2007
High Quality Curriculum Maps, Professional Learning Associates, 2006
Curriculum Mapper Tool Training, Professional Learning Associates, 2006
Calibrating Curriculum Maps, Professional Learning Associates, 2007
Getting Results with Curriculum Mapping, Region 8, 2005
New Tech High School (Napa and Sacramento), New Technology Foundation, 2008
CELL Conference: Early College, New Tech, and 21st Century Skills, 2008
FETC: Technology for 21st Century Skills Conference, 2009
Brain-based Instructional Practices, Deb Estes, 2008-2009
Professional Learning Communities, Rick and Becky DuFour and Bob Eaker, 2005
Using Assessments FOR Learning, Rick Stiggins, 2005
ASCD National Conference, 2004, 2005, 2008
Legal Update with David Emmert, 2002, 2003, 2004, 2005, 2006, 2007, 2008
Understanding the Lexile Framework, 2005
Scholastic Reading Inventory, 2005
READ 180 Implementation and Administrative Training, Teacher Seminars, Classroom Coaching, 2005-2008
Comprehension Strategies that Work, 2006, 2007
Reading Engagement Routines, 2006
Everyday Math Administrative Training, 2005
IPLA Winter Conference (Chair, 2009; Committee Member, 2007, 2008) 2002, 2003, 2004, 2005, 2006
IPLA Graduate, Group 38, 2003

SEMINARS, WORKSHOPS, AND PRESENTATIONS DELIVERED

- Curriculum Mapping: Building a Bridge to the Common Core 3-2011
- ESC Regional Events—Preparing for the Common Core State Standards 3-2011
- IAG Presentation—Using the Common Core State Standards to Deliver High Ability Curriculum 1-2011
- CELL Presentation—Understanding the Common Core State Standards to Prepare Students for the 21st Century 12-2010
- ESC Regional Events—Understanding the Common Core State Standards and Indiana's Implementation Plan 11-2010
- IACTE (Teacher Preparation) Presentation—Understanding the Common Core State Standards to Prepare Students for 21st Century College and Careers 11-2010

- IASP Presentation—Understanding the Common Core State Standards and Aligning Curriculum Using the State Curriculum Maps 11-2010
- Commission for Higher Education Presentation—The College- and Career-Ready Agenda 10-2010
- IPLA Winter Conference Chairperson, Results—Pow! Rigor, Relevance and Relationships, 2009
- Scholastic Intervention Convention, Atlanta, "Panel Presenter, " 2008
- Scholastic READ 180 National Convention, San Francisco, "The Right Data, The Right Reports," 2006
- Scholastic Regional Intervention Convention, Indianapolis and Fort Wayne, "The Fort Wayne Literacy Story," 2006, 2007
- IDOE, Title I Summer Conference Presenter, "Unpacking and Repacking Indiana's Academic Standard Indicators with Precision: A Journey to Increased Student Achievement," 2009
- IDOE, Title I Year 3 Corrective Action Workshop Presenter, "The Fort Wayne Story of Curriculum Mapping," 2009
- IDOE, Title I Year 3 Corrective Action Workshop Facilitator, 2009
- IDOE, Title I Regional Conferences, "Getting Started with Curriculum Mapping," 2008
- Consultant to the IDOE in the development of the state's Learning Portal, 2008-09
- Consultant, Community Schools of Frankfort, "Getting Started with Curriculum Mapping," 2009
- FWCS Curriculum Mapping Leadership Teams, Quarterly Meetings, 2006-2009
- FWCS High School Teachers, "Using Brain Research to Impact the 6-12 Classroom" and "Project-based Learning and Effective Assessments, " 2009
- FWCS Principals, "Learning Walk Protocols," 2006, 2007, 2008, 2009
- FWCS Teachers, "Using Student Reading Levels to Increase Student Achievement and Meet All Students' Needs," 2006
- FWCS Teachers, "Creating Quality Curriculum Maps," "Curriculum Mapper Tool Training," "Calibrating Curriculum Maps," 2006, 2007, 2008, 2009
- IUSA Summer Conference, "Differentiating Instruction through the Lexile Framework and Cultural Proficiency," 2006
- IDOE, "Fort Wayne Literacy Academy: Using Effective Literacy Strategies," 2005

COMPUTER PROFICIENCIES

IFAS Financial Management System, CIMS Student Management System, Scholastic Achievement Manager, mClass website, Microsoft Windows, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Outlook, Microsoft Internet Explorer, Microsoft Project, Internet Explorer, Page Maker, Visio

PROFESSIONAL AFFILIATIONS

Indiana ASCD, Board member; Member Association for Supervision and Curriculum Design; Indiana Principal Leadership Academy: President and Vice President of the Executive Board; Indiana Principal Leadership Academy: Alumni Board; Indiana Principal Leadership Academy: Principal Coach; Board Member Phi Delta Kappa; University of Pittsburgh—Institute for Learning: Disciplinary Literacy District Lead; Indiana Urban Schools Association Curriculum Collateral Chair; Delta Kappa Gamma; Region 8 Curriculum Council; University of Saint Francis and Indiana University Purdue University Fort Wayne School of Education Advisory Boards

COMMUNITY ORGANIZATIONS / VOLUNTEER ACTIVITIES

United Way Success by Six Advisory Board; United Way Live United volunteer; Bunche/Towles PTA—Carnival Committee; Fort Wayne Rescue Mission Soup Kitchen; Promiseland Coordinator, AWANA Director, Praise Team—Harvest Baptist Church; YWCA Strawberry Festival volunteer, Study Connection volunteer

BIOGRAPHIC INFORMATION

Schauna Findlay currently lives in Avon, Indiana, with her husband, Drew, and two beautiful daughters, Sydney (12) and Macy (9). Prior to pursuing a career in Educational Administration, Schauna was a successful English teacher in grades 7-12. In addition to her positions as a building administrator,

Schauna, has eight years of central office experience and over a year at the Indiana Department of Education leading the state's nationally recognized efforts to implement the Common Core State Standards. Schauna also tries to find time for her favorite hobbies—golf, swimming, boating, and singing. Schauna's husband is a certified Business, Economics, and Special Education teacher at Ben Davis High School.

PROFESSIONAL & PERSONAL REFERENCES

Dr. Michele Walker, Director of Student Assessment, Indiana Department of Education, 151 W. Ohio St., Indianapolis, IN 46204 (317)232-9051

Adam Jones, English Language Arts and World Languages Specialist, Indiana Department of Education, 151 W. Ohio St., Indianapolis, IN 46204 (317)233-4936

Dr. Carrie Cate-Clements, Former Professional Development Coordinator, Northwest Indiana Education Service Center, 2939 41st Street, Highland, IN 46322 (219) 306-3898

Gretchen Leuenberger, Curriculum and Instruction Facilitator, Wabash Valley Education Center, 3061 Benton Street, West Lafayette, IN 47906 (765) 463-1589

Dr. Carol Lindquist, Retired Chief Academic Officer, Fort Wayne Community Schools, 8520 Quincy Ct., Fort Wayne, IN 46835 (260)492-8935

Liz Bryan, Director, Wayne New Tech High School, Fort Wayne Community Schools, 9100 Winchester Rd., Fort Wayne, IN 46819 (260)467-6501

Tim Captain, High School Coordinator, Fort Wayne Community Schools, 3601 S. Calhoun St., Fort Wayne, IN 46807 (260)467-2625

Dr. Todd Bess, Associate Executive Director, Indiana Association of School Principals, 11025 East 25th Street, Indianapolis, IN 46229 (317)891-9900

Chief Academic Officer

Dr. Schauna Findlay, Ph.D, is the Chief Academic Officer for Goodwill Education Initiatives where she supervises the academic programs for Indianapolis Metropolitan High School and The Excel Centers. Prior to joining Goodwill, Dr. Findlay was the Director of Curriculum and Instruction at the Indiana Department of Education. There she supervised all content area specialists, Indiana's Academic Standards, implementation of state code regarding curriculum requirements and recommendations, and served as a team member of all areas impacting the state's academic achievement. Dr. Findlay was responsible for the state's plan for implementing the Common Core State Standards. This included leading teachers, coaches, professors, and content experts in the development of state curriculum maps which serve as a starting point for schools to develop curriculum, resources which support the standards, and formative assessments which align with the curriculum. She also supervised the Division of College and Career Preparation which worked with business, industry, and higher education to develop career pathways which lead to certification or dual credits.

Prior to serving at the IDOE, she served as Director of Curriculum with the state's second largest district, Fort Wayne Community Schools. There she coordinated the K-12 comprehensive academic program supported by research-based instructional frameworks for elementary and secondary literacy and innovation configurations for the frameworks. She trained all administrators and coaches on the Learning Walk Protocol to monitor implementation of curriculum and instruction and led the district's Learning Walk initiatives as part of the job-embedded professional development cycle which she helped design and deliver. She also oversaw the district's Reading First and K-12 reading intervention programs, Title I, Title IIA, Title V, and summer school programs. Dr. Findlay served as an elementary principal increasing ISTEP+ scores from 78% to 94% in one year. She also served as a secondary administrator and English teacher in grades 7-12. She graduated with honors from Purdue University with a Bachelor's degree in English. She earned a Master's degree in Curriculum and Instruction from Indiana Wesleyan University where she was named the Outstanding Educator in her graduating class. Her doctorate in Educational Leadership was earned from Purdue University.

Dr. Findlay currently serves as the President of Indiana ASCD. She regularly does presentations and trainings for school staffs, district staffs, regional educational meetings, and national presentations. In 2011 she presented on aligning curriculum with the Common Core State Standards at the Learning Forward (National Staff Development Council) national conference. Her areas of expertise are in curriculum audits and alignment, curriculum mapping, deconstructing standards, creating formative and summative assessments aligned to learning targets and standards, analyzing student data to inform instruction and revise curriculum, monitoring curriculum and developing professional development using the Learning Walk Protocol, disciplinary literacy, and reading. Educational Impact is releasing an online professional development series on curriculum mapping presented by Dr. Findlay and Jay McTighe.

Betsy K. Delgado

5403 Alvamar Place
Carmel, IN
46033

Phone: 317-605-4253
Email: bdelgado@theexcelcenter.org

Education

May 1990 Bachelor of English and Education, University of North Dakota
Projected to complete Masters in Administration from Ball State in the winter of 2011-2012

Awards, Fellowships, Grants

May 2010, Certification in Leadership from ProLiteracy

Positions Held

Managing Director, The Excel Center
June 2011-Present

- Leads the development of the Excel Model and communicates the vision to staff.
- Provides leadership and supports training of directors and lead teachers in evaluating performance data.
- Provides leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning students, test results, and/or Indiana Academic and Common Core State Standards
- Implements Excel Model in new locations, including coordinating staff hiring, training and development, facilities and infrastructure, scheduling and reporting.
- Provides training to and assists Excel Center directors and lead teachers in observing teachers, providing effective feedback, and completing evaluations.
- Facilitates and supports directors in the day-to-day function of schools.
- Assists Director of College and Career in facilitating dual credit and certification, post-secondary, workplace/employer partnerships.
- Assists the Director of Special Education in designing the most appropriate academic program for special needs students
- Assists Chief Academic Officer in the review, evaluation, and recommendation of instructional materials, methods, and programs
- Represents GEI, as appropriate, in community planning and policy making activities

Community and Continuing Education Assistant Supervisor at MSD Washington Township. Indianapolis, IN
2005-Present

- Wrote and maintain federal and state grants
- Oversaw 50+ staff members including office staff, teachers, custodians and learning aides
- Monitored Federal reporting
- Managed the development of new programs and curriculum
- Developed and maintained the state, federal budgets as well as other special project budgets we develop
- Coordinated Professional Development

- Scheduled all GED/ABE/ENL classes at 11 different sites
- Support staff in educating over 1700 students

Teacher of English, Sudbury High School, Sudbury, England
2001 –2005

- Taught English literature and Language to students in year 9-13
- Developed curriculum for GCSE tests
- Taught 6th Form, English Literature

Deputy Head teacher of Year 11 and English Teacher, Cramlington High School, Cramlington, England
1998-2001

- Monitored the academic and social progress of Year 11 students
- Corresponded with parents and guardians regarding student progress
- Dealt with discipline and maintenance of building for Year 11
- Developed curriculum for Investigations Weeks
- Taught English Literature and Language to Year 9-13
- Taught English Literature to 6th Form

English Teacher/Reading Coordinator at Jordan High School and Millikan High School, Long Beach, CA
1996-1998

- Taught English ,Honors English , and English Literature to ENL students in grades 9-12
- Taught in "Cities in Schools" program for students who had just been released from Juvenile Detention
- Coordinated team teaching and "Reading Across the Curriculum" programs

English Teacher/Basketball Coach at Victor Valley High School, Victorville, CA
1993-1996,

- Taught English to grades 9-12
- Coached Varsity Basketball
- Planned and implemented curriculum for team teaching with other departments

Betsy Delgado, Managing Director, The Excel Center

Betsy Delgado has been Managing Director of the Excel Center since June 2011. During her time as leading the Excel Center's three sites, she has made several key adjustments to academic instruction, life coaching, and post-secondary attainment to increase the relevance of the education for adult learners and improve educational success.

Previously, Delgado was involved in Community and Continuing Education at the Metropolitan School District of Washington Township, where she was involved with adult education efforts for the school district. Serving in that role for six years, Delgado was responsible for managing a staff of 50 involved in adult education. Previously, Delgado has served as an English teacher in California and England.

Delgado holds a Bachelor of English and Education from the University of North Dakota and is projected to complete a Masters in Administration from Ball State University in 2012.

Vita
Of
Gregory D McClure

2540 South Davis Road
Indianapolis, Indiana 46239
317.862.5307
317.490.5710

Employment Objective: Administrative Placement

Education: Elementary: St. Peters Lutheran – Grades 1-3
Trinity Lutheran – Grades 4-8
Indianapolis, Indiana

9/63 – 6/67 Thomas Carr Howe High School
Indianapolis, Indiana

8/18/72 Ball State University – Muncie, Indiana
B.S Teacher Curriculum: Special Education – Mental Retardation K-12 (area major)

Provisional Teaching License

8/12/76 Ball State University – M.A.
Major: Special Education Administration
Professional (Life) Teaching License

Provisional Director of Special Education License

1980 – 88 Ball State University (45 Hours beyond Masters)
Majors: Education (Secondary Administration)
Professional (Life) Director of Special Education License

Provisional Secondary Administration License

1990 – 2004 Ball State University
Professional (Life) Secondary Administration License

2005- Present Ball State University

Mild Interventions License (All Schools) Expiration: 6/16/2021

Employment Experience:

1960 – 1965 Indianapolis Star / News
Delivery / Collections (Variety)

1963 – 1967 Little Brown Jug Restaurant
Cook / Management

1967 – 1968 Eli Lilly
Production Line / Materials Handler

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Production Line / Materials Handler

TIEREE C. SMITH

11243 Pine Mountain Place · Cumberland, IN 46229
Office: 317-524-4004 · Mobile: 317-490-9731 · tieree.smith@goodwilleducation.org

EDUCATION

Certificate, Project Management, anticipated, January 2012
Indiana University Purdue University Indianapolis; Indianapolis, IN

Masters of Science, Student Affairs and Higher Education, May 2006
Indiana State University, Terre Haute, IN

Bachelor of Arts, Speech Communication, May 2001
University of Minnesota Morris; Morris, MN

PROFESSIONAL EXPERIENCE

Goodwill Education Initiatives, Indianapolis, IN, July 2008 to present

Director of College and Career Readiness, July 2010 to present

- Responsible for the leadership, direction, supervision, and evaluation of academic advising, career advising, college advising, and character development courses instruction
- Supervise, train, and evaluate all college and career personnel at Indianapolis Metropolitan High School and The Excel Centers
- Assists the Director of Special Education with transition plans for students with an IEP
- Leads the development of certification programs and dual enrollment opportunities
- Coordinate alumni initiatives and provide continual support to graduates
- Analyze and compile postsecondary retention data
- Administer college related assessments
- Conduct, gather and coordinate the development of research and performance measures for credential completion, educational attainment and efforts that bridge educational systems for career path employment.
- Strengthen the links between a career pathways system to align job training and education programs to jobs that are in demand or likely to grow in the immediate future in Indianapolis
- Attend and participate in meetings of key stakeholders in education and training, workforce and economic development to develop and strengthen information and resources related to the creation of career pathways
- Plan, develop, and administer policies and procedures, operational activities, and student services programs which will enhance student's character development and successful transition into their solid postsecondary plan
- Leads transcript evaluation and graduation audits

Director of College Transition Services, July 2008 to July 2010

- Hired as the first director of college transition services of Indianapolis Metropolitan High School
- Assisted the class of 2009 with securing $1.5 million in national and local scholarships
- Established Indianapolis Metropolitan High School as an ACT Test Center and COMPASS testing center to decrease transportation barriers
- Maintained 95% college acceptance rate
- Administer Goodwill Foundation scholarships to graduating seniors

Director of Multicultural Programs and Services, July 2006 to July 2008
Nebraska Wesleyan University (NWU), Office of Multicultural Programs and Services, Lincoln, NE

- Appointed as Nebraska Wesleyan's first director of multicultural programs and services
- Established the Mosaic Scholarship for U.S. ethnic minorities within four months of hire
- Implemented retention strategies for students of color and other marginalized groups
- Advised students of color on academic, financial, career, and personal issues
- Developed and updated the framework for NWU's first student of color prospective student webpage
- Mediated and facilitated conflict resolution plans for faculty, staff, and students
- Annually complied data on the graduation rate of students of color
- Developed, assessed, and facilitated the curriculum for the annual 5-day Chicago Urban Cultural Immersion Trip
- Supervised eight office assistants and two undergraduate interns
- Trained paraprofessionals and coordinated the efforts of faculty Resource Persons for People of Color, Personal Harassment Resources Persons, Sexual Assault Resource Persons, Sexual Harassment Resource Persons, and Sexual Orientation Resource Persons

Assistant Director of Student Activities and Residential Life Graduate Assistant, July 2004 to July 2006
Rose-Hulman Institute of Technology (RHIT), Office of Student Activities, Terre Haute, IN

- Taught a first-year college and life skills course
- Developed and facilitated training sessions for student leaders
- Hired and trained graduate assistants and paraprofessionals in residential life
- Assisted with co-curricular programs for residential assistants and sophomore advisors
- Co-advised the Student Activities Board and the Panhellenic Council
- Advised the National Society of Black Engineers (NSBE)
- Coordinated, developed, assessed, and evaluated comprehensive campus programs including new student orientation and the Greek Leadership Awards Banquet

Senior Admissions Counselor and Chicago Regional Representative, September 2003 to June 2004
Northern Michigan University (NMU), Office of Admissions, Marquette, MI

- Planned and implemented market cultivation strategies to include high school visits, college fairs, off campus workshops, guidance counselor regional luncheons, as well as transporting of students of color from the Chicago area to NMU
- Reviewed and executed decision on admissions applications at onsite admissions programs
- Increased admissions applications from Cook County by 68.6% and admits by 57.1% within four months of hire date
- Increased enrollment of minority students from Cook County by 14%

Admissions Counselor, July 2001 to September 2003
University of Minnesota, Morris (UMM), Office of Admissions, Morris, MN

- Targeted recruitment counselor responsible for a recruitment territory which included all states except North Dakota, South Dakota, and parts of Wisconsin and Minnesota.
- Exclusively reviewed and executed decisions on the Presidential Outstanding Minority Scholarship
- Assisted with the creation of the University's first student of color view book
- Assisted in recruiting matriculated freshman students of color to the Gateway summer transition program

- Supervised and trained 15 telecounselors and an undergraduate assist for minority recruitment
- Restored the office's relationship with education talent search agencies in Fresno, CA; New Orleans, LA; St. Paul, MN; and Chicago, IL to maintain the University's student of color enrollment numbers

OTHER RELEVANT EXPERIENCE

- Instructor, "Healing After the Fall," Youth Rehabilitation Treatment Center, Geneva, NE, July 2006 to November 2006.
- **Practicum Student**, Indiana State University, Office of Sponsored Program, Terre Haute, IN, August 2005 to December 2005.
- **Practicum Student**, Ivy Tech Community College, Career Services, Terre Haute, IN, May 2005 to August 2005.
- **Practicum Student**, Indiana State University, Educational Talent Search, Terre Haute, IN, August 2004 to December 2004.
- **Office Assistant**, University of Minnesota, Morris, Office of Student Counseling, Morris, MN, August 1998 to May 2001.

INVITED PRESENTATION

- "Minimizing Debt," College and Career Fair, Emmaus Christian Church, Indianapolis, IN, October, 2010
- "No Struggle, No Progress," Juneteenth Celebration, The Way United Methodist Church, Indianapolis, IN, June, 2009.
- "Peace Corps to Immersion Experiences," Peace Conference, First United Methodist Church, Lincoln, NE, April 2008.
- "Affirmative Action: Peace, Restorative Justice, and Forgiveness," Peace Conference, St. Paul United Methodist Church, Lincoln, NE, April, 2008.
- "Living a Legacy," Lincoln Southeast High School, Lincoln, NE, March, 2008.
- "Faith, Academics, and the Pursuit of Excellence," United Methodist Church Summer Youth Conference, Lincoln, NE, June, 2007.
- "Pursue Your Passion: Despite How Ludicrous It May Seem," African American Honors Reception, Lincoln Public Schools and the National Association for the Advancement of Colored People, Lincoln, NE, May, 2007.
- "White Privilege," Race Relations, Department of Sociology, NWU, Lincoln, NE, April, 2007.
- "Pursuing the Ph.D.: Considerations for Applying to Doctoral Programs, American Student Educators International/National Association for Student Personnel Administrators Joint Meeting, Orlando, FL, April, 2007.
- "Sexual Assault," Peer Assistant In-service, NWU, Lincoln, NE, March, 2007.
- "Men as Rape Victims," Phi Kappa Tau In-service, NWU, Lincoln, NE, January, 2007.
- "Sensitivity Training: Minorities in Music," Department of Music Convocation, NWU, Lincoln, NE, November, 2006.
- "African-American Students' Persistence at Predominately White Universities," Indiana State University, Terre Haute, IN, March, 2006.
- "Reconstructing the Discussion of White Privilege," American Student Educators International (ACPA), Indianapolis, IN, March, 2006.
- "Building Bridges," Indiana State University, Leadership Group Meeting, Terre Haute, IN, December, 2005.
- "CAS Standards: A Systems Analysis of the Upward Bound Program at Indiana State University," Indiana

State University, Terre Haute, IN, July 2005.

- "Walking With Purpose," Hyde Park Career academy, Black History Alive, Chicago, IL, February, 2004.
- "Understanding Yourself: Self-Esteem," Westinghouse Career Academy, Nursing Department, Chicago, IL, March, 2004.
- "Building A Community of Promise," Wheaton Area Middle/High School, Wheaton, MN, September, 2001.
- "Transcript Analysis of School Shootings: Prototyping Through Key Events," UMM, Morris, MN, May, 2001.

DISTINCTIONS

Recipient, Joseph B. Whitehead Educator of Distinction Award, Coca-Cola Scholars Foundation, May 2010

Recipient, Outstanding Leader, Never Bound Again (NBA) Camp Conference, Mt. Zion Apostolic Church, August 2009

Recipient, Multi-Racial Network Professional of the Year, American College Personnel Association, Atlanta, GA, 2008

Member, Pi Lambda Theta, International Honor Society and Professional Association in Education, 2006 – 2008

Honoree, Transformative Community Leader, Leadership Lincoln, Lincoln Journal Star, October, 2007

Honoree, National Dean's List, 2004 – 2006

Semi-finalist, Curtis H. Larson Award, UMM, Morris, MN, 2001

Recipient, Mary Martell Award for Community Service, UMM, Morris, MN, 2000

ADDITIONAL INVOLVEMENT

- *Member,* National Career Pathways Network, September 2011 to present
- *Member,* Indiana School Counselor Association, August 2010 to present
- *Board Member*, Carol Associations, Inc, August 2010 to August 2011
- *Member,* Indiana Association for College Admissions Counseling, July 2008 to present
- *Events Planner*, CYYAM, Mt. Zion Apostolic Church, December 2008 to December 2010
- *Member*, Task Force on Wolf Fund Allocation Policy, President's Council on Cultural Diversity, NMU, Lincoln, NE, 2008
- *Member*, Higher Learning Commission Self-Assessment Committee, North Central Accreditation Association, NWU, 2008
- *Facilitator*, Winterfest 2012 Strategic Planning Conference, NWU, January, 2008
- *Reputation Analysis Invitee*, Expanding Inclusion in Higher Education/Referendum and Ballot Initiatives, Howard Samuels Center and the Ford Foundation, New York, NY, April, 2008
- *Site Manager/Precinct Leader*, Presidential Democratic Caucasus, Lincoln, NE, 2008
- *Chair*, Nebraskans United for Affirmative Action, Lincoln, NE, 2008
- *Youth Chapter and College Chapter Advisor*, NAACP, Lincoln, NE, 2007 to 2008
- *Chair*, Freedom Fund Banquet, NAACP, Lincoln, NE, 2007 to 2008
- *Steering Committee*, Renaming of Capitol Parkway to Rosa Parks Way, NAACP, Lincoln, NE, 2007
- *Co-founder and Chair*, Peace Meal, Lincoln, NE, 2006 to 2008
- *Member*, President's Inauguration Planning Committee, NWU, Lincoln, NE, 2006 to 2007
- *Fundraising Coordinator*, Standing Committee for New Professionals and Graduate Students, American College Personnel Association, 2006 to 2007
- *Youth Director*, Bethlehem Temple, Terre Haute, IN, August 2004 to November 2006

Tieree Smith is Director of College and Career Readiness at Goodwill Education Initiatives. She received her M. S. in Higher Education and Student Affairs from Indiana State University and her B. A. in Speech Communication from the University of Minnesota, Morris. She is currently pursuing a certificate in Project Management at Indiana University Purdue University and a national certification in Project Management. Tieree has 10 years of experience in education, fulfilling administrative duties including college and career counseling, judicial affairs, multicultural affairs, accreditation assessment, matriculation and retention of college students.

Tieree has made several presentations at local, regional, and national organizations on leadership, college and career counseling, volunteerism, and diversity. She has served on an array of community, state, and national boards. She served as the first appointed Chair of the Nebraskans United for Affirmative Action, Site Manager and Precinct Leader for the Presidential Democratic Caucasus in Lincoln, NE, Board Member of Carol Associations, Inc., co-founder of the city-wide Peace Meal on Restorative Justice, and Fundraising Coordinator for the Standing Committee for New Professional and Graduates of the American College Personnel Association. Her passion for civic engagement afforded her the opportunity to be invited to New York City in 2008 by the Howard Samuels Center and the Ford Foundation as a representative of the state of Nebraska on the issue of *Expanding Inclusion in Higher Education/Referendum and Ballot Initiatives.*

Tieree has gained local and national recognition for her devotion to youth, education, restorative justice, and multicultural affairs. She was a 2010 recipient of the Coca-Cola Scholars Foundation, Joseph B. Whitehead Educator of Distinction Award. She received the 2009 Outstanding Leader Award from the Never Bound Again Camp Conference Committee of Indianapolis, IN. She was featured on the front page of the Indianapolis Journal Star in January of 2009 for her outstanding work in helping students secure scholarships, reduce debt, and transition into college. The article was subsequently published in the Alternative High School Initiatives network newsletter, Big Picture Schools national newsletter, and several other newsletters in various states. In 2008, she was named the Multi-Racial Network Professional of the Year by the American College Personnel Association and a Transformative Community Leader by Leadership Lincoln of Lincoln, Nebraska.

COURTNEY MULCAHY RENT

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COURTNEYRENT@YAHOO.COM
(317)414-2200

EXPERIENCE

June 2010-Present, Goodwill Education Initiatives, Indianapolis, IN

Director of Community Services

- Gatekeeper for Indy Met and Excel Center, meets with students and families to help determine best educational fit for student
- Determines resources for families and students if needed, acts as liaison between new families and existing resources
- Promotes Goodwill Education Initiatives in the community and develops community partners to keep a flow of incoming students, as well as attend community events
- Collaborates with school staff to develop and facilitate enrollment processes and works with "on-boarding" new students
- Manages the applications, waitlist and enrollments for the Excel Center and the Met
- Organizes and facilitates orientations for the Met

June 2008-June 2010, Indianapolis Metropolitan High School, Indianapolis, IN

Athletic Director/Parent-Student Activities Coordinator

- Developed an athletic and after-school program, that provided activities seasonally and daily for students enrolled in the school
- Created an athletic handbook that set up the mission and intent for the athletic program
- Initiated a parent e-newsletter that is distributed to over 150 parents
- Participated in the Parent Leadership Academy through the Indiana Partnership Center to develop parent leaders in the school community
- Helped to create the first Charter School Athletic Conference
- Supervised the 21st Century Community Learning Center Program for after-school activities
- Experienced in recruiting, interviewing and hiring staff for the athletic program
- Organized and carried out events ranging from home games and banquets to parent information nights
- **Member:** National Interscholastic Athletic Administrator's Association; Indiana Interscholastic Athletic Administrator's Association

August 2007-Present, Big Picture Company, Indianapolis, IN

Educational Coach

- Provided curriculum consultation in alignment with the Big Picture Model
- Traveled to Tennessee to faciltate training of school staff on key components of their educational philosophy
- Two time presenter at National Big Picture training conference
- Presented at National College Transition Conference

October 2004-May 2008, Indianapolis Metropolitan High School, Indianapolis, IN

Advisor/Teacher

- Instructed a cohort of 16 students from freshman year through graduation in accordance with Indiana Core 40 educational standards
- 15 out of 16 of the cohort are participating in college or other post secondary options
- Provided differentiated instruction project-based on each student's need and ability

- Worked directly with the students' parents, community mentors, and other school staff to provide a support network around their educational requirements
- Created a strong group dynamic to help ensure responsible behavior, future life skills and work habits

August 2003-November 2003, Hulbert Outdoor Center, Fairlee, VT

School Programs Staff

- Provided instruction students from all over New England
- Utilized the outdoors to facilitate teambuilding and adventure challenge
- Trained on the high and low R.O.P.E.S. courses to build group development skills and respect through specifically designed facilitation
- Conducted interviews with teachers, parents and other staff to tailor programs to each group's needs

August 2001-June 2003, Berkshire Country Day School, Stockbridge, MA

Lower/Middle School Physical Education Teacher

- Planned and designed lessons for the physical education program
- Fourth grade homeroom teacher
- Coached middle and high school soccer and basketball
- Developed, organized and coordinated events and staff for the school's first ever Fun Day.

Summers 1999-2007, Songadeewin of Keewaydin, Salisbury, VT

Head of Programming

- Coordinated the camp schedule by assigning staff to activities based on their strengths and abilities
- Educated staff on ways to develop and enhance their teaching techniques
- Guided cabin staff through conflict resolution and behavior management situations
- Collaborated with the Camp Director and worked in conjuction with other leadership positions
- Presented seminars during staff training designed for communicating more effectively with children and creating community

Cabin/Trip Staff

- Taught campers daily in activities ranging from sailing to riflery
- Lead extensive canoe trips to the Adirondacks, Maine and Canada
- Developed strong interpersonal relationships with campers and other staff

EDUCATION

August 1997-May 2001, Johnson State College, Johnson, VT

Bachelor of Health and Life Sciences

- K-12 Physical Education Licensure
- 4 years NCAA Division 3 soccer and softball
- 2 years Student Association, Senator

- President, Physical Education Majors Club
- Presenter, Vermont Association of Health, Physical Education Recreation and Dance

SKILLS/CERTIFICATIONS

- Microsoft Word, Excel, Publisher and Constant Contact proficient
- Lifeguard and Water Safety Instruction Certified
- Wilderness First Aid
- CPR, First Aid
- Small Craft Safety (kayak, canoe, sailboat, moving water)

Courtney Mulcahy Rent has worked with Goodwill Education Initiatives since October 2004. Her first role at the Indianapolis Metropolitan High School was as a Bridges Lab Instructor, a specific program designed to help students with learning disabilities. She soon fell into the role as advisor, taking over a 9th grade advisory and stayed with this group until their graduation in 2008. After that, she moved into the multi-faceted role as Director of Student Activities, which included athletic director responsibilities, after school program coordinator, and parent liaison. Courtney currently works as the Director of Community Services for the Indianapolis Metropolitan High School and the Excel Centers where she meets with new families looking into the schools and helps students get enrolled into the programs.

Prior to working at Goodwill, Courtney was a Physical Education teacher at the Berkshire Country Day School in Lennox, Massachusetts where she taught for 2 years. After that, she worked in the Newington Public Schools in Newington, Connecticut for one year and was an Outdoor Education Instructor at the Hulbert Outdoor Education Center in Fairlee, Vermont. Courtney has been working with kids since the age of 14 when she started as a junior counselor at the Vermont Fish and Wildlife camp and worked there for 8 summers. She also spent 9 summers at Songadeewin of Keewaydin, a canoe tripping camp for young women in Vermont, where she lead canoe trips to upstate New York and the Canadian wilderness.

In addition to her role at Goodwill, Courtney volunteers with the IPS schools and with Indy Reads.

Attachment 4 – Curriculum Overview

Mathematics:

Basic Skills Development: Math

Course Overview: *BSD: Math* provides students with individualized instruction designed to support success in gaining the skills necessary to complete mathematics coursework aligned with *the Common Core State Standards*. Designed for students in need of significant remediation, *BSD: Math* courses teach basic academic math concepts through digital content and direct instruction.

Scope and Sequence: Remediation

Core 40 Credits: 2 General Elective credits

Pre-Algebra

Course Overview: An introduction to the skills needed to be successful in algebraic environments.

Core 40 Credits: 2 General Elective credits

Scope and sequence:

Algebra I

Course Overview: The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

Core 40 Credits: Algebra I (2 Credits)

Scope and sequence: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; Quadratic Functions and Modeling

Geometry

Course Overview: Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units below.

Core 40 Credits: Geometry (2 Credits)

Scope and sequence: Congruence, Proof, and Constructions; Similarity, Proof, and Trigonometry; Extending to Three Dimensions; Connecting Algebra and Geometry through Coordinates; Circles With and Without Coordinates; Applications of Probability

Algebra II

Course Overview: *Algebra II* is a course that extends the content of Algebra I and provides further development of the concept of a function.

Core 40 Credits: Algebra II (2 Credits)

Scope and sequence: Topics include: (1) relations, functions, equations and inequalities; (2) systems; (3) quadratics, (4) polynomials and complex numbers; (4) algebraic fractions & rational functions; (5) logarithmic and exponential functions; and (6) trigonometric functions & identities.

Financial Foundations:

Course Overview: An integrated course which brings related content together in real world application from Economics, Personal Financial Responsibility, and Business Math. *Economics* examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. *Personal Financial Responsibility* addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. *Business Math* includes mathematical operations related to accounting, banking and finance, marketing, and management.

Core 40 Credits: Economics (1 credit); Business Math (2 Credits); Personal Financial Responsibility (1 Credit)

Scope and sequence: Defining Economics and Economic Reasoning; Money, Banking, and Financial Services; Principles of Supply and Demand; The Market and Your Role as a Consumer; The Role of Government; Measuring a Nation's Economy; Fiscal and Monetary Policy; The Role of Domestic and International Trade

English and Social Studies

Basic Skills Development: Reading

Course Overview: Designed for students in need of significant remediation, BSD: Reading provides students with individualized or small group instruction designed to develop skills needed for success in completing language arts course work aligned with the *Common Core State Standards for English/Language Arts* through computer-adaptive digital interventions and direct instruction.

Scope and Sequence: Remediation

Core 40 Credits: 2 General Elective credits

Film Literature / Creative Writing

Course Overview: *Film Literature*, a course based the *Common Core State Standards for English Language Arts*, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. CREATIVE WRITING PROJECT: Students write selections from the following projects: a short story, a narrative or epic poem, a persuasive speech or letter, a film review, a script or short play, which demonstrate knowledge, application, and writing progress in the Creative Writing course content.

Core 40 Credits: Film Literature (1 Credit); Creative Writing (1 Credit)

Scope and Sequence: History of film; influence of film on the culture; issues of interpretation, production and adaptation; visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work; films' portrayal of the human condition; the roles of men and women and the various ethnic or cultural minorities in the past and present.

Writing Foundations

Course Overview: *Composition* includes writing strategies of narration, description, exposition, and persuasion. Students read classic and contemporary literature or articles and use appropriate works as models for writing. *Expository Writing* includes a study and application of the various types of informational writing intended for a variety of different audiences based on the *Common Core State Standards for English Language Arts.* *Grammar* includes application of the conventions of oral and written expression that include syntax, usage, punctuation, and spelling.

Core 40 Credits: Composition (1 credit); Expository Writing (1 credit); Grammar (1 credit)

Scope and Sequence: Writing process; command of vocabulary, English language conventions, research and organizational skills; awareness of the audience, the purpose for writing, and style; fictional narratives; reflective compositions; academic essays; responses to literature; expository strategies of classification, illustration by example, definition, comparison and contrast, process analysis, cause and effect, definitions; grammatical terminology; grammar in the context of reading and writing

American Studies A

Course Overview: *American Studies* students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant

themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources as well as literature to explore topical issues and to understand the cause for changes in the nation over time. They will also complete a variety of writing assignments, including narrative, argumentative and expository.

Core 40 Credits: US History A (1 Credit); English 11 (2 Credits); Computer Applications (1 Credit)

Scope and Sequence: Early Foundations of Government; Industrialization and Immigration; Imperialism; Progressives; Graphic Novel Final Project

American Studies B

Course Overview: *American Studies* students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources as well as literature to explore topical issues and to understand the cause for changes in the nation over time. They will also complete a variety of writing assignments, including narrative, argumentative and expository.

Core 40 Credits: US History B (1 Credit); English 12 (2 Credits); Business (1 Credit) Computer Applications (1 Credit); Fine Arts Connection (1 Credit)

Scope and Sequence: 1920s and 1930s; World Tensions; Civil Rights; Research Project and Present Day

Science

Integrated Chemistry - Physics

Course Overview: Integrated Chemistry and Physics is an introductory course in which students explore both the fundamental principles in chemistry and physics. Students enrolled in this course examine the structure and properties of matter, chemical reactions, forces, motion and the interactions between energy and matter.

Core 40 Credits: Integrated Chemistry-Physics (2 credits)

Scope and Sequence: Motion and Energy of Macroscopic Objects; Mechanical Energy and Propagation of Energy by Waves; Properties of Matter: Macrosopic as a Model for Microscopic; Energy Transport; Chemical Energy, Reactions, and Bonding; Electrical Energy Propagation and Magnetism; Nuclear Energy; Society (Energy production, environment, economics)

Anatomy and Physiology

Course Overview: Anatomy & Physiology is a course in which students investigate concepts related to the health sciences. Through instruction, including laboratory activities, students apply concepts associated with human anatomy and physiology. Studies will include the process of homeostasis and the

essentials of human function at the level of genes, cells, tissues, and organ systems. Students are to understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields.

Core 40 Credits: Anatomy and Physiology (2 Credits)

Scope and Sequence: Levels of Organization in the Human Body: Cellular; Tissue and Organs; Movement and Support in the Human Body: The Integumentary System; The Skeletal System; The Muscular System; Integration and Coordination in the Human Body: The Nervous System; Somatic and Special Senses; The Endocrine System; Transport in the Human Body: The Blood; The Cardiovascular System; The Lymphatic System and Immune Mechanisms; Absorption and Excretion in the Human Body: The Digestive System; The Respiratory System; The Urinary System; Life Cycle in the Human Body: The Reproductive System

Physics

Course Overview: Students recognize the nature and scope of physics, including its relationship to other sciences and its ability to describe the natural world. Students learn how physics describes the natural world, using quantities such as velocity, acceleration, force, energy, momentum, and charge. Through experimentation and analysis, students develop skills that enable them to understand the physical environment. They learn to make predictions about natural phenomena by using physical laws to calculate or estimate these quantities. Students learn that this description of nature can be applied to diverse phenomena at scales ranging from the subatomic to the structure of the universe and include everyday events. Students learn how the ideas they study in physics can be used in concert with the ideas of the other sciences. They also learn how physics can help to promote new technologies. Students will be able to communicate what they have learned orally, mathematically, using diagrams, and in writing.

Core 40 Credits: Physics (2 Credits)

Scope and Sequence: Motion and Forces; Energy and Momentum; Temperature and Thermal Energy Transfer; Electricity and Magnetism; Vibrations, Waves; Light and Optics; Modern Physics

Chemistry

Course Overview: Chemistry requires students to compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Core 40 Credits: Chemistry (2 Credits)

Scope and Sequence: Properties and States of Matter; Atomic Structure and the Periodic Table; Bonding and Molecular Structure; Reactions and Stoichiometry; Behavior of Gases; Thermochemistry; Solutions; Acids and Bases; Organic Chemistry and Biochemistry

Science Research

Course Overview: *Science Research* is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems.

Core 40 Credits: Science Research (2 credits)

Scope and Sequence: Laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings; end-of-course project, such as a scientific research paper and presentation of findings.

Other Courses—Directed Electives

Career Technical Education (CTE)

Business Math

Career Planning and Success Skills

Child Development and Parenting

Computer Applications

Interdisciplinary Cooperative Education

Medical Terminology

Personal Financial Responsibility

Preparing for College and Careers

Professional Career Internship

Advanced CTE, College Credit

CTE Certifications awarded in the Excel Center include:

- Logistics Readiness
- Patient Access
- EMT
- CNA
- IT Networking

Fine Arts

Piano and Electronic Keyboarding

Electronic Music

College Credit

Credit Recovery Courses

The following courses are also available via online credit recovery:

- English 9
- English 10
- Algebra I
- Geometry
- World History
- Health and Wellness
- PE I
- PE II
- General Electives

Attachment 5 – Learning Standards for Excel Center Graduation

Students who graduate the Excel Center are expected to complete the following four courses:

Contents

American Studies A and B 2
American Studies A Course Mapping 2
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Financial Foundations 8
Algebra II Standards 13
Chemistry Standards 15

Standards for these courses are included below. All courses are aligned to Indiana Academic Standards and English and Math courses are combined with Common Core.

Because they are combinations of multiple courses, the standards for American Studies A and B and Financial Foundations are listed on a lesson-by-lesson basis to demonstrate the combinations of courses in the Excel Center model. Students are evaluated on their mastery of the standards listed in each course.

American Studies A and B

American Studies A Course Mapping

	Content	E/LA 11-12	US
Day 1	Forms of Gov't ECA Style Prompt	RI 1-10 W 1, 2, 4, 5, 6, 10 SL 1, 2 L 1-6	1.1, 1.2
Day 2	US Revolution Thomas Paine Dec. of Independ.	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	1.1, 1.2
Day 3	Federalist Papers 1984	RL 1, 4, 5, 10 RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	1.1, 1.2
Day 4	Legislative Branch	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	
Day 5	Executive Branch Electoral College	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	
Day 6	Judicial Branch Westboro Article Court Cases	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	1.1, 1.2
Day 7	Thematic Essay Push vs. Pull New Colossus	RL 1, 4, 5, 6, 7, 10 RI 1-10 W 1, 2, 4, 5, 6, 10 SL 1, 2 L 1-6	2.1, 2.2, 2.3
Day 8	Chinese Exclusion Act ECA Style Essay	RI 1-10 W 1, 2, 4, 5, 6, 10 SL 1, 2 L 1-6	2.1, 2.2, 2.3, 3.7
	Content	**E/LA**	**US**
Day 9	Irish Immigrants How to write intros and conclusions	RI 1-10 W 1, 2, 4, 5, 6, 10 SL 1, 2 L 1-6	2.1, 2.2, 2.3, 3.7
Day 10	Rural vs Urban Poetry (Whitman and Sandberg)	RL 1, 4, 5, 6, 9, 10 RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	

Day 11	Social Darwinism	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	2.4, 2.5, 3.7
Day 12	Industrial Revolution DBQ	RI 1-10 W 1, 2, 4-8, 10 SL 1, 2 L 1-6	All of 2
Day 13	Finish DBQ Essay Robber Barons Captains of Industry	RI 1-10 W 1, 2, 4-8, 10 SL 1, 2 L 1-6	2.4, 2.5, 3.7
Day 14	Manifest Destiny Westward Expansion	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	2.6
Day 15	Spanish American War Yellow Journalism	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	2.6, 3.6
Day 16	White Mans Burden Things Fall Apart St. Crisipin's Day	RL 1-10 (except 8) RI 7 W 1, 2, 9 SL 1-3 L 1-6	
	Content	**E/LA**	**US**
Day 17	Mexican American War Battle of the Alamo	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	3.1, 3.2, 3.6
Day 18	14 Points Treaty of Versailles	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	3.3, 3.4, 3.5
Day 19	The impact of imperialism on American music	RL 1, 4, 5, 6, 9, 10 RI 7 W 1, 2, 9 SL 1, 2 L 1-6	
Day 20	Progressive DBQ (end with essay)	RI 1-10 W 1, 2, 4-8, 10 SL 1, 2 L 1-6	3.8
Day 21	Jacob Riis Upton Sinclair	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	3.8

Day 22	Triange Shirtwaist Factory Fire	RL 1, 4, 5, 6, 9, 10 RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	3.8
Day 23	Discuss other famous Progressives	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	3.8
Day 24	TABE Re-test		
	Content	**E/LA**	**US**
Day 25	Review for Final Exam		
Day 26	Final Exam pt. 1 (multiple choice and ECA essay)	RL 1-10 RI 1-10 W 1, 2, 4, 5, 6, 10 SL 1, 2 L 1-6	
Day 27	Final Exam pt. 2 (DBQ)	RI 1-10 W 1, 2, 4-8, 10 SL 1, 2 L 1-6	
Day 28	Intro Graphic Novel Project	RL 1-10 (except 8) W 1, 3-10 L 1-6	
Day 29	Plan Graphic Novels	W 1, 3-10 L 1-6	
Day 30	Work on Graphic Novel	W 1, 3-10 L 1-6	
Day 31	Work on Graphic Novel	W 1, 3-10 L 1-6	
Day 32	Finish Graphic Novel	W 1, 3-10 SL 1, 2, 4-6 L 1-6	

American Studies B Course Mapping

	Content	E/LA	US	CompApp
Day 1	Flapper Culture St. Valentine's Mass	RI 1-10 W 1, 2, 4, 5, 6, 10 SL 1, 2 L 1-6	1.1, 1.2	2.1-5 4.1-2
Day 2	Age of Excess Great Gatsby HarlemRenaissance	RL 1-10 (except 8) RI 7 W 1, 2, 9 SL 1, 2 L 1-6	1.1, 1.2	2.1-5 4.1-2
Day 3	DBQ Great Depress.	RI 1-10 W 1, 2, 4-8, 10 SL 1, 2 L 1-6	1.1, 1.2	2.1-5 4.1-2
Day 4	Introductions Conclusions Finish DBQ Essay	RI 1-10 W 1, 2, 4-8, 10 SL 1, 2 L 1-6		2.1-5 4.1-2
Day 5	Depression	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6		2.1-5 4.1-2
Day 6	Harvest Gypsies Dust Bowl Prezi	RI 1-10 W 1, 2, 9 SL 1, 2, 4-6 L 1-6	1.1, 1.2	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
	Content	**E/LA**	**US**	**CompApp**
Day 7	Pearl Harbor Japanese Relocate	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	2.1, 2.2, 2.3	2.1-5 4.1-2
Day 8	Soldiers Experience Life on Home Front ECA Prompt	RI 1-10 W 1, 2, 4, 5, 6, 10 SL 1, 2 L 1-6	2.1, 2.2, 2.3, 3.7	2.1-5 4.1-2
Day 9	*Terrible Things* Holocaust Victims *Night*	RL 1-10 (except 8) RI 1-10 W 1, 2, 9 SL 1, 2, 4-6 L 1-6	2.1, 2.2, 2.3, 3.7	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3

Day 10	Holocaust Poetry WWII Propaganda	RL 1-10 (except 8) RI 7 W 1, 2, 9 SL 1, 2, 4-6 L 1-6	2.1,2.2, 2.3	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 11	Iron Curtain Truman Doctrine Marshall Plan	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6		2.1-5 4.1-2
Day 12	McCarthyism *The Crucible*	RL 1-10 (except 8) RI 7 W 1, 2, 9 SL 1, 2, 4-6 L 1-6	2.4, 2.5, 3.7	2.1-5 4.1-2
Day 13	Platt Amendment Bay of Pigs Cuban Missle Crisis	RI 1-10 W 1, 2, 4, 5, 6, 10 SL 1, 2 L 1-6	All of 2	2.1-5 4.1-2
Day 14	Evaluate Kenedy's Decision -- Poster	RI 1-10 W 1, 2, 9 SL 1, 2, 4-6 L 1-6	2.4, 2.2, 3.7	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
	Content	**E/LA**	**US**	**CompApp**
Day 15	Intro Vietnam *Things They Carried* Protest Songs	RL 1-10 (except 8) RI 7 W 1, 2, 9 SL 1, 2 L 1-6	2.6	2.1-5 4.1-2
Day 16	Transatlantic Slave Trade Equiano	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	2.6, 3.6	2.1-5 4.1-2
Day 17	Reconstruction Era Black Codes Sharecropping	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6		2.1-5 4.1-2
Day 18	Emmett Till	RI 1-10 W 1, 2, 4, 5, 6, 10 SL 1, 2 L 1-6	3.1, 3.2, 3.6	2.1-5 4.1-2
Day 19	*To Kill a Mockingbird*	RL 1-10 (except 8) RI 7 W 1, 2, 9 SL 1, 2, 4-6 L 1-6		2.1-5 4.1-2

Day 20	Various Civil Rights Groups -- SAS Pics from CRM	RI 1-10 W 1, 2, 9 SL 1, 2, 4-6 L 1-6	3.3, 3.4, 3.5	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 21	*Letter from a Birmingham Jail* "I Have a Dream"	RI 1-10 W 1, 2, 9 SL 1, 2, 3 L 1-6	3.8	2.1-5 4.1-2
Day 22	Literacy Test Other Minorities Brown v Board	RI 1-10 W 1, 2, 4, 5, 6, 10 SL 1, 2 L 1-6	3.8	2.1-5 4.1-2
	Content	**E/LA**	**US**	**CompApp**
Day 23	Nixon - Present	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6		2.1-5 4.1-2
Day 24	Review for Exam			
Day 25	FINAL EXAM!	RL 1-10 RI 1-10 W 1, 2, 4-8, 10 SL 1, 2 L 1-6		2.1-5 4.1-2 7.1-3
Day 26	Intro research	W 1, 2, 4-10		1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 27	Begin researching	W 1, 2, 4-10		1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
Day 28	Type Paper	W 1, 2, 4-10		1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3

Day 29	Finish Paper	W 1, 2, 4-10 SL 1, 2, 4-6		1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3

Financial Foundations

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Procedure Topics	-Introduction to class -What is Economics? -Definition of other key terms: resource, consumer, goods, services, capitalism, democracy, meritocracy -Concept of the American Dream	-What is the difference between a need and a want? -What is choice and how is it employed in economic decisions? -What is opportunity cost? -Analysis of cost per use of items students own	-What is money and what function does it have in a society? -How does one calculate interest? -How does one save effectively and what methods of saving exist?	-How does one open a checking or savings account? -How does an individual write a check? -How does an individual balance a checkbook? -What is fractional reserve banking?
Common Core Literacy	11-12.RT.4		11-12.RT.3	
Economics	1.1, 1.4, 1.5	1.2, 1.9	6.1, 6.4	6.3
Business Math		1.1.1, 1.1.2, 1.1.3	1.3.1, 3.2.1	
Personal Finance		1.4.2	4.1.2, 6.1, 6.1.2, 6.2.1, 6.3	3.2.1, 3.2.2, 3.3.2

Week Two

Objective: Students will be able to describe and analyze the role of money, banking and financial services in their lives.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Procedure Topics	-What is credit?	-What is online	-Definitions: supply	-Graphing supply

	-What is a finance charge? -What are the advantages and disadvantages of having a credit card? -What should one look for when registering for a credit card?	banking? -What are the pros and cons of doing banking online? -How do online services compare between banks?	and demand -What is a shortage and what is a surplus? -Review concept of producers and consumers -What role do producers and consumers play in the market?	and demand -Determining price from supply and demand -Definition: equilibrium price -Why might supply and demand change within a market?
Common Core Literacy	11-12.RT.3, 11-12.RT.5	11-12.RT.5, 11-12.RT.7	11-12.RT.4	11-12.RT.3, 11-12.RT.6
Economics	6.6	6.6, 6.7	2.1, 2.3, 2.4	2.1, 2.3, 2.4
Business Math	3.2.8	1.1.1, 1.1.2, 1.1.3, 3.1.3	3.2.1, 3.2.2, 3.2.3, 3.2.4	3.2.1, 3.2.2, 3.2.3, 3.2.4
Personal Finance	3.3.1, 4.2, 4.2.1, 4.2.2	3.3.1		

Week Three

Objective: Students will be able to explain principles of supply and demand and how they affect their personal purchases, using purchasing a car as an example.

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**
Procedure Topics	-How do supply and demand impact the price of a product? -How does the length and interest of a loan affect monthly payments and overall cost? -Car loan project	-How does an individual make calculations to determine the cost of a major purchase? -What is the difference between leasing and buying a car? -Car loan project	-How does buying compare to leasing a product? -What does it cost to maintain a vehicle, including insurance? -What different types of insurance exist?	-How does one shop for insurance? -How do different types of insurance compare? -What factors influence a person's insurance costs?
Common Core Literacy	11-12.RT.7, 11-12.RT.9, 11-12.WT.4	11-12.RT.6, 11-12.RT.7, 11-12.RT.9, 11-12.WT.4		11-12.RT.2

Economics	6.4, 6.6	6.4, 6.6		
Business Math	3.2.2, 3.2.3	3.2.2, 3.2.3	2.1.9, 3.2.4	2.1.9, 3.2.4
Personal Finance	4.1.2, 4.1.3	4.1.2, 4.1.3	5.2, 5.2.1, 5.2.2, 5.2.3	5.2, 5.2.1, 5.2.2, 5.2.3

Week Four

Objective: Students will be able to demonstrate an understanding of the way market structures function and how decisions made in the market affect individuals and the larger economy.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Procedure Topics	-What are the three main types of business organizations? -What are the advantages and disadvantages of each?	-What are the characteristics of competition? -What are the four types of competition? -How do businesses make money?	-What is stock? -What is the stock market? -How does one calculate the value of stock? -What are the risks involved in the stock market?	-How does one do research on a stock? -How does one read a stock table? -Stock Market Simulation
Common Core Literacy	11-12.RT.1, 11-12.RT.2, 11-12.RT.4	11-12.RT.1, 11-12.RT.2, 11-12.RT.4	11-12.RT.3	11-12.RT.3, 11-12.RT.6, 11-12.RT.7, 11-12.RT.9
Economics	3.1, 3.2	3.2, 3.4, 3.5, 6.8	6.8	6.8
Business Math			3.2.6, 3.2.7	3.2.6, 3.2.7
Personal Finance	6.3.1	6.3.1	6.3.1, 6.4, 6.4.1, 6.5, 6.5.1	6.3.1, 6.4, 6.4.1, 6.5, 6.5.1

Week Five

Objective: Students will analyze the role government plays in an economy, including regulating the market and the collection and distribution of taxes.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Procedure Topics	-In general, what role does a government play in a capitalistic economy? -What are the limits of	-What are the sources of revenue for a government? -How are tax revenues spread out between local, state, and federal	-What are the differences between progressive, regressive, and proportional taxes? -How does an	-What are payroll taxes? -What percentage of a person's salary goes toward Social Security or

	government intervention in the economy? -What does the government spend its money on?	budgets? -How are taxes used in an individual's own community?	individual read tax charts and estimate taxes? -What is the difference between gross and net pay?	Medicare? -How does one calculate a sales tax and a discount price?
Common Core Literacy	11-12.RT.1, 11-12.RT.2	11-12.RT.1	11-12.RT.4, 11-12.RT.5	11-12.RT.3, 11-12.RT.6
Economics	4.1, 4.4	4.4, 4.5	4.4, 4.5, 4.6, 4.7, 4.8	
Business Math	6.1.2, 6.1.3, 6.1.5		1.3.1, 2.1.2	2.1.2, 4.1.2, 4.1.3
Personal Finance			3.4.1, 2.3	6.1.1

Week Six

Objective: Students will be able to define GDP and inflation, and demonstrate how individual choice impacts a nation's economy.

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**
Procedure Topics	-What are aggregate supply and aggregate demand? -Define GDP, economic growth, unemployment, and inflation. -How are GDP and economic growth measured?	-What are the limits to using GDP as a measure of economic welfare? -Explain the four phases of the business cycle on a macroeconomic level.	-What effects have major historical events (such as WWII or the IT boom) had on business cycles in the United States? -What is inflation?	-How does inflation impact the choices made by individuals? -What is the difference between cost-push and demand-pull inflation?
Common Core Literacy	11-12.RT.3, 11-12.RT.4, 11-12.RT.6	11-12.RT.5	11-12.RT.1	
Economics	5.1, 5.2	5.3, 5.4	5.5, 5.6	5.7, 5.8
Business Math	1.1.2, 1.1.3, 1.1.4		1.1.2, 1.1.3, 1.1.4. 3.2.7	1.3.1
Personal Finance			3.4.1, 3.4.2, 6.3.2	6.3.2

Week Seven

Objective: Students will be able to define fiscal and monetary policy and the tools used to enforce it, as well as analyze the impact national and individual debt have on a nation's economy.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Procedure Topics	-What is fiscal policy? -What is monetary policy? -What are the tools for fiscal/monetary policy, and how are they used?	-What are the negative effects of unemployment and inflation? -How can individuals protect themselves from unemployment and inflation?	-How does the government impact the level of unemployment and inflation? -How does the government use fiscal policy to promote employment and growth? -What is the Federal Reserve's role in matters of fiscal policy?	-How do we predict future debt based on present information? -How will future spending and taxation affect our national debt? -How does fiscal/monetary policy impact the individual (student)?
Common Core Literacy	11-12.RT.1, 11-12.RT.4, 11-12.RT.5		11-12.RT.2	
Economics	7.1, 7.2	7.3, 7.4	7.5, 7.6	7.7, 7.8, 7.9
Business Math	3.2.1-5	3.2.1-5	3.2.1-5, 3.2.7,	3.2.1-5, 1.3.1, 1.3.2
Personal Finance	4, 3.3.3, 3.4, 4.3.1, 6.3.1	4, 3.3.3, 3.4, 4.3.1, 6.3.1	4, 3.3.3, 3.4, 4.3.1, 6.3.1	4, 3.3.3, 3.4, 4.3.1, 6.3.1

Week Eight

Objective: Students will analyze the mechanics of trade within a nation and abroad.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Procedure Topics	-Why is trade beneficial? (individually, nationally, internationally) -What are different ways in which people trade? (cash, stocks, barter, futures, underground	-What are barriers to trade? -Why do some countries establish barriers to trade? -Balance of trade vs. balance of	-Labor productivity in the U.S. vs. the rest of the world -What are exchange rates? -How do exchange rates affect individuals living in the U.S.?	-What is free trade? -Is free trade beneficial or harmful to the global economy? Why? -Who does free trade benefit?

	economy) -Absolute vs. comparative advantage	payments -How do trade relations affect the American economy?		
Common Core Literacy	11-12.RT.4			
Economics	8.1, 8.2, 8.10	8.3, 8.4, 8.5, 8.10	8.6, 8.7, 8.8, 8.10	8.9, 8.10
Business Math	4.1.4	1.3.1-.5	4.1.6, 1.3.1-.5	
Personal Finance	1.1.1, 1.2			

Algebra II Standards

Unit 1: Polynomial, Rational, and Radical Relationships

- N.CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the *form a + bi* with *a* and *b* real.
- N.CN.2 Use the relation $i^2 = -1$and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
- N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.
- N.CN.8 (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x – 2i)$.
- N.CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.
- A.SSE.1 Interpret expressions that represent a quantity in terms of its context.★
- Interpret parts of an expression, such as terms, factors, and coefficients.
- Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.
- A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 – y^4$ as $(x^2)^2 – (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 – y^2)(x^2 + y^2)$.
- A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems.
- A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
- A.APR.2 Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).
- A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
- A.APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)2= (x^2 – y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.

- A.APR.5 (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.
- A.APR.6 Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.
- A.APR.7 (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
- A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
- A.REI.11 Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic
- functions.★
- F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★
- Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

Unit 2: Trigonometric Functions

- F.TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
- F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
- F.TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★
- F.TF.8 Prove the Pythagorean identity sin2(θ) + cos2(θ) = 1 and use it to find sin (θ), cos (θ), or tan (θ), given sin (θ), cos (θ), or tan (θ), and the quadrant of the angle.

Unit 3: Modeling with Functions

- A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

- A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.
- F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.★
- F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.★
- F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★
- F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★
    - b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
    - e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
- F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
- F.BF.1 Write a function that describes a relationship between two quantities.*
    - b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.
- F.BF.3 Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
- F.BF.4 Find inverse functions.
- Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or f(x) = (x+1)/(x-1) for $x \neq 1$.
- F.LE.4 For exponential models, express as a logarithm the solution to a bct = d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.

Chemistry Standards

Standard 1: Properties and States of Matter

Core Standard

Describe the nature of physical and chemical properties and changes of matter. (C.1.1, C.1.2, C.1.3, C.1.4)

Core Standard

Compare and contrast states of matter at the molecular level. (C.1.5, C.1.6, C.1.7)

C.1.1 Based on physical properties, differentiate between pure substances and mixtures.

C.1.2 Observe and describe chemical and physical properties of different types of matter and designate them as either extensive or intensive.

C.1.3 Recognize observable indicators of chemical changes.

C.1.4 Describe physical and chemical changes at the molecular level.

C.1.5 Describe the characteristics of solids, liquids and gases and changes in state at the molecular level.

C.1.6 Explain and apply the law of conservation of mass as it applies to chemical processes.

C.1.7 Define density and distinguish among materials based on densities. Perform calculations involving density.

Standard 2: Atomic Structure and the Periodic Table

Core Standard

Describe how the properties and arrangements of the subatomic particles contribute to the structures of atoms. (C.2.1, C.2.2, C.2.7, C.2.8, C.2.9)

Core Standard

Describe how the structure of the periodic table reflects the numbers of electrons and protons and the configuration of electrons in an atom. (C.2.3, C.2.4, C.2.5, C.2.6)

C.2.1 Describe how models of atomic structure changed over time based on available experimental evidence and understand the current model of atomic structure.

C.2.2 Describe how the subatomic particles (i.e., protons, neutrons and electrons) contribute to the structure of an atom and recognize that the particles within the nucleus are held together against the electrical repulsion of the protons.

C.2.3 Determine the number of protons, neutrons, and electrons in isotopes and in those isotopes that comprise a specific element. Relate these numbers to atomic number and mass number.

C.2.4 Calculate the average atomic mass of an element from isotopic abundance data.

C.2.5 Write the electron configuration of an element and relate this to its position on the periodic table.

C.2.6 Use the periodic table and electron configuration to determine an element's number of valence electrons and its chemical and physical properties.

C.2.7 Compare and contrast nuclear reactions with chemical reactions.

C.2.8. Describe how fusion and fission processes transform elements present before the reaction into elements present after the reaction.

C.2.9 Understand that the radioactive decay process is random for any given atom but that this property leads to a predictable and measurable exponential decay of a sample of radioactive material.

Know how to calculate the initial amount, the fraction remaining or the half-life of a radioactive isotope when given two of the other three variables.

Standard 3: Bonding and Molecular Structure

Core Standard

Describe how the configuration of electrons within an atom determines its interactions with other atoms. (C.3.1, C.3.2, C.3.3, C.3.4)

Core Standard

Describe the attractive forces among molecules and their effect on chemical and physical properties. (C.3.5)

C.3.1 Describe, compare and contrast the characteristics of the interactions between atoms in ionic and covalent compounds.

C.3.2 Compare and contrast how ionic and covalent compounds form.

C.3.3 Draw structural formulas for and name simple molecules.

C.3.4 Write chemical formulas for ionic compounds given their names and vice versa.

C.3.5 Compare and contrast ionic, covalent network, metallic and polar and non-polar molecular crystals with respect to constituent particles, strength of bonds, melting and boiling points and conductivity; provide examples of each type.

Standard 4: Reactions and Stoichiometry

Core Standard

Use balanced chemical equations and the mole concept to determine the quantities of reactants and products.

C.4.1 Predict products of simple reactions such as synthesis, decomposition, single replacement and double replacement.

C.4.2 Balance chemical equations using the law of conservation of mass and use them to describe chemical reactions.

C.4.3 Given mass of the sample, use the mole concept to determine the number of moles and number of atoms or molecules in samples of elements and compounds.

C.4.4 Using a balanced chemical equation, calculate the quantities of reactants needed and products made in a chemical reaction that goes to completion.

C.4.5 Describe, classify and give examples of various kids of reactions-synthesis (i.e., combination), decomposition, single displacement, double displacement and combustion.

C.4.6 Determine oxidation states and identify the substances gaining and losing electrons in redox reactions.

C.4.7 Perform calculations to determine the composition of a compound or mixture when given the formula.

Standard 5: Behavior of Gases

Core Standard
Using the kinetic molecular theory, describe and explain the behavior of ideal gases. (C.5.1)
Core Standard
Using the ideal gas equation of state $PV = nRT$, examine the relationship among the number of moles, volume, pressure and temperature for ideal gases. (C.5.2, C.5.3)

C.5.1 Use kinetic molecular theory to explain changes in gas volumes, pressure, moles and temperature.
C.5.2 Using the ideal gas equation of state $PV = nRT$, calculate the change in one variable when another variable is changed and the others are held constant.
C.5.3 Given the equation for a chemical reaction involving one or more gases as reactants, products or both, calculate the volumes of gas when assuming the reaction goes to completion and the ideal gas law holds.

Standard 6: Thermochemistry

Core Standard
Recognize that chemical reactions result in either the release or absorption of energy.
(C.6.1, C.6.2, C.6.3)
Core Standard
Apply the law of conservation of energy. (C.6.4)

C.6.1 Explain that atoms and molecules are in constant motion and that this motion increases as thermal energy increases.
C.6.2 Distinguish between the concepts of temperature and heat flow in macroscopic and microscopic terms.
C.6.3 Classify chemical reactions and phase changes as exothermic or endothermic.
C.6.4 Solve problems involving heat flow and temperature changes by using known values of specific heat, phase change constants (i.e., latent heat values) or both.

Standard 7: Solutions

Core Standard
Describe the composition and characteristics of solutions. (C.7.1, C.7.2, C.7.3, C.7.4)
Core Standard
Identify the factors that qualitatively affect solubility, reaction rates and dynamic equilibrium.
(C.7.5, C.7.6)

C.7.1 Describe the composition and properties of types of solutions.
C.7.2 Explain how temperature, pressure and polarity of the solvent affect the solubility of a solute.
C.7.3 Describe the concentration of solutes in a solution in terms of molarity. Perform calculations using molarity, mass and volume.
C.7.4 Prepare a specific volume of a solution of a given molarity when provided with a known solute.
C.7.5 Explain how the rate of a reaction is qualitatively affected by changes in concentration, temperature, surface area and the use of a catalyst.

C.7.6 Write equilibrium expressions for reversible reactions.

Standard 8: Acids and Bases

Core Standard

Use acid-base definitions to identify acids and bases when given their formulas and reactions. (C.8.1, C.8.2, C.8.3)

Core Standard

For any aqueous solution, explain the meaning of the value indicated by the pH scale in terms of the hydrogen ion concentration. (C.8.4, C.8.5)

C.8.1 Use Arrhenius and Brønsted-Lowry definitions to classify substances as acids or bases.

C.8.2 Describe the characteristic properties of acids and bases.

C.8.3 Compare and contrast the dissociation and strength of acids and bases in solutions.

C.8.4 Given the hydronium (H_3O^+) ion concentration in a solution, calculate the pH and vice versa. Explain the meaning of these values.

C.8.5 From acid-base titration data, calculate the concentration of an unknown solution.

Standard 9: Organic Chemistry and Biochemistry

Core Standard

Describe the unique nature of carbon atoms' ability to bond to one another and other elements, which forms countless carbon-based substances and macromolecules.

C.9.1 Use structural formulas to illustrate carbon atoms' ability to bond covalently to one another to form many different substances.

C.9.2 Illustrate the variety of molecular types formed by the covalent bonding of carbon atoms and describe the typical properties of these molecular types.

Attachment 6 – School Calendar

Calendar Key:

			Regular School Day
	Opening day of the school		Holidays Off
	PD Teachers Only		School Open (No Fixed Length Classes)
	No School (teachers and students off)		Start of New Academic Session

2012

July

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

August

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

September

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

October

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

November

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

December

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

2013

January

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

February

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

March

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

April

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

May

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

June

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

8 Week Sessions begin on:

- July 23rd
- September 24th
- January 2nd
- February 25th
- April 22nd

Special 4-Session:

- November 26th – December 20th

Notes on the school year:

- **School Days:** During its first year of operation, the school will be open 218 days. Fixed length courses (with classroom instruction) will take place on 144 days The resource area of the school will also be open on 40 Saturdays a year, providing self-directed, A+, and tutoring assistance for students. In future years, the school will be open in July and August, allowing the total number of school days to be greater than 250.

- **Instructional Hours:** A day with fixed length classes contains 9 total hours of instruction available to students, with 2 hours of breaks in which students can use A+ credit recovery resources, or in which block classes continue to take place.

  Therefore, it is theoretically possible that a student could participate in 36 instructional hours each week. This large number is unlikely, however, because the school's extended hours of operation provide the opportunity for students to attend when their different schedules permit. One student is not expected to use all of the educational time and resources at his/her disposal; most students enroll in four periods of classes for a given 8-week period. However, due to their schedules, some students enroll in fewer. Currently, the average amount of classes per student is 3.33.

  The number of instructional hours for a student, therefore, is six hours a day. In addition, a student may use the 90 minutes of breaks to continue self-directed learning on A+ credit recovery and tutoring and/or use resource area on an as-needed basis.

Excel Center Class Schedule

Daily Schedule and Sample Course Offerings:

Period	Scheduled Time	Total Time	Math		Science	English & Life Skills	Social Studies	Remediation Courses	Credit Recovery
Prep Time	8:30am - 8:45am	15 min.							
Period 1	8:45am - 10:15am	90 min.	Algebra I Algebra II		Chemistry Biology	Writing Foundations Financial Foundations	American Studies A	Basic Skills Development: Math BSD: Reading Basic Skills Lab	A+ Lab
Break	10:15am - 10:30am	15 min.							
Period 2	10:30am - 12:00pm	90 min.				Writing Foundations Financial Foundations		Basic Skills Development: Math BSD: Reading Basic Skills Lab	A+ Lab
Lunch	12:00pm - 12:45pm	45 min.							
Period 3	12:45pm - 2:15pm	90 min.	Algebra I Algebra II	Geometry	Chemistry Biology	Writing Foundations Financial Foundations	American Studies B	Basic Skills Development: Math BSD: Reading Basic Skills Lab	A+ Lab
Break	2:15pm - 2:30pm	15 min.							
Period 4	2:30pm - 4:00pm	90 min.				Writing Foundations Financial Foundations		Basic Skills Development: Math BSD: Reading Basic Skills Lab	A+ Lab
Break	4:00pm - 5:00pm	60 min.							
Period 5	5:30pm - 7:00pm	90 min.	Algebra I Algebra II	Geometry	Chemistry Biology	Writing Foundations Financial Foundations	American Studies B	Basic Skills Development: Math BSD: Reading Basic Skills Lab	A+ Lab
Break	7:00pm - 7:15pm	15 min.							
Period 6	7:30pm - 8:45pm	90 min.				Writing Foundations Financial Foundations		Basic Skills Development: Math BSD: Reading Basic Skills Lab	A+ Lab

Student Support Resources (open each weekday):

- Resource Area: Open 8am to 9:30pm
  - Provides A+ curricular support for self-directed learning
  - Students conduct TABE testing and basic skills
  - Tutoring available for students in need of additional assistance
- Drop-in Center (childcare): Open 8:00am to 8:00pm
  - Available for students' children (4 hour maximum)

Because of the variability of student schedules within the 8-week blocks of courses, a student may not take time in all four subjects during a given period. However, over the course of 16 weeks, a student will have significant time in the course subjects of the school. For a student enrolled in any one of these classes, however, he/she would have minimum instructional times for the following subjects:

- Language Arts: 1 ½ hours (90 minutes)
- Mathematics: 3 hours (180 minutes)

- Science: 3 hours (180 minutes)
- Social Studies: 1 ½ hours (90 minutes)

Sample Weekly Calendar:

The school day will operate from 8:00am until 9:30pm. However, students will attend when their schedules permit.

School Operating Schedule

Period	Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Break	**8:30am - 8:45am**	NO SCHOOL	**Prep / A+**	**Prep / A+**	**Prep / A+**	**Prep / A+**	STAFF PREP TUTORING A+	TUTORING A+ SPECIAL CLASSES
Period 1	8:45am - 10:15am		Period 1	Period 1	Period 1	Period 1		
Break	**10:15am - 10:30am**		**Break / A+**	**Break / A+**	**Break / A+**	**Break / A+**		
Period 2	10:30am - 12:00pm		Period 2	Period 2	Period 2	Period 2		
Lunch	**12:00pm - 12:45pm**		**Lunch**	**Lunch**	**Lunch**	**Lunch**		
Period 3	12:45pm - 2:15pm		Period 3	Period 3	Period 3	Period 3		
Break	**2:15pm - 2:30pm**		**Break / A+**	**Break / A+**	**Break / A+**	**Break / A+**		
Period 4	2:30pm - 4:00pm		Period 4	Period 4	Period 4	Period 4		
Extended Break	**4:00pm - 5:00pm**		**Break / A+**	**Break / A+**	**Break / A+**	**Break / A+**		
Period 5	5:30pm - 7:00pm		Period 5	Period 5	Period 5	Period 5		
Break	**7:00pm - 7:15pm**		**Break / A+**	**Break / A+**	**Break / A+**	**Break / A+**		
Period 6	7:30pm - 8:45pm		Period 6	Period 6	Period 6	Period 6		
Ongoing Student Services:								
Resource Area		**Closed**	**8:00am - 9:30pm**	**8:00am - 9:30pm**	**8:00am - 9:30pm**	**8:00am - 9:30pm**	**8:00am - 9:30pm**	**9:00am - 3:00pm**
Drop-in Center		**Closed**	**8:00am - 9:30pm**	**8:00am - 9:30pm**	**8:00am - 9:30pm**	**8:00am - 9:30pm**	**8:00am - 9:30pm**	**Closed**

This schedule allows for 540 total minutes (9 hours) of instruction each day. However, on average, students will attend four periods of classes each day, so the average number of instructional minutes for each student is 360 minutes (6 hours).

Per week, this schedule allows for a total instructional time of 36 hours each week, although a student will attend, on average, 24 hours of instructional time. During their prep day (Friday), teachers are also available to meet students one-on-one for additional support.

To illustrate how individual students interact with this school calendar, two sample calendars are included below that outline how one student's schedule fits within this overall framework. Additional notes and explanations about the schedule follow each one.

Sample Student Calendar I

Period	Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Break	8:30am - 8:45am	NO SCHOOL	Prep	Prep	Prep	Prep	A+ TUTORING	A+ TUTORING
Period 1	8:45am - 10:15am		American Studies	American Studies	American Studies	American Studies		
Break	10:15am - 10:30am							
Period 2	10:30am - 12:00pm							
Lunch	12:00pm - 12:45pm		Lunch	Lunch	Lunch	Lunch		
Period 3	12:45pm - 2:15pm		Writing Foundations	Writing Foundations	Writing Foundations	Writing Foundations		
Break	2:15pm - 2:30pm		Break	Break	Break	Break		
Period 4	2:30pm - 4:00pm		Math Lab	Math Lab	Math Lab	Math Lab		
Extended Break	4:00pm - 5:00pm		*Off*	*Off*	*Off*	*Off*		
Period 5	5:30pm - 7:00pm							
Break	7:00pm - 7:15pm							
Period 6	7:30pm - 8:45pm							
Ongoing Student Services:								
Resource Area		Closed	Off	Off	Attends 4:00pm - 6:00pm	Attends 4:00pm - 6:00pm	Attends 8:30am-2:00pm	Attends 9:00am - 12:00pm
Child Care		Closed	Not needed	Not needed	Not Needed	Not needed	Not Needed	Closed

This student attends school from 8:30am until 4:00pm each day. This student's schedule includes one block class (American Studies), along with a writing course and a self-directed Math Lab. The student also attends the Resource Area on Wednesday and Thursday evenings, as well as on Fridays and Saturdays.

Sample Student Calendar II

Period	Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Break	8:30am - 8:45am	NO SCHOOL	Off	Off	Off	Off	A+ TUTORING	NO CLASSES
Period 1	8:45am - 10:15am							
Break	10:15am - 10:30am							
Period 2	10:30am - 12:00pm		Reading Lab	Reading Lab	Reading Lab	Reading Lab		
Lunch	12:00pm - 12:45pm		Lunch	Lunch	Lunch	Lunch		
Period 3	12:45pm - 2:15pm		Math Lab	Math Lab	Math Lab	Math Lab		
Break	2:15pm - 2:30pm		Off	Off	Off	Off		
Period 4	2:30pm - 4:00pm							
Extended Break	4:00pm - 5:00pm							
Period 5	5:30pm - 7:00pm							
Break	7:00pm - 7:15pm							
Period 6	7:30pm - 8:45pm		Health	Health	Health	Health		
Ongoing Student Services:								
Resource Area		Closed	Off	Off	Off	Off	Attends 10:30am - 2:30pm	Off
Child Care		Closed	10:30am - 2:30pm	10:30am - 2:30pm	10:30am - 2:30pm	10:30am - 2:30pm	10:30am - 2:30pm	Closed

This schedule accommodates a student with a young child who needs to use the drop-in center for childcare while she attends classes. The student drops off her child at the Drop-in Center from 10:30am until 2:30pm each day (reaching the 4-hour limit on childcare in the drop-in center). During this time, the student is able to attend reading and math labs, as well as a basic skills instruction. (This student is in need of significant remediation).

In the afternoon – when the student has other child care alternatives – the student takes time away from school to drop off her child at another childcare option. At 7:30pm, the student returns to take a her last course of the day. Her day ends at 8:45pm.

Attachment 7 – School Enrollment Policy

Admission requirements:

As a public charter school in Indiana, the Excel Center accepts every individual who applies to attend the school. However, the Excel Center is structured to fit the academic and life needs of adults earning a high school diploma, and the school encourages individuals who meet that criteria to apply for the school. Traditional-age students who are interested in the Excel Center are encouraged to investigate other schools, including the Indianapolis Metropolitan High School.

The Excel Center recommends that students in the following characteristics apply:

- Older than age 18
- Have dropped out of school or are significantly behind their cohort in school

There are students who do not meet his criteria who are currently enrolled in the school. However, they are in the minority.

To apply to enter the school, a student must follow the following procedures:

- Apply for the school by making an initial request of information
- Receive and fill out the enrollment packet, which includes:
    - Student name and contact information
    - Demographic information
    - Home language survey
    - Student's plan on using drop-in center for child care
    - Parking information
    - Additional resources application and IEP questionnaires
    - A transcript from the last school a student attended

In cases where a student is having difficulty obtaining his/her transcripts, GEI staff will provide limited assistance to request that information. However, all information must be on file before a student is officially enrolled in the school.

<u>Procedures for The Excel Center Enrollment</u>

1. On an ongoing basis, GEI's Director of Community Services provides information to community groups, potential new students, and other individuals inquiring about enrollment at the Excel Center. This person answers any questions the inquiring individual has about the school.

2. Potential students are directed to the Excel Center's website, www.theexcelcenter.org, where they submit information regarding enrollment in the school. The website contains explanatory information about the school, its locations, and Students enter the following initial information:
   - Name
   - Street address
   - City
   - Zip code
   - E-mail address
   - Phone number / alternate phone number
   - Date of birth
   - Gender
   - Last grade completed
   - Amount of credits earned
   - How they heard about the school
   - The last school they attended

3. These inquiries are stored in an internal server hosted by Goodwill Industries and maintained by the Director of Community Services.

4. During an enrollment period, the Director of Community Services distributes enrollment packets to potential students. The packets and transcripts are distributed one month and must be received one week prior to the dates of iExcel (the Excel Center's new student orientation).

5. Excel staff follow up to ensure student receipt and completion of enrollment materials.

6. Excel staff provides reminder notification (e.g., email, text, phone call) about iExcel dates, transcripts & enrollment packet.

7. Students submit a completed enrollment packet and provision of transcript. These two items are prerequisite for attendance at iExcel.

8. Students who do not attend and completion iExcel must request to be placed back on the wait list, or on the next list for iExcel enrollment. Students must express interest be returned to the "wait list" and contacted prior to the following term.

Waiting List procedures:

During the academic year of the Excel Center, some students will leave the school (either by graduating or by withdrawing from the school). When this happens, the student's vacated space in the school is back-filled by students off of the waiting list. The waiting list is maintained

year-round with students who are willing to enroll in the school during the next phase of enrollment. Students have been organized based upon their requested school location and are queued until the next iExcel orientation takes place.

To accelerate their integration into the school, students on the waiting list are encouraged to fill out the enrollment packet and locate their transcript prior to being notified of an open space. Students will be selected off of the waiting list on a first-come, first-served basis.

Lottery

In the first year of operation, it is possible that more students apply for the school than the Excel Center site will have space. In this case, the school will hold a lottery to determine which students will receive a space in the Excel Center.

The lottery only will include students who have completed all of their enrollment packet (including the provision of their academic transcript). Of those students, each student will be assigned a random number and will be organized to see who gets the space.

Students whose number is selected will be offered the opportunity to begin school. Students whose number is not selected will be added to the waiting list in the order that their unique number allows.

The enrollment timeline for the Excel Center site in Anderson includes the following dates:

- February – April 2012: Open enrollment
    - Student recruitment is ongoing
- February – July 2012: GEI staff assist students in filling out enrollment information
- June 10, 2012: Enrollment lottery held (if necessary)
    - If a lottery is not necessary, all students who have enrolled at this point are guaranteed a space when the school opens
    - Students are able to continue applying for and enrolling in the school after the lottery is held; students will be added to the waiting list on a first-come, first-served basis
- June 10th-July 10th, 2012: Students are notified of their space in the school, or their position on their waiting list
    - Any student who changes his/her mind to attend will forfeit his/her open space, and will be returned to the waiting list
- July 23rd – The iExcel Enrollment period begins
- July 25th – Classes begin

Students then complete the enrollment packet. This packet includes questions regarding:

Re-Enrollment Policy

Students who withdraw from the school are able to re-enroll in the school if their life circumstances change. In these cases, these students are elevated to a high priority on the waiting list so that they can return to their education, and continue the relationships that they had created while they were with the school.

Transfer Policy

Students are able to transfer to other schools when they have completed an 8-week session. Students must notify their Coach of their intent to transfer, and GEI will provide transcripts to students free of charge to facilitate their transfer to another school.

Attachment 8 – Discipline Policy

Guidelines we live by at The Excel Center

Attendance:

The Excel Center will track all student attendance, ensuring that each student is living up to the commitments made in the individual learning plan. Attendance includes scheduled meetings with the coach, team meetings, attending seminars, using the resource center, and on-line work. All of these events will be logged and reported against Indiana Department of Education attendance requirements. It is expected that life issues will require occasional "breaks" in regular attendance. It is the responsibility of the student to communicate these issues with the coach. If students break contact for an extended period of time with no communication, they will be dropped from The Excel Center roster and be replaced by the next student on the waiting list.

Cell telephones and personal electronics can be used at any time. During face-to-face seminars and meetings, students will be expected to conform to workplace norms. Failure to do so on a repeated basis can result in the student being dropped from the roster.

DRESS CODE for The Excel Center

Students are expected to dress in a manner that demonstrates personal responsibility. This provides a great deal of flexibility for students, which is appropriate given the young adult status for most students. However, students will be asked to correct clothing that is inappropriate for public spaces. Repeated offenses can result in the student being dropped from the roster.

Student Code of Conduct and Ethics:

Excel Center staff and students are expected to behave in ways that are respectful of others and supportive of teaching and learning. Three principles guide our code of conduct and ethics:

- Do no harm.
- Show respect to everyone and everything.
- Take responsibility for your own learning, and refrain from interfering with the learning of others.

Building Personal Responsibility at The Excel Center:

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

Student warning, oral or written:

Immediate resolution of the problem or issue is expected.

Participation in Instructional Program:
A student may be expected to: attend a course such as anger management, conflict resolution, peer mediation or stress reduction; participate in group or individual counseling, or attend other programs intended to redirect the student's perceptions and behavior.

Remuneration: A student may be expected to perform service to correct or repair any damages or harm which may have resulted from the student's behavior.

Expulsion: After a proper investigation and hearing, a student may be expelled when their behavior renders it appropriate. Poor attendance or repeated offenses can lead to expulsion.

When the school director or designee makes a recommendation for expulsion of students, the school director or designee may suspend the students until the conclusion of expulsion proceedings, if the school director believes that the students must be suspended immediately to prevent or substantially reduce the risk of:

A. Interference with an educational function or school purposes, or
B. A physical injury to themselves, other students, school employees, or visitors to the school

The school director or designee shall file a written charge with the Chief Operating Officer. If the COO deems that there are reasonable grounds for expulsion, he or she shall appoint a Hearing Examiner.

Expulsion is mandatory for:

1. Bringing, using, or possessing a dangerous weapon, unless the weapon is brought to school accidentally and the student gives the weapon to an adult school employee as soon as the student discovers the weapon. Expulsion from school for a period of not less than one year shall be mandated for a student who is determined to have brought a firearm to school, except that the hearing officer or COO may modify the expulsion order on a case-by-case basis;
2. Theft or robbery as defined in Indiana Statutes

3. Commission of an act, which, if committed by an adult, would be first- or second-degree assault as

defined in Indiana Revised Statutes;

4. The sale of a drug or controlled substance as defined in Indiana Revised Statutes;

Threats and Bodily Harm to Others

Threats, bullying and intimidation will not be tolerated at school or in connection with students, families and staff of The Excel Center. Students will be subject to expulsion for verified acts which threaten, bully or intimidate others.

Fighting will not be tolerated at school. A student who physically strikes another individual will be subject to expulsion.

The Excel Center

Progressive Discipline Standard Operating Procedures

Purpose:

- To assist the student in understanding that a performance problem and opportunity for improvement exists
- To assist the student in overcoming performance problems and satisfy Center expectations
- To prepare students for conduct that is expected in the workplace
- To provide students with opportunities for due process in disciplinary actions

Progressive Discipline Steps

Counseling / Restatement of Expectations	Counseling by the coach is the initial step to mentor or modify performance • Meet with the student and affirm expectations regarding performance. • Discus the performance deficit or behavioral concern. • Provide a timeline and resources for improvement. • Report consequences for no improvement. • Document in student file.
Verbal Reprimand	After an investigation, follow the procedure outlined above for the counseling process. Discuss previous informal efforts and the current problem. A note should be in the student's file documenting the verbal warning.
Written Reprimand	At this time, the coach or instructor may want to consult the Director. After an investigation, follow the procedure outlined above for the counseling process, with the exception of providing documentation to the employee in the letter of reprimand. The letter should outline previous informal efforts and the current problem. Tools such as attendance improvement plans, behavior improvement plans and performance improvement plans can be used at this stage. These plans can be used at increments of 30, 60 and 90 days. Send copies of the signed letter and improvement plan to appropriate staff and to the student file. Student may be referred for a hearing after two written reprimands.

Short Suspension (or equivalent)	Fully investigate the concern, followed by discussion with the student. Summarize previous progressive discipline and the current problem, and specify the timeframe for suspension in writing. Identify further discipline and possible termination as a potential consequence for not meeting and maintaining standards for improvement. Provide copies as for the written reprimand. Student must have a hearing before returning to the Center. Record of progressive discipline must be submitted to the panel of staff/students sitting in on the hearing.
Long Suspension (or equivalent)	Fully investigate the concern, followed by discussion with the student. Summarize previous progressive discipline and the current problem, and specify the timeframe for suspension in writing Identify further discipline and possible termination as a potential consequence for not meeting and maintaining standards for improvement. Provide copies as for the written reprimand. Student must have a hearing before returning to the Center. Record of progressive discipline must be submitted to the panel of staff/students sitting in on the hearing.
Expulsion	Expulsion may be necessary when discipline is not successful in improving performance. The coach and/or instructor should review the performance history and record of progressive discipline with the Director. Schedule a final meeting to include the coach and/or instructor, director and the student at which a letter of expulsion is provided. If necessary, the expulsion notice may be sent via certified mail. Provide copies a s for previous disciplinary measures.

Hearings:

Hearings should consist of two staff and two students. They are responsible for determining guilt or innocence. They make recommendations for retention or expulsion to the Director. They can impose additional consequences/sanctions. The panel of staff/students will provide documentation of the hearing for the student's file. They are to notify the student of decisions made. They are also responsible for explaining the appeal process.

Appeals:

Students have the right to appeal recommendations made by the panel. An appeal must be made within 30 days of the hearing to the Director.

Attachment 9 – Legal Documentation

ARTICLES OF INCORPORATION

OF

GOODWILL EDUCATION INITIATIVES, INC.

The undersigned incorporator, desiring to form a corporation (the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), executes the following Articles of Incorporation:

Name

Name. The name of the Corporation is:

Goodwill Education Initiatives, Inc.

Purposes and Powers

Type of Corporation. The Corporation is a public benefit corporation.

Primary Purposes. The purposes for which the Corporation is organized are limited as follows:

Educational and Charitable Purposes.

To provide educational opportunities designed to enable young people to prepare for productive adult lives; and

To develop, own and operate one or more charter schools, as that term is defined in Indiana Code Sections 20-5.5-1-1, et. seq.

Additional Purposes. In addition, the Corporation is formed for the purpose of assisting and engaging in all activities which serve educational or charitable purposes, which are permitted by the Act, and which are permitted to be carried on by an organization exempt from Federal taxation under the provisions of Section 501(c)(3) of the Code.

Limitations. Nothing contained in these Articles of Incorporation shall be construed to authorize the Corporation to engage in any activities or perform any functions which are not within the tax-exempt purposes enumerated in Section 501(c)(3) of the Code.

Limitations Upon Powers. No part of the net earnings of the Corporation shall inure to the benefit of any member, Director or Officer of the Corporation or to any private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered by a member, Director, Officer or employee and to pay principal and interest at a reasonable rate not exceeding current market rates on funds loaned or advanced by a member, Director or Officer to the Corporation. No substantial part of the activities of the Corporation shall consist of attempting to propose, support, oppose, advocate the adoption or rejection of, or otherwise influence legislation by propaganda or otherwise, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from Federal taxation under Section 501(c)(3) of the Code

Registered Office and Registered Agent

Registered Office. The street address of the registered office of the Corporation is:

1635 West Michigan Street

Indianapolis, Indiana 46222

Registered Agent. The name of the registered agent of the Corporation at the registered office is:

James M. McClelland

Members

Membership. The Corporation shall have members.

Incorporator

Name and Address of Incorporators. The name and address of the incorporators are as follows:

James M. McClelland, President of Goodwill Industries of Central Indiana, Inc.

C. Perry Griffith, Jr., Chairman of Goodwill Industries of Central Indiana, Inc.

1635 West Michigan Street

Indianapolis, Indiana 46222

Provisions for Regulation of Business and Conduct of Affairs of the Corporation

Management of Corporation. The affairs of the Corporation shall be managed by the Board of Directors of the Corporation.

Code of By-Laws. The Board of Directors of the Corporation shall have the power to make, alter, amend or repeal the Code of By-Laws of the Corporation as provided therein.

Limitation on Powers of the Board of Directors. Notwithstanding any contrary provisions in these Articles, neither the members nor the Board of Directors shall have the power or authority to take or authorize any action which shall deprive the Corporation of its status as an exempt organization under the provisions of Section 501(c)(3) of the Code.

Amendment of Articles of Incorporation. The Corporation reserves the right to amend, alter, change or repeal any provisions contained in the Articles of Incorporation or in any

amendment hereto, in any manner now or hereafter prescribed or permitted by the Act or any amendment thereto; provided, however, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying the Corporation as an exempt organization under the provisions of Section 501(c)(3) of the Code.

Dissolution

Dissolution. In the event of dissolution of the Corporation, assets remaining after payment of all debts of the Corporation shall be transferred by the Board of Directors as follows:

(1) any remaining funds originally received from the Indiana Department of Education or any Indiana public school corporation shall be returned to the Indiana Department of Education or to the Indiana public school corporation from which the funds originated, to be used for exclusively public purposes; and

(2) all other assets shall be distributed to the United States, the State of Indiana, the municipality in which the registered office of the Corporation is located, or any instrumentality or subdivision thereof, or to any nonprofit corporation, trust, foundation or other organization that is organized for nonprofit educational purposes and which, at the time of transfer, is exempt from Federal income taxation under Section 501(c)(3) of the Code, as may be selected by the Board of Directors; provided, however, that any transfer to a governmental entity shall be used for exclusively public purposes.

Any such assets not so transferred by the Board of Directors shall be disposed of by the Circuit Court of the County in which the registered office of the Corporation is located, exclusively for such tax-exempt purposes or to such tax-exempt organizations as the Court shall determine. No member (other than a member that is exempt from Federal income taxation under Section 501(c)(3)), Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the assets of the Corporation on dissolution of the Corporation.

Restrictions Applicable if the Corporation Is Or Becomes A Private Foundation

Restrictions. Notwithstanding anything contained in the Articles of Incorporation to the contrary, in the event and if for any reason the Corporation should fail to qualify as a "public charity" and is classified as a "private foundation" as that term is defined in Section 509(a) of the Code, then and in such event and in order to comply with Section 508(e) of the Code, and for so long as the Corporation may be deemed to be a "private foundation," the powers and activities of the Corporation in accomplishing the foregoing purposes shall be specifically subject to the following requirements, restrictions and limitations:

Self Dealing. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code;

Mandatory Distributions. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code;

Excess Business Holdings. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code;

Jeopardizing Investments. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code; and

Taxable Expenditures. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

Indemnification

Scope of Indemnity. The Corporation shall indemnify every person who is or was a director or officer of the Corporation (each of which, together with such person's heirs, estate, executors, administrators and personal representatives, is hereinafter referred to as an "Indemnitee") against all liability to the fullest extent permitted by Indiana Code 23-17-16; provided, that such person is determined in the manner specified by Indiana Code 23-17-16 to have met the standard of conduct specified in Indiana Code 23-17-16. The Corporation shall, to the fullest extent permitted by Indiana Code 23-17-16, pay for or reimburse the reasonable expenses incurred by every Indemnitee who is a

party to a proceeding in advance of final disposition of the proceeding, in the manner specified by Indiana Code 23-17-16. The foregoing indemnification and advance of expenses for each Indemnitee shall apply to service in the Indemnitee's official capacity with the Corporation, and to service at the Corporation's request, while also acting in an official capacity with the Corporation, as a director, officer, partner, member, manager, trustee, employee, or agent of another foreign or domestic corporation, partnership, limited liability company, joint venture, trust, employee benefit plan, or other enterprise, whether for profit or not.

Binding Nature. The provisions of this Article shall be binding upon any successor to the Corporation so that each Indemnitee shall be in the same position with respect to any resulting, surviving, or succeeding entity as the Indemnitee would have been had the separate legal existence of the Corporation continued; provided, that unless expressly provided or agreed otherwise, this sentence shall be applicable only to an Indemnitee acting in an official capacity or in another capacity described in Section 9.01 prior to termination of the separate legal existence of the Corporation. The foregoing provisions shall be deemed to create a contract right for the benefit of every Indemnitee if (a) any act or omission complained of in a proceeding against the Indemnitee, (b) any portion of a proceeding, or (c) any determination or assessment of liability, occurs while this Article is in effect.

Interpretation. All references in this Article to Indiana Code 23-17-16 shall be deemed to include any amendment or successor thereto. When a word or phrase used in this paragraph is defined in Indiana Code 23-17-16, such word or phrase shall have the same meaning in this Article that it has in Indiana Code 23-17-16. Nothing contained in this Article shall limit or preclude the exercise of any right relating to indemnification or advance of expenses to any Indemnitee or the ability of the Corporation to otherwise indemnify or advance expenses to any Indemnitee.

Severability. If any word, clause, or sentence of the foregoing provisions regarding indemnification or advancement of expenses shall be held invalid as contrary to law or public policy, it shall be severable and the provisions remaining shall not be otherwise affected. If any court holds any word, clause, or sentence of this paragraph invalid, the court is authorized and empowered to rewrite these provisions to achieve their purpose to the extent possible.

Definitions

Definitions. Any reference made herein to a Section of the "Code" shall include that Section of the Internal Revenue Code of 1986, as well as (1) any subsequent amendments thereto; (2) the corresponding provisions in any recodification of the Internal Revenue Code; and (3) the Treasury Regulations promulgated under such Section.

IN WITNESS WHEREOF, the undersigned, being the Incorporators designated in Article 5, execute these Articles of Incorporation this ____day of _____, 2003.

_____
James M. McClelland, Incorporator

_____
C. Perry Griffith, Jr., Incorporator

IRS Letter of Documentation

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: SEP 1 7 2004

GOODWILL EDUCATION INITIATIVES INC
C/O JAMES M MCCLELLAND
1635 W MICHIGAN ST
INDIANAPOLIS, IN 46222

Employer Identification Number:
20-0749885
DLN:
17053055069044
Contact Person:
MYRON L RANNEY
ID# 75618
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
December 19, 2003
Contribution Deductibility:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

CODE OF BY-LAWS
OF
GOODWILL EDUCATION INITIATIVES, INC.

Adopted March 1, 2004

Identification

Name. The name of the Corporation is **Goodwill Education Initiatives, Inc.** (the "Corporation").

Mission Statement. The Corporation shall develop and operate one or more charter schools to prepare young people for productive lives. Each school shall be a "charter school," as that term is defined in I.C. Section 20-5.5, and shall be run in accordance with a "charter school agreement" entered into by the Corporation and the Mayor of the City of Indianapolis or other sponsor as that term is defined in I.C. Section 20-5.5-1-15 (hereinafter, the "Charter"). The schools will strengthen communities by helping urban students achieve their fullest potential by educating "one student at a time" and providing schools that (i) foster students' individual interests; (ii) engage them with teachers, parents and mentors to create learning plans that focus on those interests; and (iii) combine school based study with outside experience.

Non-Discrimination. The Corporation shall admit students of any race, color, gender, national and ethnic origin, religion or ancestry and without regard to disability to all the rights, privileges, programs and activities generally accorded or made available at its charter schools. The Corporation shall not discriminate on the basis of disability, race, color, gender, national and ethnic origin, religion or ancestry in the administration of its educational policies, admissions, policies, scholarships and loan programs, and athletic or other school administered programs.

Non-Sectarian. The Corporation shall be non-sectarian and non-religious in its curriculum, programs, admission policies, employment practices, governance and all other operations.

Membership

Qualification of Member. The Corporation's sole member shall be Goodwill Industries of Central Indiana, Inc. ("Goodwill"). If Goodwill ceases to exist for any reason, then the sole member shall be Goodwill's successor-in-interest, if any, or if none or if for any reason there is no member then acting, the member shall be an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, that is selected by the Board of Directors.

Rights of the Member. The right of the member to vote and all the member's right, title and interest in or to the Corporation shall cease on the termination of membership. No member (other than a member that is then exempt from federal income tax under Code Section 501(c)(3)) shall be entitled to share in the distribution of the corporate assets upon the dissolution of the Corporation.

Dues and Assessments. The member shall not pay dues.

Resignation from Membership. The member may resign at any time by giving written notice of such resignation to the Chairman or the Secretary of the Corporation. Such resignation shall be made in writing and shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Chairman or the Secretary. The acceptance of a resignation shall not be necessary to make it effective.

Termination of Membership. The Board of Directors may not terminate or suspend the membership of the member.

Period of Membership. The term of membership of the member shall be perpetual.

Place of Members' Meetings. All meetings of the member shall be held either at the registered office of the Corporation in the State of Indiana, or at such other place within or

without the State of Indiana as may be designated by the Board of Directors and specified in the respective notices or waivers of notice thereof.

Annual Meeting. An annual meeting of the member shall be held within six (6) months after the close of the fiscal year of the Corporation as designated by the Board of Directors and specified in the respective notices or waivers of notice thereof.

Special Meetings. Special meetings of the member may be called by the Chairman of the Corporation or by the Board of Directors.

Notice of Meetings. A written or printed notice stating the place, day and hour of the meeting and, in case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered or mailed by the Secretary or by the officer or persons calling the meeting to the member at such address as appears on the records of the Corporation at least ten (10) days before the date of the meeting, or if notice is mailed by other than first class or registered mail, thirty (30) to sixty (60) days before the meeting date. Notice of any meeting of the member may be waived in a writing signed by the member and delivered to the Corporation. Attendance at any meeting shall constitute a waiver of notice of that meeting.

Action Without Meeting. Any action required or permitted to be taken at a meeting of the member of the Corporation may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by a duly authorized representative of the member, and such written consent is filed with the minutes of the proceedings of the member. Such consent shall have the same effect as the vote of the member at a duly held meeting.

Board of Directors

Functions. The business, property and affairs of the Corporation shall be managed and controlled by a Board of Directors as from time to time constituted.

Number and Qualification. There shall be nine (9) voting Directors of the Corporation, which number may from time to time be increased or decreased by resolution adopted by not less than a majority of the Board of Directors, subject to the limitation that the

Board shall never be reduced to less than three (3) nor increased to more than eleven (11) Directors. Except as otherwise provided in these By-Laws, all members of the Board of Directors shall have and be subject to the same and equal qualifications, rights, privileges, duties, limitations and restrictions; provided, however, the President of the Corporation shall be an ex-officio member of the Board of Directors but shall not vote, and shall not be counted as a Director for purposes of quorums, majority voting, and similar issues. All Directors shall consent to appropriate background searches as required by Charter Section 3.2. No Director shall take office until the Corporation fully complies with the provisions of Charter Section 3.2.

Election. One-half (rounded down to the nearest whole number) plus one of the members of the Board of Directors (the "Appointed Directors") shall be appointed by Goodwill. The remaining members of the Board of Directors shall be elected by the Board of Directors at the annual meeting provided in this Article 2 of this Code of By-Laws (the "Elected Directors").

Term. The Elected Directors shall be divided into three classes as nearly equal in number as possible. The terms of Elected Directors in the first group expire at the first annual meeting of the Directors after their election, the terms of the second group expire at the second annual meeting of the Directors after their election, and the terms of the third group expire at the third annual meeting of the Directors after their election. At each annual meeting of the Directors held thereafter, Directors shall be chosen for a term of three (3) years to succeed those whose term expires. Incumbent Directors shall be eligible for re-election or re-appointment; provided, however, no person may serve as a Director for more than three (3) consecutive three (3) year terms.

Vacancies. Any vacancy among the Elected Directors caused by death, resignation, removal or otherwise may be filled by the remaining Board of Directors, or if the Directors remaining in office constitute fewer than a quorum, by the affirmative vote of a majority of the Directors remaining in office. Any vacancy among the Appointed Directors shall be filled by Goodwill. A Director elected to fill a vacancy shall hold office until the expiration of the term of the Director causing the vacancy and until a successor shall be elected and qualified.

Resignation. Any Director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chairman, President or Secretary of the Corporation, and if an Appointed Director, to Goodwill. A resignation is effective upon delivery unless the notice specifies a later effective date The acceptance of a resignation shall not be necessary to make it effective.

Removal. Any Director may be removed, with or without cause, in accordance with the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act").

Meetings. The Board of Directors shall meet at least quarterly. All meetings shall occur either at the registered office of the Corporation in the State of Indiana, or at such other place within the State of Indiana as may be designated by the Board of Directors and specified in the respective notices or waivers of notice thereof. The annual meeting shall be for the purpose of organization, election of directors and officers and consideration of any other business that may properly be brought before the meeting and shall be held within six (6) months after the close of the fiscal year of the Corporation as designated by the Board of Directors and specified in the respective notices or waivers of notice thereof. If the annual meeting is not held as above provided, the election of officers may be held at any subsequent meeting of the Board of Directors specifically called in the manner set forth herein. The Board of Directors may provide by resolution the time and place within the State of Indiana, for the holding of additional regular meetings of the Board without other notice than such resolution. Special meetings of the Board of Directors may be called by the Chairman, and shall be called by order thereof upon the written request of at least two Directors, which request shall set forth the business to be conducted at such meeting.

Notice of Meetings. Notice of all meetings of the Board of Directors, except as herein otherwise provided, shall be given by mailing the same (whether by post or by electronic mail), by telephoning, or delivering personally the same at least two (2) days before the meeting to the usual business or residence address of the Director as shown upon the records of the Corporation. Notice of any meeting of the Board of Directors may be waived in a document filed with the Secretary by any Director if the waiver sets forth in reasonable detail the purpose or purposes for which the meeting is called and the time and place of the meeting. Attendance at

any meeting of the Board of Directors shall constitute a waiver of notice of that meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. In addition, notice of any Board meeting shall be posted in a conspicuous place at the principal office of the Corporation or at the Board's meeting place at least 48 hours (excluding Saturday, Sunday, and legal holidays) prior to the meeting. Notice of any meeting shall at all times conform with the requirements of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

Quorum. A quorum of the Board of Directors at any annual, regular or special meeting of the Board of Directors shall be a majority of the duly qualified members of the Board of Directors then occupying office, but in no case shall there be less than two (2) Directors present. The act of a majority of the Directors present at a meeting who constitute a quorum shall be the act of the Board of Directors.

Committees. The Board of Directors, by resolution adopted by a majority of the Board, may designate one or more committees, each of which shall consist of two or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated by a resolution adopted by a majority of the Directors present at the meeting at which a quorum is present. The designation of any such committee and the delegation thereof of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed by law. All committee meetings shall be run in accordance with the requirements of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

No Actions Without Meeting. All actions required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof must be taken at a meeting of the Board of Directors held in accordance with the requirements of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

Meeting by Telephone, etc. Any or all of the members of the Board or of any committee designated by the Board may participate in a meeting by or through the use of any means of communication by which all persons participating may simultaneously communicate

with each other during the meeting. Participation in a meeting using these means constitutes presence in person at the meeting. Meetings at which one or more individuals participate by phone shall be treated in all respects as a meeting at which such individuals are physically present for purposes of complying with the requirements of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

Officers

Officers and Agents. The officers of the Corporation shall consist of a Chairperson, a Vice-Chairperson, a President, a Secretary, and such other officers as the Board of Directors may, by resolution, designate from time to time. Any two (2) or more offices may be held by the same person. The Board of Directors may, by resolution, create, appoint and define the duties and fix the compensation of such officers and agents as, in its discretion, is deemed necessary, convenient or expedient for carrying out the purposes for which the Corporation is formed; provided, however, that officers and agents shall be compensated, if at all, only for actual services performed on behalf of the Corporation.

Election, Term of Office and Qualification. All officers shall be chosen annually by the Board of Directors at the annual meeting of the Board of Directors. Each officer shall hold office (unless the officer resigns, is removed, or dies) until the next annual meeting of the Board of Directors or until a successor is chosen and qualified.

Vacancies. In the event an office of the Corporation becomes vacant by death, resignation, retirement, disqualification or any other cause, the Board of Directors shall elect a person to fill such vacancy, and the person so elected shall hold office and serve until the next annual meeting of the Board of Directors or until a successor is elected and qualified, or until the officer's death, resignation or removal.

Chairperson. The Chairperson, if present, shall preside at all meetings of the Board of Directors, shall appoint the chairperson and members of all standing and temporary committees, subject to the review of the Board of Directors, and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors.

Vice-Chairperson. The Vice-Chairperson shall preside at all meetings of the Board of Directors if the Chairperson is not present and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors.

President. The President shall be the chief executive officer of the Corporation; shall have and exercise general charge and supervision of the affairs of the Corporation; and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors. The president shall be an ex-officio member of the Board of Directors, but shall not have a vote.

Secretary. The Secretary shall have the custody and care of the corporate records and the minutes book of the Corporation. The Secretary shall attend all the meetings of the Board of Directors of the Corporation, and shall keep, or cause to be kept in a book provided for the purpose, a true and complete record of the proceedings of such meetings, and shall perform a like duty for all standing committees of the Board of Directors when required. The Secretary shall attend to the giving and serving of all notices of the Corporation, shall file and take care of all papers and documents belonging to the Corporation, shall authenticate records of the Corporation as necessary, and shall perform such other duties as may be required by the Code of By-Laws or as may be prescribed by the Board of Directors. The Secretary shall prepared and maintain all the materials necessary to comply with the provisions of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

Assistant Officers. The Board of Directors may from time to time designate assistant officers who shall exercise and perform such powers and duties as the officers whom they are elected to assist shall specify and delegate to them, and such other powers and duties as may be prescribed by the Code of By-Laws, the Board of Directors.

Removal. Any officer may be removed from office, with or without cause, by the Board of Directors.

Resignations. Any officer may resign at any time by delivering notice to the Board of Directors, the President or the Secretary. A resignation is effective upon delivery unless the notice specifies a later effective date.

Loans to Officers and Directors

The Corporation shall not lend money to or guarantee the obligations of any officer or Director of the Corporation.

Financial Affairs

Contracts. The Board of Directors may authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to a specific instance; and unless so authorized by the Board of Directors, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit or render it liable pecuniarily for any purpose or to any amount. The Board is specifically authorized to enter into (and from time to time amend) one or more "Charter School Agreements" with the Mayor of the Consolidated City of Indianapolis, Marion County, Indiana or any other qualified sponsor.

Checks, etc. The Board shall by resolution designate officers, agents or employees of the Corporation who may, in the name of the Corporation, execute drafts, checks and orders for the payment of money in its behalf; provided, however, that any expenditure in excess of Twenty-Five Thousand Dollars ($25,000.00) that is outside the ordinary course of operation shall comply with Section 10.6 of the Charter.

Investments. The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Board of Directors.

Audited Financial Statements. The Corporation shall maintain financial statements prepared in accordance with the unified accounting system prescribed by the State Board of Education and State Board of Accountants and shall engage an independent certified public accountant to audit such financial statements.

Fiscal Year

The fiscal year of the Corporation shall begin on the first day of July of each year and end on the last day of June of each year.

Prohibited Activities

Notwithstanding any other provision of this Code of By-Laws, no member, Director, officer, employee or agent of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any successor provision or provisions thereto.

Amendments

The power to make, alter, amend or repeal the Code of By-Laws is vested in the Board of Directors, which power shall be exercised by affirmative vote of a majority of the Directors; provided, however, that no amendment to Article 2 may be made without the prior approval of Goodwill. Any proposed amendment shall be included in the notice of such meeting and each member shall be provided with a copy of the notice of such meeting. If notice of a proposed amendment to the Code of By-Laws is included in the notice of any meeting of the Board of Directors, it shall be in order to consider and adopt at that meeting any amendment to the Code of By-Laws dealing with the subject matter with which the proposed amendment is concerned.

This form must be signed by the duly authorized representative of the applicant and submitted with the Full Application. An application will be considered incomplete if it is not accompanied by the Statement of Assurances form signed by the applicant's authorized representative.

Statement of Assurances

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

☑ 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.

☑ 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.

☑ 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.

☑ 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act,* and section 427 of the *General Education Provision Act.*

☑ 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.

☑ 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.

☑ 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.

☑ 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

☑ 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

☑ 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of

Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

☑ 11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

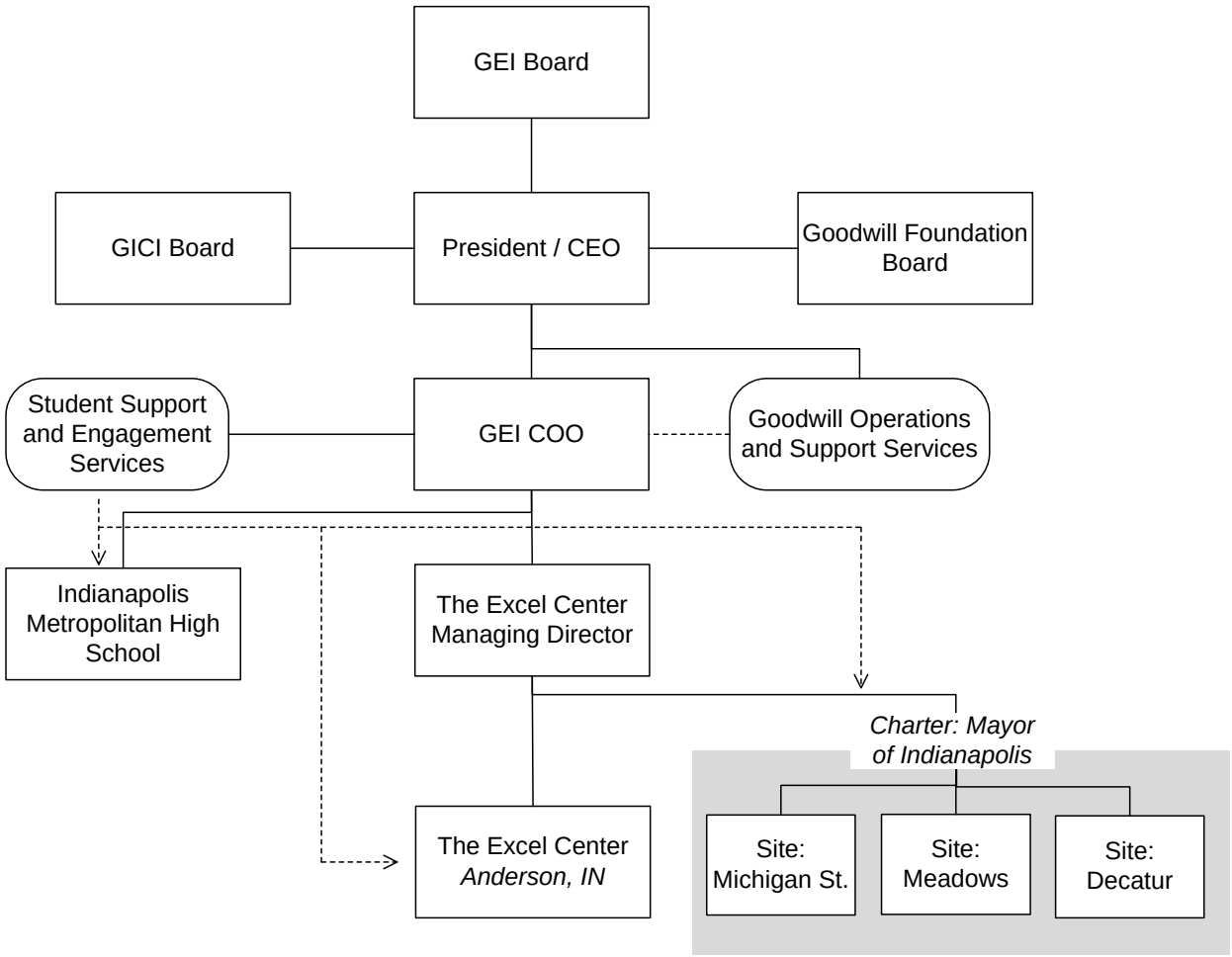
Signature from Authorized Representative of the Charter School Applicant

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

Print Name and Sign	Date
Scott Bess Scott Bess	10/28/2011

Attachment 11 – Organizational Charts

Goodwill Education Initiatives Year 1 Network



The above chart indicates the leadership structure and organizational chart of Goodwill Educational Initiatives. In addition, the relationship between the board of Goodwill Industries of Central Indiana, Inc. (GICI) and the Goodwill Industries Foundation of Central Indiana ("Goodwill Foundation") are also specified. Each of these supports are coordinated by the president of Goodwill; the Chief Operating Officer of Goodwill Education Initiatives provides supports for the school operations.

GEI has a Board of Directors composed of a maximum of ten persons, a majority of whom are appointed by the board of Goodwill Industries of Central Indiana, Inc. (GICI). The president of GICI is also the president of GEI and is a non-voting ex-officio member of GEI's Board.

The chief operating officer for GEI is an employee of GICI and reports directly to the CEO.

The school director and all staff will be employees of GEI, with the staff reporting to the school director. All non-academic functions of the school (human resources, information technology, building maintenance, marketing/public relations, fundraising, accounting and food services) will be provided by Goodwill Industries under contract with GEI.

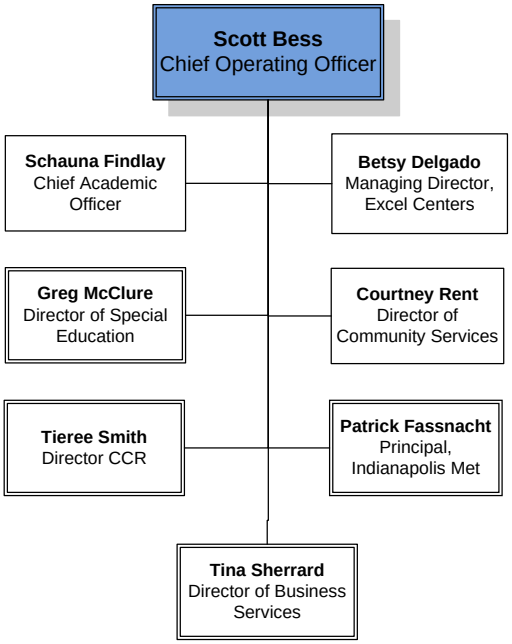
Support infrastructure within Goodwill Education Initiatives will share responsibilities for the Excel Center's multiple locations and for the Indianapolis Metropolitan High School. This structure allows staff who have been successful within the Indianapolis Metropolitan High School to use their experience with Excel Centers students as well. The Excel Center will also benefit from the working relationships Indianapolis Metropolitan High School staff have created in the community; students enrolled during the Excel Center's earlier years will benefit from the expertise and relationships the college counseling staff has created with local colleges and other post-secondary institutions.

The chief operating officer will coordinate the relationships between these support functions and the directors of both the Indianapolis Metropolitan High School and The Excel Center.

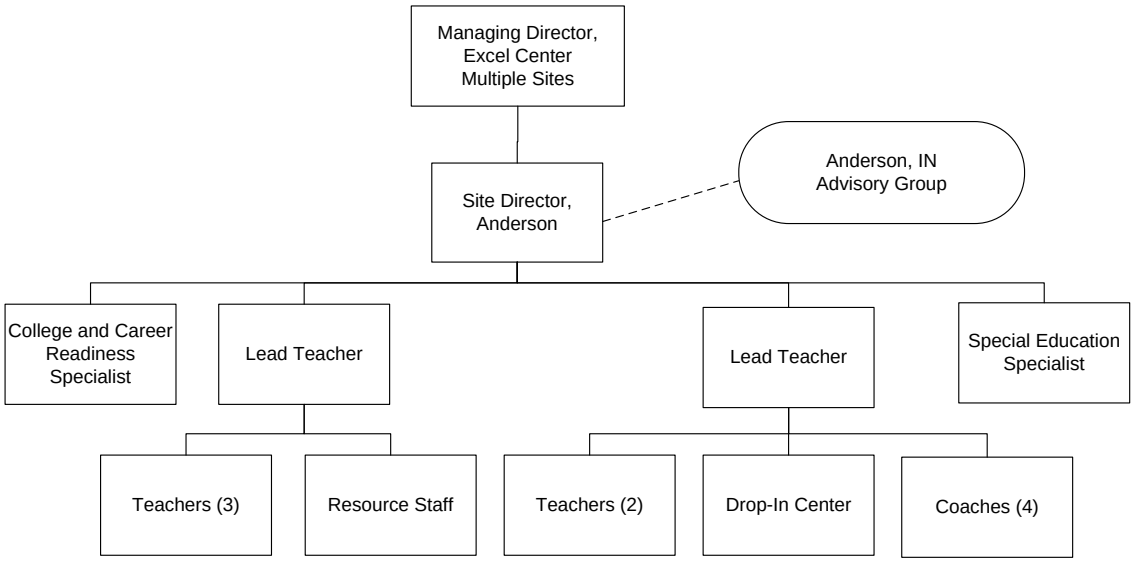
Student support and engagement services shared by both schools will include:

- Student recruitment
- Student and family services
- Transportation
- Student administration
- Special education services
- College counseling, enrollment and retention

GEI Leadership Organizational Chart



Year 1 School-Level Organizational Chart



Note: The Excel Center is fully staffed and operating at full capacity within Year 1. Therefore, there is no difference between the organizational chart in Year 1 and the school at full capacity.

The Site Director for the Excel Center in Anderson will report to the Managing Director of all of the Excel Centers within GEI's network. The Director will be the chief academic officer for the Excel Center in Anderson, providing hands-on leadership in the directing, planning, managing, and coordinating the educational goals and vision of the school. Ensures that instructors and school curriculum are applied according to the principles of the Excel Center and that school is meeting the desired outcomes.

- Develops strategies, goals and objectives for the school and manages the implementation of these objectives
- Participates in the development of overall educational strategies
- Assists instructors in setting priorities, facilitating meetings and developing their leadership skills
- Provides leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning students, test results and/or Indiana Academic Standards
  Represents the school, as appropriate, in community planning and policy-making activities.

The Site Director also is responsible for managing the non-governing advisory group in Anderson, Indiana. These advisory groups will meet six times each year in each site location and will be a means by which the Excel Center will communicate with individuals in the community.

The advisory group will be responsible for providing input to the school on what local factors are at play in the local environment, including major economic changes or shocks, changes in the political environment, and any major news that would affect the performance and/or long-term success of the Excel Center location. Moreover, advisory groups will provide a community voice to schools.

Any communications the advisory board has to the greater organization will go through the Excel Center channels until they reach the GEI board.

Lead Teachers are the masters of curricular content in each school. Lead teachers are responsible for coordinating the support functions of the school. These lead teachers establish the educational foundation in each school and direct the efforts of teachers in other events. In addition, they direct the academic efforts of other teachers who teach similar subjects.

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed charter school board member)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   The Excel Center
2. Full name: Juan Gonzalez

   Business Name and Address: KeyBank
   MailCode: IN-27-02-0801, 10 W. Market St., Indianapolis, IN 46204
   Telephone No.: (317) 464-8052
   E-mail address: juan_f_gonzalez@keybank.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
   ☒ Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. ☒ Yes

5. Why do you wish to serve on the board of the proposed charter school?
   I am a strong believer on the need for our education system to get stronger and the charter school model allows for this to be one of the solutions. I strongly believe on this organization and what they are trying to accomplish and I want to be part of it.

6. What is your understanding of the appropriate role of a public charter school board member?
   A board provides oversight and governance of a school and all of its required administrative functions. While school staff will oversee day-to-day operations of the school, a charter school board member will monitor school progress and outcomes.

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   As a member of the Goodwill Education Initiatives Board of Directors, I have been involved in the governance of the Indianapolis Metropolitan High School and the Excel Center sites currently operating in Marion County.

8. Describe the specific knowledge and experience that you would bring to the board.
   See resume for more detailed information.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The Excel Center provides an opportunity for adults who have dropped out of school to earn a high school diploma. The school is designed to address the particular challenges of working with an adult population and the barriers they may face to continuing their education. In addition, the school allows individuals to earn a diploma and also to start a career in an industry with bettter-than-average growth potential.

2. What is your understanding of the school's proposed educational program?
   The Excel Center provides an opportunity for adults and older youth to return to school and earn a high school diploma. In addition to meeting the requirements of a high school diploma, the school also raises students' awareness of postsecondary educational options and careers.

3. What do you believe to be the characteristics of a successful school?
   The success of GEI's two schools is primarily a function of leadership. GEI has focused on attracting and developing leadership talent in ways that resonates. In addition, a successful school meets students where they are, and designs the structure, pace, and content of the school material in appropriate ways.

4. How will you know that the school is succeeding (or not) in its mission?
   The GEI board conducts ongoing evaluation of the school's progress and success. In our meetings we review key metrics on the school's success - credit attainment, student aptitude and growth, graduation rates and postsecondary enrollment rates - to ensure that the school is creating positive student outcomes.

Governance

1. Describe the role that the board will play in the school's operation.
   The GEI board is involved with long-term strategic questions rather than short-term decisions. We focus on the most improtant aspects of running the school, establishing policies, evaluating key performance measures, and setting the strategic directions for GEI. We approve budgets, and , matters of policy rather than operational concerns, and matters of paramount rather than ordinary importance.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.
   After itsfirst year, the Excel Center will have served 300 students, and many will have already earned a high school diploma. The school will have established working relationships with partner groups in Anderson, have created postsecondary opportunities for students to enroll in

dual credit - and then enroll in ongoing postsecondary education opporutnities once they have graduated.

In four years, the Excel Center will have graduated several hundred students. Students will have a high rate of postsecondary enrollment and completion, and the school will be providing significant opportunities for individuals in Anderson with few options to get involved in stable careers.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   The board will evaluate performance metrics of the school on an ongoing basis. It will ensure that students are achieving positive otucomes, and that the school is providing tangible benefits to the local community.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   The GEI board has not had a situation take place. If a member of the board was acting unethically onr not in the school's best interests, this matter would be referred to the board governance committee for action. This action would then be taken as a part of board business during the next GEI board meeting.

In regards to the disclosures below: as an active GEI board member, I have established working relationships with fellow board members and school employees as I have been an active participant in the governance of GEI's two schools. Each of these relationships is the result of my service on the GEI board. I have no other relationships with board members, employees, or school partners that would create any potential conflict of interest.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know any such trustees. ☒ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☒ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

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Certification

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

Signature

10/31/11
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed charter school board member)

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As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
   The Excel Center
2. Full name: Michael O'Connor

   Business Name and Address: Eli Lilly & Company
   543 N. Audobon Rd, Indianapolis, IN 46219
   Telephone No.: (317) 276-3294
   E-mail address: o'connor_michael_bernard@lilly.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
   ☒ Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. ☒ Yes

5. Why do you wish to serve on the board of the proposed charter school?

6. What is your understanding of the appropriate role of a public charter school board member?
   A board provides oversight and governance of a school and all of its required administrative functions. While school staff will oversee day-to-day operations of the school, a charter school board member will monitor school progress and outcomes.

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As a member of the Goodwill Education Initiatives Board of Directors, I have been involved in the governance of the Indianapolis Metropolitan High School and the Excel Center sites currently operating in Marion County.

8. Describe the specific knowledge and experience that you would bring to the board.
   See resume for more detailed information.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The Excel Center provides an opportunity for adults who have dropped out of school to earn a high school diploma. The school is designed to address the particular challenges of working with an adult population and the barriers they may face to continuing their education. In addition, the school allows individuals to earn a diploma and also to start a career in an industry with bettter-than-average growth potential.

2. What is your understanding of the school's proposed educational program?
   The Excel Center provides an opportunity for adults and older youth to return to school and earn a high school diploma. In addition to meeting the requirements of a high school diploma, the school also raises students' awareness of postsecondary educational options and careers.

3. What do you believe to be the characteristics of a successful school?
   The success of GEI's two schools is primarily a function of leadership. GEI has focused on attracting and developing leadership talent in ways that resonates. In addition, a successful school meets students where they are, and designs the structure, pace, and content of the school material in appropriate ways.

4. How will you know that the school is succeeding (or not) in its mission?
   The GEI board conducts ongoing evaluation of the school's progress and success. In our meetings we review key metrics on the school's success - credit attainment, student aptitude and growth, graduation rates and postsecondary enrollment rates - to ensure that the school is creating positive student outcomes.

Governance

1. Describe the role that the board will play in the school's operation.
   The GEI board is involved with long-term strategic questions rather than short-term decisions. We focus on the most improtant aspects of running the school, establishing policies, evaluating key performance measures, and setting the strategic directions for GEI. We approve budgets, and , matters of policy rather than operational concerns, and matters of paramount rather than ordinary importance.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.
   After itsfirst year, the Excel Center will have served 300 students, and many will have already earned a high school diploma. The school will have established working relationships with partner groups in Anderson, have created postsecondary opportunities for students to enroll in dual credit - and then enroll in ongoing postsecondary education opporutnities once they have graduated.

In four years, the Excel Center will have graduated several hundred students. Students will have a high rate of postsecondary enrollment and completion, and the school will be providing significant opportunities for individuals in Anderson with few options to get involved in stable careers.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will evaluate performance metrics of the school on an ongoing basis. It will ensure that students are achieving positive otucomes, and that the school is providing tangible benefits to the local community.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
The GEI board has not had a situation take place. If a member of the board was acting unethically onr not in the school's best interests, this matter would be referred to the board governance committee for action. This action would then be taken as a part of board business during the next GEI board meeting.

In regards to the disclosures below: as an active GEI board member, I have established working relationships with fellow board members and school employees as I have been an active participant in the governance of GEI's two schools. Each of these relationships is the result of my service on the GEI board. I have no other relationships with board members, employees, or school partners that would create any potential conflict of interest.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

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Certification

I, Michael O'Connor, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Excel Center Charter School is true and correct in every respect.

Signature

10/24/2011
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed charter school board member)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   The Excel Center
2. Full name: Bruce M. Jacobson

   Business Name and Address: Katz, Sapper & Miller
   800 East 96th St., Suite 500, Indianapolis, IN 46240
   Telephone No.: (317) 580-2000
   E-mail address: bjacobson@ksmcpa.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
   ☒ Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. ☒ Yes

5. Why do you wish to serve on the board of the proposed charter school?

6. What is your understanding of the appropriate role of a public charter school board member?
   A board provides oversight and governance of a school and all of its required administrative functions. While school staff will oversee day-to-day operations of the school, a charter school board member will monitor school progress and outcomes.

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As a member of the Goodwill Education Initiatives Board of Directors, I have been involved in the governance of the Indianapolis Metropolitan High School and the Excel Center sites currently operating in Marion County.

8. Describe the specific knowledge and experience that you would bring to the board.
   See resume for more detailed information.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The Excel Center provides an opportunity for adults who have dropped out of school to earn a high school diploma. The school is designed to address the particular challenges of working with an adult population and the barriers they may face to continuing their education. In addition, the school allows individuals to earn a diploma and also to start a career in an industry with bettter-than-average growth potential.

2. What is your understanding of the school's proposed educational program?
   The Excel Center provides an opportunity for adults and older youth to return to school and earn a high school diploma. In addition to meeting the requirements of a high school diploma, the school also raises students' awareness of postsecondary educational options and careers.

3. What do you believe to be the characteristics of a successful school?
   The success of GEI's two schools is primarily a function of leadership. GEI has focused on attracting and developing leadership talent in ways that resonates. In addition, a successful school meets students where they are, and designs the structure, pace, and content of the school material in appropriate ways.

4. How will you know that the school is succeeding (or not) in its mission?
   The GEI board conducts ongoing evaluation of the school's progress and success. In our meetings we review key metrics on the school's success - credit attainment, student aptitude and growth, graduation rates and postsecondary enrollment rates - to ensure that the school is creating positive student outcomes.

Governance

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2. Provide a forecast of where you see the school after its first year of operation and then again in four years.
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In four years, the Excel Center will have graduated several hundred students. Students will have a high rate of postsecondary enrollment and completion, and the school will be providing significant opportunities for individuals in Anderson with few options to get involved in stable careers.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   The board will evaluate performance metrics of the school on an ongoing basis. It will ensure that students are achieving positive otucomes, and that the school is providing tangible benefits to the local community.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   The GEI board has not had a situation take place. If a member of the board was acting unethically onr not in the school's best interests, this matter would be referred to the board governance committee for action. This action would then be taken as a part of board business during the next GEI board meeting.

In regards to the disclosures below: as an active GEI board member, I have established working relationships with fellow board members and school employees as I have been an active participant in the governance of GEI's two schools. Each of these relationships is the result of my service on the GEI board. I have no other relationships with board members, employees, or school partners that would create any potential conflict of interest.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know any such trustees. ☒ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

   ☐ I / we do not know any such employees. ☒ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

   ☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

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Certification

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

Signature _____ Date 10/31/2011

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed charter school board member)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   The Excel Center
2. Full name: Holly Hill-Brooks

   Business Name and Address: HHB Event Planning
   P.O. Box 40416, Indianapolis, IN 46240
   Telephone No.: (317) 496-5171
   E-mail address: hhbeventplanning@indy.rr.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
   ☒ Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. ☒ Yes

5. Why do you wish to serve on the board of the proposed charter school?
   I am honored to serve on the GEI Board for the Excel Center. I believe in the school's mission to provide an opportunity for adults and older youth to return to school and earn a high school diploma. Giving these individuals a second chance to get their degree affords them the opportuntiy to better their lives and to become productive citizens in our community.

6. What is your understanding of the appropriate role of a public charter school board member?
   A board provides oversight and governance of a school and all of its required administrative functions. While school staff will oversee day-to-day operations of the school, a charter school board member will monitor school progress and outcomes.

Oct 28 11 09:44a Holly Hill-Brooks 317-846-4531 p.2

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
As a member of the Goodwill Education Initiatives Board of Directors, I have been involved in the governance of the Indianapolis Metropolitan High School and the Excel Center sites currently operating in Marion County.

8. Describe the specific knowledge and experience that you would bring to the board.
See resume for more detailed information.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The Excel Center provides an opportunity for adults who have dropped out of school to earn a high school diploma. The school is designed to address the particular challenges of working with an adult population and the barriers they may face to continuing their education. In addition, the school allows individuals to earn a diploma and also to start a career in an industry with bettter-than-average growth potential.

2. What is your understanding of the school's proposed educational program?
The Excel Center provides an opportunity for adults and older youth to return to school and earn a high school diploma. In addition to meeting the requirements of a high school diploma, the school also raises students' awareness of postsecondary educational options and careers.

3. What do you believe to be the characteristics of a successful school?
The success of GEI's two schools is primarily a function of leadership. GEI has focused on attracting and developing leadership talent in ways that resonates. In addition, a successful school meets students where they are, and designs the structure, pace, and content of the school material in appropriate ways.

4. How will you know that the school is succeeding (or not) in its mission?
The GEI board conducts ongoing evaluation of the school's progress and success. In our meetings we review key metrics on the school's success - credit attainment, student aptitude and growth, graduation rates and postsecondary enrollment rates - to ensure that the school is creating positive student outcomes.

Governance

1. Describe the role that the board will play in the school's operation.
The GEI board is involved with long-term strategic questions rather than short-term decisions. We focus on the most improtant aspects of running the school, establishing policies, evaluating key performance measures, and setting the strategic directions for GEI. We approve budgets, and , matters of policy rather than operational concerns, and matters of paramount rather than ordinary importance.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.
After its first year, the Excel Center will have served 300 students, and many will have already earned a high school diploma. The school will have established working relationships with partner groups in Anderson, have created postsecondary opportunities for students to enroll in

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dual credit - and then enroll in ongoing postsecondary education opporutnities once they have graduated.

In four years, the Excel Center will have graduated several hundred students. Students will have a high rate of postsecondary enrollment and completion, and the school will be providing significant opportunities for individuals in Anderson with few options to get involved in stable careers.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   The board will evaluate performance metrics of the school on an ongoing basis. It will ensure that students are achieving positive otucomes, and that the school is providing tangible benefits to the local community.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
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In regards to the disclosures below: as an active GEI board member, I have established working relationships with fellow board members and school employees as I have been an active participant in the governance of GEI's two schools. Each of these relationships is the result of my service on the GEI board. I have no other relationships with board members, employees, or school partners that would create any potential conflict of interest.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know any such trustees. ☒ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☒ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business. ☐ Yes

Oct 28 11 09:46a Holly Hill-Brooks 317-846-4531 p.4

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

---

Certification

I, Holly Hill-Brooks, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Excel Center Charter School is true and correct in every respect.

Holly Hill-Brooks
Signature

Oct Thru 28 2011
Date

Oct 28 11 09:47a Holly Hill-Brooks 317-846-4531 p.5

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

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   ☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

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Certification

I, Fred C. Tucker, III , certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Excel Center Charter School is true and correct in every respect.

Signature

10-24-2011
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed charter school board member)

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
   The Excel Center
2. Full name: Fred C. Tucker, III

   Business Name and Address: F. C. Tucker Company (retired)
   3777 Bay Road North Drive
   Telephone No.:
   E-mail address: fctucker@ix.netcom.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
   ☒ Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
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5. Why do you wish to serve on the board of the proposed charter school?

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Governance

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Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know any such trustees. ☒ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☒ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Addendum to F. C. Tucker's Board Member Information (answer to Question #5):

I have served as a Board Member of Goodwill Education Initiatives, Inc. since its inception and also served as its Chair from 2006-2010. While my vocations were that of an attorney and an owner of a multi-faceted real estate company, my avocation has remained focused on the educational arena. My goal has been to use those skills I have developed to assist school systems and students with improving their educational successes so that each may in turn improve his/her personal life. The systems and charters developed through GEI have helped students achieve new personal bests, initially at The Metropolitan High School and now through The Excel Centers as well. As it expands, The Excel centers will serve an older set of students who are re-entering the education system in order to attain new skills that will improve their lives and opportunities for success. My experiences to date, coupled with those of my fellow board members should prove beneficial to GEI and the Excel Centers as we strive to serve this population in the communities we serve.

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed charter school board member)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   The Excel Center
2. Full name: C. Perry Griffith, Jr.

   Business Name and Address: Denison, Inc.
   36 S. Pennsylvania St., Suite 200, Indianapolis, IN 46204
   Telephone No.: (317) 633-4003
   E-mail address: cpgjr@aol.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
   ☒ Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. ☒ Yes

5. Why do you wish to serve on the board of the proposed charter school?

6. What is your understanding of the appropriate role of a public charter school board member?
   A board provides oversight and governance of a school and all of its required administrative functions. While school staff will oversee day-to-day operations of the school, a charter school board member will monitor school progress and outcomes.

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As a member of the Goodwill Education Initiatives Board of Directors, I have been involved in the governance of the Indianapolis Metropolitan High School and the Excel Center sites currently operating in Marion County.

8. Describe the specific knowledge and experience that you would bring to the board.
   See resume for more detailed information.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The Excel Center provides an opportunity for adults who have dropped out of school to earn a high school diploma. The school is designed to address the particular challenges of working with an adult population and the barriers they may face to continuing their education. In addition, the school allows individuals to earn a diploma and also to start a career in an industry with bettter-than-average growth potential.

2. What is your understanding of the school's proposed educational program?
   The Excel Center provides an opportunity for adults and older youth to return to school and earn a high school diploma. In addition to meeting the requirements of a high school diploma, the school also raises students' awareness of postsecondary educational options and careers.

3. What do you believe to be the characteristics of a successful school?
   The success of GEI's two schools is primarily a function of leadership. GEI has focused on attracting and developing leadership talent in ways that resonates. In addition, a successful school meets students where they are, and designs the structure, pace, and content of the school material in appropriate ways.

4. How will you know that the school is succeeding (or not) in its mission?
   The GEI board conducts ongoing evaluation of the school's progress and success. In our meetings we review key metrics on the school's success - credit attainment, student aptitude and growth, graduation rates and postsecondary enrollment rates - to ensure that the school is creating positive student outcomes.

Governance

1. Describe the role that the board will play in the school's operation.
   The GEI board is involved with long-term strategic questions rather than short-term decisions. We focus on the most improtant aspects of running the school, establishing policies, evaluating key performance measures, and setting the strategic directions for GEI. We approve budgets, and , matters of policy rather than operational concerns, and matters of paramount rather than ordinary importance.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.
   After itsfirst year, the Excel Center will have served 300 students, and many will have already earned a high school diploma. The school will have established working relationships with partner groups in Anderson, have created postsecondary opportunities for students to enroll in dual credit - and then enroll in ongoing postsecondary education opporutnities once they have graduated.

In four years, the Excel Center will have graduated several hundred students. Students will have a high rate of postsecondary enrollment and completion, and the school will be providing significant opportunities for individuals in Anderson with few options to get involved in stable careers.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   The board will evaluate performance metrics of the school on an ongoing basis. It will ensure that students are achieving positive otucomes, and that the school is providing tangible benefits to the local community.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   The GEI board has not had a situation take place. If a member of the board was acting unethically onr not in the school's best interests, this matter would be referred to the board governance committee for action. This action would then be taken as a part of board business during the next GEI board meeting.

In regards to the disclosures below: as an active GEI board member, I have established working relationships with fellow board members and school employees as I have been an active participant in the governance of GEI's two schools. Each of these relationships is the result of my service on the GEI board. I have no other relationships with board members, employees, or school partners that would create any potential conflict of interest.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know any such trustees. ☒ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☒ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

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Certification

I, C. Perry Griffith, Jr. , certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Excel Center Charter School is true and correct in every respect.

Perry Griffith — 10/24/11

Signature Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed charter school board member)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   The Excel Center
2. Full name: Jean C. 'Gina' DelSanto

   Business Name and Address: Indiana Department of Workforce Development
   10 N. Senate Ave., SE302, Indianapolis, IN 46204
   Telephone No.: (317) 232-0204
   E-mail address: gdelsanto@dwd.in.gov

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
   ☒ Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. ☒ Yes

5. Why do you wish to serve on the board of the proposed charter school?
   I consider the attainment of a high school diploma or its equivalent to be the minimal requirement for access to self-sustaining employment. In its proposed capacity of serving adults who have previously withdrawn from high school, the charter school would provide an invaluable opportunity for its students to earn the credential they need to obtain employment, get a better job, or begin a program of post-secondary study. Board membership confers the honor and duty to assist in guiding the school's administration as it develops its structures and curricula, and to monitor the school's progress and outcomes as it delivers its educational mandate. I believe my academic preparation and professional experience have positioned me well to serve in the advisory capacity of a board member, and I look forward to offering that preparation in support of this most important endeavor.

6. What is your understanding of the appropriate role of a public charter school board member?
   A board provides oversight and governance of a school and all of its required administrative functions. While school staff will oversee day-to-day operations of the school, a charter school board member will monitor school progress and outcomes.

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   As a member of the Goodwill Education Initiatives Board of Directors, I have been involved in the governance of the Indianapolis Metropolitan High School and the Excel Center sites currently operating in Marion County.

8. Describe the specific knowledge and experience that you would bring to the board.
   See resume for more detailed information.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The Excel Center provides an opportunity for adults who have dropped out of school to earn a high school diploma. The school is designed to address the particular challenges of working with an adult population and the barriers they may face to continuing their education. In addition, the school allows individuals to earn a diploma and also to start a career in an industry with bettter-than-average growth potential.

2. What is your understanding of the school's proposed educational program?
   The Excel Center provides an opportunity for adults and older youth to return to school and earn a high school diploma. In addition to meeting the requirements of a high school diploma, the school also raises students' awareness of postsecondary educational options and careers.

3. What do you believe to be the characteristics of a successful school?
   The success of GEI's two schools is primarily a function of leadership. GEI has focused on attracting and developing leadership talent in ways that resonates. In addition, a successful school meets students where they are, and designs the structure, pace, and content of the school material in appropriate ways.

4. How will you know that the school is succeeding (or not) in its mission?
   The GEI board conducts ongoing evaluation of the school's progress and success. In our meetings we review key metrics on the school's success - credit attainment, student aptitude and growth, graduation rates and postsecondary enrollment rates - to ensure that the school is creating positive student outcomes.

Governance

1. Describe the role that the board will play in the school's operation.
   The GEI board is involved with long-term strategic questions rather than short-term decisions. We focus on the most improtant aspects of running the school, establishing policies, evaluating key performance measures, and setting the strategic directions for GEI. We approve budgets, and , matters of policy rather than operational concerns, and matters of paramount rather than ordinary importance.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

   After its first year, the Excel Center will have served 300 students, and many will have already earned a high school diploma. The school will have established working relationships with partner groups in Anderson, have created postsecondary opportunities for students to enroll in dual credit - and then enroll in ongoing postsecondary education opporutnities once they have graduated.

   In four years, the Excel Center will have graduated several hundred students. Students will have a high rate of postsecondary enrollment and completion, and the school will be providing significant opportunities for individuals in Anderson with few options to get involved in stable careers.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   The board will evaluate performance metrics of the school on an ongoing basis. It will ensure that students are achieving positive otucomes, and that the school is providing tangible benefits to the local community.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   The GEI board has not had a situation take place. If a member of the board was acting unethically onr not in the school's best interests, this matter would be referred to the board governance committee for action. This action would then be taken as a part of board business during the next GEI board meeting.

   In regards to the disclosures below: as an active GEI board member, I have established working relationships with fellow board members and school employees as I have been an active participant in the governance of GEI's two schools. Each of these relationships is the result of my service on the GEI board. I have no other relationships with board members, employees, or school partners that would create any potential conflict of interest.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know any such trustees. ☒ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

   ☐ I / we do not know any such employees. ☒ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

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Certification

I, Jean C. DelSanto , certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Excel Center Charter School is true and correct in every respect.

Jean C DelSanto

Signature

October 24, 2011

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed charter school board member)

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As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
   The Excel Center
2. Full name: Jeffrey A. Harrison

   Business Name and Address: Citizens Energy Group
   2020 N. Meridian St., Indianapolis, IN 46202
   Telephone No.: (317) 927-4791
   E-mail address: jharrison@citizensenergygroup.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
   ☒ Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. ☒ Yes

5. Why do you wish to serve on the board of the proposed charter school?
   To provide an environment for the education, growth and well-being to individuals in need of a unique experience that will allow them to meet their goals.

6. What is your understanding of the appropriate role of a public charter school board member?
   A board provides oversight and governance of a school and all of its required administrative functions. While school staff will oversee day-to-day operations of the school, a charter school board member will monitor school progress and outcomes.

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As a member of the Goodwill Education Initiatives Board of Directors, I have been involved in the governance of the Indianapolis Metropolitan High School and the Excel Center sites currently operating in Marion County.

8. Describe the specific knowledge and experience that you would bring to the board.
   See resume for more detailed information.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The Excel Center provides an opportunity for adults who have dropped out of school to earn a high school diploma. The school is designed to address the particular challenges of working with an adult population and the barriers they may face to continuing their education. In addition, the school allows individuals to earn a diploma and also to start a career in an industry with bettter-than-average growth potential.

2. What is your understanding of the school's proposed educational program?
   The Excel Center provides an opportunity for adults and older youth to return to school and earn a high school diploma. In addition to meeting the requirements of a high school diploma, the school also raises students' awareness of postsecondary educational options and careers.

3. What do you believe to be the characteristics of a successful school?
   The success of GEI's two schools is primarily a function of leadership. GEI has focused on attracting and developing leadership talent in ways that resonates. In addition, a successful school meets students where they are, and designs the structure, pace, and content of the school material in appropriate ways.

4. How will you know that the school is succeeding (or not) in its mission?
   The GEI board conducts ongoing evaluation of the school's progress and success. In our meetings we review key metrics on the school's success - credit attainment, student aptitude and growth, graduation rates and postsecondary enrollment rates - to ensure that the school is creating positive student outcomes.

Governance

1. Describe the role that the board will play in the school's operation.
   The GEI board is involved with long-term strategic questions rather than short-term decisions. We focus on the most improtant aspects of running the school, establishing policies, evaluating key performance measures, and setting the strategic directions for GEI. We approve budgets, and , matters of policy rather than operational concerns, and matters of paramount rather than ordinary importance.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.
   After itsfirst year, the Excel Center will have served 300 students, and many will have already earned a high school diploma. The school will have established working relationships with partner groups in Anderson, have created postsecondary opportunities for students to enroll in dual credit - and then enroll in ongoing postsecondary education opporutnities once they have graduated.

In four years, the Excel Center will have graduated several hundred students. Students will have a high rate of postsecondary enrollment and completion, and the school will be providing significant opportunities for individuals in Anderson with few options to get involved in stable careers.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   The board will evaluate performance metrics of the school on an ongoing basis. It will ensure that students are achieving positive otucomes, and that the school is providing tangible benefits to the local community.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   The GEI board has not had a situation take place. If a member of the board was acting unethically onr not in the school's best interests, this matter would be referred to the board governance committee for action. This action would then be taken as a part of board business during the next GEI board meeting.

In regards to the disclosures below: as an active GEI board member, I have established working relationships with fellow board members and school employees as I have been an active participant in the governance of GEI's two schools. Each of these relationships is the result of my service on the GEI board. I have no other relationships with board members, employees, or school partners that would create any potential conflict of interest.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know any such trustees. ☒ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☒ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

---

Certification

I, Jeffrey A. Harrison , certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Excel Center Charter School is true and correct in every respect.

Signature

10/28/11
Date

Attachment 13 – Board Code of Ethics / Conflict of Interest Policy

GOODWILL INDUSTRIES OF CENTRAL INDIANA, INC.
GOODWILL INDUSTRIES FOUNDATION OF CENTRAL INDIANA, INC.
GW COMMERCIAL SERVICES, INC.
GOODWILL EDUCATION INITIATIVES, INC.
(Collectively "Goodwill")

POLICY ON CONFLICTS OF INTEREST

The guiding principle of Goodwill's policy on conflicts of interest is that all employees and volunteers, including officers and members of the Boards of Directors, working for or on behalf of Goodwill must avoid situations in which their personal interests may conflict, or appear to conflict, with the interests of Goodwill. All persons employed by Goodwill and volunteers working on Goodwill's behalf shall be governed by the following:

All existing pertinent civil laws must be obeyed in letter and spirit.

All Goodwill policies must be followed.

Where no law or policy exists, high standards of ethical conduct are expected.

Conflicts of interest may be difficult to detect or define. Sometimes it is only a degree of difference between an acceptable and an unacceptable activity. It is important that all persons associated with Goodwill avoid obvious conflicts of interest and any situation which may give the appearance of one.

PURCHASING POLICY

Goodwill has a primary responsibility to be a good steward of its resources. This includes a responsibility to use public, earned and/or donated funds in a manner that will yield the greatest benefits to Goodwill to further the mission of the organization. Purchasing decisions and contract awards must be made with this primary responsibility uppermost in mind. Goodwill will not make such decisions based on other criteria which would, in Goodwill's opinion, result in less than optimal value received by the organization.

BUSINESS RELATIONSHIPS WITH MEMBERS OF BOARDS OF DIRECTORS

There may be some situations in which Goodwill's interests are best served by doing business with members of one of Goodwill's boards or entities in which they have substantial interest or control. Some of these relationships may occur from time to time throughout the year with transactions typically involving less than $500 each. All such relationships which regularly occur or are likely to occur shall be listed for review and approval of the Board at least once each year.

Any proposed business relationship between Goodwill and a member of one of its Boards of Directors or an entity in which a Goodwill Director has substantial interest or control which involves more than $500 must be disclosed, reviewed, and, whenever possible, approved in advance by the respective Goodwill entity board of directors.

OTHER CONFLICT OF INTEREST POLICIES WHICH APPLY TO EMPLOYEES

Employees shall select and deal with suppliers, customers, and other persons doing or seeking to do business with Goodwill in a completely impartial manner without favor or preference based upon any considerations other than the best interests of Goodwill.

Employees shall not seek nor accept -- directly or indirectly -- any payments, fees, loans, or services from any person or business entity that does or seeks to do business with Goodwill or is in competition with Goodwill. However, this does not prohibit employees from borrowing money from a financial institution at normal and customary rates of interest and terms.

Employees shall not seek nor accept for themselves or for members of their families any gifts, entertainment, or favors, the total of which would have more than nominal value (defined as $100 or more per event), from any person or business entity that does or seeks to do business with Goodwill or from any donor or person from whom Goodwill is seeking current or future charitable gifts. Meals at which business is discussed are considered normal business activities and may be purchased by a business or individual interested in or presently doing business with Goodwill. This policy recognizes that Goodwill's employees may occasionally attend sporting and other entertainment events with persons or business entities where the cost of the event exceeds $100. In such cases, Goodwill employees shall use sound judgment in attending such events, and shall limit such instances to organizations and individuals with whom Goodwill has an existing business relationship.

Any gift, entertainment, or favor of more than nominal value must be reported to Goodwill's President and the gift returned to its source or donated to Goodwill. If donated, a letter must be sent to the person who made the gift to make them aware Goodwill was the beneficiary and not any individual employed by Goodwill.

Goodwill employees will not give gifts, favors, or entertainment of greater than nominal value to any person or entity which does or seeks to do business with Goodwill.

Except when fully disclosed and specifically approved in advance by Goodwill, employees may not own -- directly or indirectly -- a significant interest in any business that does or seeks to do business with or is in competition with Goodwill. If such a situation arises, the employee shall not be involved in Goodwill's management or decision making process relating to the employee's business interest. Where this is not possible, the employee shall divest himself/herself of said business interest until Goodwill ceases its work with or is no longer in competition with said interest.

Ownership or involvement in such a business shall be deemed as significant if the total interest of the employee and/or family members represents:

a. More than 5% of the outstanding assets of the firm.

b. More than 5% of the total assets of the employee and family members.

Members of the family include the employee's spouse, children, parents, brothers, and sisters.

Unless specifically approved in advance by Goodwill, employees shall not, on behalf of Goodwill, conduct business with a relative or business entity in which the employee or relative is associated. When authorized, such dealings must be fully disclosed to Goodwill.

This policy shall not prohibit relatives of Goodwill employees from purchasing goods in Goodwill stores. However, such sales must not be rung up by an employee who is a relative of those making the purchases, and all other applicable retail policies will apply to such transactions.

Employees have the continuing duty to report to the President any personal ownership, interest, or other relationship which might affect their ability to exercise impartial and ethical judgments in their areas of responsibility.

Failure to report or enforce any of the above may result in the employee's termination from employment at Goodwill.

CONFIDENTIAL AND PROPRIETARY INFORMATION

Every employee and volunteer who is in an official capacity (e.g. member of board of directors) has a responsibility to ensure that any information gained as a result of his/her involvement with Goodwill is not improperly disclosed.

Confidential or proprietary information is defined as any information belonging to Goodwill, its Board, or employees which could be used by others for their own advantage to the potential detriment of Goodwill or its employees or which would violate the confidence of an individual. Examples include, but are not limited to the following:

Information concerning Goodwill's business plans or internal operations which could be used by competitors to Goodwill's detriment.

Information which is not already public concerning contributions made by any individual or corporate entity to Goodwill.

Personal information which is not already public concerning any individual employed or served by Goodwill.

Persons terminating their involvement with Goodwill who possess materials containing confidential information about the organization shall destroy it or return it to Goodwill and shall not use it for any other purpose.

POLITICAL CONTRIBUTIONS AND ACTIVITIES

All persons associated with Goodwill as employees or volunteers, while exercising their individual political freedoms and prerogatives, must remain sensitive to the need for Goodwill to be non-partisan and to be perceived as such by the public.

Goodwill will not use any of its funds to support any political party or candidate for public office.

This policy was updated September 9, 2008.

I hereby acknowledge that I have read, understand and shall abide by the policy stated above.

Signature_____

Printed name _____

Date _____

I hereby disclose the following conflict of interest or potential conflict of interest, and attest that the transactions involved are at arms length with Goodwill.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Attachment 14 – Charter Management Organization Info

Not Applicable.

Attachment 15- Staffing Chart for School

Position	Notes	Year			Base Salary
		1	2	3	
Instructional Staff		14	14	14	N/A
Lead Teacher	Licensed	2	2	2	$60,000
Science Instructor	Licensed	2	2	2	$42,000
Social Studies Instructor	Licensed	2	2	2	$42,000
English Instructor	Licensed	2	2	2	$42,000
Math Instructor	Licensed	2	2	2	$42,000
Resource Specialist	Unlicensed	3	3	3	$35,000
Special Education Specialist	Licensed	1	1	1	$43,000
Non-instructional Personnel		11	11	11	N/A
Coaches		5	5	5	$35,000
College Transition Counselor		1	1	1	$43,000
Career Pathways Specialist		1	1	1	$43,000
Administrative Personnel		3	3	3	N/A
Site Director		1	1	1	$99,000
Receptionist		1	1	1	$25,000
Childcare Director		1	1	1	$30,000
Childcare Attendant	Part-Time	3	3	3	$20,800
Total Personnel	(25 FTE)	28	28	28	N/A

The Excel Center is fully staffed within its first year of operation. This structure includes 14 instructional personnel (11 of which are licensed), and 14 administrative and non-instructional personnel.

Descriptions for all positions follow.

Director Position Profile

Reports To: Managing Director, Excel Center **FLSA Status:** Exempt **Description Date:** 2-2011

Scope Summary:
The Director will be the chief academic officer for the Excel Center. Provide hands on approach to leadership in the directing, planning, managing, and coordinating the educational goals and vision of the school. Ensures that instructors and school curriculum are applied according to the principles of the Excel Center and that school is meeting the desired outcomes. Provides support and leadership to 4-8 instructors and 2-3 resource/administrative staff.. Essential functions include: supervision and management of faculty and staff, creating and maintaining a safe and secure educational environment for 200-500 students and managing the fiscal activities of the school. The position will work with the leadership of Goodwill Education Initiatives, Inc. in establishing school goals and objectives.

Education
Bachelor's degree in relevant field required, Master's degree preferred.

Qualifications
- Current Indiana Secondary Administrator's License preferred but not required.
- 5+ years in a school-related leadership role.
- Prior experience managing groups of professionals.
- Strong communicator at a variety of levels. Demonstrates effective presentation skills.
- Solid planning and organizing skills.
- Proficiency in Microsoft Office products; ability to effectively navigate the Internet.

Essential Duties and Responsibilities include the following:
- Develops strategies, goals and objectives for the school and manages the implementation of these objectives. Participates in the development of overall educational strategies.
- Assists instructors in setting priorities, facilitating meetings and developing their leadership skills.
- Provides leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning students, test results and/or Indiana Academic Standards.
- Represents the school, as appropriate, in community planning and policy making activities.
- Works with the Assistant Director to ensure appropriate building management coverage for the Excel Center's hours of operation.

Instructor Position Profile

Reports To: Director, Excel Center **FLSA Status:** Exempt **Description Date:** 2-2011

Scope Summary:
The Instructor will facilitate learning for students attending Excel Center for Adult Learners, meeting students "where they are". He/she employs a student-centered approach effectively tailoring the service delivery strategies to the individual students' needs approaching education with creativity and innovation. Strategies include one-on-one instruction, case stories, seminars, self-paced lessons, and computer-based tutorials. Utilizes appropriate training methods, motivational techniques and related work adjustment tools. The position will work with the instructional team in meeting the educational objectives and adhering to the Indiana State Standards. Additionally, the approach will support the school's motto: "Relationships, Relevance, and Rigor".

Education
Bachelor's degree in subject specialty required with a minimum of 2 years teaching experience post licensing, preferred

Qualifications
- Current Indiana Teaching Certification in subject specialty, dual licensure preferred
- Experience working with high school age students in a non-traditional setting and/or in adult education setting highly preferred
- Demonstrated success meeting educational needs and understanding student learning styles
- Ability to analyze and interpret data and make necessary adjustments to achieve learning goals
- Proficiency in Microsoft Office products; ability to effectively navigate the Internet.
- Superior verbal and written communication skills.
- Strong motivational skills.
- Adaptable to shifting priorities while attaining a positive learning environment.
- Ability to relate to a diverse population.
- Experience working with online learning is a plus.
- Bi-lingual in English and Spanish, highly preferred.
- Must be able to successfully pass a background check.
- Flexible to work within a 7AM – 10PM work schedule. Weekends may be included.

Essential Duties and Responsibilities include the following:
- Builds and shapes instruction frameworks around student needs including online learning tools and content.
- Develops student's individual learning plans along with the coaches based on intake assessment. Determines students' educational track, from the least integrated instruction (Credit Recovery) to the most integrated (Knowledge Mastery).
- Assesses appropriate students' life experiences that apply towards school credits.
- Manages and monitors students' learning experience to ensure student engagement and accomplish learning goals.

Coach Position Profile

Reports To: Assistant Director, Excel Center **FLSA Status:** Exempt **Description Date:** 2-2011

Scope Summary:
The Coach will promote continued student engagement in the Excel Center. He/she will have responsibility for 5-8 teams of 8-12 students each. Will facilitate the team relationship and meet individually with students to assist in overcoming barriers to each student's educational progress. Through these problem solving sessions the Coach will suggest ways in which each student can overcome barriers and continue educational progress. Additional responsibilities include: administering the intake process, assessing life experiences, determining education tracks with instructional staff, connecting students with supportive services to ensure success. The position will work with the instructional team in meeting the educational objectives and adhering to the Indiana State Standards. Additionally, the approach will support the school's motto: "Relationships, Relevance, and Rigor".

Education
Bachelor's degree

Qualifications
- 2 years of experience in mentoring, counseling, advising, or related field.
- Experience working with high school age students in a non-traditional setting and/or in adult education setting highly preferred.
- Superior verbal and written communication skills.
- Strong meeting facilitation skills.
- Bi-lingual in English and Spanish highly preferred.
- Proficiency in Microsoft Office products; ability to effectively navigate the Internet.
- Demonstrated ability to develop relationships at all levels and to relate to a diverse population.
- Requires occasional local travel/transporting individuals. Valid driver's license, up-to-date auto insurance, and good driving record.
- Awareness of community resources.
- Ability to embrace change positively, strong planning and organizing skills, independent, self-manager.
- Outstanding role model for success.
- Must be able to successfully pass a background check.
- Flexible to work within a 7AM – 10PM work schedule. Weekends may be included.

Critical Job Duties
- Leads the intake process to introduce the student to the school and begin outlining his/her educational goals.
- Assesses students' life experiences for possible translation into school credits.
- Assists instructors in developing student's individual learning plans based on intake assessment.
- Becomes part of a reliable alliance and is able to connect emotionally and socially with group members. Provides support and maintains open communication with instructors.
- Manages and monitors students' learning experience to ensure student engagement and accomplishment of learning goals through individual and/or group meetings.
- Identifies and connects students to community resources to remove barriers and support academic and/or personal

goals.

- Initiate and maintain contact with key community partners (community agencies, educational institutions and employers) to enhance the menu of support services provided to students.
- Structure team meetings to meet the needs (academic, career, personal, etc) of the students.

Excel College Transition Counselor Profile

Reports To: Director of the Career and College Readiness Center **FLSA Status:** Exempt **Description Date:** 04-2011

Scope Summary:

The Excel College Transition Counselor will build relationships, systems and programs to ensure the college acceptance and matriculation of graduates from the Excel Center and the Indianapolis Metropolitan High School to college and other post-secondary programs. The Excel College Transition Counselor will provide support for alumni and their families as students' transition from each school to college and/or other post-secondary opportunities (e.g. workforce, apprenticeship program, etc.). The Excel College Transition Counselor will interact with students, their family, graduates/alum, post secondary admissions counselors and school staff. Additionally, the approach will support the school's motto: "Relationships, Relevance, and Rigor".

Education

Bachelor's Degree (Master's preferred)

Qualifications

- Minimum of two years experience working in a secondary or higher education setting and/or career counseling
- Previous experience with college admissions process
- Knowledgeable of financial aid process and various scholarships/internships, etc.
- Strong written and public speaking skills
- Experience working with community colleges preferred
- Experience working with a diverse, non-traditional, inner city population in their efforts to achieve higher education and career goals highly preferred
- High creativity, organizational skills and ability to work independently
- Must be accessible and present for school events (e.g. Open Houses, Recruitment events, fairs, etc.)
- Proficiency with MS Office Products and the Internet
- Able to successfully pass background check
- Valid driver's license, good driving record, and up-to-date automobile insurance

Critical Job Duties

- Demonstrate commitment to non-traditional students for the long haul by assisting them and their families through the college application process and providing on-going support as they transition out of high school. Create awareness and appreciation for college & career advancement within the Excel Center and Indy Met.
- Provide one-on-one support to students throughout the college preparation process (which includes but is not limited to college search, application, and transition process). Understand and explain the college admissions process to Excel Center and Indy Met students.
- Conduct workshops on essay writing, interviewing skills, financial aid, resume writing, etc.
- Coordinate college preparation testing for all students (ACT, SAT, and/or COMPASS).

- Provide information on college fairs, campus visits, scholarships, etc. to current students, teachers and alumni.
- Maintain relationships with alumni through visits, phone contact and ongoing programming.
- Create and maintain outreach efforts to Excel Center and Indy Met alums. Stay in contact with and track graduated students as they pursue their post-secondary options.
- Maintain alumni database.
- Seek out internship, apprenticeship, scholarships and career opportunities for Excel Center and Indy Met alums.
- Build relationships and partner with college admission counselors to create open lines of communication and sharing of information.
- Create awareness and appreciation for college & career advancement within the Excel Center

Excel Career Pathways Specialist Profile

Reports To: Director of the College and Career Readiness Center **FLSA Status:** Exempt **Description Date:** 04-2011

Scope Summary:
The Career Pathways Specialist will build relationships, systems, and programs to ensure that each student at the Excel Center graduates with a realistic career plan that is connected to post-secondary education. The Career Pathways Specialist will be instrumental in the implementation of a comprehensive foundational career-development program, which will allow for intentional advisement of students on academic diploma tracks and enrollment in dual credit courses. The Career Pathways Specialist will develop and facilitate an industry–based advising board of community partners. The Career Pathways Specialist will interact with students, families, graduates/alum, post secondary admissions counselors, industry professionals and school staff. Additionally, the approach will support the school's motto: "Relationships, Relevance, and Rigor".

Education
Bachelor's degree in related field required (Master's degree preferred)

Qualifications:
- Minimum of two years experience working in a secondary or higher education setting, and/or career counseling
- Knowledge of career/vocational theories, career education program development, and community resources/employers
- Experience in career pathway development, highly desirable
- Training in guidance or career/technical education, highly desirable
- Knowledgeable of the 16 career clusters and familiar with the current listing of the Hoosier Hot 50 Jobs
- Established network of representatives from business and industry
- Adept utilizing Excel and experience analyzing statistical data
- Proficiency with MS Office Products and the Internet
- Familiarity with Indiana State agencies and demonstrated partnership building skills
- Energetic self-starter, comfortable working in a busy, diverse environment
- Must be accessible and present for school events (e.g. Open Houses, recruitment events, fairs, etc.)
- Able to successfully pass background check
- Valid driver's license, good driving record, and up-to-date automobile insurance

Essential Duties and Responsibilities:

- As directed, develop and design career pathways for targeted industry driven programs with sequential options including dual enrollment, non-credit and credit certificate programs.
- Work with the College and Career Readiness Center staff and industry advisory boards to develop more student exposure to the world of work, including on-the-job opportunities, internships or job shadowing and other experiential learning for career pathways.
- Make sound recommendations to the Internship Coordinator on student placement into internships and job opportunities.
- Develop innovative, career-focused marketing campaign for promoting lifelong learning.
- Conduct, gather and coordinate the development of research and performance measures for credential completion, educational attainment and efforts that bridge educational systems for career path employment.
- Demonstrate a culture of innovation and responsiveness to meet the current workforce development needs of students and businesses.
- Strengthen the links between a career pathways system to align job training and education programs to jobs that are in demand or likely to grow in the immediate future in Indianapolis.
- Research, gather and report current labor market and demographic information examining the current education and workforce system for gaps and alignments.
- Attend and participate in meetings of key stakeholders in education and training, workforce and economic development to develop and strengthen information and resources related to the creation of career pathways.

Additional Duties:

- Develop and maintain a career resource center for students.
- Provide developmentally-oriented career and academic advisement through in-class instruction and personal counseling sessions.
- Coordinate student use of and activities related to computerized guidance information systems and career assessment instruments.
- Conduct parent conferences to exchange relevant information on the student.
- Serve as a liaison between the school and the community.
- Monitor the academic progress of students seeking a technical honors diploma.
- Provide additional services as specified by the director of the college and career readiness center.

Childcare Director Profile

Position Title: Childcare Director
FLSA Status: Exempt
Reports To: Excel Center Director
Description Date: 01-2011
Center Hours of Operation: 7:30AM-6:00PM, Monday-Friday

Scope Summary:

The Drop Off Center is designed to provide free, temporary, short-term childcare for the students of the Excel Center until regular childcare is located. The drop-in center is available when students are studying on site or are in class and will serve children up to age 12. A child may stay at the drop-in center for a maximum of 4 hours.

The Childcare Director has the responsibility to ensure the safe and caring management of all the children entrusted to the drop off center. This means hiring, training, coaching, and managing staff engaged in monitoring children in the center, setting schedules, and developing learning opportunities for the children while in their care. Additionally, will keep parents informed of policies and procedures at the center as well as provide effective resolution for any conflicts that should arise.

Education

High school diploma required
Bachelor's degree in Child Development, Early Childhood Education, or related field preferred

Qualifications

- 3-5 years experience in a leadership role in a childcare setting
- Course work/training in early childhood development
- Child/infant CPR certified
- Solid working knowledge of MS Office Products and the Internet
- Excellent verbal and written communication skills
- Must be a team builder, highly organized and possess excellent customer service skills
- Flexible, energetic, and detail oriented
- Have the ability to juggle multiple duties
- Ability to resolve conflicts

- Must be at least 18 years old
- Must be able to pass a criminal background check

Critical Job Duties

- Creates hands-on interactive learning experiences working with children directly and assisting attendants.
- Develops schedules, lesson plans, plans outings and field trips, arranges for special guests.
- Networks with community for the purposes of inviting in guest speakers.
- Facilitates registration process of children.
- Creates documentation standards and maintains student files.
- Tracks, documents, and communicates Center specific metrics.
- Maintains regular communication with parents regarding services, enrollment, scheduling or routine changes, special events for the child(ren).
- Discusses and addresses parent or staff concerns as they occur.
- Coaches parents on how to create learning opportunities at home.
- Assists in the planning, programming, and budgeting of the Center.
- Participates in the development of short- and long-term goals for the Center.
- Provides regular supervision and training of staff.
- Assists teachers with the weekly development and execution of the curriculum and program activities.
- Works closely with Life Coaches to coordinate temporary childcare for the Excel Center students' children.
- Participates in regular Excel Center team meetings.

Special Education RAS Position Profile

Reports To: Special Education Director **FLSA Status:** Exempt **Description Date:** 04-2011

Scope Summary:

The Special Education Resource Advisor Specialist (RAS) will interact, accommodate, and support special education students, former special education, and all students with disabilities in all core content area concepts using a variety of methods prescribed in the IEP and incorporated into the students learning plan, including project-based learning, inquiry, manipulatives, technology, and differentiated instruction. The Special Education RAS will work in alliance

with all interdisciplinary teams both at The Indianapolis Metropolitan High School and the Excel Center. She/he will mold the educational experiences of a diverse group of special needs students and insure the development and implementation of a supportive, prescriptive, and realistic Individual Education Plan or supportive and modified accommodations for those above the age of 22.

Mission: To create schools centered on authentic relationships in addition to relevant and rigorous learning that ensures all special needs students are prepared for life and learning far beyond high school.

Relationships + Relevance + Rigor = Results!

Education

Bachelor's degree in Secondary Education
Current Indiana Teaching Certification in Mild Interventions

Qualifications

- The ability to work effectively with diverse populations
- The ability to work with high school age and adult students who have special needs
- Familiarity with ISTART7, Article7 and IDEA
- Understand the components and implementation of an IEP
- Ability to hold and direct a case conference
- Possess a valid Indiana driver's license and automobile insurance that allows for the transportation of students

Critical Job Duties

Content- specific responsibilities:

- Ensure educational skill and development in all core content areas that are designed to push special needs students to a higher level of cognitive reasoning. The RAS will help support and implement prescriptive modified strategies for the special needs student to be taught in isolation as well as within an interdisciplinary inclusion theme through the collaboration with other grade-level highly qualified content specialists.
- Support the delivery of instruction in all core content areas, helping modify instruction, when needed, using a variety of methods that may be taught independently or with a team of other grade-level content specialists designed to guide students toward mastery in content areas.
- Assist in the assessment and creation of lessons and learning plans both summative and formatively using traditional and alternative assessment techniques.
- Support learning within the special needs student projects and internships that are challenging and meet the individual needs, interests and abilities of each special needs student.
- Perform any and all other duties deemed necessary by the COO of Goodwill Education Initiatives and the Director of Special Education to support school procedures and operations and the implementation of all special education school, State and Federal policies and procedures.
- Serve as teacher of record for a specified number of special needs students, scheduling IEP meetings and case conferences in which measurable goals-benchmarks and objectives are created and monitored. Ensure this monitored process is reported to the parents.

- Serve as a resource person and provide technical support to teaching staff and school directors. Assist in the implementation of exceptional student education services and programs.
- Help develop curriculum and implement instruction of special needs students who are not having success in the inclusionary classroom.

School Wide – based responsibilities:

- Build positive relationships and support system with all Advisors, staff and special needs students.
- Guide and direct individual and small groups of special needs students to maximize their educational experience through diverse experiences to include interest-based projects, internships, service-learning projects, college classes when applicable, as well as educational experiences offered through the grade-level interdisciplinary teams.
- Ensure special needs students have access to learn all necessary life skills to succeed in high school and beyond. Give recommendations for additional services, and additional testing. Assist with coordination of referrals to outside resources and agencies.
- Ensure any needed accommodations and/or modifications on district, statewide, and national assessments (NWEA, ISTEP, GQE, and ECA's) are implemented according to the student's IEP.
- Hold all special needs students accountable to a high standard both academically and behaviorally.

Resource Staff Specialist Position Profile

Position Title: Resource Specialist
Reports To: Excel Center Director

FLSA Status: Exempt
Description Date: 04-2011

Scope Summary:

The Resource Specialist will tutor students in their various courses, provide remediation to students with low reading and math levels, assist college tutors meeting with students and help prepare students pass various assessments. The Resource Specialist should also demonstrate behaviors consistent with Goodwill's Mission, Vision, Values, 5 Basic Principles and Standards of Conduct.

Education

Bachelor's degree in education or related field with a minimum of 2 years experience in remediation

Qualifications

- Previous experience working with at-risk youth
- Excellent communication skills (written and verbal)
- Ability to develop strong relationships at all levels
- Solid planning and organizing skills
- Independent, self-manager
- Knowledge of office equipment
- Solid working knowledge of MS Office Products, databases and the Internet
- Ability to embrace change positively and work in a team environment
- Successful working with diverse populations

- High level of customer service standards
- Ability to identify and maintain appropriate boundaries with students
- Bi-lingual Spanish language skills preferred

Critical Job Duties

- Tutor students in needed subjects.
- Provide remediation to students who have low reading and math levels.
- Prepare students to take examinations (ECA, GQE, COMPASS, SAT, ACT, etc.).
- Proctor entrance and progress tests (TABE).
- Coordinate tutors from IUPUI.
- Record student attendance.
- Maintain a positive, fresh attitude with students.
- Be able to set a good example and be a positive role model.
- Maintain center's materials available in resource area.

Goodwill Education Initiatives, Inc.

Goodwill Education Initiatives, Inc.

Employee Handbook

August 2011

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Welcome

On behalf of Goodwill Education Initiatives Board, I welcome you to The Indianapolis Metropolitan High School and The Excel Centers. We all hope your future with us will be long and rewarding for you personally, and that you have a positive impact on all students with whom you work.

This handbook is designed to be a reference to the practices and policies of our school. If there is anything within that raises a question, please do not hesitate to ask your supervisor. Our success to date can be traced directly to a staff that works together towards common goals. It is important to us that you understand what we are about as a school and how you contribute towards our success.

On the following pages, you will see our mission and our core values. To us, these are not just words on paper. Our aim is to live the mission according to our values every day. We have tried not to create a long set of rules that cover all conceivable situations, but to set out a framework that gives a firm sense of how to work.

Your future and the future of the Met and the Excel Centers are now intertwined. Your contribution will lead directly to student success, and our efforts as a corporation will allow you to grow professionally and personally. We consider our talented and dedicated employees to be our most valuable resource. Thank you for joining us and helping make this a gratifying and energetic place to work. I look forward to working with you.

Scott Bess, Chief Operating Officer
Goodwill Education Initiatives

History

The Indianapolis Metropolitan High School and Goodwill Education Initiatives were founded in 2004 by Goodwill Industries of Central Indiana. Throughout its long history, Goodwill has worked to help people prepare for, find and keep jobs. As part of that effort, Goodwill has run a number of different programs serving tens of thousands of people.

After studying the demographics, Goodwill found that over 50 percent of people it served did not have a high school diploma. The job options for people in that situation are extremely limited. When the Charter School legislation passed in Indiana, Goodwill was approached to see if it had any interest in starting a school.

After a period of reflection and study, Goodwill concluded that it did have something to offer young people in need, and made the decision to apply for a charter. In March 2004, the charter was granted, and in August 2004,

the Indianapolis Metropolitan Career Academies—in the beginning, there were two separate schools—opened their doors to 117 freshmen in the two-story wing, which had been extensively renovated.

In year 2, the space in the northeast corner of the school campus was added, and one of the schools moved into it. In year 4, the southern school spaces were added, and we vacated the two-story building and functioned as three separate schools. The name of the school changed to the Indianapolis Metropolitan High School, and we consolidated our two charters into a single entity.

In year 5, the administration area, student resource area and the western school space were completed. That year marked the beginning of each school space being occupied by a grade level.

Today the Mayor's Office and Department of Education recognize the Met as an innovative, leading-edge school. Nearly 96 percent of graduates have been accepted to and attend a post-secondary institution, and we continue to work closely with those graduates to make sure they achieve success and stay with their post-secondary program.

In May 2010, the Indianapolis City-County Council approved a new charter to GEI for The Excel Center, an adult high school, with the motto "any time, any place, any pace." The Center opened its doors in September 2010, and is serving approximately 300 students. We will continue to expand by opening future Excel Centers based on community demand.

Goodwill Education Initiatives, Inc.

When our charter was granted, Goodwill set up a separate 501(c)(3) organization to hold the charter and act as the governing body of the school. A board was appointed, with half of the members coming from the existing Goodwill Industries of Central Indiana board and the other half from the community. The board meets six times per year and is responsible for oversight and governance of the school.

During meetings, the board hears presentations about key operational measures of the school, including test scores, retention and graduation rates, and financial results. The board's role is to ask questions, challenge, and understand how and why the school works. Occasionally the board is asked to approve policies.

Introduction

This handbook is designed to give a brief and general overview of personnel policies and benefits of Goodwill Education Initiatives (GEI). Every employee should read, understand, and comply with the provisions of this handbook. It describes many of the responsibilities of employees and outlines benefits available to them.

It is important to understand that changes in conditions (internally or externally) may require changes to policies contained in the handbook. GEI reserves the right to make those adjustments and periodically update the handbook with additions, deletions and revisions. When that occurs, employees will be asked to acknowledge receipt of the changes and agreement with them. This acknowledgement may occur on paper or electronically.

Employment with GEI is at will and can be terminated at any time by GEI or the employee, with or without cause, and with or without notice. This document is not a contract of employment.

Definitions

Throughout this document, some terms are used that have the following definitions:

Certified Staff – Refers to any staff member with a teaching license who participates in the Indiana Teachers' Retirement Fund (TRF).

Non-Certified Staff – Refers to all staff members who are not eligible for TRF.

School Calendar – Each school's calendar will be updated and delivered annually to staff.

Full Time – Refers to employees who work at least 30 hours per week and are thus eligible for benefits.

Part-Time – Refers to employees who work less than 30 hours per week.

Who We Are

Goodwill Education Initiatives exists to increase the number of people who have a high school diploma and are well prepared for what comes next, including college or the workforce. We are proud to be part of the Goodwill Industries of Central Indiana, Inc. family and support the following:

Corporate Mission Statement

Goodwill Industries is a community resource that offers opportunities, provides services, and leverages its resources and capabilities with those of others to improve the education, skills, employability, and economic self-sufficiency of adults and the future employability of young people.

Vision Statement

We help create solutions to poverty by developing and implementing effective ways to help people become more productive, economically self-sufficient, contributing citizens.

Historic Values

- Every individual has value.
- Work adds meaning and purpose to life, and there is dignity in all useful occupations.
- Goodwill provides opportunities, not charity, and fosters development, not dependency.
- Individuals are primarily responsible for their development and actions.
- Goodwill supports itself as much as possible.

Basic Principles

Respect For People – We strive to treat everyone in a respectful manner.

Customer Satisfaction – We strive to exceed the expectations customers, donors, and other users of our services have of us.

Informed Decision-Making – We gather useful information and, to the extent possible, make decisions based on facts.

Continuous Improvement – We continuously seek better ways to do our work and accomplish our mission.

Good Stewardship – We are responsible stewards of all our resources.

Standards of Conduct

The following Standards of Conduct are established to ensure everyone works together efficiently, effectively, and harmoniously. All employees have the responsibility to adhere to these basic standards of conduct and behavior. By doing so, Goodwill Education Initiatives, Inc. becomes a better place to work for everyone. Department or location management will establish necessary guidelines to ensure compliance with these standards. Contact your supervisor if you have questions about these standards or their enforcement.

1. Behaving in a mature, responsible and professional manner consistent with Goodwill Industries' Historic Values and Basic Principles. Never engaging in criminal activity, dishonest acts, immoral conduct or unethical behavior, which is detrimental to Goodwill Industries' operations. This includes but is not limited to compliance with Goodwill's Financial Ethics & Accountability Policy.
2. Developing positive relationships with co-workers, customers, and other people conducting business with Goodwill Education Initiatives, Inc. Treating others in a respectful and dignified manner and complying with GEI's EEO & Non-Harassment and Conflict Resolution Policies.
3. Following specific work rules established by department or location management.
4. Protecting the well being of GEI's students and parents. All employees are required to assume a professional role with these individuals and never compromise the reputation of GEI through incidents of misconduct, verbal or physical abuse, or other acts deemed to be improper.
5. Following GEI's Drug-Free Workplace Policy. Never being intoxicated or under the influence of a controlled substance while at work. The illegal use, making, possession or sale of a controlled substance in any quantity while on company premises is prohibited.
6. Maintaining GEI's non-violent requirements, including never threatening, intimidating or coercing fellow employees, customers or guests of GEI on or off company premises at any time, for any purpose. Never possessing firearms, weapons or explosives on company premises or while on duty.
7. Maintaining production or quality standards, and following instructions properly issued by your manager pertaining to work assignments. Following all established safety rules.
8. Maintaining consistent and dependable patterns of attendance and communicating with your manager immediately if you are unable to report to work on time or as scheduled. Your manager will maintain a record of your attendance and inform you of any concerns regarding your attendance that may lead to disciplinary counseling.
9. Maintaining the confidentiality of company records, including but not limited to proprietary information, employee records, and client records.

Equal Employment Opportunity & Non-Harassment

To further its goal of equal employment opportunity for all employees without regard to race, color, religion, sex, age, national origin, disability, or any other basis prohibited by applicable law, the Company states as its policy the following:

It will be the policy of Goodwill Education Initiatives, Inc., in accordance with all applicable laws to recruit, hire, train and promote persons in all jobs titles without regard to race, color, religion, sex, age, national origin, disability, or any other basis prohibited by applicable law.

All employment decisions shall be consistent with the principle of equal employment opportunity, and only valid qualifications will be required.

All personnel actions, such as compensation, benefits, transfers, social and recreational programs, etc. will be administered without regard to race, color, religion, sex, age, disability, or national origin, or any other basis prohibited by applicable law.

Goodwill Education Initiatives, Inc. intends to provide a work environment that is pleasant, professional, and free from intimidation, hostility, or other offenses that might interfere with work performance. Harassment of any sort will not be tolerated. Workplace harassment can take many forms. It may be, but is not limited to, words, signs, offensive jokes, cartoons, pictures, posters, written materials, pranks, intimidation, physical assaults or contact, or violence. Retaliatory action against an employee for discussing or making a harassment complaint is also a form of harassment.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: 1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; 2) an employment decision is based on an individual's acceptance or rejection of such conduct; 3) such conduct interferes with work performance or creates a hostile work environment.

Quid-pro-quo sexual harassment is when a manager demands sexual consideration in exchange for employment, compensation, benefits, or working conditions.

Hostile environment sexual harassment is when sexual conduct by another employee, manager, customer, vendor, or visitor creates an intimidating or offensive environment. Physical contact, pictures, cartoons, comments, jokes, gossip, ogling, leering, and demeaning language are a few examples of things that may create a hostile working environment.

Responsibilities

Management is responsible for implementing this policy, and all employees are responsible for making sure their personal actions are consistent with this policy. Management employees should report any violations reported or observed to Scott Bess, Vice President of Goodwill Educational Initiatives, 1635 W. Michigan St., Indianapolis, IN 46222; by phone, (317) 524-4501; or e-mail sbess@goodwillindy.org. Any employees, including managers, involved in discriminatory or harassing practices covered by this policy will be subject to termination.

Reporting Violations

While Goodwill Education Initiatives, Inc. encourages employees to communicate directly with co-workers to make it clear that their behavior is unacceptable, offensive or inappropriate, it is not required that they do so. It is essential, however, to notify management. A prompt investigation will follow and the situation will be addressed as appropriate. Moreover, reports may be made knowing that they will be held in confidence to the fullest extent possible. Goodwill Education Initiatives, Inc. will take appropriate actions necessary to remedy the situation. Retaliation of any sort against someone reporting an incident to management is prohibited.

Any employee may report any violation of this policy to the vice president of their division or department. If this individual is not available, or if other circumstances exist that cause you to believe discussion with that individual is inappropriate, you may go outside the chain of command and report it directly to Zaida Monell, Vice President of Employee and Organization Development, 1635 W. Michigan St., Indianapolis, IN 46222; (317) 524-4275; fax (317) 524-4399; or e-mail zmonell@goodwillindy.org.

Open Communication & Conflict Resolution

Harmonious relationships are highly valued at Goodwill Education Initiatives, Inc. because they promote teamwork and productivity. Employees are expected to resolve issues with co-workers in a courteous and respectful manner. Concerns with workplace conditions, practices, discrimination, harassment, issues with co-workers, and disciplinary actions including termination should be openly communicated to management.

The following steps are provided to resolve workplace issues in a constructive and professional manner. The goal is to provide "win-win" resolutions. Any information discussed is considered confidential to the fullest extent possible. Retaliation by co-workers or management against any individual using this process is unacceptable.

Step 1. Initial Review: Notification (verbal or written) to your immediate manager or supervisor. A meeting will be scheduled to discuss your concerns and seek satisfactory solution.

Step 2. Intermediate Review: If you are not satisfied with your supervisor's response or actions, contact his/her manager for further review of the situation.

Step 3. Final Review: If unable to resolve the issue at step 2, contact the vice president of your division/department for final resolution.

Note: If one of the above-referenced managers is not available for review, or if other circumstances exist that cause you to believe discussion with the designated manager would be inappropriate, you may go outside the chain of command and report it directly to Zaida Monell, Vice President of Employee and Organization Development, 1635 W. Michigan St., Indianapolis, IN 46222; by phone (317) 524-4275; fax (317) 524-4399; or e-mail zmonell@goodwillindy.org.

Drug-Free Workplace Policy

Goodwill Education Initiatives, Inc. is committed to providing a safe and productive work environment. Employees are expected to report to work each day fit to perform their jobs. To meet these objectives and certain obligations under federal and state laws, a firm and positive stand is taken against substance abuse. This policy is intended to ensure a drug-free work environment for the benefit of employees and customers.

Substance Abuse in the Workplace

According to the U.S. Department of Labor, substance abuse in the workplace is on the rise. The chances a company employs a substance abuser are greater today than in the past several years. Recent studies indicate that 71 percent of all drug users over 18 are employed either part- or full time.

Research indicates workers with substance abuse problems are more likely to have extended absences from work, show up late, be involved in workplace accidents and file workers' compensation claims costing billions of dollars a year.

Understanding the serious nature of this problem, becoming familiar with applicable laws and regulations, and following the simple steps detailed under "Employee Responsibilities" can help you and GEI combat this workplace problem.

Employee Responsibilities

Illegal drug use at work poses a danger to you, to fellow workers and to students and parents. If you use drugs on the job or come to work in an impaired condition, you could endanger those around you. To avoid problems:

1. Never report to work in an impaired condition due to drug or alcohol consumption.
2. Report any such activity on the part of co-workers to your supervisor.
3. If you have a problem with drug abuse or alcoholism, take advantage of counseling or treatment. Resources can be obtained through Goodwill.

Substance abuse can cost you your job. GEI legally prohibits the use of drugs and alcohol in the workplace and also prohibits you from coming to work under the influence of drugs and/or alcohol. You may be disciplined or terminated for the use, possession, or distribution of drugs in the workplace.

Drug & Alcohol Testing

Testing is the most reliable way to determine drug and alcohol use among employees. Goodwill Education Initiatives, Inc. reserves the right to test

employees if the need arises, subject only to federal and state laws controlling such processes. Testing that may be conducted includes:

- Pre-employment testing
- Random testing
- Post-accident testing
- Reasonable cause testing

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) prohibits GEI from testing applicants for drug use until a conditional offer of employment has been made. Under the ADA, illegal drugs are defined as controlled substances not being taken under the supervision of a licensed health-care professional or otherwise in accordance with federal law. Note that the ADA does not protect current illegal drug users. Current drug users may be fired or not hired for testing positive. The ADA does, however, protect:

- Former drug users who have successfully completed a substance-abuse treatment program;
- Former drug users currently in a substance-abuse treatment program; and,
- Disabled persons who are legally using prescribed drugs.

Alcoholism is treated differently from illegal drug use under the ADA. Alcohol tests given to employees must be job-related and consistent with business necessity. In the case of job applicants, alcohol testing may be administered only after the employer extends a conditional offer of employment.

Drug-Free Workplace Act

The Drug-Free Workplace Act of 1992 requires GEI to:

1. Establish a drug-free workplace policy that prohibits using, making,selling, possessing and/or distributing drugs in the workplace; and to
2. Establish a drug-free awareness program to inform employees of the drug-free workplace policy, inform employees of the adverse effects of drug use, outline penalties that will be imposed for violation of the policy, and provide information concerning the availability of drug counseling, rehabilitation or other assistance programs.

Safe Environment for All Students, Staff and Parents

Every aspect of the Met and The Excel Center should be safe for everybody connected with it. This means students should expect a school environment free from violence and bullying. Staff should feel safe walking the hallways and in the classrooms. Parents should feel secure in leaving their children in our care.

It is everybody's responsibility to help create that safe environment. Staff should take action whenever they hear of a threat, whether that be to themselves or to other students. We have a legal requirement to deal with safety issues that students report to us that originate within their homes. If a staff member feels unsafe for any reason, they should report the concern to their supervisor, who will help alleviate the situation.

In addition, the Chief of School Operations (CSO) functions as our school safety officer, and is responsible for ensuring that all state and local safety guidelines are followed. This position is also the liaison with Goodwill's security office and with the Indianapolis Metropolitan Police Department. Requests for occupying the building outside of normal hours should all flow through the CSO, as should any issues that would require IMPD presence. In the case of extreme danger (i.e. an injury or intruder), an employee can call 911 with an immediate follow-up to the CSO or to Goodwill's security office.

As part of creating a safe environment, we are committed to providing a drug, alcohol and weapon free workplace. At no time should an employee be at school or attend a school-related event where students are present under the influence of alcohol or any drug. Weapons or illegal firearms are also prohibited on school grounds or at school events. Employees may not transport students if they have any drug or alcohol-related driving offense within a period of five years. If transporting students is a requirement of the job, employment may be denied or terminated.

If an employee or student is injured on the job, the incident should be reported immediately to the supervisor, who will then work with the CSO to properly document the accident.

Emergency Procedures

The first obligation of all staff is the safety of our students. Detailed instructions for staff responsibilities can be found in the IMHS Emergency Response Procedures given to all staff members at the beginning of each year. These guidelines are meant to provide suggestions for "how to proceed" before and/or during very difficult emergency circumstances that demand a high degree of attention to safety. During a disaster, crisis, or other emer-

gency, it is possible that circumstances will dictate additional, different, or unforeseen responsibilities for school staff. Staff should take whatever action is necessary, given these circumstances, to ensure our students' safety.

Parking is available for staff in the following areas:

- Vermont Street lot (behind the school)
- Spaces in front of the school not marked as Visitor or Bus parking
- Marked spaces on Reisner Street
- Spaces on the perimeter of the Goodwill main parking lot (interior spaces are reserved for Goodwill clients and visitors)
- The Michigan Street lot (west of the railroad tracks)

After 4:00 pm, the entire Goodwill lot is available for parking. If staff knows they will be staying late and do not feel comfortable in any of the outlying lots, they can move their car to the Goodwill lot. In addition, security guards are happy to escort employees to their vehicles, preferably with a little notice.

All staff members are issued the appropriate keys and/or door access cards. It is critically important that these remain with staff at all times. Under no circumstances should keys or door cards be given out to students. If the school incurs expenses related to lost or stolen keys, that cost may be passed on to the employee.

Loss of personal property (wallets, purses, etc.) is not covered by the school's insurance policy. As such, care should be taken to secure those items. In addition, automobile accidents are covered under the employee's personal auto insurance, even if the accident occurs while on school business. Transporting students in a private vehicle is also covered under the employee's personal insurance. If an employee chooses to transport students in their private vehicle, our insurer recommends that the employee carry at least a $100,000 umbrella policy on their personal insurance.

Employee Development Policy

Goodwill Education Initiatives, Inc. is committed to a formal process to ensure the continued effective performance of the organization through the identification, development, retention and transition of talent. This development process enables GEI to achieve its strategic objectives by recruiting and retaining a quality workforce that responds effectively to the changing needs of the business. Key objectives include:

- Improving the depth and diversity of leadership talent.
- Creating organization plans that anticipate the transition of key employees.
- Identifying leadership competencies necessary for business success.
- Creating individual development plans for all employees.
- Increasing staff productivity, creativity and career opportunity.
- Sustaining a learning culture that reinforces self-development and self-sufficiency.

Responsibilities

All Employees

- Proactively participate in assessment and development opportunities.
- Openly consider the objective feedback received from others.
- Provide constructive feedback to others for their personal development.
- Utilize the development resources provided by GEI.
- Link personal and professional growth to GEI's business success.

Management Employees

- Objectively assess employee development needs.
- Coach direct reports on completing their individual development plans.
- Provide resources to help employees develop business-related competencies.
- Incorporate employee development goals into Balanced Scorecard Objectives.
- Prepare and present annual review documentation when designated.

Executive Staff

- Measure the effectiveness of employee development in attaining strategic objectives.
- Ensure leadership continuity throughout the organization.
- Implement the annual review process.

Performance Reviews

Evaluating job performance is very important. GEI is committed to establishing processes that provide fair, objective ways for job performance to be reviewed by supervisors. These processes are evaluated annually with input from staff and supervisors.

Beginning in the 2010-2011 school year, The Indianapolis Metropolitan High School became a TAP school, which is a system for teacher and student advancement. The performance review consists of the following basic qualities:

TAP Teaching Skills, Knowledge and Responsibilities Performance Standards

1. Teaching Skills and Knowledge:

   TAP Rubrics

   - Instruction
   - Designing and Planning Instruction
   - The Learning Environment

2. Teacher Responsibilities

Criteria for achievement gains are attributable to the teacher and the whole school policies governing the Instructionally Focused Accountability System. Performance based compensation and bonuses are all evaluated through a value-added calculation which involves testing of students. Student results will drive the performance compensation and bonuses.

TAP provides teachers with more of a career ladder to take on greater responsibility while staying in the classroom and to get paid for that and to make sure there's some real professional growth and support. There is a rigorous evaluation component that uses standardized test scores as a partial basis for awarding bonus pay to teachers. There are also ongoing teacher development opportunities and the means for career advancement by becoming "mentor" or "master" teachers, who will be paid higher salaries to lead the professional development at the school.

Excel Center staff are evaluated based on staff observation and student performance. Some metrics are school-wide and shared by all, while others are specific to an individual's role.

Goodwill Education Initiatives, Inc. Benefits You

Goodwill Education Initiatives, Inc. establishes benefit programs to attract and retain the many talented employees necessary to achieving its mission. Full-time employees may participate in the following basic benefit programs:

- Good Signs™ wellness program
- Consumer-driven health plan
- Employee and dependent life insurance
- Comprehensive dental/vision plan
- Section 125 plan
- Pre-tax health & dental/vision plan; premiums are automatic when you enroll
- Pre-tax savings for health and dependent care expenses not covered by the group plans
- Retirement:
  - Indiana State Teachers' Retirement Fund
  - FICA
  - 403(b) retirement savings plan
- Employee Assistance Program (EAP)
- Long-term disability plan
- Tuition reimbursement

Note: If you fail to enroll within the time periods designated for enrollment, you cannot enroll for coverage until the next annual open enrollment period. Goodwill determines the annual benefits enrollment period, which is usually held in November or December of each year. If you enroll during the benefits enrollment period, your coverage will become effective the following January 1. If you have questions about benefits, contact your benefits administrator at (317) 524-4011 or fax (317) 524-4398.

Benefits Summary

Benefit	Who pays the cost	When you are eligible
Good Signs™ wellness program	Goodwill.	Immediately upon hire
Plan for Health	You and Goodwill. (With your Health Reimbursement Account, you have complete control over your healthcare spending. Goodwill funds individual accounts $750 and family accounts $1,500).	Your 31st day of active, full-time employment, after completion of the Health Risk Assessment.
Life Insurance	Goodwill pays 100% (1.5 times your annual salary, dependents covered at $10,000). Additional voluntary coverage can be purchased for yourself and dependents.	Your 91st day of active, full-time employment.
Dental/Vision Insurance	You and Goodwill (cost is split 50/50) if you are enrolled in the Plan for Health Goodwill pays 100% of your dental/vision	Your 91st day of active, full-time employment.
Section 125 Flexible Spending Accounts – Health & Dependent Care	You set aside money per pay period. Goodwill pays 100% of administrative costs	Your 31st day of active, full-time employment.
TRF Retirement Plan	GEI contributes 7.0% of your income and also picks up the 3.0% mandatory employee contribution to these plans.	Immediately if you are already a member. Quarterly as defined by TRF if you are a new member.
FICA (Social Security & Medicare)	You and GEI each contribute 7.65% of your income	Immediately upon hire.

Benefit	Who pays the cost	When you are eligible
403(b) retirement plan	You make tax deferred income contributions up to federal limits	The 1st of the month following your hire date.
Employee Assistance Program	Goodwill	Immediately upon hire.
Long-Term Disability Insurance	Goodwill	Your one-year anniversary.
Tuition Reimbursement	Goodwill will reimburse courses with your supervisor's approval based on IUPUI rates	Immediately upon hire.

Holidays and Paid Time Off

GEI, Central Office
All permanent, full-time GEI Central Office employees enjoy these paid holidays:

- Labor Day
- Thanksgiving break
- Christmas Day
- The five days between Christmas and New Year's
- New Year's Day
- Memorial Day
- Independence Day (July 4th)

All Central Office employees receive 30 days of PTO (Paid Time Off) at the beginning of each school year. PTO hours carry forward each school year, which runs from August through July. Upon separation from GEI, Central Office an employee must be vested four full years to receive a maximum of 30 days of PTO payout.

GEI, Indianapolis Metropolitan High School
All permanent, full-time Indy Met employees enjoy these paid holidays:

- Labor Day
- Fall Break
- Thanksgiving Break
- Christmas and New Year's Break
- Martin Luther King Jr. Day
- Spring Break
- Memorial Day
- Independence Day (July 4th)

All Indianapolis Metropolitan High School employees receive 10 days of PTO (Paid Time Off) at the beginning of each school year. PTO hours carry forward each school year, which runs from August through July. Upon separation from GEI, Indianapolis Metropolitan High School an employee must be vested four full years to receive a maximum of 10 days of PTO payout.

GEI, Excel Centers
All permanent, full-time GEI Central Office employees enjoy these paid holidays:

- Labor Day
- Thanksgiving Break
- Christmas Day
- New Year's Day
- Memorial Day
- Independence Day (July 4th)

All Excel Center employees receive 27 days of PTO (Paid Time Off) at the beginning of each school year. PTO hours carry forward each school year, which runs from August through July. Upon separation from GEI, The Excel Center an employee must be vested four full years to receive a maximum of 27 days of PTO payout.

GEI Staff Leave

Maternity Leave

While family leave is covered under FMLA as described in the GEI Benefits Manual, questions often arise about paid maternity leave. GEI's policy is that maternity leave is covered under Paid Time Off and unpaid leave requests. As an example, an employee who has 17 days of PTO in her bank who wishes to be away from school for six weeks would use up all 17 days of PTO, then request unpaid leave for the remaining 13 days.

**With supervisor approval, employees may also take an unpaid leave.

Compensation and Reimbursements

Payday and Paychecks
Paydays are bi-weekly on Fridays. The pay period runs from Sunday 12 am, for a two-week period, through the following Saturday 11:59 pm. Each individual is responsible for informing their immediate supervisor when they will be using a PTO day (Paid Time Off). The supervisors must turn in their Payroll Form to the Business Manager by Friday of the ending pay period. It will then be processed and submitted for check creation. Changes of address or other personal information can be reported on the Payroll / Status Change Notice form and turned into the Business Services Office for submission.

Salary Rates and Increases
Beginning salaries are set based on a number of criteria, including previous experience and market rates. From that point, salary increases are largely based on the performance review but also take into account market factors. Unlike traditional public schools, GEI does not use a pre-defined salary scale, but prefers to reward employees based on performance and student outcomes.

Mileage Reimbursement
To be reimbursed for mileage, record the miles traveled onto the GEI expense form. This must be turned into your immediate supervisor for approval. It is then turned into the school's Business Services Office personnel, who will prepare an Accounts Payable Voucher and submit it for payment. Deadline for reimbursements is the Friday of the end of a given pay period by 1pm. After the deadline, reimbursements will be disbursed on the next pay period.

Reimbursement of Purchases for School
Reimbursements of purchases for the school, individual advisories, or school advisories must be recorded onto the GEI expense form with an approved purchase order attached. The reimbursement request must contain the original receipts, a description of the expense, and the appropriate expense fund. The form is turned in to the immediate supervisor for approval then to the Business Services Office personnel, who will prepare an Accounts Payable Voucher and submit it for payment. Sales tax is not reimbursed (with the exception of lodging and restaurants). A copy of the Indiana Nonprofit Sales Tax Exemption Certificate is available in the Business Manager's office upon request. Deadline for reimbursement is the Friday of the end of a given pay period by 1 pm. After the deadline, reimbursements will be disbursed on the next pay period.

Acceptable Use Policy

Description

The purpose of this Policy is to establish guidelines for the acceptable use of Goodwill Industries of Central Indiana's (and all its subsidiaries) Computing and Information Technology Resources (Goodwill). It is the policy of Goodwill to maintain access for its employees to local, national and international sources of information. Goodwill strives to provide an atmosphere that encourages the free exchange of ideas and sharing of information.

Access to this environment and to Goodwill's information technology resources is a privilege and must be treated with the highest standard of ethics. This policy outlines the standards for acceptable use of Goodwill computing and information technology resources which include, but are not limited to, equipment, software, networks, data, and telephones whether owned, leased, or otherwise provided by Goodwill.

Impact

This policy applies to all users of Goodwill computing and information technology resources including employees, students, teachers, contractors acting on Goodwill's behalf, clients of Goodwill, or organizations and individuals accessing external network services, such as the Internet via Goodwill facilities.

Policy

Preserving the access to information resources is an effort that requires every member to act responsibly and guard against abuses. Therefore, every individual user of Goodwill's Computing and Information Technology Resources has an obligation to abide by the following standards of acceptable and ethical use:

- Use only those computing and information technology resources for which you have authorization. The connection of any device, regardless of ownership or purpose, to any of Company's resources shall constitute use of Company's resources.
- Use computing and information technology resources only for their intended purposes
- Protect the access and integrity of computing and information technology resources.
- Respect the privacy and personal rights of others.
- Passwords must remain secure and personnel are expressly prohibited from sharing accounts. Authorized users are responsible for the security of their passwords and account and should abide by the conditions of the Goodwill TS Policy – Password posted on the portal.

Goodwill's Computing and Information Technology Resources are the property of Goodwill and considered a corporate asset which must be used primarily for Goodwill business purposes. Personal use is not forbidden, but such use:

- Must be limited and not affect work performance and normal business activities
- Must not directly or indirectly interfere with Goodwill's operation of computing and information technology resources
- Must not compromise the security or reputation of Goodwill; and
- Must not burden Goodwill with noticeable incremental costs

Personal use does not include uses requiring substantial expenditures of time, uses for profit or uses that would otherwise violate company policy or basic principles with regard to employee time commitments of company equipment.

Under no circumstances is an employee authorized to engage in any activity that is illegal under local, state, federal or international law while utilizing Company's resources.

Devices that are capable of storing company, client, and customer or student data – such as personal computers, laptops, notebooks, tablets, thumb drives, external hard drives, smart phones and PDAs should be password protected. Devices that are highly transportable and easily lost should not be used to for long term storage of company, client, and customer or student data. These devices should never be used to store company confidential, client, customer or student personal information. Information on these devices is not backed up and if lost or destroyed cannot be recovered.

Email is inherently not a secure medium; therefore personal identification information (Social Security number, in conjunction with other information such as name and address) or must be sent via Goodwill's email encryption service. In addition, credit card information, such as card number, expiration dates and card verification values, must not be sent via email.

The following is a list of activities that are among those prohibited by this policy. However, this list is not intended to be exhaustive:

- Violations of the rights of any person or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including, but not limited to, the installation or distribution of "pirated" or other software products that are not appropriately licensed for use or the duplication or transmission of copyrighted or otherwise protected materials. This provision applies to materials that are considered "Company Confidential."

- The use of any peer-to-peer or internet-based file sharing software including, but not limited to, Dropbox, KaZAA, Grokster, DC++, or Morpheus.
- The use of streaming video, audio, or other media sites that are not directly related to conducting business or training.
- Posting or subscribing to newsgroups, on-line discussion groups or email lists using a Company email address unless required for reasonable business purposes.
- Using Company's resources to actively engage in procuring or transmitting material that is in violation of any Goodwill policy (including but not limited the prohibitions against harassment).
- Initiating disruptions to, or interfering with, any other computer or network.
- Company-related correspondence or any company-related information must not be communicated or conducted via external email systems or personal email accounts. This includes forwarding Goodwill business communications or documents to a personal email account.
- Sending unsolicited commercial email "spam," junk mail or any form of advertising.
- Using any form of network monitoring which will intercept data not specifically intended for the employee unless this activity is a part of the employee's normal job responsibilities.
- Circumventing user authentication or security of any host, network or account.
- Connecting to the Internet, or sending email through, an anonymous proxy server or similar conveyance designed to obfuscate the user's identity.
- Installing any software that is not listed in the Goodwill Software Standards or approved by department Vice President and the Chief Information Officer.
- To upload, download, distribute or possess any material that is not appropriate for the work environment, as determined by Goodwill, including but not limited to child pornography or other pornographic material.

This policy may be changed at any time, without prior notice, at the sole discretion of Company. By accessing Goodwill's Computing and Information Technology Resources, employee agrees to comply with the then current and published Acceptable Use Policy. Failure to comply with the appropriate use of these resources threatens the atmosphere for the sharing of information, the free exchange of ideas and the secure environment for creating and maintaining information property and subjects one to discipline.

Any individual found using Goodwill information resources for unethical and unacceptable practices has violated this policy and is subject to disciplinary proceedings including suspension of system privileges, termination of employment and/or legal action as may be appropriate. All of Goodwill's information technology resources (including but not limited to hardware, software and related items) remain the property of Goodwill. As such, employees do not have any expectation of privacy with regards to the use of these resources. Goodwill reserves the right to examine any and all material stored on or transmitted through its facilities or resources. Specific guidelines for interpretation and administration of this policy are given in the document Goodwill Guidelines for Interpretation and Administration of the Acceptable Use Policy. These guidelines contain more specific examples of offenses, and procedures for dealing with incidents.

Policy Review & Acknowledgment

GEI New Employee Paperwork

Instructions for Management:

1. Review the enclosed policies and information with new employee
2. Have new employee sign this form after information has been reviewed.
3. File this signed acknowledgement in the employee's personnel folder.

Place a check in the corresponding box once the information has been reviewed with employee.

- ❏ Employee Handbook
- ❏ Introduction and Definitions
- ❏ Mission Statement, Vision, Historic Values, & Basic Principles
- ❏ Standards of Conduct
- ❏ EEO & Non-Harassment Policy
- ❏ Open Communication & Conflict Resolution Policy
- ❏ Drug-Free Workplace Policy
- ❏ Safe Environment for All Students, Staff and Parents
- ❏ Employee Development Policy
- ❏ Performance Review
- ❏ Benefits Summary including Paid Time Off, Makeup Days, and Leave
- ❏ Compensation and Reimbursements
- ❏ Acceptable Use Policy

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I will make every attempt to abide by the values, principles, and standards of conduct outlined in these policies and understand that failure to follow them may result in disciplinary action, including termination of my employment.

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RISE

Evaluation and Development System

Indiana Department of Education

Indiana Principal Effectiveness Framework

DRAFT VERSION – August 3, 2011

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Overview

What is the purpose of the Principal Effectiveness Rubric?

The Principal Effectiveness Rubric was developed for three key purposes:

- **To Shine a Spotlight on Great Leadership:** The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.

- **To Provide Clear Expectations for Principals:** The rubric defines and prioritizes the actions that effective principals must engage in to lead breakthrough gains in student achievement.

- **To Support a Fair and Transparent Evaluation of Effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings, with student growth data used as the predominant measure.

Who developed the Principal Effectiveness Rubric?

A representative group of teachers and leaders from across the state, along with staff from the Indiana Department of Education (IDOE), contributed to the development of the rubric.

What research and evidence support the Principal Effectiveness Rubric?

While drafting the Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

- Achievement First's *Professional Growth Plan for School Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting Class*
- Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves' *Leadership Performance Matrix*
- Gallup's *Principal Insight*
- ISLLC's *Educational Leadership Policy Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HPHP Readiness Model*
- National Board's *Accomplished Principal Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Principals Do Differently*

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How is the Principal Effectiveness Rubric organized?

The rubric is divided into two domains:

Domain 1: Teacher Effectiveness
Domain 2: Leadership Actions

Discrete competencies within each domain target specific areas that effective principals much focus upon.

What about other areas (e.g. student discipline, school climate and safety)?

It is undeniable that a principal is required to wear many hats, from instructional leader and disciplinarian to budget planner and plant manager. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate principals takes on greater importance.

In reviewing leadership frameworks as part of the development of the Principal Effectiveness Rubric, the goal was not to create a principal evaluation that would try to be all things to all people. Rather, the rubric focuses unapologetically on evaluating the principal's role as driver of student growth and achievement through their leadership skills and ability to manage teacher effectiveness in their buildings. Moreover, this focus reflects a strong belief that if a principal is evaluated highly on this particular instrument, he/she will likely be effective in areas not explicitly touched upon in the rubric such as school safety or school operations.

This is not to say that principals should not be evaluated in these other areas. In fact, schools and districts that elect to utilize the rubric are encouraged to add or develop additional indicators. Any additions should supplement, not supplant, the indicators already outlined in the rubric

How do I ensure the effective implementation of the Principal Effectiveness Rubric?

The devil is in the details. Even the best principal evaluation tool can be undermined by poor implementation. Successful implementation of the Principal Effectiveness Rubric will require a focus on four core principles[1]:

1. **Training and support:** Administrators responsible for the evaluation of principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.

2. **Accountability:** The differentiation of principal effectiveness must be a priority for district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

3. **Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.

4. **Decision-making:** Results from the principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how principals are assigned and retained, how principals are compensated and advanced, what professional development principals receive, and when and how principals are dismissed.

[1] Informed by The New Teacher Project's *The Widget Effect* (2009).

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Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager					
1.1.1	**Hiring and retention**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; – Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; – Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	**Principal recruits, hires, and supports teachers by:** – Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; – Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; – Aligning personnel decisions with the vision and mission of the school.	**Principal recruits, hires, and supports effective teachers by:** – Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; – Demonstrating ability to increase some teachers' effectiveness; – Occasionally applying the school's vision/mission to HR decisions.	**Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:** – Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions[2]; – Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; – Rarely or never applying the school's vision/mission to HR decisions.
1.1.2	**Evaluation of teachers**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	**Principal prioritizes and applies teacher evaluations by:** – Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; – Following processes and procedures outlined in the corporation evaluation plan for all staff members	**Principal prioritizes and applies teacher evaluations by:** – Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to partially differentiate the performance of teacher; – Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	**Principal <u>does not</u> prioritize and apply teacher evaluations by:** – Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Rarely or never using teacher evaluation to differentiate the performance of teachers ; – Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

[2] For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

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Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3	**Professional development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Frequently creating learning opportunities in which highly effective teachers support their peers; – Monitoring the impact of implemented learning opportunities on student achievement; – Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	**Principal orchestrates professional learning opportunities by:** – Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; – Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. – Providing differentiated learning opportunities to teachers based on evaluation results.	**Principal orchestrates aligned professional learning opportunities tuned to staff needs by:** – Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; – Providing learning opportunities with little variety of format; – Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	**Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:** – Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; – Providing no variety in format of learning opportunities; – Failing to provide professional learning opportunities based on evaluation results.
1.1.4	**Leadership and talent development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Encouraging and supporting teacher leadership and progression on career ladders; – Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; – Recognizing and celebrating emerging leaders.	**Principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; – Providing formal and informal opportunities to mentor emerging leaders; – Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	**Principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; – Providing formal and informal opportunities to mentor some, but not all, emerging leaders; – Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	**Principal <u>does not</u> develop leadership and talent by:** – Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school; – Rarely or never provides mentorship to emerging leaders; – Providing no support and encouragement of leadership and growth; – Frequently assigns responsibilities without allocating necessary authority.
1.1.5	**Delegation**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Encouraging and supporting staff members to seek out responsibilities; – Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	**Principal delegates tasks and responsibilities appropriately by:** – Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Monitoring the progress towards success of those to whom delegations have been made; – Providing support to staff members as needed.	**Principal delegates tasks and responsibilities appropriately by:** – Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; – Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; – Providing support, but not always as needed.	**Principal <u>does not</u> delegate tasks and responsibilities appropriately by:** – Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; – Rarely or never providing support.

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Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.6	**Strategic assignment**[3]	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.	**Principal uses staff placement to support instruction by:** – Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; – Strategically assigning support staff to teachers and classes as necessary to support student achievement.	**Principal uses staff placement to support instruction by:** – Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.	**Principal <u>does not</u> use staff placement to support instruction by:** – Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7	**Addressing teachers who are in need of improvement or ineffective**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Staying in frequent communication with teachers on remediation plans to ensure necessary support; – Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	**Principal addresses teachers in need of improvement or ineffective by:** – Developing remediation plans with teachers rated as ineffective or in need of improvement; – Monitoring the success of remediation plans; – Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal addresses teachers in need of improvement or ineffective by:** – Occasionally monitoring the success of remediation plans; – Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal <u>does not</u> address teachers in need of improvement or ineffective by:** – Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; – Rarely or never monitoring the success of remediation plans; – Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

[3] This indicator obviously assumes there is ability of leader to make these decisions.

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Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership					
1.2.1	**Mission and vision**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Defining long, medium, and short-term application of the vision and/or mission; – Monitoring and measuring progress toward the school's vision and/or mission; – Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; – Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Defining specific instructional and behavioral actions linked to the school's vision and/or mission; – Ensuring all key decisions are aligned to the vision and/or mission; – Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Making significant key decisions without alignment to the vision and/or mission; – Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	**Principal <u>does not</u> support a school-wide instructional vision and/or mission by:** – Failing to adopt a school-wide instructional vision and/or mission; – Defining a school-wide instructional vision and/or mission that is not applied to decisions; – Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	**Classroom observations**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; – Monitoring the impact of feedback provided to teachers.	**Principal uses classroom observations to support student academic achievement by:** – Visiting all teachers frequently (announced and unannounced) to observe instruction; – Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; – Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	**Principal uses classroom observations to support student academic achievement by:** – Occasionally visiting teachers to observe instruction; – Occasionally analyzing student performance data to drive instruction evaluate instructional quality; – Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	**Principal uses classroom observations to support student academic achievement by:** – Rarely or never visiting teachers to observe instruction; – Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; – Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	**Teacher collaboration**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring collaborative efforts to ensure a constant focus on student learning; – Tracking best collaborative practices to solve specific challenges; – Holding collaborating teams accountable for their results.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; – Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; – Aligning teacher collaborative efforts to the school's vision/mission.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; – Supporting and encouraging teamwork and collaboration in a limited number of ways; – Occasionally aligning teacher collaborative efforts to instructional practices.	**Principal <u>does not</u> support teacher collaboration by:** – Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; – Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; – Rarely or never aligning teacher collaborative efforts to instructional practices.

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Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.1	**Planning and Developing Student Learning Objectives**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; – Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; – Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; – Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; – Revisiting the use and design of teacher and school-wide tracking tools.	**Principal supports the planning and development of Student Learning Objectives (SLOs) by:** – Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; – Collaborating with teachers to identify standards or skills to be assessed; – Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; – Helping teachers to assess baseline student performance to drive the development of SLOs that appropriately take students' starting points into account; – Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. – Utilizing a tracking tool to monitor school-wide progress on SLOs; – Ensuring teachers utilize a tracking tool to show student progress towards SLOs.	**Principal supports the creation of Student Learning Objectives (SLOs) by:** – Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; – Occasionally collaborating with teachers to identify standards or skills to be assessed; – Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; – Working with teachers only occasionally throughout the year to measure progress towards goals; – Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	**Principal <u>does not</u> support the creation of Student Learning Objectives by:** – Failing to organize/provide opportunities for teacher collaboration; – Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; – Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2	**Rigorous Student Learning Objectives**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; – Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	**Principal creates rigor in SLOs by:** – Ensuring teachers' SLOs define desired outcomes; – Ensuring assessments used correspond to the appropriate state content standards; – Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; – Ensuring an analysis of previous year's student performance is included in the development of SLOs; – Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards -as measured by achievement and/or growth.	**Principal creates rigor in SLOs by:** – Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; – Assessing baseline data that may not be effectively used to assess students' starting points; – Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	**Principal creates rigor in SLOs by:** – Allowing for outcomes to be benchmarked to less than typical growth; – Failing to assess baseline knowledge of students; – Failing to select assessments that are appropriately aligned to content standards.

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1.3.4	**Instructional time**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	**Principal supports instructional time by:** – Removing all sources of distractions of instructional time; – Promoting the sanctity of instructional time; – Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	**Principal supports instructional time by:** – Removing major sources of distractions of instructional time; – Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; – Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	**Principal <u>does not</u> support instructional time by:** – Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; – Rarely or never promoting the sanctity of instructional time; – Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

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Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a schoolwide *culture of achievement* aligned to the school's vision of success for every student.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior					
2.1.1	**Professionalism**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally**: – Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; – Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	**Principal displays professionalism by**: – Modeling professional, ethical, and respectful behavior at all times; – Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	**Principal supports professionalism by:** – Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; – Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	**Principal <u>does not</u> support professionalism by:** – Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; – Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	**Time management**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; – Monitoring use of time to identify areas that are not effectively utilized;	**Principal manages time effectively by:** – Establishing yearly, monthly, weekly, and daily priorities and objectives; – Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	**Principal manages time effectively by:** – Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; – Occasionally prioritizes activities unrelated to student achievement.	**Principal manages time effectively by:** – Rarely or never establishing timely objectives or priorities; – Regularly prioritizing activities unrelated to student achievement;
2.1.3	**Using feedback to improve student performance**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; – Identifying the most efficient means through which feedback can be generated.	**Principal uses feedback to improve student performance by:** – Actively soliciting feedback and help from all key stakeholders; – Acting upon feedback to shape strategic priorities to be aligned to student achievement.	**Principal uses feedback to improve student performance by:** – Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; – Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	**Principal <u>does not</u> use feedback to improve student performance by:** – Regularly avoiding or devaluing feedback; – Rarely or never applying feedback to shape priorities.

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		– Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.			
2.1.4	**Initiative and persistence**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Exceeding typical expectations to accomplish ambitious goals; – Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; – Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.	**Principal displays initiative and persistence by:** – Consistently achieving expected goals; – Taking on voluntary responsibilities that contribute to school success; – Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; – Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	**Principal displays initiative and persistence by:** – Achieving most, but not all expected goals; – Occasionally taking on additional, voluntary responsibilities that contribute to school success; – Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; – Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	**Principal <u>does not</u> display initiative and persistence by:** – Rarely or never achieving expected goals; – Rarely or never taking on additional, voluntary responsibilities that contribute to school success; – Rarely or never taking risks to support students in achieving results; – Never seeking out potential partnerships.

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Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships					
2.2.1	**Culture of urgency**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	**Principal creates an organizational culture of urgency by:** – Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; – Leading a relentless pursuit of these expectations.	**Principal creates an organizational culture of urgency by:** – Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; – Occasionally leading a pursuit of these expectations.	**Principal <u>does not</u> create an organizational culture of urgency by:** – Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; – Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2	**Communication**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – To the extent possible, messaging key concepts in real time; – Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; – Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	**Principal skillfully and clearly communicates by:** – Messaging key concepts, such as the school's goals, needs, plans, success, and failures; – Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; – Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	**Principal skillfully and clearly communicates by:** – Messaging most, but not all, key concepts; – Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; – Utilizing a limited number of means and approaches to communication.	**Principal <u>does not</u> skillfully and clearly communicate by:** – Rarely or never messaging key concepts; – Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; – Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3	**Forging consensus for change and improvement**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Guides others through change and addresses resistance to that change; – Monitors the success of strategies and revises based on strengths and weaknesses; – Creates cultural changes that reflect and support building a consensus for change.	**Principal creates a consensus for change and improvement by:** – Using effective strategies to work toward a consensus for change and improvement; – Systematically managing and monitoring change processes; – Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	**Principal creates a consensus for change and improvement by:** – Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; – Managing change and improvement processes without building systems and allies necessary to support the process; – Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	**Principal <u>does not</u> create a consensus for change and improvement by:** – Failing to identify areas in which agreement and/or consensus is necessary; – Rarely or never managing or developing a process for change and/or improvement; – Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

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Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement					
2.3.1	**High expectations**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; – Benchmarking expectations to the performance of the state's highest performing schools; – Creating systems and approaches to monitor the level of academic and behavior expectations; – Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	**Principal creates and supports high academic and behavior expectations by:** – Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; – Empowering students to set high and demanding expectations for themselves; – Ensuring that students are consistently learning, respectful, and on task; – Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; – Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	**Principal creates and supports high academic and behavioral expectations by:** – Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; – Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	**Principal <u>does not</u> create or support high academic and behavior expectations by:** – Accepting poor academic performance and/or student behavior; – Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2	**Academic rigor**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	**Principal establishes academic rigor by:** – Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	**Principal establishes academic rigor by:** – Creating academic goals that are nearing the rigor required to meet the school's academic goals; – Creating academic goals but occasionally deviates from these goals in the face of adversity.	**Principal <u>has not</u> established academic rigor by:** – Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; – Consistently sets and abandons ambitious academic goals.
2.3.3	**Data usage in teams**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Data used as basis of decision making is transparent and communicated to all stakeholders; – Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	**Principal utilizes data by:** – Orchestrating frequent and timely team collaboration for data analysis; – Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	**Principal utilizes data by:** – Occasionally supporting and/or orchestrating team collaboration for data analysis; – Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	**Principal <u>does not</u> utilize data by:** – Rarely or never organizing efforts to analyze data; – Rarely or never applying data analysis to develop action plans.

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SUMMARY AND RATING

At the end of the year, evaluators may want to determine a final professional practice rating. **PLEASE NOTE: The rating described here only refers to professional practice and does not include school wide measures of student learning. Per Senate Bill 1, a summative evaluation rating for principals must include measures of student learning. For the RISE model, the rating obtained here will feed into a larger calculation for the summative score which involves multiple measures of school wide data. Information regarding this scoring system for RISE will be released no later than January 31, 2012.**

The final professional practice rating for RISE will be calculated by the evaluator in a four step process:

1. Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence
2. Use professional judgment to establish final ratings for each competency (2.3 or 1.2)
3. Use each competency rating and professional judgment to establish final ratings for each domain, Teacher Effectiveness and Leadership Actions
4. Average two domain ratings into one rating for Domains 1-2

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1 Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, corporations should consider through the process of establishing a regular bi-weekly walk through and monthly conferences between leaders and their evaluators. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

2 Use professional judgment to establish final ratings for each competency.

After collecting evidence, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

3 Use professional judgment to establish final ratings in Teacher Effectiveness and Leadership Actions

After collecting evidence, the evaluator must assess where the principal falls within each in each of the two domains. The final, two domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the leader, using evidence to support the final decision.
At this point, each evaluator should have ratings in the two domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1:Teacher Effectiveness	**D2: Leadership Actions**
Final Rating	**3 (E)**	**2 (IN)**

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4

Average two domain ratings into one final practice score.

At this point, each of the two final domain ratings is averaged together to form one score.

3+2/2=2.5 final practice score

* Remember the final practice score then feeds in to a larger calculation for an overall summative rating including school wide measures of student learning.

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RISE

Evaluation and Development System

Indiana Department of Education

Indiana Teacher Effectiveness Rubric

DRAFT VERSION – July 10, 2011

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Overview

What is the purpose of the Teacher Effectiveness Rubric?

The Teacher Effectiveness Rubric was developed for three key purposes:

- **To shine a spotlight on great teaching:** The rubric is designed to assist principals and teachers in their efforts to increase teacher effectiveness and ensure differentiated distribution of great teachers across the state.

- **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to achieve gains in student achievement.

- **To support a fair and transparent evaluation of effectiveness:** The rubric provides a foundation for accurately assessing teacher effectiveness along four discrete ratings, in addition to growth data.

Who developed the Teacher Effectiveness Rubric?

A representative group of teachers and leaders from across the state, along with staff from IDOE and The New Teacher Project (TNTP), contributed to the development of the rubric.

What research and evidence support the Teacher Effectiveness Rubric?

While drafting the Teacher Effectiveness Rubric, the development team examined teaching frameworks from numerous sources, including:

- Charlotte Danielson's *Framework for Teachers*
- Iowa's *A Model Framework*
- KIPP Academy's *Teacher Evaluation Rubric*
- Robert Marzano's *Classroom Instruction that Works*
- Massachusetts' *Principles for Effective Teaching*
- Kim Marshall's *Teacher Evaluation Rubrics*
- National Board's *Professional Teaching Standards*
- North Carolina's *Teacher Evaluation Process*
- Doug Reeves' *Unwrapping the Standards*
- Research for Bettering Teaching's *Skillful Teacher*
- Teach For America's *Teaching as Leadership Rubric*
- Texas' *TxBess Framework*
- Washington DC's *IMPACT Performance Assessment*
- Wiggins &McTighe's *Understanding by Design*

How is the Teacher Effectiveness Rubric organized?

The rubric is divided into four domains:

Domain 1: Planning
Domain 2: Instruction
Domain 3: Leadership
Domain 4: Core Professionalism

Discrete indicators within each domain target specific areas that effective teachers must focus upon.

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How did we weigh different parts of the framework?

In reviewing the current research during the development of the teacher effectiveness rubric, the goal was not to create a teacher evaluation tool that would try to be all things to all people. Rather, the rubric focuses on evaluating the teacher's role as the driver of student growth and achievement. As such, the rubric focuses on evaluating the effectiveness of instruction, specifically through observable actions in the classroom.

This is not to say that teachers should not be evaluated in other areas. In fact, schools and districts that elect to utilize the rubric are encouraged to add or develop additional indicators or tools. However, any additions should supplement, not supplant, the indicators already outlined in the rubric.

How do I ensure the effective implementation of the Teacher Effectiveness Rubric?

The devil is in the details. Even the best teacher evaluation tool can be undermined by poor implementation. Successful implementation of the Teacher Effectiveness Rubric will require a focus on four core principles[1]:

1. **Training and Support:** Administrators responsible for the evaluation of teachers must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support. Not every item on the rubric will be applicable for all teachers or all settings, and we must train principals to use professional judgment and a certain degree of flexibility when using the rubric to evaluate teachers.

2. **Accountability:** The differentiation of teacher effectiveness must be a priority for district administrators and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

3. **Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of teachers must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.

4. **Decision-making:** Results from the teacher evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as which teachers receive tenure, how teachers are assigned and retained, compensated and advanced, what professional development they receive, and when and how teachers are dismissed.

[1] Informed by The New Teacher Project's *The Widget Effect* (2009)

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DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Utilize Assessment Data to Plan**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	**Teacher uses prior assessment data to formulate:** - Achievement goals, unit plans, AND lesson plans	**Teacher uses prior assessment data to formulate:** - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	**Set Ambitious and Measurable Achievement Goals**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans an ambitious annual student achievement goal	**Teacher develops an annual student achievement goal that is:** - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	**Teacher develops an annual student achievement goal that is:** - Measurable **The goal may *not:*** - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	**Develop Standards-Based Unit Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit **Teacher may *not:*** -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.
1.4	**Create Objective-Driven Lesson Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *not:*** - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.

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1.5	**Track Student Data and Analyze Progress**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Maintaining a grading system **Teacher may *not:*** - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

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DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
Develop student understanding and mastery of lesson objectives	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:;* - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:
1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	- Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development	-Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development	- Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language

Notes:
1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	-3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Teacher sustains the attention of the class by maintaining a dynamic presence - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	- Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content

Notes:
1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: **Check for Understanding**	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding - Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly - Teacher uses a variety of methods to check for understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	- Teacher sometimes checks for understanding of content, but misses several key moments - Teacher mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Teacher may not use a variety of methods to check for understanding, when doing so would be helpful - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning	- Teacher rarely or never checks for understanding of content, or misses nearly all key moments - Teacher rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:
1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
• Checks for Understanding: thumbs up/down, cold-calling
• Do Nows
• Turn and Talk/ Pair Share
• Guided or Independent Practice
• Exit Slips

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: **Modify Instruction As Needed**	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:
1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: **Develop Higher Level of Understanding through Rigorous Instruction and Work**	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	- Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	- Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Teacher may not always use questioning as an effective tool to increase understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	- Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:
1. Examples of types of questions that can develop higher-level understanding:
• Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
• Asking students to explain their reasoning
• Asking students to explain why they are learning something or to summarize the main idea
• Asking students to apply a new skill or concept in a different context
• Posing a question that increases the rigor of the lesson content
• Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: **Maximize Instructional Time**	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	- Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	- Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem	- Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson - Classroom management is generally poor and wastes instructional time

Notes:
1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8:	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
Create Classroom Culture of Respect and Collaboration	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:
1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9:	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for student success.
Set High Expectations for Academic Success	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work. - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and displays high quality academic work	- Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom	- Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:
1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

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DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**Contribute to School Culture**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	**Teacher will:** - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	**Teacher will:** - Contribute occasional ideas and expertise to further the school's mission and initiatives **Teacher may *not*:** - Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	**Collaborate with Peers**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	**Teacher will:** - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	**Teacher will:** - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed **Teacher may *not:*** - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	**Seek Professional Skills and Knowledge**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	**Teacher will:** - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	**Teacher will:** - Attend all mandatory professional development opportunities **Teacher may *not:*** - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
3.4	**Advocate for Student Success**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	**Teacher will:** - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs	**Teacher will:** - Display commitment to the education of all his/her students **Teacher may *not:*** - Advocate for students' needs	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.

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3.5	**Engage Families in Student Learning**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	**Teacher will:** - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	**Teacher will:** - Respond to contact from parents - Engage in all forms of parent outreach required by the school **Teacher may *not:*** **-** Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

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Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	**Attendance**	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
2	**On-Time Arrival**	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

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SUMMARY AND RATING

At the end of the year, evaluators may want to determine a final professional practice rating. **PLEASE NOTE: The rating described here only refers to professional practice and does not include measures of student learning. Per Senate Bill 1, a teacher's summative evaluation rating must include measures of student learning. For the RISE model, the rating obtained here will feed into a larger calculation for the summative score which involves multiple measures of student learning. Information regarding this scoring system for RISE will be released no later than January 31, 2012.**

The final professional practice rating for RISE will be calculated by the evaluator in a four step process:

1. Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence
2. Use professional judgment to establish three, final ratings in Planning, Instruction, and Leadership
3. Use established weights to roll-up three domain ratings into one rating for Domains 1-3
4. Incorporate Core Professionalism rating

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1 Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.

At the end of the school year, evaluators should have collected a body of evidence representing teacher practice from throughout the year. Not all of this evidence necessarily came from the same evaluator, but it is the responsibility of the assigned primary evaluator (usually the principal), to gather evidence from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to evidence provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this evidence, schools should consider having files for teachers containing evaluation evidence, and when possible, house this information electronically.

Because of the volume of evidence that may exist for each teacher, some evaluators may choose to assess evidence mid-way through the year and then again at the end of the year. A mid-year conference can help give teachers an idea of where they stand half-way through the year as well as serve as a midway point for evaluators to assess evidence they have collected thus far.

2 Use professional judgment to establish three, final ratings in Planning, Instruction, and Leadership

After collecting evidence, the summative evaluator must assess where the teacher falls within each competency and use professional judgment to assign teacher ratings in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different contexts and how teachers have evolved over the course of the year. The final, three domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using evidence to support the final decision.

At this point, each primary evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1:Planning	**D2: Instruction**	**D3: Leadership**
Final Rating	**3 (E)**	**2 (IN)**	**3 (E)**

Scoring Requirement: Planning and Instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

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3 Use established weights to roll-up three domain ratings into one rating for domains 1-3

At this point, each of the three final domain ratings is weighted according to importance and summed together to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. The belief is that good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. As such, the Instruction Domain is weighted significantly higher than the others, at 75%. Planning (10%) and Leadership (15%) are then weighted accordingly to complete the calculation.

	Rating (1-4)	**Weight**	**Weighted Rating**
Domain 1: Planning	3	10%	0.3
Domain 2: Instruction	2	75%	1.5
Domain 3: Leadership	3	15%	0.45
	Final Score		**2.3**

Note: The calculation here is as follows: 1) Rating * Weight = Weighted Rating; 2) Sum of Weighted Ratings = Final Score

4 Incorporate Core Professionalism

At this point, the teacher practice rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents "non-negotiable" aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator here uses professional judgment to decide if a teacher has not met the standards for any of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *any* one or more of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: Teacher meets all Core Professionalism standards. Final Practice Score = 2.3

Outcome 2: Teacher does not meet all Core Professionalism standards. Final Practice Score (2.3-1) = 1.3

The final practice score then feeds in to a larger calculation for an overall summative rating including measures of student learning.

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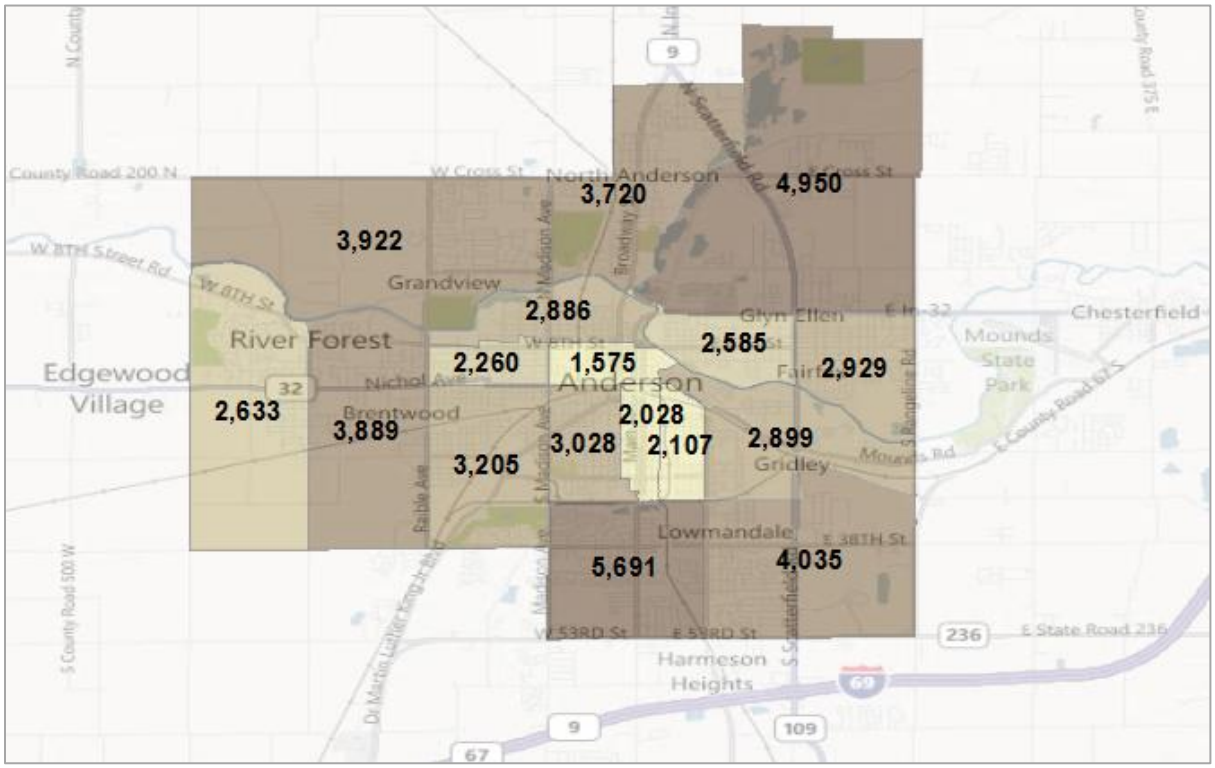
Anderson, IN Community Profile

2010 Census Data:

Total population: 54,342



(ACS 5-year estimates 05-09):

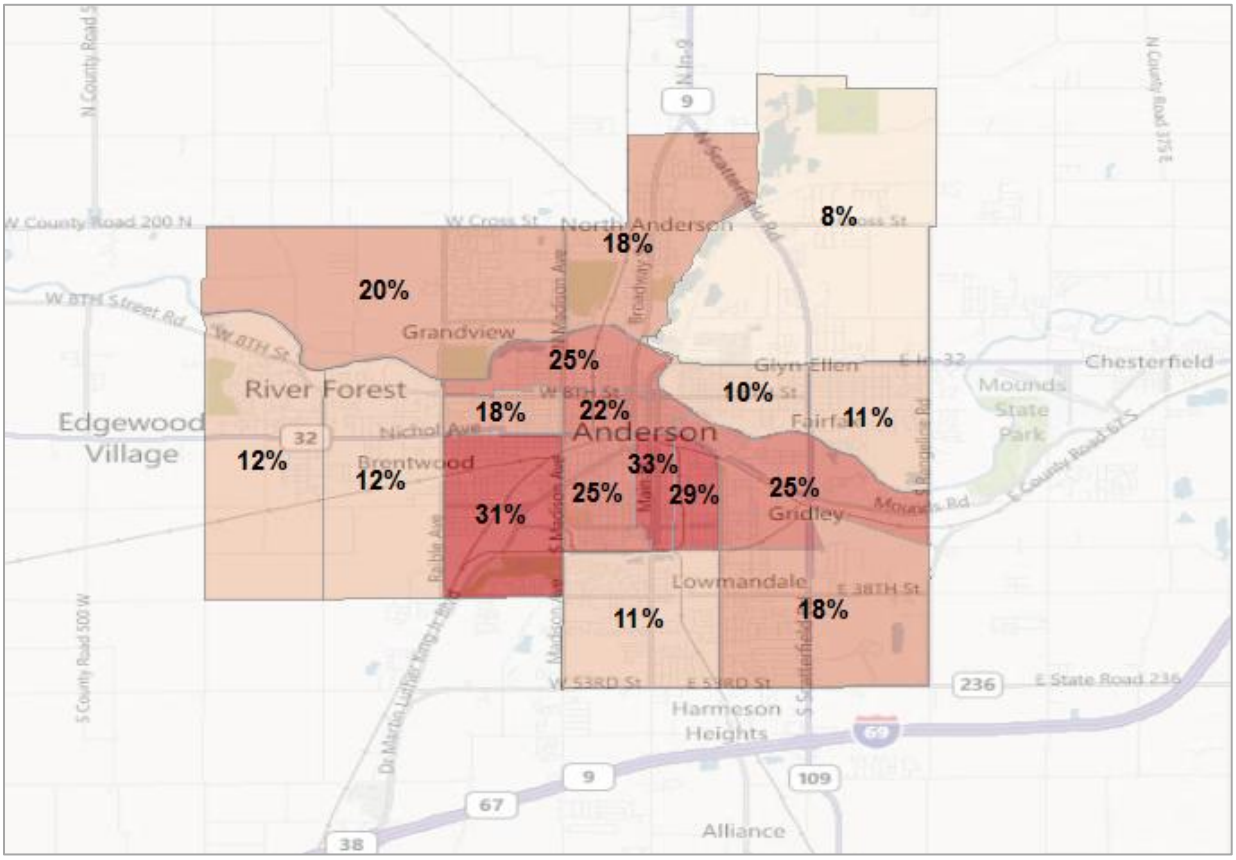
Population without a high school diploma:

	No.	%
18-24	1,412	22.6%
25-43	1,111	15.8%
35-44	883	12.5%
45-64	1,884	13.7%
65 and Over	2,398	26.0%
TOTAL	**7,688**	**17.8%**

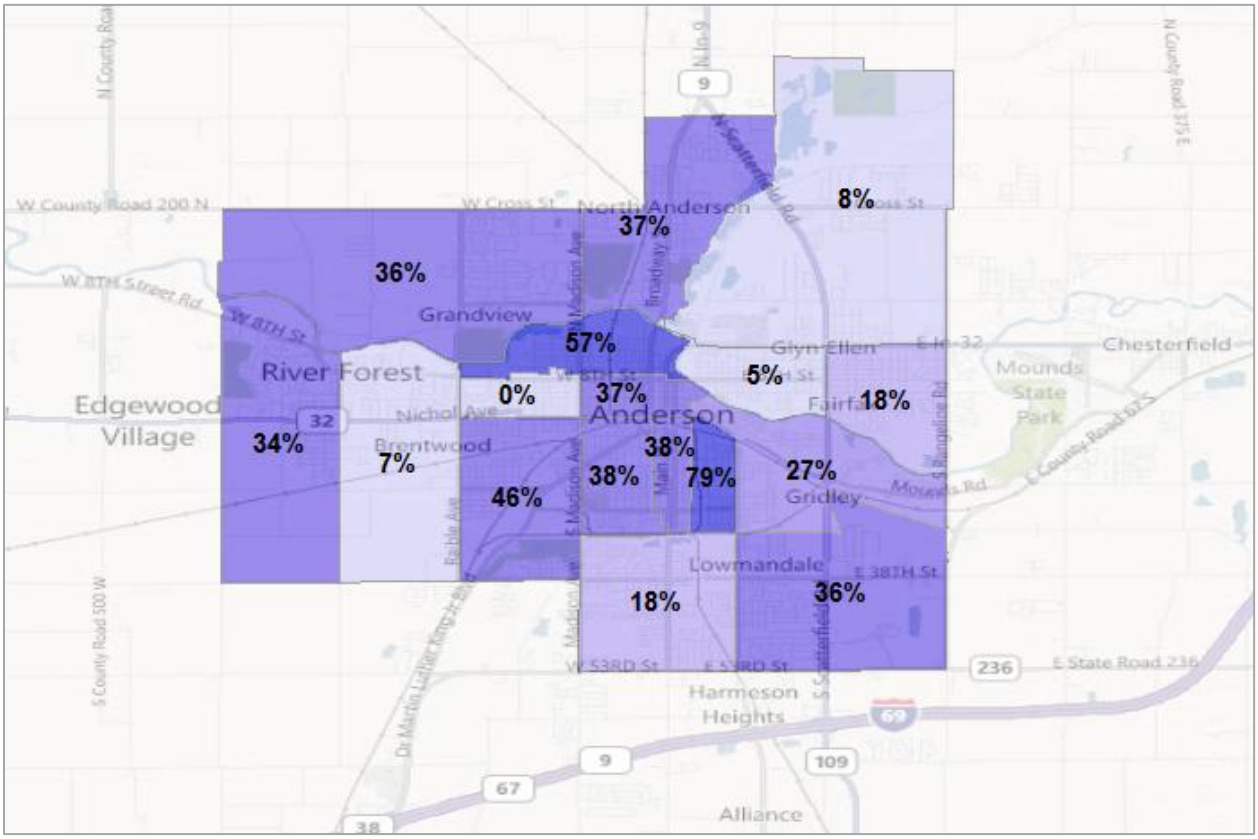
Full educational profile – Anderson, IN

	Raw Numbers						Percents					
	18-24	**25-43**	**35-44**	**45-64**	**65 and Over**	**Total**	**18-24**	**25-43**	**35-44**	**45-64**	**65 and Over**	**Total**
Total Population 18+ (in ACS data)	*6,256*	*7,052*	*7,069*	*13,718*	*9,211*	*43,306*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
No high school diploma	1,412	1,111	883	1,884	2,398	7,688	22.6%	15.8%	12.5%	13.7%	26.0%	17.8%
High school diploma	1,853	2,830	3,196	5,803	3,620	17,302	29.6%	40.1%	45.2%	42.3%	39.3%	40.0%
Some college	2,468	1,415	1,347	2,699	1,661	9,590	39.5%	20.1%	19.1%	19.7%	18.0%	22.1%
Associate Degree	190	494	675	916	213	2,488	3.0%	7.0%	9.5%	6.7%	2.3%	5.7%
Bachelors Degree	320	953	695	1,333	622	3,923	5.1%	13.5%	9.8%	9.7%	6.8%	9.1%
Graduate or Higher	13	249	273	1,083	697	2,315	0.2%	3.5%	3.9%	7.9%	7.6%	5.3%

Total population without a high school diploma:



Population 18-24 without a high school diploma:



Selections from the Anderson Community Schools Board Meeting
September 13, 2011

Full minutes are available at: http://oldwww.acsc.net/Board/9_13_11.pdf

B. Excel Center

Mr. Primus Mootry, stated, "On behalf of the Board of Directors and the Co-Founders of the Impact Center, Rev. Early Dixon and Dr. James Streeter, we are here tonight to seek an agreement to acquire the Robinson Elementary School property for the purpose of establishing a school based on and managed by Goodwill Educational Initiatives and its staff leadership. In partnership with Goodwill Educational Initiatives and after consultation with Dr. Chow, we believe this proposed agreement will be beneficial to the School Corporation, the city of Anderson, and most of all to adverse children in our public schools. As to the Excel program, following my remarks, you will hear from Scott Bess, CEO of this proven approach to helping similarly situated students experience academic success, graduate, and go on to lives of productive citizenship.

A few months ago, we were delighted to have Dr. Chow join our Board members and city officials on a visit to the school in Indianapolis. Encouraged by what we saw there, Rev. Dixon, Dr. Streeter and I have been doing the work necessary to bring this proposal to you this evening. Before giving you the outlines of the proposed agreement, as a new entity on Andersons Community service delivery landscape, let me share just a bit more about whom we are.

First, the Impact Centers co-founders, Rev. Dixon and Dr. Streeter, are both Anderson Natives. They are men of integrity. They have an abiding commitment to our city, the community in which they grew up, and to children who are at risk of failure in school and in life.

Second, we come to you tonight with the endorsement of many of our city's leading public and private agencies, institutions, and individuals including the City of Anderson itself, the Economic Development Corp., the Flagship Enterprise Center, and its Levinson Center, St. John's Hospital, Ivy Tech, the Black Pastors Alliance, NAACP, and strong support from people such as Senator Tim Lanane, and our legal counsel, Max Howard.

Third, in terms of governance, our Board comprises of Anderson's finest business and civic leaders, for example, Mrs. Sally DeVoe, Executive Director Madison County Foundation, is an ex official member of our Board, and she is also our treasurer. The Foundation serves as our fiduciary agent ensuring that any funds received by the Impact Center are well managed and properly reported, and accounted for. Our Board shares and has homed the vision of the co-founders. They are committed to rolling up their sleeves and working to ensure that the Compact Center is properly resources and managed, and that its programs do in fact have a meaningful, positive impact in our city and on the lives of children at risk.

That is our goal. In pursuit of that goal what's perceived tonight is this Board's consideration and approval of an agreement to transfer ownership of the Robinson Elementary School property to the Impact Center for a token sum of $100 (One Hundred Dollars). Our aim is to serve approximately 300 7-12 graders and to pool students who are severe under achievers, dropouts, or children who have been expelled, or who are on the verge of expulsion, or otherwise failing to perform.

As to the Robinson School property itself, the agreement would include a rider to the effect that if for any reason our program should fail over a negotiated number of years, the property will be returned to the School Corporation for the same amount agreed upon in the initial transfer. Simply put, our sole interest in providing that site is quality educational and complimentary support services to those children whose poor performance or non performance, which negatively affects the school system's AYP goals is our sole interest, not the acquisition of bricks and mortar for sale or use in any unrelated interest.

Finally, if favored with this agreement, following whatever legalities are necessary to formalize it, we are prepared immediately to begin the work necessary to accomplish opening the Anderson Excel program, concurrent with the beginning of the 2012 school year."

Mr. Mootry introduced Scott Bess, of the Excel Center to do a briefing on the Excel School itself.

Mr. Bess stated, "To the Board and Dr. Chow, thanks for the opportunity to come here tonight. Folks from the Impact Center really appreciate them reaching out and talking to us. I'm Scott Bess, and I work for Goodwill Education Initiatives, headquartered in Indianapolis. Our stores are all around Central Indiana. We operate 3 Excel Centers, currently, in Indianapolis. The Excel Center is a school for people who have already dropped out of school, or are the most at risk of dropping out. We currently have 750 students that we serve in Indianapolis in 3 different locations. The school is really designed around the unique needs of students in that situation. We serve students currently that range from age 16, all the up; our oldest student is 77, if you can imagine that. Most of our students are in that 19-24 age group, but we have some that are younger, and some that are older.

We talk a lot about our 3 pillars. The first pillar is co-academic instruction. We use licensed teachers, we teach primarily around the core subjects. Those classes are available Monday – Friday morning through night time. At Indianapolis, we run our schools from about 8:30 to 9:15, 9:30 at night. We are also open on Saturday from 9:00 – 2:00 for those that need to come there. We offer on sight daycare for our students. We have a drop-in center, where our students can come. While they are in class, leave their young children with us in a daycare. The result of the academic instruction is an Indiana diploma. It is not a GED program, it's an Academic Diploma, so it could be a General Ed Diploma, it could be a Core 40 Diploma, Academic Honors, or Technical Honors Diploma just like you all offer here in Anderson.

The second pillar is post-secondary, because we believe with this population that just getting a diploma isn't enough. So, we focus hard on what comes next. You'll hear us repeat that over and over again, it

will be everywhere in the building. Preparing students for what comes next, so, not just walking across the stage getting a diploma, but being ready for post secondary. To that end, we offer dual credit college classes to get through institutions like Ivy Tech or other certification training. Think of forklift truck drivers, CDL, other types of medical certifications, any type of certification that leads to employment, and we pay for those through the process that we go through.

The third pillar is life coaching. Most people don't drop out because they can't handle the academics; they drop out because something has happened in their life. Our coaches work with our students to help them help our students learn how to overcome barriers themselves. So, don't give them a hand out. We don't lead them, we teach them, because there will always be things that get in the way. We all have things that get in the way every single day. Our coaches work with our students to help them overcome those, and understand how they can help themselves. We look forward to coming to Anderson, if this is approved. We've gotten inquiries all over the state about this. We've got several other communities that are lining up, and saying we want you to come to our community and run one of these.

Once we secure a building, we will begin the charter process. We would start sometime in November, December, start the charting process, and get that approved. It's interesting for us. We're an existing operator with a track record. We have an existing model that we're simply seeking to replicate. Those are the kinds of things that from a charter school authorizer are very, very attractive, and it makes it easier for them to do that.

The final piece of that is we're doing that in cooperation with and conjunction with the local school corporation. This isn't somebody coming in trying to say, "Hey, we want to take away students," and this is a case where there is mutual benefit. This is something again that is very attractive to authorize when there are other people that do this. We would anticipate getting the application in November, December with approval happening early spring, which lines up then to do staffing, planning, getting everybody on board with an opening in August or early September of 2012. We appreciate the discussion that we have had with Dr. Chow and staff. It's been really helpful to us. The Impact Center has been amazed from the first meetings we had with them of the broad base of support that they have already gotten lined up. That's really important to us to come in to a community with somebody that's on the ground that has this put together. We just appreciate the opportunity to present tonight, look forward to future discussions."

QUESTIONS:
Mr. Long – Have we finished up our analysis on what buildings we need to save in case of an emergency, or other changes in which buildings we want, or should be on the market, or has that process been completed?

Dr. Chow - If Robinson is being used, we still have 6 buildings that are unused. Among them, Edgewood is the most recent one that's been closed and in good shape. Killbuck is relatively in good shape. Unfortunately, the location is a little bit out of the way. But in terms of building size and building

condition, Killbuck is a good place. Meadowbrook is the worst among all 6 of them. Greenbriar, with some work, can be cleaned up and made ready in case of an emergency. We have enough buildings for any emergency situation. At the moment, we don't have any buy-offers on the table, nor have we aggressively advertised in terms of either auctioning or open bidding, or commercial sales of our facilities. Yet, that is another question that Mr. Brown and I have been talking about; we need to talk about this issue in closed session because it is a property issue that is qualified under closed session provisions. We need to make sure that we get directions from the Board and proceed accordingly. At the moment we have more empty buildings than we need.

Mrs. Moran – Can you speak to the relationship between IPS and Excel, what that model looks like?

Mr. Bess – A lot of our students have dropped out of IPS already, and they have come to us. This is where it benefits the school corporation, the way that you guys have talked about cohorts and how all of that works. If a student is in an IPS school, and they drop out, so you have a 16-17 year old drops out of school, 3 or 4 months later, they elect to come to us. That in essence is a transfer, so it takes them out of IPS cohorts, and puts them on ours. So when you talk about graduation rates, IPS is no longer on the hook for that student. They are now our students. If they would stop coming to us, that would be on us, not on IPS. That would be kind of the same way it would work with any school corporation that we would go to. If there are students that are really at high risk, and they move from that corporation to ours, those students would be kind of the denominator of graduates and total students. It takes them out of the denominator for you.

Mrs. Moran – Would you describe that relationship as a partnership, collaboration in meeting the needs of those students verses the competitive type of relationship?

Mr. Bess – Actually, Yes. Indianapolis is an interesting town these days with regards to education. There are lots of things going on in there. Dr. White generally is not a huge fan of charter schools, as you may know. What we are doing at the Excel Center, he understands that it is a helpful thing. He is not going to jump up and down and say, "I love these guys, these are our best friends ever", but he also has not come out and said anything negative about it. He understands the role we're playing, that we're not taking students from them; these are students that they have already lost. That actually is an advantage when they come back into the system.

Dr. Streeter clarified, "This is not, by any means, a competition with ACS. This is more of a joint venture where we're looking at the whole welfare of these children that are at risk. We understand the best way to protect our future is by nurturing our students at this time like right now. We're trying to come together as a unit to try to make this community, along with the students, much better."

QUESTION:
Mr. Long – Would it be proper to characterize what you're proposing as you're taking the students that have either dropped out, or will be dropping out, or would take 5 or 6 years to complete high school, as opposed to 4, which they count, as I understand the figure for graduation rate, they take it based on a 4

year cohort as to when they start and finish? Basically, you're picking up what we would be losing either on our testing records, or funding that we would lose anyway, because the student is no longer in our system?

Dr. Streeter – That is correct. In addition, once we have nurtured the child, and get his standards up to a point where he can re-enter back into the ACS system. We're not trying to just take the students away, but go and educate them in another arena, and then bring them back where they can get through the system that way. So, it's not just that we're getting the students; we're giving them back after they are trained.

Mr. Long – I take then that these are students who in many cases are problems in the normal school setting, because of the problems they have that are keeping them from being successful in school. Again, we would be relieving the overload on the administrative staff and the counseling department. Would that also be a correct statement?

Dr. Streeter - Yes, that is a correct statement. We partner with some of the other entities in this community where they will have some social nurturing, as well. This is some of the same things that they are doing in Indianapolis.

Mr. Bess – The students that we have, and I think the thing that strikes me every time with some of our students is every single one of them has a story. The people that have dropped out, some have dropped a few months ago; some have dropped out a few decades ago. They all have a story, something unique; they got mad, they had a drug problem, they had an alcohol problem, they got pregnant, they needed to work, they didn't like the principal, or they didn't like the teacher. Whatever it was, they dropped out, and then at some point they decided I need to get back. With that in mind, the school is really unique, and we make the offer, if any of you want to come down and spend part of a morning or afternoon, and come through, we would love to have you come down. You can meet our students, talk to our students. I guarantee you those are the same kinds of students that we would have coming from Anderson; it's the same everywhere. We're really proud of what they've done and what they have accomplished. We have some incredibility bright students who know they messed up. We have some students who come in far below they should be grade level wise. We put the resources around them to help build them up. It is a very interesting diverse student population. We have 35 year old housewives, and 16 year old dropouts. They are in the same classroom together, which creates a great dynamic, because it doesn't look and feel like a normal classroom. It's just a different deal where you have that kind of mix.

Dr. Streeter – Each student in this model would also have a coach during the entirety of their stay with us.

MOTION: Mr. Long made a motion, "To authorize Dr. Chow to come up with the final language as a final proposal for us to vote on at the appropriate time."

Mr. Gale asked, “For clarification, you are wanting to give Dr. Chow the ability to present to us at the appropriate time the information we would need to vote whether to approve or not approve this?”

Mr. Long answered, “Yes, any final language and any final recommendations.”

Mr. Gale stated, “I don’t think that a motion to that extent or a vote is necessary. I think the point of today is to get the information to ask the questions. I think as board members, we all have a responsibility to speak to people in the community and get some input. I would expect that Dr. Chow would come up with a recommendation for the Board to consider at our next meeting.”

QUESTION - Mrs. Stewart asked for explanation on how they would develop staff.

Mr. Bess - In terms of our staff all of our teachers are licensed teachers. When we started our two new locations this year, those locations opened in late August, early September. We brought that staff on board in July and started training and working with them, and getting them ready to handle the classes they would be teaching, the way we do things. They were able to shadow our existing staff, so they could see how our existing staff did it, how they worked with the students. They were able to do that all through the month of July and most of August, and then lead right into their school. That really is the model for how we open new locations. It works really well. It gets them ready, not just to teach the classes, but to work with this population. It’s a different deal in working within a traditional school system.

Mrs. Stewart – Of the 300 students that you believe that you’re ultimately going have, how many of those approximately have you identified as being interested in this project?

Mr. Bess – That’s a good question. We haven’t started yet. We have done the data so we know what the ages of people without high diplomas are within a city, within the county. Truly, there is a need. That’s something it has been identified. What we don’t know yet, and what we haven’t started yet is really starting the application process, so the students can start coming to us, or the school could identify the people that they would want to send over. That would happen after getting the charter, again probably starting in the spring time, February, March, or April of 2012, and then ready to open in the Fall of 2012.Mrs. Stewart – What if, between now and next year, you’re not ready to open, would you consider that an inability to comply, so that the building would revert back to us? What would be an inability, unwillingness to comply?

Mr. Bess – I think that’s what the other board members have talked to Dr. Chow about, to put together the actual legal agreement.

Tim Long asked – What in your minds, or in your planning, is a time that you need to know our decision by in order to make the rest of your plan viable?

Mr. Bess – Also a great question. If you vote in, let's say, October, that gets us to where we know we have the building, because in the chartering process the first, and probably the primary question they ask is, "Where are you going to locate, how are you going to acquire your buildings?" So, that's a big step. Once that's done, we write the application, and because we have already done it a couple of times, we have that sitting on the shelf. We would have to modify it some to fit this particular situation. We would get that into the authorizer, and then move forward. As long as we can get into the authorizer in December, assuming their approval is going to take somewhere in January, February, that sets us up time wise really, really well. If the Board acts in October, and approves it, we're in great shape time wise.

Rev. Early Dixon – If you would in October, authorize and come to an agreement with the Impact Center, immediately, the Impact Center, our staff and our Board will start preparing the building to make sure the building is prepared so that when the time comes, it will be already done, so it would be a continuous process from October to August.

The Herald Bulletin

September 18, 2011
Editorial: New charter school could help resolve dropout crisis

— Central Anderson has the highest rate of residents without a high school diploma. Some areas are as high as 31 percent where the total population has no diploma. The rate can jump to nearly 46 percent when talking about young adults between the ages of 18 and 24.

The figures only frame the situation. The lack of a high school diploma can lead to crime, certainly. But mostly, the lack of education undercuts well-meaning residents' hopes of success.
The Herald Bulletin has been documenting the plight of at-risk students, notably citing the black male graduation rate, a stupefying 40 percent.

new effort to address the problem holds great promise for Anderson's young adults seeking education, job training and placement, and business development. Those are the pillars of a charter school proposed through the Anderson Impact Center.

Supported by more than 20 business owners and civic leaders, the center is based on a model created by Goodwill Industries of Central Indiana. Goodwill operates similar Excel centers in Indianapolis through its not-for-proft Goodwill Education Initiatives. Inc. Those centers target 18-22 year-old high school dropouts.

Similar to a partnership, the local center would work with Anderson Community Schools to help low-achieving students and dropouts by providing education, counseling and mentoring at flexible hours for the students.

Organizers have identified the service area as including, but not limited to, Costello Drive to the west, Brown-Delaware to the east, 25th Street to the south and Eighth Street to the north. Early indications are that the center could serve 300 students.

To reach those students, local ministers Rev. Earlie Dixon and James Streeter, have asked the school board to provide Robinson Elementary for a $100 lease. The building would revert back to the school district if the center closes or fails to fulfill its mission. This qualifier ensures that charter organizers don't resell the building for a profit.

The effort sounds like a credible, honest attempt in resolving our dropout crisis.
However, it must be managed by a professional team, using trained teachers and operating with sound financial practices. Goodwill should be a promising partner in that effort and key staff members are to be supplied through Goodwill.

There's no reason right now to believe anything but the best will come out a cooperative effort between organizers and Anderson schools. The staff is key to success.

However, the key to drawing students is the promise of free tuition. Students who have struggled in regular classrooms may find renewed energy working one-on-one with coaches who can help them overcome previous barriers to education.

Anderson schools can continue to serve those students, even though they have dropped out or have been unable to finish requirements for a diploma, by offering Robinson as the learning site.

Organizers should be commended for taking an initiative that has looked beyond the common response of simply talking about a problem. By using an established model and by accepting guidance from Goodwill, employment futures for struggling students looks promising.

This editorial is viewable online at http://heraldbulletin.com/opinion/x1660696088/Editorial-New-charter-school-could-help-resolve-dropout-crisis/print

THE ANDERSON

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THE ANDERSON Impact CENTER

Executive Summary

The Anderson Impact Center (ACI) is the brainchild of two native Andersonians, Reverend Earlie Dixon and Reverend (Dr.) James Streeter. It is their vision of what can be done to change the face of the community where they grew up, and the city they both love.

With the exception of a small grant from the Madison County Community Foundation and office space donated by the City of Anderson, for the past three years, the two men have pursued their vision at their own expense of time and money. Conceptually, that vision expresses itself as mounting program initiatives based upon three pillars: education, job training and placement, and business development.

In pursuit of this multi-phase vision, Reverends Dixon and Dr. Streeter have held countless meetings with community residents, local and state elected officials, local business owners, potential service delivery partners in the effort, and pastors. In addition, they have conducted research and traveled the Midwest to build support for and to benchmark best practices in a community revitalization effort of AIC's scope.

In addition, with support from The Flagship Enterprise Center, AIC has re-located its basic office operations to the Flagship's Levinson Center; created an outstanding, diverse board of directors; and is now engaged in dialogue with the Anderson Community School Corporation (ACS), Goodwill Education Initiatives, Inc., and the Indianapolis Metropolitan High School, to pursue an unprecedented charter school partnership based on Indianapolis High School's Excel model.

Specifically, in an ideally located, vacant school building (formerly the Robinson Elementary School) AIC is seeking to partner with our public schools in establishing a charter school for 9th through 12th grade low achieving and at-risk students. The charter school, expected to serve approximately 300 students, will be established by Indianapolis Metro based on their highly successful Excel model.

Although education is but one of the three pillars of the AIC vision, it is the most critical. The organization's board of directors and community supporters see this charter school partnership as a dynamic investment in the future of the City of Anderson. As well, this unique venture promises hundreds of Anderson's citizens hope, not despair; not dependency, but productive citizenship. At its core, it is an investment in people.

Key Questions

1. What is the Impact Center?

The Impact Center is a newly established not-for-profit organization focused on providing educational, job training and placement, and business development programs in a targeted section of our city.

2. Who are the members of your board of directors?

A complete listing of our board members is contained in this folder. In brief, however, our diverse board comprises 14 members including some of the city's most respected church, business, and civic leaders.

3. What is the targeted section of the city The Impact Center will serve?

The target area is Costello Drive (W); Brown-Delaware (E);
25th Street (S); and 8th Street (N).

4. Why was this area selected?

First, portions of it are populated by some of Anderson's most disadvantaged residents—people who need various kinds of help the most. Second, it is literally in the heart of the city. Investment in this area is an important investment in Anderson.

5. Will your programs serve only people who live in this area?

No. Although this is the area we have chosen for strategic purposes, our educational, work, and business development programs will be open to citizens throughout the city.

6. Anderson has many excellent not-for-profit programs serving all communities. Isn't the Impact Center duplicating services already available?

No. Although we agree there are many fine not-for-profits in Anderson, for a variety of reasons, the area we have chosen traditionally has been under served. In fact, rather than duplicate services, we have met with the leaders of many not-for-profits to explore ways in which we can partner to extend their services into the area. The Impact Center cannot be everything to everyone.

7. You are proposing a partnership with ACS, including a charter school. Wouldn't another charter weaken ACS? What kind of partnership are you proposing?

We are strong advocates of our traditional public schools. What we have discussed and agreed upon with Dr. Chow is that a charter school can be helpful to the system.

(continued)

Key Questions *(continued)*

In partnership with ACSC, what we are proposing is to take low achieving, at risk students, and school dropouts out of the pool of students on whose performance, or lack of it, the entire system is judged. Poor performance from a relative few severely damages all.

Based on the good results of the Excel model, smaller class sizes, mentoring, counseling, flexible hours, and other features cannot easily be accomplished school system wide, yet these factors can turn many students from failure to success.

In fact, in some cases, we may want to refer students who begin to achieve at much higher levels back to an ACSC school. We have no interest in "creaming" the best and brightest students from the system.

Some of the details of the partnership we are proposing include 1) the transfer of the Robinson School building to AIC ownership under terms that are favorable to both AIC and ACS; 2) a referral system that allows ACS to identify at risk, low-achieving, or student dropouts to the Excel School; and 3) the transfer of ACS' adult education program to AIC.

8. Who would run the school?

As to the school itself, it will be organized and managed by key staff supplied through Goodwill Initiatives, Inc. and Excel. Although we will participate in some of the hiring and other actions that better tailor the school to the particular needs of our community, Excel will run it.

9. What is the importance of the Robinson School site? Why not some other location?

The Robinson School building is easily accessible to youth and adults throughout our target area and from other parts of the city as well.

In addition to accessibility, from our initial inspection, the building seems to be in reasonably good condition, and it is large enough to accommodate the various ancillary Impact Center programs we have mentioned here.

10. Aren't you trying to do too many things in one place?

We don't believe so. We see the various programs as complementary—they work together. For example, many of the adults in adult education or job training programs may be parents or relatives of children in the Excel school. Whether related to school children or not, others may be qualified to serve as mentors. Our unwritten goal is to make the Impact Education Center a kind of model community—young and adult, working toward a common goal.

(continued)

Key Questions *(continued)*

11. What about funding? Where will you get the money to fund all these programs?

Technically, as a charter, the school itself will be self-funding. It will also provide substantial rental income to the Impact Center for its general operations. The adult education component may also be financially self-sufficient as well as the source of modest overhead income.

Finally, part of the role of Impact Center staff will be to raise funds through such traditional means as public or private grant applications, special events, or outreach for corporate and individual gifts.

12. Do you have a timeline for the activities leading to the opening of the Excel School and other AIC Education Center operations?

All aspects of the center will not open at once. Right now, our main interest is getting a smooth start for the Excel school. We have the necessary financial backing through Goodwill Education Initiatives, Inc. What we need now is ownership of the Robinson School building just after the first of the year.

We will need that time for building prep, the acquisition of proper furnishings, the recruitment and selection of qualified faculty and staff, the identification of the pool of ACS students we will draw from, and the always unexpected problems that may arise.

If all goes as planned, we expect the school to be ready to open at the same time as all other ACS schools next year, in late August, 2012.

Impact Center Board Members

1. **Barbara Alder**
   Purdue University College of Technology
   2705 Enterprise Drive
   Anderson, IN 46013
   (765) 648-2920

2. **Sally DeVoe***
   Executive Director
   Madison County Community Foundation
   33 W. 10th Street
   Suite 600
   Anderson, IN 46016
   (765) 644-0002

3. **Reverend Samie T. Dixon**
   2120 S. Madison Avenue
   Anderson, IN 46016
   (765) 644-7515

4. **Reverend Earlie Dixon, COO**
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   (765) 631-2142

5. **Ben Harber**
   President
   Harber Group, LLC
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   Anderson, IN 46016
   (765) 425-1299

6. **Max Howard, Esq.**
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   (765) 640-2600

7. **Primus J. Mootry, Vice President**
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   (765) 643-1089

8. **Robert Sparks**
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   Corporation for Economic Development
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   (765) 642-1860

9. **Charles Staley**
   Chief Executive Officer
   Flagship Enterprise Center
   2701 Enterprise Drive
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   (765) 622-0400

10. **Reverend (Dr.) James Streeter, CEO**
    5401 Kristin Place
    Alexandria, IN
    (765) 378-0201

11. **Dr. James Willey**
    Vice Chancellor
    Anderson Campus
    Ivy Tech Community College
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    Anderson, IN 46013
    (765) 643-2332

12. **Jessica Woodall**
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    (765) 643-7793

13. **Tom VanOsdol**
    President
    St. John's Health System
    2015 Jackson Street
    Anderson, IN 46016
    (765) 649-2511

14. **William "Stan" Young**
    Assistant Chief of Police
    Anderson Police Department
    1040 Main Street
    Anderson, IN 46016
    (765) 648-6709

Letters

City of Anderson, Indiana
Performance. Talent. Inspiration.
Mayor Kris Ockomon

120 East 8th Street, P.O. Box 2100 Anderson, Indiana, 46018 T:765.648.6000 F:765.648.5900 www.Cityofanderson.com

August 31, 2011

On behalf of the City of Anderson, I strongly support the efforts of the Anderson Center for Community Impact (ACCI). Our Community is in dire need of a partnership between ACCI and the Anderson Community School System due to the high dropout rate in our school system as a whole, and the at-risk students in our school system as well. I am very confident that these students could receive such positive benefits/alternatives from this proposed Center.

We, the City of Anderson have invested monies, time, space and other services because we believe in the fine gentlemen and community leaders that will spearhead this venture. They believe in our students be it young or adult, and want to provide them with an opportunity that otherwise they will not have. Robinson school is a prime location and building for this Center, it is an empty building that has the potential to become an active building changing lives for the betterment of our citizenry and community.

Please consider this request with the highest regard, it is appreciated.

Sincerely,

Kris Ockomon, Mayor
City of Anderson

Letters

Department of Economic Development

MAYOR KRIS OCKOMON

Linda S. Dawson, Executive Director
120 East 8th Street · Anderson · Indiana · 46016
T: 765-648-6112 F: 765-648-5911 Email: ED@cityofanderson.com
Website: www.cityofanderson.com/ED

August 30, 2011

To Whom It May Concern:

The purpose of this letter is to express the City of Anderson's staunch support of the work of the Anderson Center for community Impact (ACCI), its organizers, and directors. Since the inception of the group, The City of Anderson has provided both cash and in-kind to support, including office space and the demolition of the K-Mart Center on Nichol Avenue, to further spur investment in our city and its residents.

Further, the city of Anderson applauds ACCI's proposed partnership with the Anderson Community School Corporation, Goodwill Industries of Indianapolis, and the Indianapolis Excel charter school program, in the establishment of a charter school for at-risk students and school dropouts, adult education, and job training at the now vacant Robinson School site. The unique partnership promises to help our City, our public schools, and most of all, the many participants who stand to benefit from the program.

Please feel free to contact me at 765-648-6115 or ldawson@cityofanderson.com if we may be of further assistance in support of this important work.

Linda S. Dawson
Executive Director
Economic Development Department

The Excel Center

The Excel Center provides adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths that offer better-than-average employment and growth opportunities.

Student Goals

Students take high school courses and are required to meet all Indiana academic standards to earn a high school diploma. In addition, **The Excel Center** pays tuition costs for students to take the first steps toward earning industry-recognized certificates or undergraduate degrees at Ivy Tech Community College. These credentials facilitate opportunities for students to earn employment with higher wages and career prospects.

Student Population

The Excel Center is open to any Indiana resident who does not have a high school diploma or GED and who wants to begin post-secondary education.

Instructional Methods

Any time, any place, any pace

Students have control over when, where, and how they learn. **The Excel Center** is an educational option designed with the student in mind so that they can learn any time, any place and at a pace that meets their needs.

Students work with staff to create personalized learning plans based on their goals and educational levels and will learn at their own pace. Students advance when they have mastered material and met individual learning goals.

Students can take advantage of the instructional methods and resources that fit their learning style. Licensed teachers are available for classroom work, seminars, and one-on-one and online instruction. In addition, volunteers and resource staff are available during the school's operating hours.

Support for Students

Students are grouped in academic cohorts. Each group is led by a coach who works with students to encourage continued education and monitor progress. Where necessary, life coaches work with students to find solutions to life challenges that might hinder student progress.

Hours and Location

Currently, **The Excel Center** is located at 1635 W. Michigan Street, Indianapolis, Indiana. Two additional sites will open this fall. **The Excel Center** is structured to meet the unique needs of working and non-working students. The school operates year-round with flexible morning and evening hours Monday through Saturday.

The Excel Center Model

Key Pillars

Secondary-Level Education

- Student-directed pace of learning
- Instruction by both licensed instructors and unlicensed resource staff
- Variety of instructional methods: classroom instruction, group-based and online learning
- Resource Area provides intensive support to students in need of additional assistance
- Credit Recovery and Knowledge Mastery tracks available for students
- Credits can be earned for valid and relevant work experience
- Student testing used to measure student progress & postsecondary readiness

College and Career

- Strong relationship with local community college provider
- *Test-approved* students able to enroll while still taking high school classes
- Dual credit course offerings available for students
- Students can work towards certificates and associates degrees
- Extensive preparation & follow along for students in college

Life Coaching

- Goal to promote continued retention of students by addressing life barriers
- Students placed into cohorts and meet one-on-one with a coach
- Coaching addresses life skills, locating community resources, and creating future plans
- Proactive barrier removal for critical life / work issues
- Effective selection of coaches as a key barometer of success

Structures and practices for student success

- Flexible scheduling available to meet needs of working and busy adults
- Available transportation and easy access for non-driving students
- Child care provided (or arranged) for students with children
- Distance and online learning available
- College and Career Center to guide students to appropriate career choices
- Facility has sufficient space for a resource area, classrooms, cohort and one-on-one meeting spaces
- Mature learning environment: Student population is a mix of younger and older students
- Uses Excel Center's data and tracking system to measure student progress & life barriers
- Training and ongoing development provided by GEI, Inc.

Student Profiles

Candace Jaco

Candace, a 23-year-old student and single mom with three children needed the push from her life coach to continue her studies. She returned to school to be a better role model for her children and a better paying job by means of her high school diploma. After she enrolled in school, the barriers intensified and she missed several weeks of school traveling to different states (including Florida, Ohio, and Kentucky) to pick up her children. After returning with an energized sense of urgency, she quickly earned 11 credits. Her hard work and determination will allow her to obtain her diploma within the next 5-7 months. Upon completion of the program, Candace plans to go to school to study law enforcement.

Jamieson Brewer

Jamieson is an example of an outstanding student who recently completed his Core 40 requirements and has earned his diploma. His life and story exemplify the hard work and resiliency it takes for one to be successful in life. While in the traditional high school years ago, he was an excellent student who earning several accolades for his success -until his mother became extremely ill. She became so sick that he had to be turned over to foster care. That year, his academics suffered significantly. By his 10th grade year, he was going back and forth between foster homes. His mother started to recover, so he was able to go back home his junior year but she then fell ill during Jamieson's senior year, which is when he dropped out to assist her. A year later, he decided to pursue his education again. He realized that he was "wasting his mind" and observed that none of his siblings had graduated from high school—which provided most of his inspiration and motivation. Jamieson was able to take Ivy Tech courses and earned 10 credits college credits. He is now enrolled at Marian University to study psychology and eventually open up his own practice.

Information Resources

The Anderson Impact Center (AIC) is an organization that is positively recognized by the business organizations and residence of the Anderson Community. When a city is hurting as our is the two biggest factors that can help in revitalization are having a strong educational system and educated residence who stay and live in the community.

The AIC will positively impact our public school systems, subsequently positively impacting our community as a whole, through the following acts:

- AIC will help lift our schools out of "probation" with our D level status – which currently causes a risk in the state over-taking our schools.
- AIC will free up revenue for ACS for them to focus on developing students in other programs such as the gifted and talented program, magnet schools, etc.
- AIC will improve the overall high drop out rate percentage, Anderson currently experiences, making our city less desirable for young families who are looking to relocate to our city.

The following map and resources showcase the current problem the City of Anderson is facing with a high drop out rate, especially focused on the minority demographic in our community.

Mentoring program part of answer for at-risk students

Back in May, The Herald Bulletin published an exhaustive report on black male high school graduation rates. Less than 40 percent of eligible black male students at Anderson Community Schools had gotten their diplomas in 2010.

Was there something about those students that made it impossible for them to graduate? Certainly not. Most, if not all, were capable of earning a high school degree.

What they lacked was guidance and motivation. Regardless of race or gender, these are the keys to success in school.

That's the idea behind a program initiated recently by Anderson police officer Mark Brizendine. He read the newspaper's black male graduation report and decided to do something about it.

Brizendine, who is assigned to ACS's two intermediate schools, is well positioned to identify students who need help as that level. If they can get help there, it increases their chances of graduating from high school.

So, the police officer selected 15 at-risk students to participate in a mentoring program. The students have spent time at the Police Athletic League Club in Anderson, and Brizendine has taken them to lunch for pizza (thanks to an assist from Elks Lodge 209) and is hoping to take them bowling and to gain other experiences.

This isn't some wildly ambitious program. But it is of manageable size, and is a clear example of one citizen using his knowledge and skills to give a hand up to others.

It can really help a teenager to know that someone cares, that someone will listen. Many need role models and people to give sound advice.

Is Brizendine's effort apt to single-handedly raise the ACS black male graduation rate to acceptable levels? No, but in combination with targeted curriculum and other citizens stepping to the fore, it can help make the difference.

What is Public Law 221?

Public Law 221 (P.L.221) is Indiana's comprehensive accountability system for K-12 education. Passed by the Indiana General Assembly in 1999-prior to the federal No Child Left Behind Act of 2001-the law aimed to establish major educational reform and accountability statewide. To measure progress, P.L.221 places Indiana schools (both public and accredited non-public) into one of five categories based upon student performance and improvement data from the state's ISTEP+ and End-of-Course Assessments (ECAs).

A (Exemplary Progress)
B (Commendable Progress)
C (Academic Progress)
D (Academic Watch – Priority)
F (Academic Probation – High Priority)

Source: Indiana Department of Education

How schools in Madison County fared for 2011

Alexandria Community School Corp. (overall) B

Anderson Community Schools (overall) D

Elwood Community Schools (overall) F

South Madison Schools (overall) B

Frankton-Lapel Community Schools (overall) B

Source: Indiana Department of Education

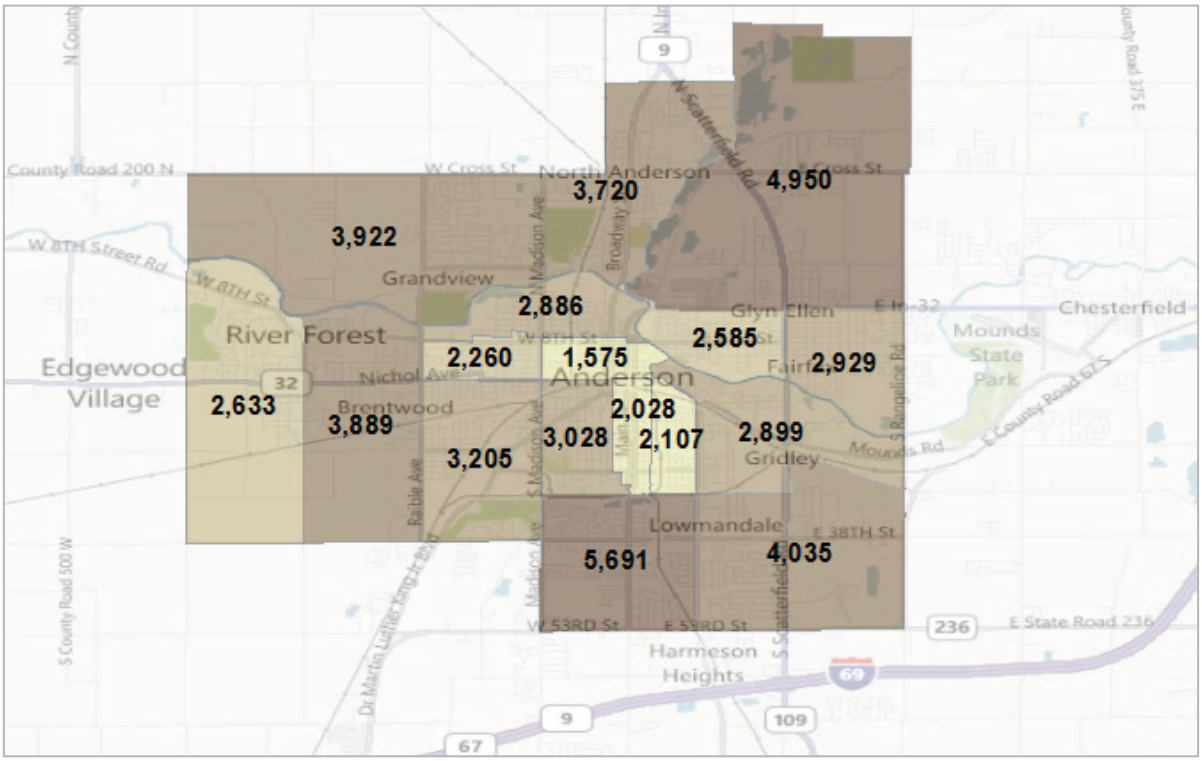
"...Adequate Yearly Progress tracks the test performance of various student 'sub-groups' such as ethnic minorities, poor children and those in special education. The U.S. Department of Education sets targets for test score gains for those groups in English and math. Schools are given credit for making 'adequate yearly progress' only if the students in each sub-group met those targets."

— The Herald Bulletin

Anderson, IN Community Profile

2010 Census Data:

Total population: 54,342



(ACS 5-year estimates 05-09):

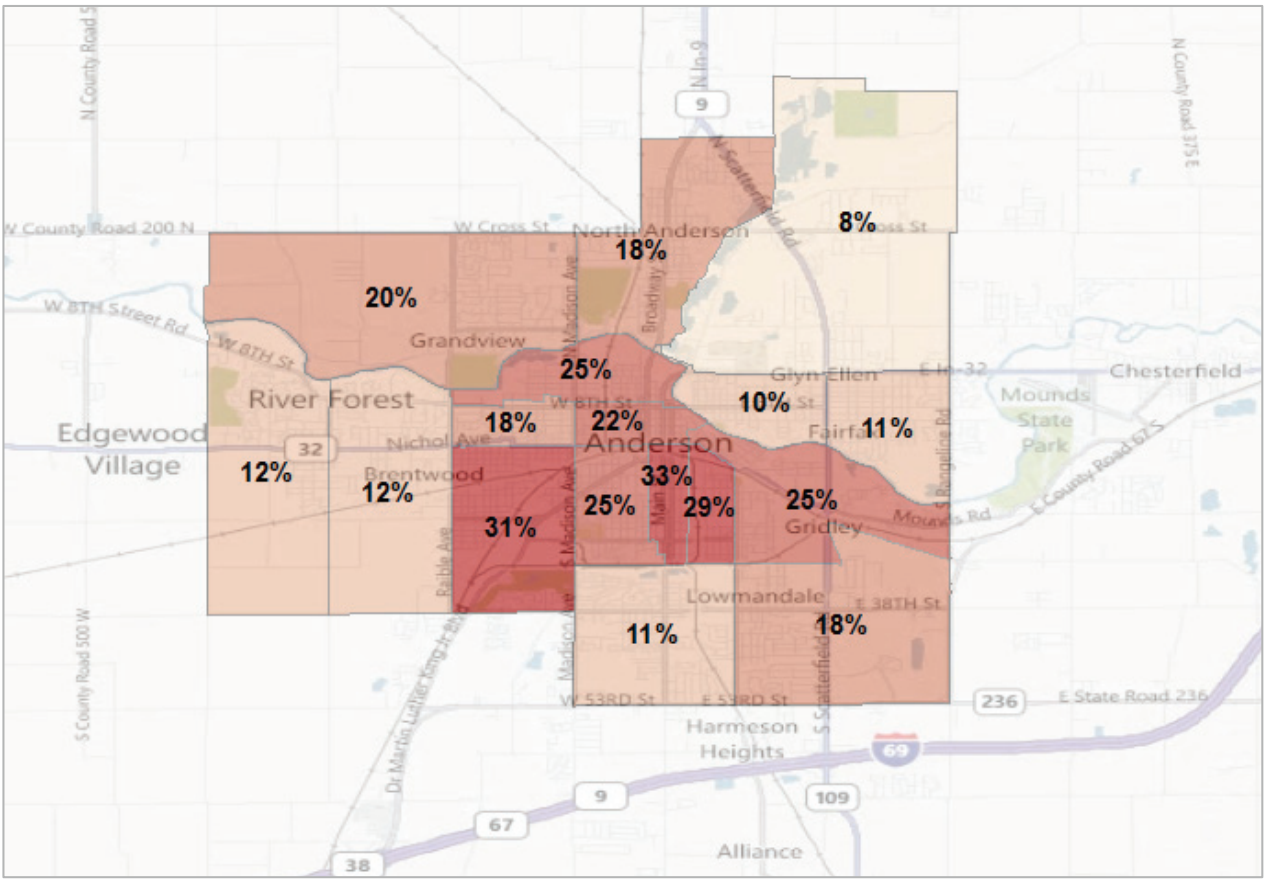
Population without a high school diploma:

	No.	%
18-24	1,412	22.6%
25-43	1,111	15.8%
35-44	883	12.5%
45-64	1,884	13.7%
65 and Over	2,398	26.0%
TOTAL	**7,688**	**17.8%**

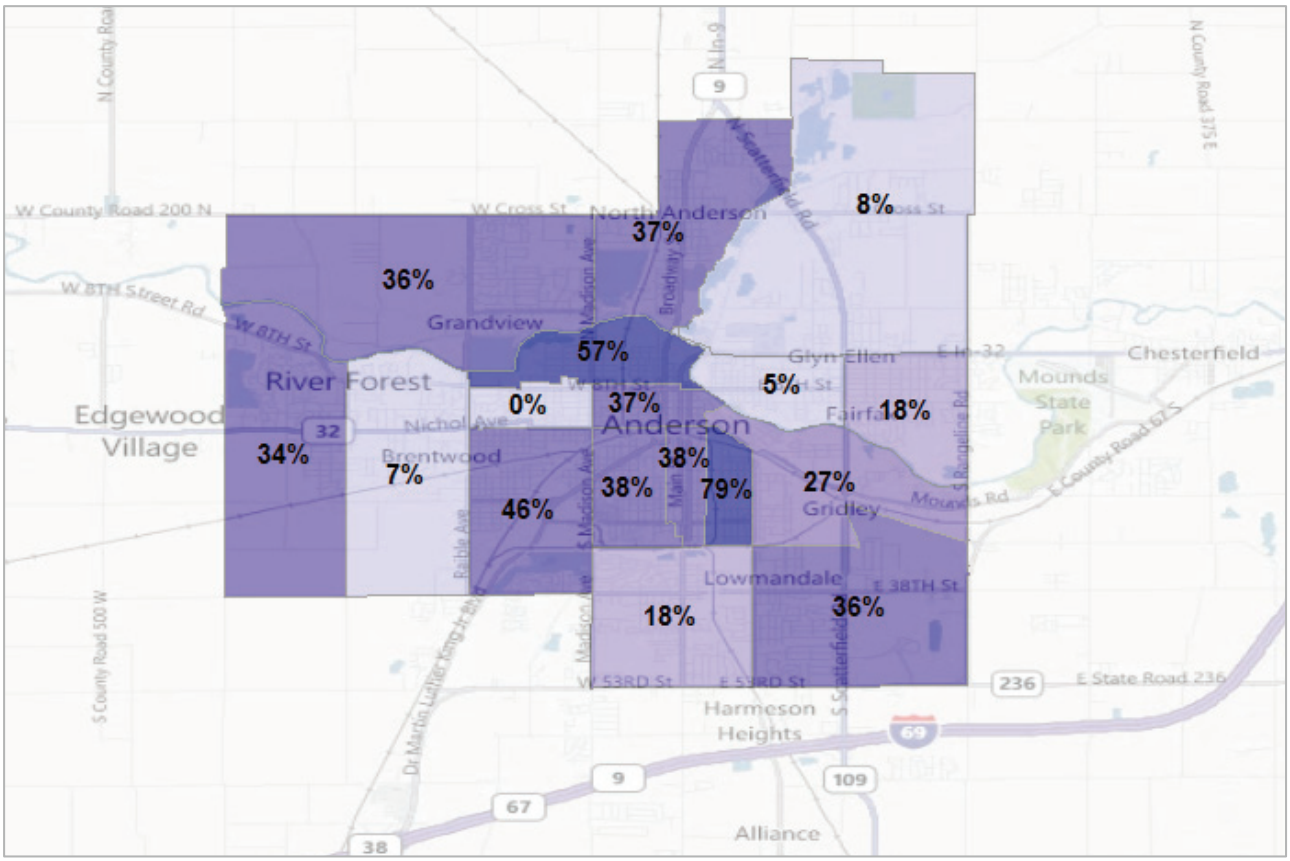
Full educational profile – Anderson, IN

	Raw Numbers						Percents					
	18-24	**25-43**	**35-44**	**45-64**	**65 and Over**	**Total**	**18-24**	**25-43**	**35-44**	**45-64**	**65 and Over**	**Total**
Total Population 18+ (in ACS data)	*6,256*	*7,052*	*7,069*	*13,718*	*9,211*	*43,306*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
No high school diploma	1,412	1,111	883	1,884	2,398	7,688	22.6%	15.8%	12.5%	13.7%	26.0%	17.8%
High school diploma	1,853	2,830	3,196	5,803	3,620	17,302	29.6%	40.1%	45.2%	42.3%	39.3%	40.0%
Some college	2,468	1,415	1,347	2,699	1,661	9,590	39.5%	20.1%	19.1%	19.7%	18.0%	22.1%
Associate Degree	190	494	675	916	213	2,488	3.0%	7.0%	9.5%	6.7%	2.3%	5.7%
Bachelors Degree	320	953	695	1,333	622	3,923	5.1%	13.5%	9.8%	9.7%	6.8%	9.1%
Graduate or Higher	13	249	273	1,083	697	2,315	0.2%	3.5%	3.9%	7.9%	7.6%	5.3%

Total population without a high school diploma:



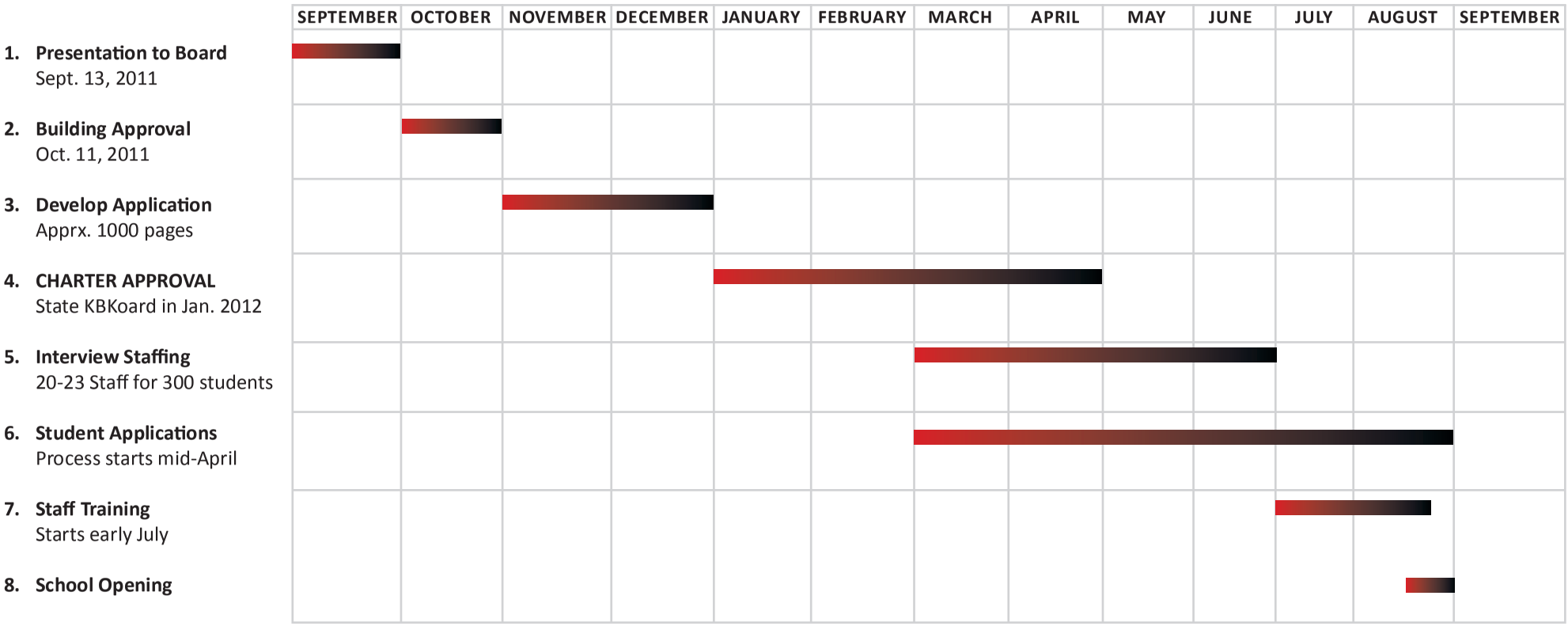
Population 18-24 without a high school diploma:



THE ANDERSON

Impact CENTER

TIMELINE FOR CHARTER OPENING



Impact Center Supporters

The business owners, residence and city organizations recognize that the Anderson Impact Center fills a large need in our community. The following are some of the organizations that currently support this organization and the programs they represent.

Flagship Center
Charles Staley, CEO

State Senator
Sen. Tim Lanane

Mayor, City of Anderson
Kris Ockomon

Job Source
Cindy Donelly

Corporation for Economic Development
Rob Sparks, CEO

Chamber of Commerce
Kyle Morey, President

Purdue University
Barbara Alder, Director

City Council
Ollie Dixon

City Council
John Bostic

City Council
Joe Newman

City Council
Rodney Chamberlain

Black Expo
Judy Streeter, CEO

Madison County Community Foundation
Sally DeVoe, CEO

WorkOne
Peggy Murdock, Employer
and Work Keys Specialist

Saint John's Health System
Tom Van Osdol, President

Ivy Tech
James Willey, Vice Chancelor

The Levinson Center
Ann Wilson, Director

Department of Economic Development
Linda S. Dawson, Director

Concerned Ministers of Anderson
Anthony Harris, President

Anderson Black Chamber of Commerce
Rev. Manuel Hunt, President

Anderson Pastor's Alliance
Rev. Earlie Dixon, President

Madison County Community Health Clinic

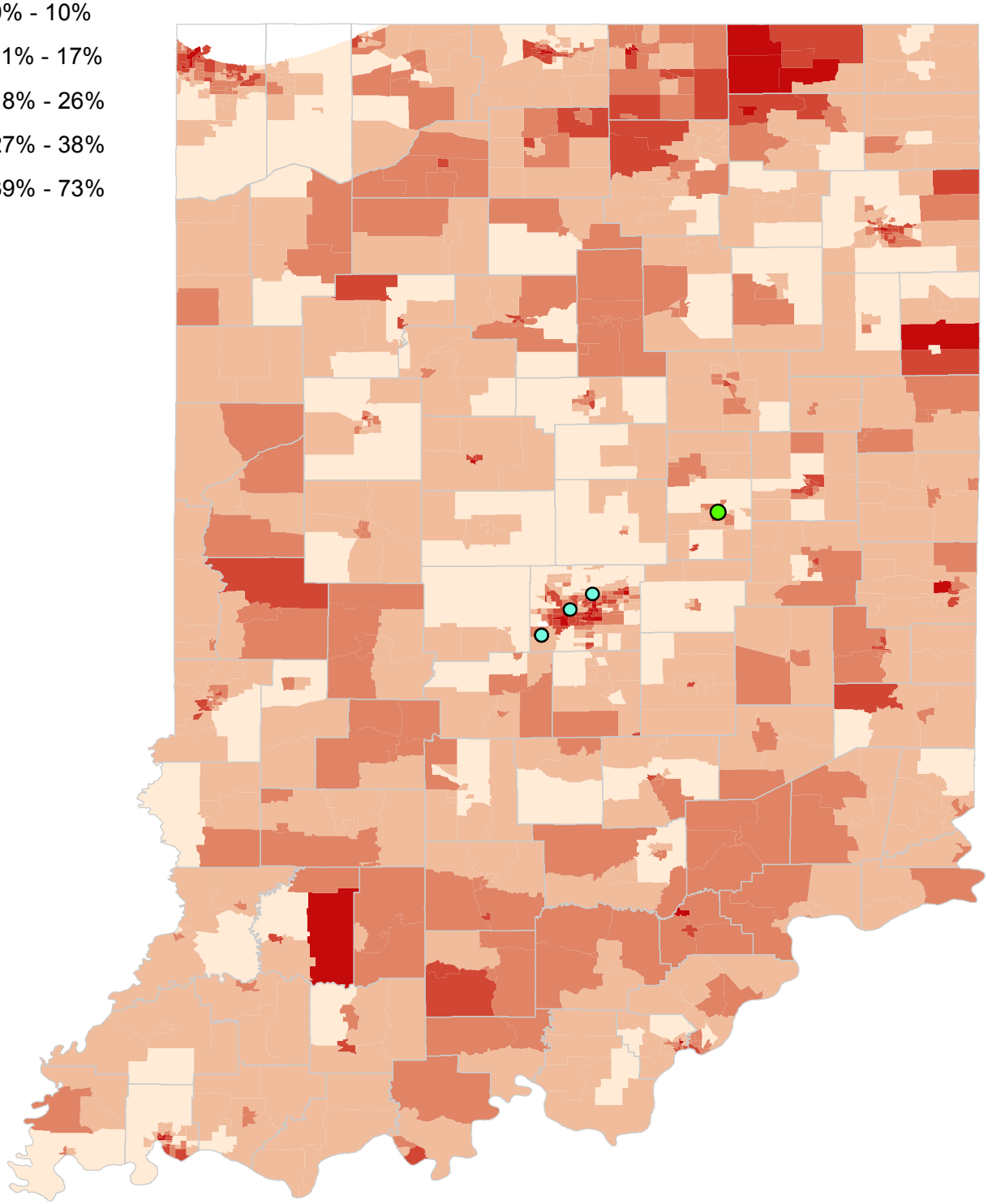
Percent of Population Over 18 Without a High School Diploma

- Current Excel Center Locations
- Proposed Anderson Location

Percent Over 18

Lacking a Diploma

- 0% - 10%
- 11% - 17%
- 18% - 26%
- 27% - 38%
- 39% - 73%



Source: U.S. CEnsus Bureau, American Community Survey 2005-2009 Five-Year Estimates.

Attachment 19 – Start-up Plan

PHASE 1: GETTING STARTED	RESPONSIBLE PARTIES	TIMELINE
Select School Director Candidates	GEI + EOD	Jan 12
Hire School Director	GEI	Feb 12
Develop recruitment, marketing and outreach plan for new students.	GEI , E & M	Feb-Jun 12
Identify community liaisons	E, GEI & M	Feb 12
Write and design initial information materials (brochures, general info sheet, Q&A Sheets, etc	M & E	Mar 12
Print and distribute information/brochures	M & E	Apr 12
Design and print other marketing materials	M & E	May-Jul 12
Organize community presentations	E	Apr 12
Customize language-appropriate student applications for Anderson	P and M	May 12
Organize recruitment campaign, make phone calls	P and M	Apr-Jun 12
Answer parent phone calls, run open houses	E	Apr-Jun 12
Sign up Sheets for Parents/Students	E	May 12
Register students, interview parents	E	Apr-Jul 12
INSTRUCTION & ASSESSMENT		
Plan for classroom/learning environment configuration	P& F	May 12
Complete plan for Excel Center curriculum	P	Jan-Feb 12
Arrange for regular ECA testing	P	May 12
FINANCIAL PLANNING		
Accommodate Excel Center in existing GEI accounting, purchasing, payroll and state reporting systems	A & GEI	Jan 12
Modify five-year planning budget and business plan based on any new information from the State	A	May 12
Phase II: PREPARATION FOR OPENING		
ORGANIZATIONAL		
Revise and expand comprehensive school accountability plan, if necessary	P and COO	May 12
Develop Emergency Plan	P and COO	May 12
Develop Weather Notification Plan	P and COO	Jun 12
INSTRUCTION AND ASSESMENT		
Review and amend instructional program plan	P	May 12
Review and amend curriculum/projects/units	P	Jun 12
Review and amend assessment plan	P	May 12

PLANNING FOR SPECIAL EDUCATION NEEDS		
Identify students whose applications indicated IEP's	P and GEI	Mar-Jul 12
Review and assess need for IEP's	P and GEI	Mar-Jul 12
Confer with parents regarding special education needs during registration period.	P and GEI	Mar-Jul 12
Devise plans for serving special education students	P and GEI	Mar-Jul 12
Coordinate schedule for special education students	P and GEI	Mar-Jul 12
Work with parents to develop or revise IEP's as needed.	P and GEI	Mar-Jul 12
Convey special education plans to special education teachers and other regular education teachers/advisors	P and GEI	Mar-Jul 12
Undertake complete ESL assessment	P and GEI	Mar-Jul 12
Establish framework for assignment for specific ESL programming	P and GEI	Mar-Jul 12
FACILITIES		
Arrange classrooms/instructional & work environments	F	Apr-Jun 12
Secure all inspections for fire, safety and other codes	F	Apr-Jun 12
STAFFING		
Plan recruitment strategy	P, EOD, CAO	Apr-May 12
Develop new staff selection process	P, EOD, CAO	May 12
Provide orientation for new faculty and staff	P, EOD, CAO	Jul 12
Advise staff on legal and regulatory compliance	P, EOD, CAO	Jul 12
Establish Year 1 staff development plan including para-professionals	P,CAO, BP	Jul-Aug 12
Implement immediate staff development ideas	P,CAO, BP	Aug 12
STUDENTS AND PARENTS		
Accept and review applications	P and Advisors	May-Aug 12
Monitor diversity and outreach	P	Jul 12
Conduct enrollment lottery if applications exceed space at 9th grade level	P, CAO and CEO	Aug 12
Conduct registration and assessment	P and staff	Jul-Aug 12
Publish public notice of special education services	P	May 12
Send updates to parents and prospective students on a monthly basis	P	Apr-May 12
Conduct Family/Student Orientation	P and staff	Jul 12

FINANCE AND OPERATIONS		
Review current budget development and oversight policies	A, COO and P	Apr 12
Full implementation of accounting system	A, COO and P	May 12
Oversight and decision-making of accounting system	A, COO and P	May 12
Review internal controls and fiscal policies	A, COO and P	May 12
Research and recommend auditing options	A, COO and P	May 12
Establish and maintain fiscal linkages with state	CFO	May 12
Develop long-term fiscal plans	COO and CFO	May 12

SCHOOL OPENING		
School Begins Operations	All GEI staff	Jul 12
Date of School Opening	All GEI staff	**7/23/2012**

Charter School Key

A = Accounting Department (Goodwill)
COO = Chief Operating Officer
MD = Managing Director, Excel Centers
EOD = Employee Organization Development (Goodwill)
F = Facilities Management
IT = Information Technology Dept (Goodwill)
D = Development Department (Goodwill)
M = Marketing Department (Goodwill)
P = Site Director
GEI = Goodwill Education Initiatives
E = GEI enrollment team
SEI = Special Education Instructor
CFO = Chief Financial Officer

GOODW-8 OP ID: S9

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 10/26/11

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Gregory & Appel Insurance
1402 N. Capitol Suite 400
Indianapolis, IN 46202
Andy J. Brown
317-634-7491
317-634-6629

CONTACT NAME:
PHONE (A/C, No, Ext):
FAX (A/C, No):
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : -Hanover Insurance Company	
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
Goodwill Education Initiatives
Daniel J Riley, Vice President
1635 West Michigan St
Indianapolis, IN 46222

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR X Sexual Mol/Miscon GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT LOC			Z7W5909488	07/15/11	07/15/12	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG Emp Ben.	$ 1,000,000 $ 100,000 $ 15,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $ 1,000,000
A	AUTOMOBILE LIABILITY X ANY AUTO ALL OWNED AUTOS SCHEDULED AUTOS HIRED AUTOS NON-OWNED AUTOS			ADW5788777	07/15/11	07/15/12	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $ $
A	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $ 10,000			UHW5909480	07/15/11	07/15/12	EACH OCCURRENCE AGGREGATE	$ 5,000,000 $ 5,000,000 $
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A					WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ $ $
A	School Leaders E&O			Z7W5909488	07/15/11	07/15/12	SL E&O	1,000,000
A	Sexual Abuse			Z7W5909488	07/15/11	07/15/12	Sex Abuse	1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER

INSURED

For Insured's Informational Purposes

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Sher Williamson

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School Name: **The Excel Center**

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**	**% ELL**	**% SPED**	**% FRL**
Year 1: 2012-2013	0	0	0	0	0	0	0	0	0	75	75	75	75	300	3%	10%	40%
Year 2: 2013-2014	0	0	0	0	0	0	0	0	0	78	78	78	78	310	3%	10%	40%
Year 3: 2014-2015	0	0	0	0	0	0	0	0	0	79	79	79	78	315	3%	10%	40%
Year 4: 2015-2016	0	0	0	0	0	0	0	0	0	80	80	80	80	320	3%	10%	40%
Year 5: 2016-2017	0	0	0	0	0	0	0	0	0	81	81	81	82	325	3%	10%	40%

Planned Number of Classes														
ACADEMIC YEAR	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Year 1: 2012-2013	0	0	0	0	0	0	0	0	0	4	4	4	4	15
Year 2: 2013-2014	0	0	0	0	0	0	0	0	0	4	4	4	4	16
Year 3: 2014-2015	0	0	0	0	0	0	0	0	0	4	4	4	4	16
Year 4: 2015-2016	0	0	0	0	0	0	0	0	0	4	4	4	4	16
Year 5: 2016-2017	0	0	0	0	0	0	0	0	0	4	4	4	4	16

School Name: The Excel Center						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant	$ -	$ 1,999,575	$ 2,066,228	$ 2,099,554	$ 2,132,880	$ 2,166,206
Common School Loan	$ -	$ -	$ -	$ -	$ -	$ -
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)	$ -	$ 60,000	$ -	$ -	$ -	$ -
Student Lunch	$ -	$ -	$ -	$ -	$ -	$ -
Student Breakfast	$ -	$ -	$ -	$ -	$ -	$ -
State Matching Funds for School Lunch Program	$ -	$ -	$ -	$ -	$ -	$ -
Professional Development	$ -	$ -	$ -	$ -	$ -	$ -
Remediation Program	$ -	$ -	$ -	$ -	$ -	$ -
Full-Day Kindergarten	$ -	$ -	$ -	$ -	$ -	$ -
Gifted and Talented Program	$ -	$ -	$ -	$ -	$ -	$ -
Textbook Reimbursement	$ -	$ 20,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000
Summer School	$ -	$ -	$ -	$ -	$ -	$ -
Other - Special Education	$ -	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000
Other - Workforce Development Training Funds	$ -	$ 10,000	$ 40,000	$ 40,000	$ 40,000	$ 40,000
Federal Revenue						
Title I	$ -	$ -	$ -	$ -	$ -	$ -
Title II	$ -	$ 20,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000
Federal Lunch Program	$ -	$ -	$ -	$ -	$ -	$ -
Federal Breakfast Reimbursement	$ -	$ -	$ -	$ -	$ -	$ -
Federal Charter Schools Start-Up	$ 200,000	$ 200,000	$ -	$ -	$ -	$ -
Other Revenue Federal sources (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other Revenue Federal sources (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other Revenues						
Committed Philanthropic Donations	$ 200,000	$ -	$ -	$ -	$ -	$ -
Before and After Care Fees	$ -	$ -	$ -	$ -	$ -	$ -
Interest Income	$ -	$ -	$ -	$ -	$ -	$ -
Goodwill In-Kind Support	$ 75,000	$ 75,000	$ 75,000	$ 75,000	$ 75,000	$ 75,000
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue	**$ 475,000**	**$ 2,434,575**	**$ 2,271,228**	**$ 2,304,554**	**$ 2,337,880**	**$ 2,371,206**
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	$ 494,050	$ 1,421,376	$ 1,456,539	$ 1,498,963	$ 1,535,999	$ 1,582,079
Substitutes	$ -	$ -	$ -	$ -	$ -	$ -
Professional Development	$ -	$ -	$ -	$ -	$ -	$ -
Bonuses	$ -	$ 20,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Personnel Expenses	$ 494,050	$ 1,441,376	$ 1,481,539	$ 1,523,963	$ 1,560,999	$ 1,607,079
Instructional Supplies and Resources						
Textbooks	$ -	$ 20,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000
Library, periodicals, etc	$ -	$ -	$ -	$ -	$ -	$ -
Technology	$ 3,000	$ 40,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Assessment materials	$ -	$ 15,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000
Computers	$ 20,000	$ 60,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Software	$ 5,000	$ 50,000	$ 15,000	$ 5,000	$ 5,000	$ 5,000
Other classroom supplies	$ 11,050	$ 25,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000
Field trips, other unclassified items	$ -	$ -	$ -	$ -	$ -	$ -
Co-curricular & Athletics	$ -	$ -	$ -	$ -	$ -	$ -
Postsecondary education courses	$ -	$ 10,000	$ 40,000	$ 40,000	$ 40,000	$ 40,000
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Instructional Supplies and Resources	$ 39,050	$ 220,000	$ 130,000	$ 120,000	$ 120,000	$ 120,000
Support Supplies and Resources						
Administrative Computers	$ 14,400	$ 35,000	$ 5,400	$ 5,400	$ 5,400	$ 5,400
Administrative Software	$ 30,000	$ 27,000	$ 10,000	$ 4,000	$ 4,000	$ 4,000
Administration Dues, fees, misc expenses	$ -	$ -	$ -	$ -	$ -	$ -
Office supplies	$ -	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Support Supplies and Resources	$ 44,400	$ 87,000	$ 40,400	$ 34,400	$ 34,400	$ 34,400
Board Expenses						
Charter Board Services, including Board Training, retreats	$ -	$ -	$ -	$ -	$ -	$ -
Charter Board Supplies & Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Charter Board Dues, fees, etc	$ -	$ -	$ -	$ -	$ -	$ -
Charter Board D & O Insurance	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -

Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Board Expenses	$ -	$ -	$ -	$ -	$ -	$ -
Professional Purchased or Contracted Services						
Legal Services	$ 20,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000
Audit Services	$ 15,000	$ 10,000	$ 7,500	$ 7,500	$ 7,500	$ 7,500
Payroll Services	$ -	$ 10,000	$ 10,250	$ 10,506	$ 10,769	$ 11,038
Accounting Services	$ -	$ -	$ -	$ -	$ -	$ -
Printing/Newsletter/Annual Report Services	$ 20,000	$ 5,000	$ 5,125	$ 5,253	$ 5,384	$ 5,519
Consultants	$ -	$ -	$ -	$ -	$ -	$ -
Internet Services	$ -	$ 10,000	$ 10,250	$ 10,506	$ 10,769	$ 11,038
Telephone/Telecommunication Services	$ -	$ 2,400	$ 2,460	$ 2,522	$ 2,585	$ 2,649
Liability Insurance	$ -	$ 10,000	$ 10,100	$ 10,201	$ 10,303	$ 10,406
Unemployment Insurance	$ -	$ 5,000	$ 5,125	$ 5,253	$ 5,384	$ 5,519
Workers' Compensation Insurance	$ -	$ 5,000	$ 5,125	$ 5,253	$ 5,384	$ 5,519
Student Insurance Coverage	$ -	$ -	$ -	$ -	$ -	$ -
Other Insurance Coverage	$ -	$ -	$ -	$ -	$ -	$ -
Travel	$ -	$ 20,000	$ 20,500	$ 21,013	$ 21,538	$ 22,076
Postage	$ -	$ 12,500	$ 12,813	$ 13,133	$ 13,461	$ 13,798
Special Education Services	$ -	$ 20,000	$ 20,500	$ 21,013	$ 21,538	$ 22,076
Student Information Services	$ -	$ 20,000	$ 20,500	$ 21,013	$ 21,538	$ 22,076
Food service	$ -	$ -	$ -	$ -	$ -	$ -
Transportation	$ -	$ 36,000	$ 36,900	$ 37,823	$ 38,768	$ 39,737
Other - Goodwill Support Services (HR, IT, Marketing)	$ -	$ 75,000	$ 75,000	$ 75,000	$ 75,000	$ 75,000
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Professional Purchased or Contracted Services	$ 55,000	$ 243,900	$ 245,148	$ 248,987	$ 252,921	$ 256,952
Facilities						
Rent, mortgage, or other facility cost	$ -	$ 150,000	$ 151,500	$ 153,015	$ 154,545	$ 156,091
Furniture	$ -	$ 120,000	$ 30,900	$ 31,827	$ 32,782	$ 33,765
Gas/electric	$ -	$ 13,337	$ 14,149	$ 14,573	$ 15,011	$ 15,461
Water/Sewer	$ -	$ 3,334	$ 3,537	$ 3,643	$ 3,753	$ 3,865
Grounds Keeping	$ -	$ -	$ -	$ -	$ -	$ -
Maintenance Services	$ -	$ -	$ -	$ -	$ -	$ -
Custodial	$ -	$ -	$ -	$ -	$ -	$ -
Waste disposal	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Facilities	$ -	$ 286,671	$ 200,086	$ 203,059	$ 206,090	$ 209,182
Other						
Contingency	$ -	$ -	$ -	$ -	$ -	$ -
Indiana Charter School Board Administrative Fee	$ -	$ 39,992	$ 41,325	$ 41,991	$ 42,658	$ 43,324
CMO/EMO Fee	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Other (please describe)	$ -	$ -	$ -	$ -	$ -	$ -
Total Other	$ -	$ 39,992	$ 41,325	$ 41,991	$ 42,658	$ 43,324
Total Expenditures	$ 632,500	$ 2,318,939	$ 2,138,498	$ 2,172,400	$ 2,217,068	$ 2,270,937
Carryover/Deficit	$ (157,500)	$ 115,637	$ 132,730	$ 132,154	$ 120,812	$ 100,269
Cumulative Carryover/(Deficit)	$ (157,500)	$ (41,863)	$ 90,867	$ 223,020	$ 343,832	$ 444,101

School Name: _The Excel Center_____

Expected New School Annual Operating Budget -- YEAR 0		
REVENUE	**Amount**	**Notes**
State Revenue		
Basic Grant	$ -	
Common School Loan	$ -	
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)	$ -	
Student Lunch	$ -	
Student Breakfast	$ -	
State Matching Funds for School Lunch Program	$ -	
Professional Development	$ -	
Remediation Program	$ -	
Full-Day Kindergarten	$ -	
Gifted and Talented Program	$ -	
Textbook Reimbursement	$ -	
Summer School	$ -	
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	$ -	
Title II	$ -	
Federal Lunch Program	$ -	
Federal Breakfast Reimbursement	$ -	
Federal Charter Schools Start-Up	$ 200,000	GEI has earned this grant in the past.
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations	$ 200,000	Start-up Grant from the Walton Family Foundation
Before and After Care Fees	$ -	
Interest Income	$ -	
Other - Goodwill Industries In-Kind Support	$ 75,000	In-Kind Support Infrastructure from Goodwill Industries
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	$ 475,000	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	$ 494,050	Use staffing workbook
Substitutes	$ -	
Professional Development	$ -	
Bonuses	$ -	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	$ 494,050	
Instructional Supplies and Resources		
Textbooks	$ -	
Library, periodicals, etc	$ -	
Technology	$ 3,000	
Assessment materials	$ -	
Computers	$ 20,000	
Software	$ 5,000	
Other classroom supplies	$ 11,050	
Field trips, other unclassified items	$ -	
Co-curricular & Athletics	$ -	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	$ 39,050	
Support Supplies and Resources		
Administrative Computers	$ 14,400	
Administrative Software	$ 30,000	
Administration Dues, fees, misc expenses	$ -	
Office supplies	$ -	
Other (please describe)		
Other (please describe)		

Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	$ 44,400	
Board Expenses		
Charter Board Services, including Board Training, retreats	$ -	Board expesnses for GEI board covered by Goodwill
Charter Board Supplies & Equipment	$ -	
Charter Board Dues, fees, etc	$ -	
Charter Board D & O Insurance	$ -	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	$ -	
Professional Purchased or Contracted Services		
Legal Services	$ 20,000	
Audit Services	$ 15,000	
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services	$ 20,000	
Consultants		
Internet Services		
Telephone/Telecommunication Services		
Liability Insurance		
Unemployment Insurance		
Workers' Compensation Insurance		
Student Insurance Coverage		
Other Insurance Coverage		
Travel		
Postage		
Special Education Services		
Student Information Services		
Food service		
Transportation		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	$ 55,000	
Facilities		
Rent, mortgage, or other facility cost		
Furniture		
Gas/electric		
Water/ Sewer		
Grounds Keeping		
Maintenance Services		
Custodial		
Waste disposal		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	$ -	
Other		
Contingency		
Indiana Charter School Board Administrative Fee		**0% in Year 0**
CMO/EMO Fee		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	$ -	
Total Expenditures	$ 632,500	
Carryover/Deficit	$ (157,500)	

Expected Charter School Staffing Needs -- Year 0

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Site Director, Excel Center	0.5	99,000	49,500	15,840	65,340
Lead Teachers (2)	1	65,000	65,000	20,800	85,800
Instructor	2	42,000	84,000	26,880	110,880
Resource Specialist	0.75	35,000	26,250	8,400	34,650
Special Education	0.25	43,000	10,750	3,440	14,190
Coaches	1.25	35,000	43,750	14,000	57,750
College Transition Coodinator	1	43,000	43,000	13,760	56,760
Career Pathways Specialist	1	43,000	43,000	13,760	56,760
Childcare Director	0.3	30,100	9,030	2,890	11,920
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TOTAL			374,280	119,770	494,050

School Name: __The Excel Center_____

Expected New School Annual Operating Budget -- YEAR 1		
REVENUE	**Amount**	**Notes**
State Revenue		
Basic Grant	$ 1,999,575	6652.25 was ADM for ACS in 2010-2011 (for 300 students)
Common School Loan	$ -	
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)	$ 60,000	Facilities Assistance Grant - Excel Center applies for it
Student Lunch	$ -	Excel Center will not participate in lunch program
Student Breakfast	$ -	
State Matching Funds for School Lunch Program	$ -	
Professional Development	$ -	
Remediation Program	$ -	
Full-Day Kindergarten	$ -	
Gifted and Talented Program	$ -	
Textbook Reimbursement	$ 20,000	
Summer School	$ -	
Other Revenue - Special Education	$ 50,000	Special Education
Other State Revenue (please describe)	$ 10,000	Region 5 Workone Job Skills Training
Federal Revenue		
Title I	$ -	Insufficient numbers to meet minimum Title I requirements
Title II	$ 20,000	Will apply for federal Professional Development funds
Federal Lunch Program	$ -	
Federal Breakfast Reimbursement	$ -	
Federal Charter Schools Start-Up	$ 200,000	Increased amount in grant to Year 2
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations	$ -	
Before and After Care Fees	$ -	
Interest Income	$ -	
Goodwill in-Kind Services	$ 75,000	In-kind support services from Goodwill
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	$ 2,434,575	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	$ 1,421,376	Use staffing workbook
Substitutes	$ -	
Professional Development	$ -	Profesional Development covered in Benefits expense
Bonuses	$ 20,000	Bonuses for high-performing staff
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	$ 1,441,376	
Instructional Supplies and Resources		
Textbooks	$ 20,000	Initial purchase of textbooks (print + online)
Library, periodicals, etc	$ -	
Technology	$ 40,000	Smart boards, projectors, media equiment
Assessment materials	$ 15,000	TABE + COMPASS Exam Resources
Computers	$ 60,000	Desktop computers for classroom use
Software	$ 50,000	Includes instructional software + office software
Other classroom supplies	$ 25,000	Binders, other instructional materials in class
Field trips, other unclassified items	$ -	
Co-curricular & Athletics	$ -	
Other (College expenses for postsecondary courses)	$ 10,000	Supports students enrolling in dual-credit courses
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	$ 220,000	
Support Supplies and Resources		
Administrative Computers	$ 35,000	Computers for rest of Excel Center staff (other than year 0)
Administrative Software	$ 27,000	Software for new computer purchases; expired licenses
Administration Dues, fees, misc expenses	$ -	None
Office supplies	$ 25,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		

Other (please describe)			
Other (please describe)			
Total Support Supplies and Resources	$	87,000	
Board Expenses			
Charter Board Services, including Board Training, retreats	$	-	Board expesnses for GEI board covered by Goodwill
Charter Board Supplies & Equipment	$	-	
Charter Board Dues, fees, etc	$	-	
Charter Board D & O Insurance	$	-	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	$	-	
Professional Purchased or Contracted Services			
Legal Services	$	3,000	
Audit Services	$	10,000	
Payroll Services	$	10,000	
Accounting Services			Accounting services covered in-kind by Goodwill
Printing/Newsletter/Annual Report Services	$	5,000	
Consultants			No consultants after year 1
Internet Services	$	10,000	
Telephone/Telecommunication Services	$	2,400	
Liability Insurance	$	10,000	
Unemployment Insurance	$	5,000	
Workers' Compensation Insurance	$	5,000	
Student Insurance Coverage			Part of policy in liability insurance line item
Other Insurance Coverage			Part of policy in liability insurance line item
Travel	$	20,000	In-town visits and traveling to Indianapolis; travel for conferences
Postage	$	12,500	
Special Education Services	$	20,000	Special Education Testing; expenses for specialists
Student Information Services	$	20,000	Utilization of GEI data system
Food service	$	-	
Transportation	$	36,000	Bus passes for students in need of transportation
Other - Goodwill Support (HR, IT, Marketing, Facilities)	$	75,000	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	$	243,900	
Facilities			
Rent, mortgage, or other facility cost	$	150,000	$10 per square foot for 15,000K sq ft
Furniture	$	120,000	Costs for chairs, tables, furniture
Gas/electric	$	13,337	Utlity costs responsibility of GEI
Water/ Sewer	$	3,334	Utlity costs responsibility of GEI
Grounds Keeping			Cost in lease of facillity
Maintenance Services			Cost in lease
Custodial			Cost in lease
Waste disposal			Cost in lease
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	$	286,671	
Other			
Contingency	$	-	
Indiana Charter School Board Administrative Fee	$	39,992	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	$	-	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	$	39,992	
Total Expenditures	$	2,318,939	
Carryover/Deficit	$	115,637	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 1

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Managing Director, Excel Centers	0.15	110,000	16,500	5,280	21,780
Site Director	1	99,000	99,000	31,680	130,680
Lead Teacher	2	65,000	130,000	41,600	171,600
Instructor	8	42,000	336,000	107,520	443,520
Resource Specialist	3	35,000	105,000	33,600	138,600
Special Education	1	43,000	43,000	13,760	56,760
Coaches	5	35,000	175,000	56,000	231,000
College Transition Coodinator	1	43,000	43,000	13,760	56,760
Career Pathways Specialist	1	43,000	43,000	13,760	56,760
Receptionist	1	25,000	25,000	8,000	33,000
Childcare Director	1	30,100	30,100	9,632	39,732
Childcare Attendant	1.5	20,800	31,200	9,984	41,184
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TOTAL			1,076,800	344,576	1,421,376

School Name: The Excel Center

Expected New School Annual Operating Budget -- YEAR 2		
REVENUE	**Amount**	**Notes**
State Revenue		
Basic Grant	$ 2,066,228	ADM estimate held to Year 1 levels
Common School Loan		
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)	$ -	
Student Lunch	$ -	Excel Center will not participate in lunch program
Student Breakfast	$ -	
State Matching Funds for School Lunch Program	$ -	
Professional Development	$ -	
Remediation Program	$ -	
Full-Day Kindergarten		
Gifted and Talented Program	$ -	
Textbook Reimbursement	$ 20,000	
Summer School		
Special Education	$ 50,000	
Workforce Training	$ 40,000	Incrase in Year 2 reflection of increased postsecondary enrollment as students progress
Federal Revenue		
Title I	$ -	
Title II	$ 20,000	Revenues used for professional development
Federal Lunch Program		
Federal Breakfast Reimbursement		
Federal Charter Schools Start-up	$ -	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Goodwill In-Kind	$ 75,000	In-kind support for IT, HR, Marketing, Facilities
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	$ 2,271,228	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	$ 1,456,539	Increase of 3% for base salaries
Substitutes		
Professional Development	$ -	Profesional Development covered in Benefits expense
Bonuses	$ 25,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	$ 1,481,539	
Instructional Supplies and Resources		
Textbooks	$ 20,000	Expenses for textbooks halved from Year 1
Library, periodicals, etc	$ -	
Technology	$ 5,000	Technology expenses reduced to cover maintenance
Assessment materials	$ 20,000	TABE and COMPASS exams (increased over Year 1 for increased COMPASS fees)
Computers	$ 10,000	Comptuer maintenance
Software	$ 15,000	Software maintenance and ongoing licenses
Other classroom supplies	$ 20,000	
Field trips, other unclassified items	$ -	
Co-curricular & Athletics	$ -	
Other - postsecondary education for college	$ 40,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	$ 130,000	
Support Supplies and Resources		
Administrative Computers	$ 5,400	Maintenance for computers
Administrative Software	$ 10,000	Software licenses for admin functions
Administration Dues, fees, misc expenses	$ -	
Office supplies	$ 25,000	
Other (please describe)		

Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	$ 40,400	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Charter Board D & O Insurance		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	$ -	
Professional Purchased or Contracted Services		
Legal Services	$ 3,000	
Audit Services	$ 7,500	
Payroll Services	$ 10,250	
Accounting Services		In-kind by Goodwill
Printing/Newsletter/Annual Report Services	$ 5,125	
Consultants		None
Internet Services	$ 10,250	
Telephone/Telecommunication Services	$ 2,460	
Liability Insurance	$ 10,100	
Unemployment Insurance	$ 5,125	
Workers' Compensation Insurance	$ 5,125	
Student Insurance Coverage	$ -	Part of policy in liability insurance line item
Other Insurance Coverage		Part of policy in liability insurance line item
Travel	$ 20,500	In-town visits and traveling to Indianapolis, Conferences for travel
Postage	$ 12,813	
Special Education Services	$ 20,500	Special Education Testing (will not include SPED staff). Psychologist, specialist visits
Student Information Services	$ 20,500	Data System
Food service	$ -	
Transportation	$ 36,900	Bus pass for students that need it
Other - Goodwill Support (HR, IT, Marketing, Facilities)	$ 75,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	$ 245,148	
Facilities		
Rent, mortgage, or other facility cost	$ 151,500	$10 per square foot for 15,000K sq ft
Furniture	$ 30,900	
Gas/electric	$ 14,149	80% of utility costs from Mayor budget
Water/ Sewer	$ 3,537	20% of utility costs from Mayor budget
Grounds Keeping		Cost in lease
Maintenance Services		Cost in lease
Custodial		Cost in lease
Waste disposal		Cost in lease
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	$ 200,086	
Other		
Contingency	$ -	
Indiana Charter School Board Administrative Fee	$ 41,325	**Assume 2% of Basic Grant (Row 6)**
CMO/EMO Fee		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	$ 41,325	
Total Expenditures	$ 2,138,498	
Carryover/Deficit	$ 132,730	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 2

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Managing Director, Excel Centers	0.1	113,300	11,330	3,626	14,956
Site Director	1	101,970	101,970	32,630	134,600
Lead Teacher	2	66,950	133,900	42,848	176,748
Instructor	8	43,260	346,080	110,746	456,826
Resource Specialist	3	36,050	108,150	34,608	142,758
Special Education	1	44,290	44,290	14,173	58,463
Coaches	5	36,050	180,250	57,680	237,930
College Transition Coodinator	1	44,290	44,290	14,173	58,463
Career Pathways Specialist	1	44,290	44,290	14,173	58,463
Receptionist	1	25,750	25,750	8,240	33,990
Childcare Director	1	31,003	31,003	9,921	40,924
Childcare Attendant	1.5	21,424	32,136	10,284	42,420
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TOTAL			1,103,439	353,100	1,456,539

School Name: _The Excel Center_____

Expected New School Annual Operating Budget -- YEAR 3		
REVENUE	**Amount**	**Notes**
State Revenue		
Basic Grant	$ 2,099,554	ADM estimate held to Year 1 levels
Common School Loan		
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)		
Student Lunch		
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	$ 20,000	
Summer School		
Special Education	$ 50,000	
Workforce Training	$ 40,000	
Federal Revenue		
Title I	$ -	
Title II	$ 20,000	Revenues used for professional development
Federal Lunch Program		
Federal Breakfast Reimbursement		
Federal Charter Schools Start-up	$ -	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Goodwill In-Kind	$ 75,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	$ 2,304,554	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	$ 1,498,963	Use staffing workbook
Substitutes	$ -	
Professional Development	$ -	Profesional Development covered in Benefits expense
Bonuses	$ 25,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	$ 1,523,963	
Instructional Supplies and Resources		
Textbooks	$ 20,000	
Library, periodicals, etc	$ -	
Technology	$ 5,000	
Assessment materials	$ 20,000	TABE Compass Exams
Computers	$ 10,000	
Software	$ 5,000	
Other classroom supplies	$ 20,000	
Field trips, other unclassified items	$ -	
Co-curricular & Athletics	$ -	
Other - postsecondary education for college	$ 40,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	$ 120,000	
Support Supplies and Resources		
Administrative Computers	$ 5,400	
Administrative Software	$ 4,000	
Administration Dues, fees, misc expenses		
Office supplies	$ 25,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		

Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	$ 34,400	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Charter Board D & O Insurance		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	$ -	
Professional Purchased or Contracted Services		
Legal Services	$ 3,000	
Audit Services	$ 7,500	
Payroll Services	$ 10,506	
Accounting Services		In-kind by Goodwill
Printing/Newsletter/Annual Report Services	$ 5,253	
Consultants		None
Internet Services	$ 10,506	
Telephone/Telecommunication Services	$ 2,522	
Liability Insurance	$ 10,201	
Unemployment Insurance	$ 5,253	
Workers' Compensation Insurance	$ 5,253	
Student Insurance Coverage		Part of policy in liability insurance line item
Other Insurance Coverage		Part of policy in liability insurance line item
Travel	$ 21,013	In-town visits and traveling to Indianapolis, Conferences for travel
Postage	$ 13,133	
Special Education Services	$ 21,013	Special Education Testing (will not include SPED staff). Psychologist, specialist visits
Student Information Services	$ 21,013	Data System
Food service	$ -	
Transportation	$ 37,823	Bus pass for students that need it
Other - Goodwill Support (HR, IT, Marketing, Facilities)	$ 75,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	$ 248,987	
Facilities		
Rent, mortgage, or other facility cost	$ 153,015	$10 per square foot for 15,000K sq ft
Furniture	$ 31,827	
Gas/electric	$ 14,573	80% of utility costs from Mayor budget
Water/ Sewer	$ 3,643	20% of utility costs from Mayor budget
Grounds Keeping		Cost in lease
Maintenance Services		Cost in lease
Custodial		Cost in lease
Waste disposal		Cost in lease
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	$ 203,059	
Other		
Contingency	$ -	
Indiana Charter School Board Administrative Fee	$ 41,991	**Assume 2% of Basic Grant (Row 6)**
CMO/EMO Fee		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	$ 41,991	
Total Expenditures	$ 2,172,400	
Carryover/Deficit	$ 132,154	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 3

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Managing Director, Excel Centers	0.1	116,699	11,670	3,734	15,404
Site Director	1	105,029	105,029	33,609	138,638
Lead Teacher	2	68,959	137,917	44,133	182,050
Instructor	8	44,558	356,462	114,068	470,530
Resource Specialist	3	37,132	111,395	35,646	147,041
Special Education	1	45,619	45,619	14,598	60,217
Coaches	5	37,132	185,658	59,410	245,068
College Transition Coodinator	1	45,619	45,619	14,598	60,217
Career Pathways Specialist	1	45,619	45,619	14,598	60,217
Receptionist	1	26,523	26,523	8,487	35,010
Childcare Director	1	31,933	31,933	10,219	42,152
Childcare Attendant	1.5	21,424	32,136	10,284	42,420
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TOTAL			1,135,578	363,385	1,498,963

School Name: _The Excel Center_____

Expected New School Annual Operating Budget -- YEAR 4		
REVENUE	**Amount**	**Notes**
State Revenue		
Basic Grant	$ 2,132,880	ADM estimate held to Year 1 levels
Common School Loan		
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)		
Student Lunch		
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	$ 20,000	
Summer School		
Special Education	$ 50,000	
Workforce Training	$ 40,000	
Federal Revenue		
Title I	$ -	
Title II	$ 20,000	Revenues used for professional development
Federal Lunch Program		
Federal Breakfast Reimbursement		
Federal Charter Schools Start-up	$ -	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Goodwill In-Kind	$ 75,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	$ 2,337,880	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	$ 1,535,999	Use staffing workbook
Substitutes	$ -	
Professional Development	$ -	Profesional Development covered in Benefits expense
Bonuses	$ 25,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	$ 1,560,999	
Instructional Supplies and Resources		
Textbooks	$ 20,000	
Library, periodicals, etc	$ -	
Technology	$ 5,000	
Assessment materials	$ 20,000	TABE Compass Exams
Computers	$ 10,000	
Software	$ 5,000	
Other classroom supplies	$ 20,000	
Field trips, other unclassified items	$ -	
Co-curricular & Athletics	$ -	
Other - postsecondary education for college	$ 40,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	$ 120,000	
Support Supplies and Resources		
Administrative Computers	$ 5,400	
Administrative Software	$ 4,000	
Administration Dues, fees, misc expenses		
Office supplies	$ 25,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		

Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	$ 34,400	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Charter Board D & O Insurance		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	$ -	
Professional Purchased or Contracted Services		
Legal Services	$ 3,000	
Audit Services	$ 7,500	
Payroll Services	$ 10,769	
Accounting Services		In-kind by Goodwill
Printing/Newsletter/Annual Report Services	$ 5,384	
Consultants		None
Internet Services	$ 10,769	
Telephone/Telecommunication Services	$ 2,585	
Liability Insurance	$ 10,303	
Unemployment Insurance	$ 5,384	
Workers' Compensation Insurance	$ 5,384	
Student Insurance Coverage		Part of policy in liability insurance line item
Other Insurance Coverage		Part of policy in liability insurance line item
Travel	$ 21,538	In-town visits and traveling to Indianapolis, Conferences for travel
Postage	$ 13,461	
Special Education Services	$ 21,538	Special Education Testing (will not include SPED staff). Psychologist, specialist visits
Student Information Services	$ 21,538	Data System
Food service	$ -	
Transportation	$ 38,768	Bus pass for students that need it
Other - Goodwill Support (HR, IT, Marketing, Facilities)	$ 75,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	$ 252,921	
Facilities		
Rent, mortgage, or other facility cost	$ 154,545	$10 per square foot for 15,000K sq ft
Furniture	$ 32,782	
Gas/electric	$ 15,011	80% of utility costs from Mayor budget
Water/ Sewer	$ 3,753	20% of utility costs from Mayor budget
Grounds Keeping		Cost in lease
Maintenance Services		Cost in lease
Custodial		Cost in lease
Waste disposal		Cost in lease
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	$ 206,090	
Other		
Contingency	$ -	
Indiana Charter School Board Administrative Fee	$ 42,658	**Assume 2% of Basic Grant (Row 6)**
CMO/EMO Fee		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	$ 42,658	
Total Expenditures	$ 2,217,068	
Carryover/Deficit	$ 120,812	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 4

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Managing Director, Excel Centers	0.05	120,200	6,010	1,923	7,933
Site Director	1	108,180	108,180	34,618	142,798
Lead Teacher	2	71,027	142,055	45,457	187,512
Instructor	8	45,895	367,156	117,490	484,646
Resource Specialist	3	38,245	114,736	36,716	151,452
Special Education	1	46,987	46,987	15,036	62,023
Coaches	5	38,245	191,227	61,193	252,420
College Transition Coodinator	1	46,987	46,987	15,036	62,023
Career Pathways Specialist	1	46,987	46,987	15,036	62,023
Receptionist	1	27,318	27,318	8,742	36,060
Childcare Director	1	32,891	32,891	10,525	43,416
Childcare Attendant	1.5	22,067	33,100	10,592	43,692
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TOTAL			1,163,635	372,363	1,535,999

School Name: _The Excel Center_____

Expected New School Annual Operating Budget -- YEAR 5		
REVENUE	**Amount**	**Notes**
State Revenue		
Basic Grant	$ 2,166,206	ADM estimate held to Year 1 levels
Common School Loan		
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)		
Student Lunch		
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	$ 20,000	
Summer School		
Special Education	$ 50,000	
Workforce Training	$ 40,000	
Federal Revenue		
Title I	$ -	
Title II	$ 20,000	Revenues used for professional development
Federal Lunch Program		
Federal Breakfast Reimbursement		
Federal Charter Schools Start-up	$ -	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Goodwill In-Kind	$ 75,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	$ 2,371,206	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	$ 1,582,079	Use staffing workbook
Substitutes	$ -	
Professional Development	$ -	Profesional Development covered in Benefits expense
Bonuses	$ 25,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	$ 1,607,079	
Instructional Supplies and Resources		
Textbooks	$ 20,000	
Library, periodicals, etc	$ -	
Technology	$ 5,000	
Assessment materials	$ 20,000	
Computers	$ 10,000	
Software	$ 5,000	
Other classroom supplies	$ 20,000	
Field trips, other unclassified items	$ -	
Co-curricular & Athletics	$ -	
Other - postsecondary education for college	$ 40,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	$ 120,000	
Support Supplies and Resources		
Administrative Computers	$ 5,400	
Administrative Software	$ 4,000	
Administration Dues, fees, misc expenses		
Office supplies	$ 25,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		

Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	$ 34,400	
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Charter Board D & O Insurance		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	$ -	
Professional Purchased or Contracted Services		
Legal Services	$ 3,000	
Audit Services	$ 7,500	
Payroll Services	$ 11,038	
Accounting Services		In-kind by Goodwill
Printing/Newsletter/Annual Report Services	$ 5,519	
Consultants		None
Internet Services	$ 11,038	
Telephone/Telecommunication Services	$ 2,649	
Liability Insurance	$ 10,406	
Unemployment Insurance	$ 5,519	
Workers' Compensation Insurance	$ 5,519	
Student Insurance Coverage		Part of policy in liability insurance line item
Other Insurance Coverage		Part of policy in liability insurance line item
Travel	$ 22,076	In-town visits and traveling to Indianapolis, Conferences for travel
Postage	$ 13,798	
Special Education Services	$ 22,076	Special Education Testing (will not include SPED staff). Psychologist, specialist visits
Student Information Services	$ 22,076	Data System
Food service	$ -	
Transportation	$ 39,737	Bus pass for students that need it
Other - Goodwill Support (HR, IT, Marketing, Facilities)	$ 75,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	$ 256,952	
Facilities		
Rent, mortgage, or other facility cost	$ 156,091	$10 per square foot for 15,000K sq ft
Furniture	$ 33,765	
Gas/electric	$ 15,461	80% of utility costs from Mayor budget
Water/ Sewer	$ 3,865	20% of utility costs from Mayor budget
Grounds Keeping		Cost in lease
Maintenance Services		Cost in lease
Custodial		Cost in lease
Waste disposal		Cost in lease
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	$ 209,182	
Other		
Contingency	$ -	
Indiana Charter School Board Administrative Fee	$ 43,324	**Assume 2% of Basic Grant (Row 6)**
CMO/EMO Fee		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	$ 43,324	
Total Expenditures	$ 2,270,937	
Carryover/Deficit	$ 100,269	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 5

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Managing Director, Excel Centers	0.05	123,806	6,190	1,981	8,171
Site Director	1	111,425	111,425	35,656	147,081
Lead Teacher	2	73,158	146,316	46,821	193,137
Instructor	8	47,271	378,171	121,015	499,186
Resource Specialist	3	39,393	118,178	37,817	155,996
Special Education	1	48,397	48,397	15,487	63,884
Coaches	5	39,393	196,964	63,028	259,993
College Transition Coodinator	1	48,397	48,397	15,487	63,884
Career Pathways Specialist	1	48,397	48,397	15,487	63,884
Receptionist	1	28,138	28,138	9,004	37,142
Childcare Director	1	33,878	33,878	10,841	44,719
Childcare Attendant	1.5	22,729	34,093	10,910	45,003
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TOTAL			1,198,544	383,534	1,582,079

Attachment 22 – Budget Narrative

Revenue Assumptions

The Excel Center will open Year 1 with a capacity of 300 students. In Year 2, the school will add 10 students to the capacity and 5 more each in years 3, 4 and 5. To ensure that the Excel Center's estimates are conservative, projections in revenue per student remain constant in years 1-5.

State Revenue

Basic Grant: Basic grant estimate made based upon the 2010-2011 ADM funding for Anderson Community School Corporation. ACS' per-pupil revenue amount of $6,665.25 is assumed as the base amount of funding for 300 students in the Anderson location. In future years, this ADM amount is held constant to ensure that revenue estimates remain conservative.

Charter School Facilities Assistance Program: Excel Center will apply for the Facilities Assistance Program. These funds will be used for maintaining and covering first semester costs for the use of the Robinson school building. Estimated grant amount is $60,000 during year 1.

Lunch Revenue: The Excel Center does not plan to participate in the federal school lunch program.

Textbook Reimbursement: The Excel Center will receive roughly $20,000 in textbook reimbursement revenue each year.

Other Revenue – Special Education: State revenue for the Excel Center's special education fund estimated at $40,000.

Other Revenue – Workforce Training: The Excel Center allows for individuals to enroll in training programs and is eligible to receive Job Skills Training via the Region 5 Workforce Investment Board. The revenue from this program is spent exclusively on funds for college training (under Support Supplies and Resources). The low amount in Year 1 reflects the fact that fewer students will be college-ready to take advantage of these courses until the school has been in operation more than one year.

Federal Revenue

Title I: The Excel Center will not apply for Title I funds.

Title II: The Excel Center will apply for professional development assistance via Title II. Estimated costs are for $20,000 each year.

Other – Federal Charter School Start-Up: The average award given by IDOE for the planning phase is $175,000, and the two-year implementation phase average is $250,000.

Other Revenues

Committed Philanthropic Donations: In the start-up phase of the school, GEI will seek private funds to cover the school's start-up costs. Goodwill Industries Foundation staff have successfully won proposals from the Walton Family Foundation for a $200,000 Post-Authorization Startup grant to cover first-year costs of implementing and running new Excel Center sites. Walton has indicated that they will fund new site startups for additional locations of the Excel Center. This grant application will only be submitted after the school charter is approved by the State Charter Board.

Other Revenue: This represents in-kind support services from Goodwill Industries of Central Indiana, Inc. The blended average for IT, Human Resources, Marketing and Accounting is estimated at $75,000 per year. This cost is offset by the Goodwill Support revenue line item.

Expenditures

Personnel Expenses

Wages, Benefits, and Payroll Taxes: Wages are displayed for each of the positions included in the Excel Center (28 individuals total, 26.5 FTE). The share of the Managing Director's time in guiding and supporting the Excel Center location in Anderson declines in future years as the site director gains familiarity and skill operating the model.

Benefits for wages and payroll taxes are calculated at 32% of salary (and includes spending on professional development). 3% increases for all staff positions are budgeted in each future year. Wages in Year 0 only account for the months' work before the school year starts July 1.

Professional Development: Includes ongoing education at local conferences and trainings, tuition reimbursement for college classes taken by staff, and for curriculum development. The current assumption includes $1,000 for each staff person in the school.

Instructional Supplies and Resources

Textbooks: Projects $20,000 for textbooks (both print and online materials) in Year 1; future years this amount is halved for the purchase of new materials.

Library, Periodicals, etc: The Excel Center will not operate a library.

Technology: Technology expenses include smart boards for classrooms, projectors and other media equipment.

Assessment Materials: Costs include administrative fees for administering TABE and COMPASS tests for students. Costs increase in Year 2 to indicate that Year 1 COMPASS testing will be below future years.

Computers: Projects costs for roughly 60 computers to be used in the Excel Center.

Software: Software includes installed office software as well as instructional software accessible via the Web.

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

Postsecondary Education: Costs for students to attend Ivy Tech Community College to enroll in dual credit courses.

Support Supplies and Resources

Administrative Computers: Year 0 costs include computers for select staff. Year 1 costs include computer expenses for the balance of the staff.

Administrative Software: Software grows in accordance with the number of new computers being purchased.

Office Supplies: Includes $25,000 for student recruitment, administration and reporting functions.

Board Expenses

Board expenses for training, developing, and supplies are all covered in-kind from Goodwill Industries.

Professional Purchased or Contracted Services

Legal: This includes review of the application and incorporation of the new Excel Center into the existing GEI structure.

Payroll Services: Costs currently experienced by the Excel Center sites for Bookkeeping Plus and Paychex. This line item also includes GEI's accounting services.

Insurance: Includes all required coverage. This is based on current costs for the Indianapolis Met from Gregory and Appel, Inc. Includes expenses for other forms of insurance coverage.

Printing/Newsletter/Annual Report Services: Will be provided in-kind from Goodwill; estimate includes costs for materials and services.

Internet Services and Telephone/Telecommunication Services: Costs for internet and telephone usage calculated based upon current usage at other Excel Center sites.

Insurance Costs: Costs accrued for adding the Excel Center – Anderson site to the current liability coverage of Goodwill Education Initiatives, Inc. Liability and Workers' Compensation costs also included with these costs.

Travel: Travel allows staff to visit GEI headquarters in Indianapolis and to attend conferences out-of-state.

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

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

Transportation: Assumes 50 percent of student body receives a CATS bus pass an average of 10 months per year (estimated annual cost of $240).

Goodwill Support Services: In-kind itemization of Goodwill Industries' HR, IT, and Marketing costs for the school.

Facilities Expense

Facility: Rent estimate is based on $10 per square foot, which includes security, janitorial and maintenance. Total square feet of the facility is 15,000, making a yearly rent payment of $150,000 to the Anderson Impact Center. Costs for grounds keeping, maintenance, waste disposal and custodial are all expenses factored into the lease agreement.

Lease arrangement ensures that capital expenses are not necessary. Building maintenance and major repairs to the building are the responsibility of the Anderson Impact Center.

Furniture: Upfront investment for tables, desks and chairs, with on-going replacement costs and growth.

Utilities: This cost is based on actual numbers assessed to current occupants of the building and will be carried on by the school.

Other Costs:
Indiana Charter School Board Administrative Fee: Fee is set at 2% of Basic Grant funds.

Attachment 23 – Summary of Schools in Portfolio

The Indianapolis Metropolitan High School

- Opened: 2004
- Located: Indianapolis, Indiana
- Superintendent: Mr. Scott Bess
    - Address: 1635 W. Michigan St., Indianapolis, IN 46222
    - Phone: (317) 524-4501
    - Fax: (317) 524-4002
- *Free / Reduced Lunch Status*
    - 73.3% Free
    - 9.6% Reduced
    - 82.8% Total Free and Reduced
- *Race / Ethnicity*
    - 0.3% American Indian
    - 68.6% Black
    - 2.6% Hispanic
    - 20.9% White
    - 7.6% Multiracial
- *Special Education*
    - 36.5% Special Education
- English Language Learner Status
    - 0% English Language Learners
- Authorizer Contact: **Mayor of Indianapolis**

  Office of Education Innovation
  2501 City County Building
  200 E. Washington Street
  Indianapolis IN 46201
  Phone: 317-327-3618
  Fax: 317-327-5271

The Excel Center

- Opened: 2010
- Located: Indianapolis, Indiana
- Superintendent: Mr. Scott Bess
    - Address: 1635 W. Michigan St., Indianapolis, IN 46222
    - Phone: (317) 524-4501
    - Fax: (317) 524-4002
- *Free / Reduced Lunch Status*
    - 47.9% Free
    - 1.4% Reduced
    - 49.4% Total Free and Reduced
- *Race / Ethnicity*
    - 0.5% American Indian or Alaska Native
    - 69.0% Black
    - 27.1% White
    - 2.6% Multiracial
- *Special Education*
    - 11.4% Special Education
- English Language Learner Status
    - 3% English Language Learners
- Authorizer Contact: **Mayor of Indianapolis**

  Office of Education Innovation
  2501 City County Building
  200 E. Washington Street
  Indianapolis IN 46201
  Phone: 317-327-3618
  Fax: 317-327-5271

Goodwill Education Initiatives, Inc.
Indianapolis Metropolitan High School and
The Excel Center
Financial Statements Summary
Fiscal YTD, June 2011

Enclosed are the June 30, 2011 financial statements for the Indianapolis Met High School, the Excel Center and GEI for the fiscal year 2010-11, which began July 1, 2010. Highlights of the financial statements are as follows, and include a comparative balance sheet (as of the end of the prior school year) and a comparative income statement (for the same year-to-date period last year).

INDIANAPOLIS MET

Balance Sheet

Total cash on hand at June 30 was $178,000. Cash balances were $91,000 higher than at June 30, 2010 due to ongoing receipt of grant funds (including SIG grant funds), Goodwill Foundation scholarship funds, and higher than budgeted basic grant revenues. Accounts receivable totaling $1.8 million are primarily amounts due for Basic Grant revenue for the current school year not yet received from the State. Net fixed assets total $412,000 and include furniture, computer equipment, vehicles, and other capital items. Capital additions to date in FY 2011 were primarily for computers, technology equipment and furniture.

Loans payable of $1.2 million represents the remaining balance of the Indiana Department of Education Common School Fund growth loans. The loan balance is higher than it was last June as a result of the 2010-11 growth loan ($382,000) funded by the State in December 2010. Accrued interest on the loans is $69,000 and continues to accrue. The prior DOE loans are currently subject to a payment moratorium, so the balances will not decrease until the moratorium expires in June 2013. The 2010 loan is not subject to the moratorium and continues to amortize monthly, until July 2011, when it also becomes subject to the moratorium. Accounts payable of $146,000 includes amounts due to Goodwill for expenses paid by Goodwill on the schools' behalf ($38,000), and amounts due to vendors ($108,000). Net assets at June 30, 2011 totaled $966,000.

Income Statement

Included in this packet are summary and detailed income statements for the fiscal year to date. The income statement format follows the board-approved budget.

Total year to date revenues were $5.13 million consisting primarily of Basic Grant funds, Goodwill subsidy funds, Title I, special education, textbook reimbursement, lunch and breakfast funds, ARRA stimulus funds, and private grants from the Clowes Foundation (senior trip), the Ayres Foundation (field trips and events), and the Goodwill Foundation (college scholarships for Met graduates). Total year to date revenue earned was 106% of the annual budgeted amount, ahead of plan.

Total expenses were $4.76 million through June and were slightly better than budget (99% of annual expenditures). Most major expense categories were at or below budgeted levels. The following expense items either exceeded budget or were unbudgeted:

11300.120 – High School Instruction (Classroom expenses) – YTD balance includes reclassifications of salaries paid in prior months, charged in Counseling Services. These costs should have been charged as classroom instruction as part of our Title I services. In addition, more expenses have been incurred as a result of the SIG (School Improvement Grant) that was approved earlier in 2011. Total counseling services are below budget for the year by a similar amount.

11300.319 – Professional Services - Stipends paid to staff and others for the IPIC Summer YouthWorks (YW) program. This is similar to the YW grant we had last year. Also includes some SIG expenses.

11300.580 Travel – this primarily represents the costs for the senior trip to Washington DC, made possible by a grant from the Clowes Foundation. The expense is offset by grant revenue. Also includes advisor travel for various conferences, training, etc.

11300.611 and 630 – represents overspending on supplies and under-spending on textbooks, due to more emphasis on technology based instructional tools and related project supply items.

16100.319 Tutors – Much lower than budget, as the dollars allocated for tutors have been spent in 11300 (Classroom) and 21810 (Special Ed) instead.

21810.110 and 120 – Special Education Salaries (and related benefits) – represents additional staff brought on to assist with the higher level of student needs for both the Met and Excel. SE costs are shared between the two schools. Some of the additional costs are covered by the SIG funds.

21810.319 Special Education Tutors – a portion of the budget for tutors is included in other sections of the financial statements. Most of the expense for tutors has been focused on our SE students and those needing remedial help. The tutors are provided through IUPUI via a federal work-study program.

22130.319 – Professional services – This cost represents Teach for America fees for our staff that came to us through the TFA program.

22130.580 – Staff Training – Travel – represents the costs for travel to the annual Big Picture conference and the school leadership retreat in August and other instruction-relate conferences. Travel expenses in this account are primarily incurred at the beginning of the school year. The remainder of the staff training expenses are better than budget.

23210.319 – Admin Professional Services – includes costs for temporary school registrar services. That person is now on regular payroll.

24100.611 and 615 – Supplies and Uniforms – under-budgeted amount for school uniforms and supplies, coupled with higher than expected enrollment. Most uniform purchases are made at the start of the school year so this amount should not increase materially going forward. Supply purchases are made throughout the year.

25150 and 25160 – Payroll and Accounting services – costs are higher due to higher employment levels than budgeted, and higher accounting transaction levels, especially related to inter-school transactions between the Met and Excel Center.

26200.430 – Maintenance & Repair – represents costs associated with installation of locks on advisor office doors and some minor modifications to the school entry area. These were one-time expenditures.

45500.440 – Building rent – this is an amount paid to Goodwill for rent for the summer Youthworks program. The YW grant allowed for reimbursement of agreed-upon space costs in the budget. This expense is fully offset by revenues.

46000.xxx – Equipment Purchases – These accounts represent costs for non-capitalized equipment and software, primarily for netbooks, peripherals, and classroom and other administrative software. Purchases of this equipment are generally much higher at the beginning of the school year, for replacement and enrollment growth. Account 46000.747 is primarily used for software license amortization expense. Equipment purchases should decrease significantly in the second half of the school year.

60700.313 – Scholarships – Represents Goodwill Foundation-funded college scholarships for Met graduates. Some of the scholarship funds are "pass-through" gifts.

All other expenses are reasonably in line with budget. Transportation and vehicle-related expenses are higher than budget due to higher enrollment and a very high free and reduced lunch population.

Net income for the month of June was $52,000, and year to date net income was $366,000.

<u>EXCEL CENTER</u>
<u>Balance Sheet</u>

Cash balances for the Excel Center were $57,000 at June 30. Accounts receivable of $1.2 million represents Basic Grant funds due from the State and is based on actual enrollment of 306 students with per-student funding equal to $6,500. Actual enrollment is higher than the original budget, while the per-student funding is lower than budget. Fixed assets consist primarily of computers, netbooks and furniture and total $170,000, net of depreciation, at June 30.

Accounts payable to vendors totaled $28,000 at June 30, and Excel owed Goodwill $10,000 for expenses Goodwill pays on its behalf. The Excel Center has a common school growth loan of $876,000, which will be subject to the State loan moratorium on July 1, 2011. Net assets at June 30 were $412,000.

Income Statement

Year to date revenues are $2.33 million and consist of Goodwill subsidy payments, Basic Grant, textbook reimbursements, special education and federal startup grant funds. Revenues were 120% of the annual budget due to Basic Grant funds being based on a much higher enrollment than the 200 students we expected.

Through June, expenses total $1.92 million, and consist mostly of staff costs (primarily teachers and counselors/coaches). Classroom, counseling and administrative costs are higher than plan due to higher than expected staffing levels, which are due to higher than planned enrollment. The child care center opened in late fall 2010 and those costs ($37,000 through June) were not budgeted. Insurance costs are allocated between the Met and the Excel Center based on total enrollment. Non-capital equipment and software consist of computer hardware and educational and testing software. Interest expense on the startup loan totals $9,600 through June. Depreciation expense through June was $49,000. Total expenses through June were 99% of the annual budget and include rent expense paid to Goodwill for the Excel Center's share of Michigan Street occupancy costs.

Full year operating income for the Excel Center was $412,000.

2:39 PM 07/19/11 Accrual Basis

Indianapolis Metropolitan High School
Balance Sheet
As of June 30, 2011

	Jun 30, 11	June '10
ASSETS		
Current Assets		
Checking/Savings	177,956.01	87,300.76
Accounts Receivable	1,761,913.57	1,427,242.09
Prepaid Expenses	12,420.66	24,647.86
Total Current Assets	1,952,290.24	1,539,190.71
Fixed Assets		
Vehicles	99,979.00	99,979.00
Cafeteria Equipment	23,499.00	23,499.00
Equipment	865,270.97	809,623.23
Computer Hardware	545,648.65	377,400.44
Software	161,848.25	171,288.25
Accumuluated Depreciation	-1,283,804.00	-1,058,747.38
Total Fixed Assets	412,441.87	423,042.54
TOTAL ASSETS	**2,364,732.11**	**1,962,233.25**
LIABILITIES & EQUITY		
Current Liabilities		
Accounts Payable - Vendors	108,054.70	154,155.48
Accounts Payable - GWI	37,556.72	306,105.43
Payroll Liabilities	1,423.25	2,577.54
Total Current Liabilities	147,034.67	462,838.45
Long Term Liabilities		
Common School Loan	1,182,998.20	864,878.20
Accrued Interest on CSL	68,737.22	34,368.62
Total Long Term Liabilities	1,251,735.42	899,246.82
Total Liabilities	1,398,770.09	1,362,085.27
Equity		
Net Assets	570,655.39	540,421.25
Net Income	395,306.63	59,726.73
Total Equity	965,962.02	600,147.98
TOTAL LIABILITIES & EQUITY	**2,364,732.11**	**1,962,233.25**

The Excel Center
Balance Sheet
As of June 30, 2011

	Jun 30, 11
ASSETS	
Current Assets	
Checking/Savings	56,861.22
Accounts Receivable	1,196,205.38
Prepaid Expenses	4,312.75
Total Current Assets	1,257,379.35
Fixed Assets	
Equipment Purchases	129,643.00
Computers	84,865.24
Software	4,600.00
Accumulated Depreciation	-49,216.46
Total Fixed Assets	169,891.78
TOTAL ASSETS	1,427,271.13
LIABILITIES & EQUITY	
Current Liabilities	
Accounts Payable - Vendors	28,365.19
Accounts Payable - GWI	9,622.41
Payroll Liabilities	1,222.84
Total Current Liabilities	39,210.44
Long Term Liabilities	
Common School Loan	875,715.72
Loan from Goodwill	100,000.00
Total Long Term Liabilities	975,715.72
Total Liabilities	1,014,926.16
Equity	
Net Income	412,344.97
Total Equity	412,344.97
TOTAL LIABILITIES & EQUITY	1,427,271.13

Goodwill Education Initiatives, Inc.
Summary Combining Financial Statements
June 30, 2011

SUMMARY BALANCE SHEET

	June 30, 2011		
	Indpls Met	Excel Center	Combined
ASSETS			
Current Assets			
Cash	$177,956	$56,861	$234,817
Accounts Receivable	1,761,914	1,196,205	2,958,119
Prepaid Expenses	12,421	4,313	16,734
Total Current Assets	$1,952,291	$1,257,379	$3,209,670
Fixed Assets			
Equipment Purchases	$1,696,246	$219,108	$1,915,354
Accumuluated Depreciation	(1,283,804)	(49,216)	(1,333,020)
Net Fixed Assets	$412,442	$169,892	$582,334
TOTAL ASSETS	$2,364,733	$1,427,271	$3,792,004
LIABILITIES & EQUITY			
Current Liabilities			
Accounts Payable - Vendors	$108,054	$28,365	$136,419
Accounts Payable - GWI	37,557	9,622	47,179
Accrued Interest Payable	68,737	0	68,737
Payroll Liabilities	1,423	1,223	2,646
Total Current Liabilities	$215,771	$39,210	$254,981
Long-Term Liabilities			
Common School Loan	$1,182,998	$875,716	$2,058,714
Loan from Goodwill Industries	0	100,000	100,000
Total Long-Term Liabilities	$1,182,998	$975,716	$2,158,714
Total Liabilities	$1,398,769	$1,014,926	$2,413,695
Total Net Assets	$965,964	$412,345	$1,378,309
TOTAL LIABILITIES & NET ASSETS	$2,364,733	$1,427,271	$3,792,004

Goodwill Education Initiatives, Inc.
Summary Combining Financial Statements
June 30, 2011

SUMMARY INCOME STATEMENT

	June 30, 2011		
	Indpls Met	Excel Center	Combined
Revenues			
Student lunch and fees	$80,681	$0	$80,681
Gifts and donations	270,156	5,300	275,456
Goodwill subsidy	106,668	64,585	171,253
Basic grant	3,524,941	1,969,503	5,494,444
Other public funds	1,115,642	292,151	1,407,793
Other revenues	29,846	156	30,002
Total Revenues	$5,127,934	$2,331,695	$7,459,629
Expenses			
High School Instruction	$2,385,929	$428,617	$2,814,546
Counseling Services	349,675	429,195	778,870
Special Education	226,399	112,514	338,913
Staff Training	62,342	14,058	76,400
Technology Support & Maintenance	22,765	2,820	25,585
Administrative	301,942	352,261	654,203
Community Relations	16,287	6,616	22,903
Office of the Principal	402,136	196,320	598,456
Accounting, payroll and legal	51,864	26,895	78,759
Transportation	104,451	52,003	156,454
Food Service	171,368	5,276	176,644
Extra curricular activities	77,325	0	77,325
Daycare	0	37,439	37,439
Building & equipment rent	99,594	167,600	267,194
Building & equipment maintenance	9,444	2,374	11,818
Non-capitalized equipment	97,513	9,993	107,506
College scholarships	86,048	2,676	88,724
Interest Expense	34,661	9,646	44,307
Depreciation	225,057	49,216	274,273
All Other	37,320	13,831	51,151
Total Expenses	$4,762,120	$1,919,350	$6,681,470
Net Income/(Loss)	**$365,814**	**$412,345**	**$778,159**

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STATE BOARD OF ACCOUNTS
302 West Washington Street
Room E418
INDIANAPOLIS, INDIANA 46204-2769

AUDIT REPORT

OF

INDIANAPOLIS METROPOLITAN HIGH SCHOOL

MARION COUNTY, INDIANA

July 1, 2007 to June 30, 2009

FILED

03/25/2010

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SCHEDULE OF OFFICIALS

Office	Official	Term
Treasurer	Daniel J. Riley	07-01-07 to 06-30-10
Chairman of the Board of Directors	Fred C. Tucker III	07-01-07 to 06-30-10
Chief Operating Officer	Scott E. Bess	07-01-07 to 06-30-10
President of Goodwill Education Initiatives	Jim McClelland	07-01-07 to 06-30-10

STATE OF INDIANA
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS
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INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS
AND SUPPLEMENTARY SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

TO: THE OFFICIALS OF THE INDIANAPOLIS METROPOLITAN
HIGH SCHOOL, MARION COUNTY, INDIANA

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Indianapolis Metropolitan High School (School Corporation), as of and for the years ended June 30, 2008 and 2009, which collectively comprise the School Corporation's basic financial statements as listed in the Table of Contents. These financial statements are the responsibility of the School Corporation's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

As discussed in Note I, the School Corporation prepares its financial statements on the prescribed basis of accounting that demonstrates compliance with the cash and investment basis and budget laws of the State of Indiana, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective cash and investment balances of the governmental activities, each major fund, and the aggregate remaining fund information of the School Corporation as of June 30, 2008 and 2009, and the respective cash receipts and cash disbursements during the years then ended on the basis of accounting described in Note I.

In accordance with Government Auditing Standards, we have also issued a report dated February 25, 2010, on our consideration of the School Corporation's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School Corporation's basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the

INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS
AND SUPPLEMENTARY SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
(Continued)

U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

The School Corporation has not presented Management's Discussion and Analysis or Budgetary Comparison Schedules that accounting principles generally accepted in the United States of America has determined is necessary to supplement, although not required to be part of, the basic financial statements.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School Corporation's basic financial statements. The Combining Schedules, as listed in the Table of Contents, Schedule of Capital Assets, and Schedule of Long-Term Debt are presented for additional analysis and are not required parts of the basic financial statements. The Combining Schedules, as listed in the Table of Contents, have been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, are fairly stated in all material respects in relation to the basic financial statements taken as a whole. The Schedule of Capital Assets and Schedule of Long-Term Debt have not been subjected to the auditing procedures applied by us in the audit of the basic financial statements and, accordingly, we express no opinion on them.

STATE BOARD OF ACCOUNTS

February 25, 2010

STATE OF INDIANA
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS
302 WEST WASHINGTON STREET
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INDIANAPOLIS, INDIANA 46204-2769

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

TO: THE OFFICIALS OF THE INDIANAPOLIS METROPOLITAN HIGH SCHOOL, MARION COUNTY, INDIANA

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Indianapolis Metropolitan High School (School Corporation), as of and for the years ended June 30, 2008 and 2009, which collectively comprise the School Corporation's basic financial statements and have issued our report thereon dated February 25, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School Corporation's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School Corporation's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School Corporation's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the entity's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be significant deficiencies or material weaknesses, as defined above.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS
(Continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School Corporation's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

The School Corporation's response to the findings identified in our audit is described in the accompanying section of the report entitled Official Response. We did not audit the School Corporation's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of the School Corporation's management, School Board of Directors, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

STATE BOARD OF ACCOUNTS

February 25, 2010

INDIANAPOLIS METROPOLITAN HIGH SCHOOL
STATEMENT OF ACTIVITIES AND NET ASSETS - CASH AND INVESTMENT BASIS
For the Year Ended June 30, 2008

Functions/Programs	Disbursements	Program Receipts: Charges for Services	Program Receipts: Operating Grants and Contributions	Net (Disbursement) Receipts and Changes in Net Assets: Totals
Governmental activities:				
Instruction	$ 1,776,301	$ -	$ 23,258	$ (1,753,043)
Support services	1,241,659	56,984	86,250	(1,098,425)
Noninstructional services	142,795	-	-	(142,795)
Facilities acquisition and construction	330,666	-	-	(330,666)
Nonprogrammed charges	3,516	-	-	(3,516)
Debt service	133,565	-	-	(133,565)
Total governmental activities	$ 3,628,502	$ 56,984	$ 109,508	(3,462,010)
General receipts:				
Property taxes				886,624
Other local sources				1,320,415
State aid				1,513,212
Grants and contributions not restricted to specific programs				198,880
Total general receipts				3,919,131
Change in net assets				457,121
Net assets - beginning				-
Net assets - ending				$ 457,121

Assets

Cash and investments	$ 457,121

Net Assets

Unrestricted	$ 457,121

The notes to the financial statements are an integral part of this statement.

INDIANAPOLIS METROPOLITAN HIGH SCHOOL
STATEMENT OF ACTIVITIES AND NET ASSETS - CASH AND INVESTMENT BASIS
For the Year Ended June 30, 2009

Functions/Programs	Disbursements	Program Receipts: Charges for Services	Program Receipts: Operating Grants and Contributions	Net (Disbursement) Receipts and Changes in Net Assets: Totals
Governmental activities:				
Instruction	$ 1,743,111	$ -	$ 21,941	$ (1,721,170)
Support services	1,744,195	47,868	94,335	(1,601,992)
Noninstructional services	266,055	-	-	(266,055)
Facilities acquisition and construction	270,448	-	-	(270,448)
Debt service	371,933	-	-	(371,933)
Non programend charges	3,652	-	-	(3,652)
Total governmental activities	$ 4,399,394	$ 47,868	$ 116,276	(4,235,250)
General receipts:				
Property taxes				411,003
Other local sources				574,282
State aid				2,160,265
Bonds and loans				261,210
Grants and contributions not restricted to specific programs				555,221
Other				1,399
Total general receipts				3,963,380
Change in net assets				(271,870)
Net assets - beginning				457,121
Net assets - ending				$ 185,251
Assets				
Cash and investments				$ 185,251
Net Assets				
Unrestricted				$ 185,251

The notes to the financial statements are an integral part of this statement.

INDIANAPOLIS METROPOLITAN HIGH SCHOOL
STATEMENT OF ASSETS AND FUND BALANCES AND RECEIPTS,
DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
GOVERNMENTAL FUNDS
For the Year Ended June 30, 2008

	General	School Lunch	Gifts and Donations	Title I FY 2007-08	Other	Totals
Receipts:						
Local sources	$ 1,253,875	$ 24,165	$ 703,876	$ -	$ 90,387	$ 2,072,303
State sources	1,536,470	204	-	-	9,127	1,545,801
Federal sources	-	76,918	-	165,084	33,797	275,799
Other	176,482	-	-	-	15,238	191,720
Total receipts	2,966,827	101,287	703,876	165,084	148,549	4,085,623
Disbursements:						
Current:						
Instruction	1,537,503	-	51,069	122,886	64,843	1,776,301
Support services	866,609	19	329,035	-	45,996	1,241,659
Noninstructional services	64,216	49,861	27,195	402	1,121	142,795
Facilities acquisition and construction	250,785	-	79,881	-	-	330,666
Nonprogrammed charges	3,516	-	-	-	-	3,516
Debt services	93,737	-	39,828	-	-	133,565
Total disbursements	2,816,366	49,880	527,008	123,288	111,960	3,628,502
Excess (deficiency) of receipts over disbursements	150,461	51,407	176,868	41,796	36,589	457,121
Cash and investments - beginning	-	-	-	-	-	-
Cash and investments - ending	$ 150,461	$ 51,407	$ 176,868	$ 41,796	$ 36,589	$ 457,121
Cash and Investment Assets - Ending						
Cash and investments	$ 150,461	$ 51,407	$ 176,868	$ 41,796	$ 36,589	$ 457,121
Cash and Investment Fund Balance - Ending						
Unrestricted	$ 150,461	$ 51,407	$ 176,868	$ 41,796	$ 36,589	$ 457,121

The notes to the financial statements are an integral part of this statement.

INDIANAPOLIS METROPOLITAN HIGH SCHOOL
STATEMENT OF ASSETS AND FUND BALANCES AND RECEIPTS,
DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
GOVERNMENTAL FUNDS
For the Year Ended June 30, 2009

	General	School Lunch	Gifts and Donations	Title I FY 2007-08	Title I FY 2008-09	Other	Totals
Receipts:							
Local sources	$ 535,056	$ 30,861	$ 444,964	$ -	$ -	$ 22,271	$ 1,033,152
State sources	2,182,206	368	-	-	-	6,924	2,189,498
Federal sources	-	87,043	-	21,000	189,001	345,220	642,264
Temporary loans	261,210	-	-	-	-	-	261,210
Other	1,399	-	-	-	-	-	1,399
Total receipts	2,979,871	118,272	444,964	21,000	189,001	374,415	4,127,523
Disbursements:							
Current:							
Instruction	1,204,768	-	111,943	49,755	172,568	204,077	1,743,111
Support services	1,472,096	145	110,460	-	3,600	157,894	1,744,195
Noninstructional services	65,388	157,422	22,436	-	528	20,281	266,055
Facilities acquisition and construction	1,889	-	268,559	-	-	-	270,448
Debt services	338,778	-	33,155	-	-	-	371,933
Nonprogrammed charges	3,651	-	-	-	-	-	3,651
Total disbursements	3,086,570	157,567	546,553	49,755	176,696	382,252	4,399,393
Excess (deficiency) of receipts over disbursements	(106,699)	(39,295)	(101,589)	(28,755)	12,305	(7,837)	(271,870)
Other financing sources (uses):							
Transfers in	-	-	-	-	13,041	-	13,041
Transfers out	-	-	-	(13,041)	-	-	(13,041)
Total other financing sources (uses)	-	-	-	(13,041)	13,041	-	-
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	(106,699)	(39,295)	(101,589)	(41,796)	25,346	(7,837)	(271,870)
Cash and investments - beginning	150,461	51,407	176,868	41,796	-	36,589	457,121
Cash and investments - ending	$ 43,762	$ 12,112	$ 75,279	$ -	$ 25,346	$ 28,752	$ 185,251
Cash and Investment Assets - Ending							
Cash and investments	$ 43,762	$ 12,112	$ 75,279	$ -	$ 25,346	$ 28,752	$ 185,251
Cash and Investment Fund Balance - Ending							
Unrestricted	$ 43,762	$ 12,112	$ 75,279	$ -	$ 25,346	$ 28,752	$ 185,251

The notes to the financial statements are an integral part of this statement.

INDIANAPOLIS METROPOLITAN HIGH SCHOOL
CASH AND INVESTMENT BALANCES
FIDUCIARY FUND
For the Year Ended June 30, 2008

	Agency Fund
Cash and investment fund balance - ending	$ 8,805

The notes to the financial statements are an integral part of this statement.

INDIANAPOLIS METROPOLITAN HIGH SCHOOL
CASH AND INVESTMENT BALANCES
FIDUCIARY FUND
For the Year Ended June 30, 2009

	Agency Fund
Cash and investment fund balance - ending	$ 27,254

The notes to the financial statements are an integral part of this statement.

I. Summary of Significant Accounting Policies

A. Reporting Entity

School Corporation, as used herein, shall include, but is not limited to, school townships, school towns, school cities, consolidated school corporations, joint schools, metropolitan school districts, township school districts, county schools, united schools, school districts, cooperatives, educational service centers, community schools, community school corporations, and charter schools.

The School Corporation was established under the laws of the State of Indiana. The School Corporation operates under a Board of School Trustees form of government and provides educational services.

The School Corporation's financial reporting entity is composed of the following:

Primary Government: Indianapolis Metropolitan High School

In determining the financial reporting entity, the School Corporation complies with the provisions of GASB Statement No. 14, *The Financial Reporting Entity*.

Joint Venture

During the audit period, the School Corporation was a participant with 21st Century Charter School, 21st Century Charter School at Fountain Square, 21st Century Charter School of Gary, Campagna Academy, Charles A. Tindley Accelerated School, Charter School of the Dunes, Christel House Academy, Community Montessori, East Chicago Urban Enterprise, Flanner House Elementary School, Galileo Charter School, Gary Lighthouse Charter School, Indianapolis Lighthouse Charter School #1, Indianapolis Metropolitan High School, Irvington Community School, Joshua Academy, KIPP Indianapolis College Preparatory, New Community School, Options Charter School of Carmel, Rural Community Academy, Signature School, Southeast Neighborhood School of Excellence, Thea Bowman Leadership Academy, Timothy L. Johnson Academy, and Veritas Academy in a joint venture to operate the Virtual Special Education Cooperative (Cooperative) which was created to provide needed special programs and services, supplies, materials and equipment, and facilities for identified students with disabilities. The School Corporation was obligated by contract to remit annually the federal allocation received for special education assistance to supplement the Cooperative. Complete financial statements for the Cooperative can be obtained from Ball State University, Muncie, Indiana.

On June 30, 2008, the School Corporation withdrew from the joint venture.

B. Government-Wide and Fund Financial Statements

Government-Wide Financial Statements

The Statement of Activities and Net Assets – Cash and Investment Basis displays information about the reporting government as a whole. It includes all funds of the reporting entity except for fiduciary funds. The statement distinguishes between governmental and business-type activities. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange revenues. Business-type activities are financed in whole or in part by fees charged to external parties for goods or services.

Fund Financial Statements

Fund financial statements of the reporting entity are organized into funds, each of which is considered to be a separate accounting entity. Each fund is accounted for by providing a separate set of self-balancing accounts that constitutes its assets, fund equity, receipts, and disbursements. Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds, even though the latter are excluded from the government-wide financial statements. Major individual governmental funds and major individual enterprise funds are reported as separate columns in the fund financial statements. (However, at this time, the School Corporation has not established any enterprise funds.)

The School Corporation reports the following major governmental funds:

The general fund is the primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund.

The school lunch fund accounts for financial resources related to the operation of the school lunch and breakfast programs.

The gifts and donations fund accounts for proceeds of various gifts and donations.

The Title I FY 2007-08 and Title I FY 2008-09 funds account for financial resources received through the federal Title I program.

Additionally, the School Corporation reports the following fund type:

Agency funds account for assets held by the School Corporation as an agent for individuals, private organizations, and other governments.

C. Measurement Focus and Basis of Accounting

The government-wide, governmental fund, and fiduciary fund financial statements are reported using the basis of accounting that demonstrates compliance with the cash and investment basis and budget laws of the State of Indiana, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. Receipts are recorded when received and disbursements are recorded when paid.

The cash and investment basis of accounting differs from accounting principles generally accepted in the United States of America in that receipts are recognized when received in cash rather than when earned and disbursements are recognized when paid rather than when a liability is incurred. Investment transactions are not presented on the financial statements.

If the School Corporation utilized the basis of accounting recognized as generally accepted, the fund financial statements for governmental funds would use the modified accrual basis of accounting, while the fund financial statements for proprietary fund types would use the accrual basis of accounting. All government-wide financials would be presented on the accrual basis of accounting.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

When both restricted and unrestricted resources are available for use, the School Corporation's policy is to use restricted resources first, then unrestricted resources as they are needed.

D. Assets and Cash and Investment Balances

1. Cash and Investments

Investments are stated at cost. Any changes in fair value of the investments are reported as interest receipts in the year of the sale of the investment.

2. Property Taxes

Property taxes levied are collected by the County Treasurer and are distributed to the School Corporation in June and in December. State statute (IC 6-1.1-17-16) requires the Indiana Department of Local Government Finance to establish property tax rates and levies by February 15. These rates were based upon the preceding year's March 1 (lien date) assessed valuations adjusted for various tax credits. Taxable property is assessed at 100% of the true tax value (determined in accordance with rules and regulations adopted by the Indiana Department of Local Government Finance).

3. Capital Assets

Capital assets arising from cash transactions acquired for use in governmental or proprietary fund operations are accounted for as capital outlay disbursements of the fund upon acquisition.

4. Long-Term Debt

Long-term debt arising from cash basis transactions of governmental and proprietary funds is not reported as liabilities in the basic financial statements. The debt proceeds are reported as other financing sources and payment of principal and interest reported as disbursements.

5. Equity Classification

Government-Wide Statements

Equity is classified as net assets and displayed in two components:

a. Restricted net assets – Consists of net assets with constraints placed on the use either by (1) external groups such as creditors, grantors, contributors, or laws and regulations of other governments, or (2) law through constitutional provisions or enabling legislation.

b. Unrestricted net assets – All other net assets that do not meet the definition of "restricted."

It is the School Corporation's policy to first use restricted net assets prior to the use of unrestricted net assets when a disbursement is incurred for purposes for which both restricted and unrestricted net assets are available.

Fund Financial Statements

Governmental fund equity is classified as fund balance. Proprietary fund equity is classified the same as in the government-wide statements.

E. Receipts and Disbursements

1. Program Receipts

Amounts reported as program receipts include (1) charges to customers or applicants for goods, services, or privileges provided, (2) operating grants and contributions, and (3) capital grants and contributions, including special assessments. Internally dedicated resources are reported as general receipts rather than as program receipts. Likewise, general receipts include all taxes.

2. Operating Receipts and Disbursements

Operating receipts and disbursements for proprietary funds and the similar discretely presented component unit result from providing services and producing and delivering goods and/or services. They also include all receipts and disbursements not related to capital and related financing, noncapital financing, or investing activities.

F. Internal and Interfund Balances and Activities

In the process of aggregating the financial information for the government-wide Statement of Activities and Net Assets – Cash and Investment Basis, some amounts reported as interfund activity and balances in the fund financial statements have been eliminated or reclassified.

Fund Financial Statements

1. Interfund services – Sales or purchases of goods and services between funds are reported as receipts and disbursements.

2. Interfund reimbursements – Repayments from funds responsible for certain disbursements to the funds that initially paid for them are not reported as reimbursements but as adjustments to disbursements in the respective funds.

3. Interfund transfers – Flow of assets from one fund to another where repayment is not expected is reported as transfers in and out.

Government-Wide Financial Statements

Interfund activity and balances, if any, are eliminated or reclassified in the government-wide financial statements as follows:

Internal activities – Amounts reported as interfund transfers in the fund financial statements are eliminated in the government-wide Statement of Activities and Net Assets – Cash and Investment Basis except for the net amount of transfers between governmental and business-type activities, which are reported as Transfers – Internal Activities. The effects of interfund services between funds, if any, are not eliminated in the government-wide Statement of Activities and Net Assets – Cash and Investment Basis.

II. Stewardship, Compliance and Accountability

Budgetary Information

Annual budgets are prepared and approved at the local level, and are adopted on the cash basis, which is not consistent with accounting principles generally accepted in the United States of America. All annual appropriations lapse at calendar year end.

III. Detailed Notes on All Funds

A. Deposits and Investments

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. Indiana Code 5-13-8-1 allows a political subdivision of the State of Indiana to deposit public funds in a financial institution only if the financial institution is a depository eligible to receive state funds and has a principal office or branch that qualifies to receive public funds of the political subdivision. The School Corporation does not have a deposit policy for custodial credit risk. At June 30, 2009, the School Corporation had deposit balances in the amount of $212,508. The bank balances were insured by the Federal Deposit Insurance Corporation or the Public Deposit Insurance Fund, which covers all public funds held in approved depositories.

B. Interfund Transfers

Interfund transfers for the years ended June 30, 2008 and 2009, were as follows:

Transfer From	Transfer To	
Title I FY 2007-08	Title I FY 2008-09	$ 13,041

The School Corporation typically uses transfers for cash flow purposes as provided by various statutory provisions.

IV. Other Information

A. Risk Management

The School Corporation is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; job related illnesses or injuries to employees; medical benefits to employees, retirees, and dependents (excluding postemployment benefits); and natural disasters.

The risks of torts; theft of, damage to, and destruction of assets; errors and omissions; job related illnesses or injuries to employees; medical benefits to employees, retirees, and dependents (excluding postemployment benefits); and natural disasters are covered by commercial insurance from independent third parties. Settled claims from these risks have not exceeded commercial insurance coverage for the past three years. Risk financing is not utilized for the other risks of loss.

B. Related Party Transactions

During the period in which financial statements are presented, the School Corporation had material transactions with Goodwill Industries in relation to furnishing goods, services, and facilities in the amount of $1,475,851.

C. Pension Plan

Cost-Sharing Multiple-Employer Defined Benefit Pension Plan

Teachers' Retirement Fund

Plan Description

The School Corporation contributes to the Indiana Teachers' Retirement Fund (TRF), a defined benefit pension plan. TRF is a cost-sharing multiple-employer public employee retirement system, which provides retirement benefits to plan members and beneficiaries. All employees engaged in teaching or in the supervision of teaching in the public schools of the State of Indiana are eligible to participate in TRF. State statute (IC 5-10.2) governs, through the TRF Board, most requirements of the system and gives the School Corporation authority to contribute to the plan. The TRF retirement benefit consists of the pension provided by employer contributions plus an annuity provided by the member's annuity savings account. The annuity savings account consists of member's contributions, set by state statute at 3% of compensation, plus the interest credited to the member's account. The School Corporation may elect to make the contributions on behalf of the member.

TRF issues a publicly available financial report that includes financial statements and required supplementary information for the plan as a whole and for its participants. That report may be obtained by contacting:

Teachers' Retirement Fund
150 West Market Street
Indianapolis, IN 46204
Ph. (317) 232-3860

Funding Policy and Annual Pension Costs

The School Corporation contributes the employer's share to TRF for certified employees employed under a federally funded program and all the certified employees hired after July 1, 1995. The School Corporation currently receives partial funding, through the school funding formula, from the State of Indiana for this contribution. The employer's share of contributions for certified personnel who are not employed under a federally funded program and were hired before July 1, 1995, is considered to be an obligation of, and is paid by, the State of Indiana.

INDIANAPOLIS METROPOLITAN HIGH SCHOOL
COMBINING SCHEDULE OF ASSETS AND FUND BALANCES AND RECEIPTS,
DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
OTHER GOVERNMENTAL FUNDS
For the Year Ended June 30, 2008

	Textbook Rental	McCabe Grant	Ruth Lilly Grant	Student Activity	Title I FY 2006-07 I	Title I FY 2006-07 II	Title II	Totals
Receipts:								
Local sources	$ -	$ 68,878	$ -	$ 21,509	$ -	$ -	$ -	$ 90,387
State sources	9,127	-	-	-	-	-	-	9,127
Federal sources	-	-	-	-	-	11,616	22,181	33,797
Other	-	-	13,790	-	1,448	-	-	15,238
Total receipts	9,127	68,878	13,790	21,509	1,448	11,616	22,181	148,549
Disbursements:								
Current:								
Instruction	9,127	17,201	-	9,379	103	6,852	22,181	64,843
Support services	-	38,080	-	1,807	1,345	4,764	-	45,996
Noninstructional services	-	753	-	368	-	-	-	1,121
Total disbursements	9,127	56,034	-	11,554	1,448	11,616	22,181	111,960
Excess of receipts over disbursements	-	12,844	13,790	9,955	-	-	-	36,589
Cash and investments - beginning	-	-	-	-	-	-	-	-
Cash and investments - ending	$ -	$ 12,844	$ 13,790	$ 9,955	$ -	$ -	$ -	$ 36,589
Cash and Investment Assets - Ending								
Cash and investments	$ -	$ 12,844	$ 13,790	$ 9,955	$ -	$ -	$ -	$ 36,589
Cash and Investment Fund Balance - Ending								
Unrestricted	$ -	$ 12,844	$ 13,790	$ 9,955	$ -	$ -	$ -	$ 36,589

INDIANAPOLIS METROPOLITAN HIGH SCHOOL
COMBINING SCHEDULE OF ASSETS AND FUND BALANCES AND RECEIPTS,
DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
OTHER GOVERNMENTAL FUNDS
For the Year Ended June 30, 2009

	Textbook Rental	Ruth Lilly Grant	McCabe Grant	Student Activity	Special Education	Title II	Fiscal Stabilization	Totals
Receipts:								
Local sources	$ 35	$ -	$ -	$ 22,236	$ -	$ -	$ -	$ 22,271
State sources	6,924	-	-	-	-	-	-	6,924
Federal sources	-	-	-	-	65,371	30,741	249,108	345,220
Total receipts	6,959	-	-	22,236	65,371	30,741	249,108	374,415
Disbursements:								
Current:								
Instruction	596	-	9,649	2,054	-	30,741	161,037	204,077
Support services	-	-	2,906	1,546	65,371	-	88,071	157,894
Noninstructional services	-	-	289	19,992	-	-	-	20,281
Total disbursements	596	-	12,844	23,592	65,371	30,741	249,108	382,252
Excess (deficiency) of receipts over disbursements	6,363	-	(12,844)	(1,356)	-	-	-	(7,837)
Cash and investments - beginning	-	13,790	12,844	9,955	-	-	-	36,589
Cash and investments - ending	$ 6,363	$ 13,790	$ -	$ 8,599	$ -	$ -	$ -	$ 28,752
Cash and Investment Assets - Ending								
Cash and investments	$ 6,363	$ 13,790	$ -	$ 8,599	$ -	$ -	$ -	$ 28,752
Cash and Investment Fund Balance - Ending								
Unrestricted	$ 6,363	$ 13,790	$ -	$ 8,599	$ -	$ -	$ -	$ 28,752

INDIANAPOLIS METROPOLITAN HIGH SCHOOL
SUPPLEMENTARY INFORMATION
SCHEDULE OF CAPITAL ASSETS

At June 30, 2009

Capital assets are reported at actual or estimated historical cost based on appraisals or deflated current replacement cost. Contributed or donated assets are reported at estimated fair value at the time received.

Primary Government

Governmental activities:	
Machinery and equipment	$ 1,388,763

INDIANAPOLIS METROPOLITAN HIGH SCHOOL
SUPPLEMENTARY INFORMATION
SCHEDULE OF LONG-TERM DEBT
June 30, 2009

The School has entered into the following debt:

Description of Debt	Ending Principal Balance	Principal and Interest Due Within One Year	
Governmental Activities:			
Notes and loans payable			
Common school loan A020	$ 181,208	$ 18,461	
Common school loan A021	181,208	18,461	
Common school loan A029	52,286	4,837	
Common school loan A030	55,926	5,494	
Common school loan A042	68,208	6,480	
Common school loan A043	91,814	8,723	
Common school loan A073	122,206	11,610	
Common school loan A074	112,022	10,642	
Goodwill Industries Start-up Loan	45,852	45,852	[a]
Total governmental activities debt	$ 910,730	$ 130,560	

[a] = This is a zero interest loan.

SCHOOL BOARD APPROVAL OF ACCOUNTS PAYABLE VOUCHERS

We noted during the audit of disbursements, where the School Board is not certifying Accounts Payable Vouchers or the Accounts Payable Voucher Register. The Treasurer is certifying the Accounts Payable Voucher Register and School Board allowance of vendor claims is noted in the School Board minutes.

IC 5-11-10-1.6 states in part:

"(b) As used in this section, 'claim' means a bill or an invoice submitted to a governmental entity for goods or services."

"(c) The fiscal officer of a governmental entity may not draw a warrant or check for payment of a claim unless:

(1) there is a fully itemized invoice or bill for the claim;

(2) the invoice or bill is approved by the officer or person receiving the goods and services;

(3) the invoice or bill is filed with the governmental entity's fiscal officer;

(4) the fiscal officer audits and certifies before payment that the invoice or bill is true and correct; and

(5) payment of the claim is allowed by the governmental entity's legislative body or the board or official having jurisdiction over allowance of payment of the claim."

Officials and employees are required to use State Board of Accounts prescribed or approved forms in the manner prescribed. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

Controls over the receipting, disbursing, recording, and accounting for the financial activities are necessary to avoid substantial risk of invalid transactions, inaccurate records and financial statements and incorrect decision making. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

AVERAGE DAILY MEMBERSHIP (ADM) – CERTIFICATION

The lists of students supporting the Average Daily Membership counts reported to the state were not certified by the building level official as required.

Officials should maintain records (enrollment cards, rosters, reporting forms, etc.) which substantiate the number of students claimed for ADM. The building level official (Principal, Assistant Principal, etc.) responsible for reporting ADM to the School Corporation Central Office, should provide a written certification of ADM to properly document responsibility. The certification should at a minimum include a statement detailing the names and location of the records used (these records must be retained for public inspection and audit) to substantiate ADM claimed. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 8)

FEDERAL AND STATE AGENCIES - COMPLIANCE REQUIREMENTS

Coordinated and Program Reviews of the National School Lunch Program were performed by the Indiana Department of Education on May 29 and 30, 2008. The following findings were noted:

Due to errors, incorrect eligibility status of students resulted in incorrect meals being recorded. All of the applications on file at the school were reviewed to determine whether households provided required information and whether the School Food Authority (SFA) properly approved applications.

Each type of food service line did not provide accurate point of service counts by type for breakfast and lunch meals served.

There was not sufficient evidence that the claim review process (edit check) was performed.

School Officials responded on August 21, 2008, to the findings describing corrective measures to be taken. The Indiana Department of Education responded on September 8, 2008, stating that all corrective actions outlined were acceptable and should correct the findings noted during the review.

Political subdivisions are required to comply with all grant agreements, rules, regulations, bulletins, directives, letters, letter rulings and filing requirements concerning reports and other procedural matters of federal and state agencies, including opinions of the Attorney General of the State of Indiana, and court decisions. Governmental units should file accurate reports required by federal and state agencies. Noncompliance may require corrective action. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

Governmental units should have internal controls in effect which provide reasonable assurance regarding the reliability of financial information and records, effectiveness and efficiency of operations, proper execution of management's objectives, and compliance with laws and regulations. Among other things, segregation of duties, safeguarding controls over cash and all other assets and all forms of information processing are necessary for proper internal control. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

PUBLIC RECORDS RETENTION

The School received a distribution for textbook assistance from the State for the 2007-2008 school year. However, the Financial Assistance for Students Textbook Reimbursement claim form and related supporting documentation was not presented for audit.

School lunch verification summary reports and related supporting documentation were not presented for audit for the 2007-2008 and 2008-2009 school years. Additionally, monthly school lunch reimbursement claim reports and related supporting documentation were not presented for audit for the period July 1, 2007 through June 30, 2009.

IC 5-15-6-3(f) concerning destruction of public records, states in part: "Original records may be disposed of only with the approval of the commission according to guidelines established by the commission."

Supporting documentation such as receipts, canceled checks, tickets, invoices, bills, contracts, and other public records must be available for audit to provide supporting information for the validity and accountability of monies disbursed. Payments without supporting documentation may be the personal obligation of the responsible official or employee. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

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SUPPLEMENTAL AUDIT OF

FEDERAL AWARDS

STATE OF INDIANA
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS
302 WEST WASHINGTON STREET
ROOM E418
INDIANAPOLIS, INDIANA 46204-2769

Telephone: (317) 232-2513
Fax: (317) 232-4711
Web Site: www.in.gov/sboa

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

TO: THE OFFICIALS OF THE INDIANAPOLIS METROPOLITAN HIGH SCHOOL, MARION COUNTY, INDIANA

Compliance

We have audited the compliance of the Indianapolis Metropolitan High School (School Corporation) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to each of its major federal programs for the years ended June 30, 2008 and 2009. The School Corporation's major federal programs are identified in the Summary of Auditor's Results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of the School Corporation's management. Our responsibility is to express an opinion on the School Corporation's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School Corporation's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the School Corporation's compliance with those requirements.

In our opinion, the School Corporation complied in all material respects with the requirements referred to above that are applicable to each of its major federal programs for the years ended June 30, 2008 and 2009.

Internal Control Over Compliance

The management of the School Corporation is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered the School Corporation's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of

expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School Corporation's internal control over compliance.

A control deficiency in a School Corporation's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be significant deficiencies or material weaknesses, as defined above.

The School Corporation's response to the findings identified in our audit is described in the accompanying Official Response. We did not audit the School Corporation's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of the School Corporation's management, School Board of Directors, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

STATE BOARD OF ACCOUNTS

February 25, 2010

INDIANAPOLIS METROPOLITAN HIGH SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Years Ended June 30, 2008 and 2009

Federal Grantor Agency/Pass-Through Entity Cluster Title/Program Title/Project Title	Federal CFDA Number	Pass-Through Entity (or Other) Identifying Number	Total Federal Awards Expended 06-30-08	Total Federal Awards Expended 06-30-09
U.S. Department of Agriculture				
Pass-Through Indiana Department of Education				
Child Nutrition Cluster				
School Breakfast Program	10.553	FY 2007-2008	$ 3,277	$ -
		FY 2008-2009	-	17,787
Total for program			3,277	17,787
National School Lunch Program	10.555	FY 2007-2008	73,606	-
		FY 2008-2009	-	69,256
Total for program			73,606	69,256
Total for cluster			76,883	87,043
Total for federal grantor agency			76,883	87,043
U.S. Department of Education				
Pass-Through Indiana Department of Education				
Title I Cluster				
Title I Grants to Local Educational Agencies	84.010	08-9645	136,351	-
		09-9645	-	226,451
Total for cluster			136,351	226,451
Special Education Cluster				
Special Education Grants to States	84.027	09-9645	-	65,371
Total for cluster			-	65,371
State Fiscal Stabilization Fund Cluster				
ARRA - State Fiscal Stabilization Fund (SFSF)				
Education State Grants	84.394	09-9645	-	249,108
Total for cluster			-	249,108
Improving Teacher Quality State Grants - Title II	84.367	08-9645	22,181	-
		09-9645	-	30,741
Total for program			22,181	30,741
Total for federal grantor agency			158,532	571,671
Total federal awards expended			$ 235,415	$ 658,714

The accompanying note is an integral part of the Schedule of Expenditures of Federal Awards.

INDIANAPOLIS METROPOLITAN HIGH SCHOOL
NOTE TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of the Indianapolis Metropolitan High School (School Corporation) and is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Accordingly, the amount of federal awards expended is based on when the activity related to the award occurs. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

Circular A-133 requires an annual audit of nonfederal entities expending a total amount of federal awards equal to or in excess of $500,000 in any fiscal year unless by constitution or statute a less frequent audit is required. In accordance with the Indiana Code (IC 5-11-1 et seq.), audits of School Corporations shall be conducted biennially. Such audits shall include both years within the biennial period.

INDIANAPOLIS METROPOLITAN HIGH SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Section I – Summary of Auditor's Results

Financial Statements:

Type of auditor's report issued: Unqualified

Internal control over financial reporting:

Material weaknesses identified?	no
Significant deficiencies identified that are not considered to be material weaknesses?	none reported

Noncompliance material to financial statements noted? no

Federal Awards:

Internal control over major programs:

Material weaknesses identified?	no
Significant deficiencies identified that are not considered to be material weaknesses?	none reported

Type of auditor's report issued on compliance for major programs: Unqualified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133? no

Identification of Major Programs:

Name of Cluster
Title I Cluster
State Fiscal Stabilization Fund Cluster

Dollar threshold used to distinguish between Type A and Type B programs: $300,000

Auditee qualified as low-risk auditee? no

Section II – Financial Statement Findings

No matters are reportable.

Section III – Federal Award Findings and Questioned Costs

No matters are reportable.

INDIANAPOLIS METROPOLITAN HIGH SCHOOL
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

No matters are reportable.

INDIANAPOLIS METROPOLITAN HIGH SCHOOL
EXIT CONFERENCE

The contents of this report were discussed on February 25, 2010, with Scott E. Bess, Chief Operating Officer; Daniel J. Riley, Treasurer; and, Jim McClelland, President of Goodwill Education Initiatives. The official response has been made a part of this report and may be found on pages 35 through 38.

Indianapolis Metropolitan high school

Relationships • Relevance • Rigor

March 1, 2010

Indiana State Board of Accounts
302 West Washington Street, Room E418
Indianapolis, IN 46204-2765

Dear SBOA,

Enclosed please find our written Official Response to the Biennial Audit of the Indianapolis Metropolitan High School. We appreciate the opportunity to respond to the Audit Results and Comments letter provided at the audit exit conference by Doug Whitham, the field auditor. We also appreciate the feedback Doug provided – it will help us improve our operations and provide an improved audit trail for important transactions and school records.

Regards,

Daniel J. Riley
Treasurer

enclosure

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PSPC: Document audit results and comments

BOARD APPROVAL OF ACCOUNTS PAYABLE VOUCHERS

During an audit of disbursements we noted where the School Board is not certifying Accounts Payable Vouchers or the Accounts Payable Voucher Register as required. The Treasurer is certifying the Accounts Payable Voucher Register and School Board allowance of vendor claims is noted in the School Board minutes; however, this is not sufficient.

Indiana Code 5-11-10-1.6 states in part:

(b) "As used in this section, "claim" means a bill or an invoice submitted to a governmental entity for goods or services."

(c) "The fiscal officer of a governmental entity may not draw a warrant or check for payment of a claim unless:

(1) there is a fully itemized invoice or bill for the claim;

(2) the invoice or bill is approved by the officer or person receiving the goods and services;

(3) the invoice or bill is filed with the governmental entity's fiscal officer;

(4) the fiscal officer audits and certifies before payment that the invoice or bill is true and correct; and

(5) payment of the claim is allowed by the governmental entity's legislative body or the board or official having jurisdiction over allowance of payment of the claim."

Officials and employees are required to use State Board of Accounts prescribed or approved forms in the manner prescribed. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

Controls over the receipting, disbursing, recording, and accounting for the financial activities are necessary to avoid substantial risk of invalid transactions, inaccurate records and financial statements and incorrect decision making. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

Management's Response:
For the last two years, we have made review and approval of the voucher registers a formal board action item at each board meeting, and we have documented the same in the official board meeting minutes. The Treasurer also signed the printed voucher registers on behalf of the board. Going forward, beginning in April 2010, in addition to the steps outlined in this paragraph, the President and Board Chairman will sign the voucher registers. We believe this process will meet the SBOA's documentation requirements.

AVERAGE DAILY MEMBERSHIP (ADM) - INCORRECT REPORTING TO THE STATE

The lists of students supporting the Average Daily Membership counts reported to the state were not certified by the building level official as required.

Officials should maintain records (enrollment cards, rosters, reporting forms, etc.) which substantiate the number of students claimed for ADM. The building level official (Principal, Assistant Principal, etc.) responsible for reporting ADM to the School Corporation Central Office, should provide a written certification of ADM to properly document responsibility. The certification should at a minimum include a statement detailing the names and location of the records used (these records must be retained for public inspection and audit) to substantiate ADM claimed. (The School Administrator and Uniform Compliance Guidelines, Volume 123, September 1993, and Volume 142, June 1998).

Management's Response:
All of the documentation for and in support of the school's ADM records are done electronically through the Indiana Department of Education (IDOE) website. All reports were submitted in a timely manner, and all ADM conflicts with other school were resolved within IDOE time requirements. While we believe we have complied with all IDOE requirements for ADM record-keeping, beginning with the 2010-11 school year, we will maintain paper copies of all final ADM count records, and our school's Chief Operating Officer will sign and file them to create a more complete audit trail.

FEDERAL AND STATE AGENCIES - COMPLIANCE REQUIREMENTS

On May 29 and 30, 2008, Coordinated and Program Reviews of the National School Lunch Program were performed by the Indiana Department of Education. During the course of the reviews, the following findings were noted:

Due to errors, incorrect eligibility status of students resulted in incorrect meals being recorded. All of the applications on file at the school were reviewed to determine whether households provided required information and whether the School Food Authority (SFA) properly approved applications. School Food Authorities must correctly approve applications.

Each type of food service line did not provide accurate point of service counts by type for breakfast and lunch meals served. Counts are to be correctly counted and recorded.

There was not sufficient evidence that the claim review process (edit check) was performed. A review of the breakfast and lunch count data is to be performed prior to the submission of the month's Claim for Reimbursement (CND-1).

On August 21, 2008, school officials responded to the findings describing corrective measures to be taken. On September 8, 2008, the Indiana Department of Education responded stating that all corrective actions outlined were acceptable and should correct the findings noted during the review.

Political subdivisions are required to comply with all grant agreements, rules, regulations, bulletins, directives, letters, letter rulings and filing requirements concerning reports and other procedural matters of federal and state agencies, including opinions of the Attorney General of the State of Indiana, and court decisions. Governmental units should file accurate reports required by federal and state agencies. Noncompliance may require corrective action. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

Governmental units should have internal controls in effect which provide reasonable assurance regarding the reliability of financial information and records, effectiveness and efficiency of operations, proper execution of management=s objectives, and compliance with laws and regulations. Among other things, segregation of duties, safeguarding controls over cash and all other assets and all forms of information processing are necessary for proper internal control. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

Management's response:

We agree with the comments above, and as indicated by the SBOA, we have already taken the appropriate steps to address and correct these issues. We continue to work with the SFA on matters related to school food service.

PUBLIC RECORDS RETENTION

The school received a distribution for textbook assistance from the State for the 2007-08 school year. However, the Financial Assistance for Students Textbook Reimbursement claim form and related supporting documentation was not presented for audit.

School lunch Verification Summary Reports and related supporting documentation were not presented for audit for the 2007-08 and 2008-09 school years. Additionally, monthly school lunch reimbursement claim reports and related supporting documentation were not presented for audit for the period July 1, 2007 through June 30, 2009.

Indiana Code 5-15-6-3(f) concerning destruction of public records, states in part: "Original records may be disposed of only with the approval of the commission according to guidelines established by the commission."

Supporting documentation such as receipts, canceled checks, tickets, invoices, bills, contracts, and other public records must be available for audit to provide supporting information for the validity and accountability of monies disbursed. Payments without supporting documentation may be the personal obligation of the responsible official or employee. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

Management's response:
We concur with the SBOA's findings and will continue to improve our record retention policies and processes. Over the last two years, we have enhanced our business office staff in an effort to ensure all policies and procedures regarding record retention and other administrative matters are consistently followed in accordance with IDOE and SBOA requirements.

GOODWILL INDUSTRIES OF CENTRAL INDIANA, INC. AND SUBSIDIARIES

FINANCIAL STATEMENTS

Together with Independent Auditors' Report

JANUARY 1, 2011

GREENWALT CPAs

We Deliver Peace of Mind

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GREENWALT CPAs

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INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Goodwill Industries of Central Indiana, Inc. and subsidiaries:

We have audited the accompanying consolidated statement of financial position of Goodwill Industries of Central Indiana, Inc. (an Indiana non-profit corporation) and subsidiaries (Goodwill) as of January 1, 2011, and the related consolidated statements of activities, functional expenses and cash flows for the year then ended. These financial statements are the responsibility of Goodwill's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from Goodwill's January 2, 2010 financial statements and in our report dated March 18, 2010, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the consolidated financial position of Goodwill Industries of Central Indiana, Inc. and subsidiaries as of January 1, 2011 and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States.

Greenwalt CPAs, Inc.

March 9, 2011

GOODWILL INDUSTRIES OF CENTRAL INDIANA, INC. AND SUBSIDIARIES

CONSOLIDATED STATEMENT OF FINANCIAL POSITION

JANUARY 1, 2011 WITH SUMMARIZED COMPARATIVE INFORMATION AS OF JANUARY 2, 2010

ASSETS	Unrestricted	Temporarily Restricted	Eliminations	Totals January 1, 2011	Totals January 2, 2010
CURRENT ASSETS					
Cash and cash equivalents	$ 2,361,568	$ -	$ -	$ 2,361,568	$ 814,948
Trade accounts receivable, net	2,846,774	-	-	2,846,774	2,833,034
Charter school accounts receivable	2,691,117	-	-	2,691,117	1,431,603
Other receivables, net	493,828	-	-	493,828	1,783,469
Inventories	3,969,826	-	-	3,969,826	2,062,540
Prepayments	1,132,101	-	-	1,132,101	628,129
Due from other funds	-	22,643	(22,643)	-	-
Total current assets	13,495,214	22,643	(22,643)	13,495,214	9,553,723
LONG-TERM ASSETS					
Land and improvements	10,365,542	-	-	10,365,542	11,605,907
Buildings and improvements	28,658,747	-	-	28,658,747	27,697,442
Equipment	18,481,982	-	-	18,481,982	15,069,576
Projects in progress	254,934	-	-	254,934	350,946
	57,761,205	-	-	57,761,205	54,723,871
Accumulated depreciation	(19,901,816)	-	-	(19,901,816)	(16,438,682)
Net property and equipment	37,859,389	-	-	37,859,389	38,285,189
Investments	4,775,593	-	-	4,775,593	3,671,533
Deposits	37,803	-	-	37,803	86,065
Other assets	111,586	-	-	111,586	118,560
Total long-term assets	42,784,371	-	-	42,784,371	42,161,347
	$ 56,279,585	$ 22,643	$ (22,643)	$ 56,279,585	$ 51,715,070
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Bank line of credit	$ 1,135,279	$ -	$ -	$ 1,135,279	$ 2,093,510
Current portion of bonds, notes and capital leases payable	1,271,233	-	-	1,271,233	1,563,596
Accounts payable	4,012,852	-	-	4,012,852	2,620,126
Accrued liabilities	4,428,081	-	-	4,428,081	2,916,546
Due to other funds	22,643	-	(22,643)	-	-
Total current liabilities	10,870,088	-	(22,643)	10,847,445	9,193,778
LONG-TERM LIABILITIES					
Bonds, notes and capital leases payable	12,975,687	-	-	12,975,687	12,939,891
Other long-term liabilities	989,766	-	-	989,766	942,970
Total long-term liabilities	13,965,453	-	-	13,965,453	13,882,861
Total liabilities	24,835,541	-	(22,643)	24,812,898	23,076,639
COMMITMENTS AND CONTINGENCIES (NOTES 8, 11, 12 AND 14)					
NET ASSETS	31,444,044	22,643	-	31,466,687	28,638,431
	$ 56,279,585	$ 22,643	$ (22,643)	$ 56,279,585	$ 51,715,070

See accompanying notes to financial statements.

GOODWILL INDUSTRIES OF CENTRAL INDIANA, INC. AND SUBSIDIARIES

CONSOLIDATED STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JANUARY 1, 2011

WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JANUARY 2, 2010

			Totals	
	Unrestricted	Temporarily Restricted	January 1, 2011	January 2, 2010
REVENUE				
Sales - donated goods	$ 57,543,204	$ -	$ 57,543,204	$ 52,935,839
Sales - purchased goods	5,460,785	-	5,460,785	5,626,394
Commercial services	14,182,639	-	14,182,639	14,049,410
Workforce services	4,978,206	6,804	4,985,010	3,908,513
Education services	5,019,613	-	5,019,613	3,913,106
Interest and dividend income	186,660	-	186,660	168,641
Realized gain on investments	4,321	-	4,321	96,771
Unrealized gain on investments	6,803	-	6,803	90,710
Net gain on disposition of property	271,058	-	271,058	28,276
Gain (loss) on interest rate swap hedge	(90,888)	-	(90,888)	373,848
Other, net	547,477	-	547,477	989,176
Total revenue	88,109,878	6,804	88,116,682	82,180,684
SUPPORT				
United Way of Central Indiana, Inc.				
Allocation	383,686	-	383,686	387,233
Technology grant	25,000	-	25,000	-
Annual and capital campaign contributions	30,268	-	30,268	37,578
Other contributions	506,399	-	506,399	2,306,160
Total support	945,353	-	945,353	2,730,971
NET ASSETS RELEASED FROM RESTRICTIONS	222,327	(222,327)	-	-
Total revenue and support	89,277,558	(215,523)	89,062,035	84,911,655
EXPENSES				
Retail and commercial services	64,375,782	-	64,375,782	62,438,161
Workforce services	5,301,972	-	5,301,972	5,758,650
Education services	7,324,258	-	7,324,258	5,195,775
General and administrative	8,943,444	-	8,943,444	8,098,226
Fundraising	288,323	-	288,323	393,466
Total expenses	86,233,779	-	86,233,779	81,884,278
CHANGE IN NET ASSETS	3,043,779	(215,523)	2,828,256	3,027,377
NET ASSETS, BEGINNING OF YEAR	28,400,265	238,166	28,638,431	25,611,054
NET ASSETS, END OF YEAR	$ 31,444,044	$ 22,643	$ 31,466,687	$ 28,638,431

See accompanying notes to financial statements.

GOODWILL INDUSTRIES OF CENTRAL INDIANA, INC. AND SUBSIDIARIES
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JANUARY 1, 2011
WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JANUARY 2, 2010

	Retail and Commercial Services	Workforce Services	Education Services	General & Administrative	Fundraising	Totals January 1, 2011	Totals January 2, 2010
Salaries and wages	$ 25,570,757	$ 3,863,888	$ 3,317,529	$ 4,074,958	$ 178,306	$ 37,005,438	$ 34,894,412
Employee benefits	8,244,893	603,077	1,155,110	1,371,180	54,822	11,429,082	11,590,836
Professional services	2,183,544	71,329	253,347	556,122	2,495	3,066,837	2,656,842
Supplies	2,977,244	39,786	95,339	219,331	4,829	3,336,529	2,506,622
Cost of sales	6,455,754	-	-	-	-	6,455,754	8,114,635
Occupancy	13,773,775	175,705	514,114	1,264,209	16,537	15,744,340	13,337,753
Advertising and printing	898,595	23,334	17,872	335,847	15,820	1,291,468	1,550,104
Travel and transportation	1,164,037	71,971	195,600	163,166	1,750	1,596,524	1,369,266
Staff development	30,816	20,537	64,047	115,120	1,065	231,585	267,714
Memberships and dues	4,185	320	8,986	202,147	822	216,460	180,001
Client tuition, training and assistance	-	291,816	70,641	-	3,926	366,383	311,983
Student services	-	-	553,787	-	-	553,787	403,838
Depreciation and amortization	2,552,082	76,767	877,504	605,761	4,670	4,116,784	3,829,508
Bad debt expense	93,680	10,200	-	-	-	103,880	120,655
Interest expense	303,677	-	155,994	-	-	459,671	496,298
Other	122,743	53,242	44,388	35,603	3,281	259,257	253,811
	$ 64,375,782	$ 5,301,972	$ 7,324,258	$ 8,943,444	$ 288,323	$ 86,233,779	$ 81,884,278

See accompanying notes to financial statements.

GOODWILL INDUSTRIES OF CENTRAL INDIANA, INC. AND SUBSIDIARIES
CONSOLIDATED STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JANUARY 1, 2011 AND JANUARY 2, 2010

INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS

	January 1, 2011	January 2, 2010
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 2,828,256	$ 3,027,377
Depreciation and amortization	4,116,784	3,829,508
(Gain) loss on interest rate swap hedge	90,888	(373,848)
Realized gain on investments	(4,321)	(96,771)
Unrealized gain on investments	(6,803)	(90,710)
Net gain on disposition of property	(271,058)	(28,276)
(Increase) decrease in operating assets:		
Trade accounts receivable	(13,740)	(262,471)
Charter school accounts receivable	(1,259,514)	(13,809)
Contributions and pledges receivable	-	8,534
Other receivables	1,310,098	(1,093,961)
Inventories	(1,907,286)	701,945
Prepayments	(503,972)	(51,549)
Deposits	48,262	-
Other assets	6,974	6,974
Increase (decrease) in operating liabilities:		
Accounts payable and accrued liabilities	2,904,261	(1,191,161)
Other long-term liabilities	(44,092)	(30,935)
Net cash provided by operating activities	7,294,737	4,340,847
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of investments	(1,993,098)	(4,537,774)
Proceeds from sales of investments	900,026	4,614,920
Proceeds from sales of fixed assets	1,028,750	1,075,550
Proceeds from note receivable	3,803	-
Capital expenditures	(4,437,355)	(6,967,833)
Net cash used in investing activities	(4,497,874)	(5,815,137)
CASH FLOWS FROM FINANCING ACTIVITIES		
Proceeds (repayments) on line of credit, net	(958,231)	(151,865)
Proceeds from notes payable	1,279,914	-
Principal payments on bonds and notes payable	(1,493,330)	(465,461)
Principal payments on capital leases payable	(78,596)	(155,749)
Net cash used in financing activities	(1,250,243)	(773,075)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	1,546,620	(2,247,365)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	814,948	3,062,313
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 2,361,568	$ 814,948
SCHEDULE OF NONCASH INVESTING AND FINANCING ACTIVITIES		
Sale of fixed asset under note receivable	$ 24,000	$ -
Purchase of software under note payable	$ (35,445)	$ -
SUPPLEMENTAL CASH FLOWS INFORMATION		
Cash paid for interest	$ 404,903	$ 496,298

See accompanying notes to financial statements.

1. Summary of Significant Accounting Policies

Principles of Consolidation

These consolidated financial statements include the accounts of Goodwill Industries of Central Indiana, Inc. and its subsidiary companies. The term "Goodwill" used herein means Goodwill Industries of Central Indiana, Inc. and its subsidiaries, unless otherwise indicated by the context. All material inter-company accounts and transactions have been eliminated.

Description of Organization

Goodwill Industries of Central Indiana, Inc. ("GICI") and its subsidiaries, GW Commercial Services, Inc. ("GWCS") and Goodwill Education Initiatives, Inc. ("GEI") (collectively referred to as "Goodwill") are Indiana non-profit organizations that offer employment, education and related services to disadvantaged adults and young people throughout central Indiana. Goodwill defines disadvantaged individuals as those with a barrier to employment such as a disability, a criminal history and/or a low education level (less than a high school diploma).

GICI's retail operation collects donations of used clothing and household items and sells them through a network of 48 thrift stores. Excess and unsalable donated items are sold through salvage and recycling channels. Unique items are often sold through e-commerce channels. The retail operation also accepts and sells donated automobiles, using a third party only for vehicle towing and auction services. The retail operation employs over 1,300 individuals, more than 60% of whom are disabled or disadvantaged. These operations generate revenue and cash flow that fund a large portion of GICI's other mission-related operations and general and administrative expenses. As part of its overall strategic planning efforts, Goodwill's retail operation has added 17 new stores since 2006, and will add at least three more in 2011. These stores support Goodwill's strategic mission expansion activities within its retail operations and in its workforce services and education-related efforts.

GICI's commercial services ("CS") operation provides a variety of outsource packaging, assembly, and fulfillment services to external customers, employing over 150 disabled and disadvantaged individuals.

GICI's workforce services ("WFS") operation provides case management, counseling, training, education, job coaching, and job placement, and related supportive services, for disabled, disadvantaged, unemployed and under-employed individuals who wish to find and retain employment and increase their economic self-sufficiency. The CS and WFS segments of GICI are funded by a combination of contracts with external customers, service contracts with federal and state governmental entities, United Way grants, private grants and gifts from individuals and foundations, and subsidies from GICI's retail operation.

GWCS provides rehabilitative training and jobs for people who have severe disabilities, primarily through service contracts with various federal governmental entities pursuant to Ability One (formerly known as the Javits-Wagner-O'Day Act of 1971). Ability One requires certain federal governmental entities to purchase selected products and services, via such contracts, from non-profit agencies employing blind or severely disabled individuals. At January 1, 2011, GWCS operated 11 Ability One contracts at government sites in Indianapolis, Indiana, and employed approximately 210 severely disabled individuals.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

DESCRIPTION OF ORGANIZATION, CONTINUED

GEI provides educational opportunities designed to enable young people to prepare for productive adult lives. GEI operates two public charter high schools (Indianapolis Metropolitan High School and The Excel Center) in Indianapolis, Indiana, under the provisions of the Indiana Charter School laws and the chartering authority of the Mayor of Indianapolis. The schools occupy space at Goodwill's Indianapolis headquarters building and contract with GICI for certain business support services. Both schools receive the majority of their funding from the Indiana Department of Education. Their revenues are supplemented with funds from the United States Department of Education, private grants, and gifts. Indianapolis Metropolitan High School is in its seventh year of operation and student enrollment at January 1, 2011 approximated 400 students. The Excel Center opened in September 2010 with an enrollment of 306 adults who previously dropped out of high school and are seeking their high school diplomas rather than a GED. The boards of directors of GICI and GEI previously approved a plan to construct additional school space and ancillary facilities at Goodwill's Indianapolis headquarters. This project has a total estimated cost of $9 million and is comprised of three phases. The first and second phases included the completion of additional classroom space, school administrative space, and a dedicated science and wellness facility. The first and second phases of the project are complete and were funded primarily by the proceeds of Goodwill's 2006 bond issuance (see Note 6) and a private grant. The third phase includes construction of a gymnasium and will be funded with a combination of internal funds, borrowing, and fundraising proceeds. Construction of phase three has not yet commenced.

Goodwill is a member of Goodwill Industries International, Inc. (GII). Goodwill operates autonomously and reports its financial results independent of GII or any other affiliated entity. Goodwill operates in a geographic territory assigned to it by GII encompassing roughly the middle third of Indiana.

Goodwill is a member agency of United Way of Central Indiana, Inc. For the years ended January 1, 2011 and January 2, 2010, Goodwill received United Way grants of $408,686 and $387,233, respectively. The grant amount for the year ended January 1, 2011 included a technology implementation grant of $25,000.

BASIS OF ACCOUNTING

The accompanying financial statements were prepared on the accrual basis of accounting. The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of support, revenues and expenses during the reporting period. For annual financial reporting purposes, Goodwill utilizes a 52-week period ending on the Saturday closest to December 31.

SUMMARIZED COMPARATIVE INFORMATION

The financial statements include certain prior year summarized comparative information in total, but not by net asset class and functional expense class. Such information does not include sufficient detail to constitute a presentation in conformity with GAAP. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended January 2, 2010, from which the summarized information was derived.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

CASH AND CASH EQUIVALENTS

Goodwill considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents. Goodwill maintains cash balances at commercial banks. Accounts at the banks are guaranteed by the Federal Deposit Insurance Corporation (FDIC) up to $250,000. From time to time during the year and at January 1, 2011, Goodwill maintained cash and cash equivalents in excess of the FDIC coverage limits.

TRADE AND CHARTER SCHOOL ACCOUNTS RECEIVABLE

Trade accounts receivable are unsecured customer obligations generally requiring payment within 30 days of the invoice date. Charter school receivables of GEI are due from Indiana governmental entities over periods of time up to six months from the statement of financial position date.

Accounts receivable are stated at the amount billed to the customer or at amounts determined by public statute. Generally, customer account balances with invoices dated over 30 days are considered delinquent.

Payments of accounts receivable are allocated to the specific invoices identified on the customer's remittance advice or, if unspecified, are applied to the earliest unpaid invoices.

The carrying amount of accounts receivable is reduced by a valuation allowance that reflects management's best estimate of the amounts that will not be collected. Management individually reviews all accounts receivable balances that are past due and based on an assessment of current creditworthiness and other factors, estimates the portion, if any, of the balance that will not be collected.

INVENTORIES

The retail store and e-commerce operations of Goodwill contain donated inventories. When received, donated items have little or no economic value to Goodwill and therefore are not recorded at the time of donation. Inventories are ultimately valued in the financial statements based on the costs incurred to place donated items in a saleable condition. Donated goods are sold through retail, e-commerce and salvage sales channels. Costs included in inventory include those incurred to collect, transport and process donated items to place them for sale in Goodwill's retail stores, e-commerce operations, or to salvage and recycling dealers. Retail store, e-commerce, recycling and salvage sales are reflected in the statement of activities as sales - donated goods. The retail and commercial services operations of Goodwill also contain purchased goods inventories, which are stated at the lower of cost or market using the specific identification method. Cost of sales is included in retail and commercial services expenses in the statement of functional expenses.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

PROPERTY AND EQUIPMENT

Property and equipment are recorded at historical cost. Donated property is recorded at the fair market value at the date of donation. Depreciation is computed on the straight-line method over estimated useful lives ranging from 10 to 40 years for buildings and building improvements, and from 3 to 10 years for equipment. Property additions and improvements are capitalized and expenditures for normal maintenance and repairs are expensed as incurred.

Goodwill accumulates certain costs for capital projects until the projects are placed in service, at which time they become depreciable fixed assets. Goodwill's statement of financial position reflected construction projects in progress totaling $254,934 and $350,946 at January 1, 2011 and January 2, 2010, respectively.

OTHER ASSETS

In December 2006, Goodwill issued $12 million of tax-exempt bonds to finance several capital projects and to refinance prior bond debt at a lower interest rate. Transaction costs for the bond issuance totaled $139,483 and are being amortized over the life of the bonds and the supporting letter of credit. Amortization costs are included in interest expense on the statement of functional expenses.

NET ASSETS

Goodwill maintains the following classifications of net assets:

Unrestricted

These include revenue and expenses from the regular operations of Goodwill, which are at the discretion of management and the Board of Directors.

Temporarily Restricted

These include donations and grant revenues used to meet expenses of current operations in accordance with restrictions specified by the donors or grantors. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

CONTRIBUTIONS

Contributions are recognized when the donor makes an unconditional promise to give to Goodwill and are recorded at their fair values as revenues and assets in the period received. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily restricted net assets. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

1. Summary of Significant Accounting Policies, Continued

Expense Allocation

Expenses have been classified as retail and commercial services, workforce services, education services, general and administrative and fundraising. Goodwill uses actual direct expenditures and cost allocations, based on estimates of time and usage by Goodwill personnel and programs, to classify its expenses.

Advertising

Advertising and printing expenses totaled $1,291,468 in 2010 and $1,550,104 in 2009. Goodwill's policy is to record advertising expenditures in the period in which they are incurred.

Subsequent Events

Subsequent events have been considered through March 9, 2011, which was the date the financial statements were available to be issued.

2. Tax Status

Goodwill and its subsidiaries are Indiana non-profit corporations, exempt from income tax under Section 501(c)(3) of the U.S. Internal Revenue Code. However, if income was generated from certain activities not directly related to Goodwill's tax-exempt purposes, such income would be subject to taxation as unrelated business income. Goodwill and its subsidiaries are not considered private foundations as defined in Section 509(a) of the Internal Revenue Code.

Accounting Standards for Income Taxes provide detailed guidance for the financial statement recognition, measurement and disclosure of uncertain tax positions recognized in an enterprise's financial statements. Goodwill regularly evaluates its activities to determine that they are in compliance with its tax-exempt purpose. Currently, Goodwill's management does not believe it is engaged in any activities that would generate unrelated business income or create an uncertain tax position. Goodwill is no longer subject to examination by taxing authorities for years before 2007.

3. Trade Accounts Receivable

Trade accounts receivable are summarized as follows:

	January 1, 2011	January 2, 2010
Trade accounts receivable	$ 2,930,695	$ 2,934,207
Less – allowance for uncollectible accounts	(83,921)	(101,173)
Trade accounts receivable, net	$ 2,846,774	$ 2,833,034

4. INVENTORIES

Inventories are summarized as follows:

	January 1, 2011	January 2, 2010
Donated goods	$ 3,209,763	$ 1,603,482
Purchased goods	760,063	459,058
	$ 3,969,826	$ 2,062,540

5. INVESTMENTS

Goodwill's investments in equity securities with readily determinable fair values and all investments in debt securities are stated at fair value in the statements of financial position (see Note 13). Unrealized gains and losses are reported in the statement of activities.

Goodwill held the following investment securities at:

	January 1, 2011	January 2, 2010
Mutual funds – market value	$ 4,775,593	$ 3,671,533
Mutual funds – cost basis	$ 4,775,929	$ 3,678,536

6. BONDS, NOTES AND CAPITAL LEASES PAYABLE

a. Goodwill has a committed line of credit with a commercial bank, expiring September, 2011. This line of credit provides for maximum borrowings of $4,000,000 and bears interest at a rate equal to the bank's commercial bank rate less one percent (a total of 2.25% at January 1, 2011). As of January 1, 2011 and January 2, 2010, Goodwill had $1,135,279 and $2,093,510 respectively, outstanding on the line of credit. The maximum borrowed under this line of credit during 2010 was $1,707,262. The line of credit includes a non-use fee of 0.10% of the unused balance. In 2010 and 2009, Goodwill paid $3,056 and $1,598 in non-use fees.

b. In 1996, Goodwill issued $8.8 million of tax-exempt long-term bonds. The bonds bear interest at an adjustable interest rate and currently re-price every seven days based on market conditions. The interest rate approximates the quoted weekly Securities Industry and Financial Markets Association (SIFMA) Index rate. During 2010, the interest rate on the bonds ranged from 0.31% to 0.41%. Annually on June 1, Goodwill is required to make principal payments of $440,000, through 2015. In 2010, Goodwill sold a retail store that was originally financed with the 1996 bond issue. As a result, Goodwill repaid an additional $230,000 of bond principal upon closing the sale transaction, which represented the prorated amount of then-outstanding bond debt related to the building that was sold. The outstanding balance of the bonds payable at January 1, 2011 and January 2, 2010 was $1,850,000 and $2,735,000, respectively.

6. BONDS, NOTES AND CAPITAL LEASES PAYABLE, CONTINUED

Goodwill maintains a direct-pay letter of credit facility with a commercial bank that secures Goodwill's 1996 tax-exempt bonds. Goodwill pays a fee equal to 50 basis points to the bank to maintain the letter of credit. During the fiscal years ended January 1, 2011 and January 2, 2010, Goodwill paid $11,572 and $15,006, respectively, to maintain the letter of credit, which is included in interest expense in the statement of functional expenses.

Goodwill pays remarketing fees to a third party remarketing agent for the 1996 bonds, equal to 0.125% of the amount of bonds traded each year. Goodwill paid $550 and $425 of remarketing fees in 2010 and 2009, respectively.

c. In December 2006, Goodwill issued $12 million of tax-exempt long-term bonds, the proceeds of which were used to build 2 new retail stores, refinance then-existing debt, and remodel Goodwill's Indianapolis headquarters campus to accommodate new charter high school space and related ancillary facilities. The bonds bear interest at an adjustable interest rate and currently re-price every seven days based on market conditions. The interest rate approximates the quoted weekly Securities Industry and Financial Markets Association (SIFMA) Index rate. In 2010, the interest rate on the bonds ranged from 0.18% to 0.48%. Goodwill is required to make annual principal payments of $600,000, through 2027. The outstanding balance of the bonds payable at January 1, 2011 and January 2, 2010 was $10,200,000 and $10,800,000, respectively.

   Goodwill maintains a direct-pay letter of credit facility with a commercial bank that secures Goodwill's 2006 tax exempt bonds. Goodwill pays a fee equal to 50 basis points to the bank to maintain the letter of credit. Goodwill paid letter of credit fees for the 2006 bonds of $53,003 and $55,283 in 2010 and 2009, respectively.

   Goodwill also pays remarketing fees to a remarketing agent for the 2006 bonds, equal to 0.10% of the amount of bonds outstanding. Goodwill paid $10,256 and $10,850 of remarketing fees in 2010 and 2009, respectively.

d. In 2010 and prior years, GEI borrowed from the Indiana Common School Fund to fund its charter school operations and costs associated with enrollment growth. Loan repayments, including interest, are deducted monthly from state public tuition receipts. The outstanding balance on the loans from the Indiana Common School Fund was $2,144,792 and $864,878 at January 1, 2011 and January 2, 2010, respectively. In 2009, the Indiana legislature enacted a moratorium on repayments of Common School Fund loans by charter schools for two years. Accordingly, GEI elected to suspend its loan repayments. Interest on the loans continues to accrue during the moratorium. The 2011 Indiana legislative session has proposed a charter school bill that would, among other things, cancel the interest due on all Common School Fund growth loans. Goodwill's management is unable to determine whether the proposed legislation will be enacted. Details of the borrowings from the Indiana Common School Fund are as follows:

6. BONDS, NOTES AND CAPITAL LEASES PAYABLE, CONTINUED

Indianapolis Metropolitan High School

Year of Issuance	Original Borrowing	Interest Rate	Term of Loan	Amount Outstanding as of January 1, 2011
2004	$453,020	4%	20 years	$362,416
2005	$305,111	4%	20 years	$268,235
2006	$260,253	4%	20 years	$234,227
2010	$381,744	1%	3 years	$381,744

Excel Center

Year of Issuance	Original Borrowing	Interest Rate	Term of Loan	Amount Outstanding as of January 1, 2011
2010	$898,170	4%	20 years	$898,170

e. In prior years, Goodwill leased computers and related equipment through capital leases. The leases have varying expiration dates through 2012. The principal balance of the lease obligations at January 1, 2011 and January 2, 2010 was $25,013 and $103,608, respectively. The leases include interest at an average annual rate of 7%.

f. Total interest expense on the line of credit and long-term debt for the years ended January 1, 2011 and January 2, 2010 was $340,746 and $395,750, respectively.

g. Goodwill is party to an interest rate swap in order to manage interest rate risk on a portion of its bond debt, the notional amount of which was $6,467,500 at January 1, 2011. The swap agreement provides for Goodwill to pay a fixed interest rate of 3.85% for ten years in exchange for the underlying floating interest rate. At January 1, 2011 and January 2, 2010, the swap had a negative fair value of $654,678 and $563,790, respectively. The fair value of the swap is included in other long-term liabilities on the statement of financial position, and the change in fair value from 2009 to 2010 is recorded as a loss on interest rate swap hedge on the statement of activities. The fair value of the swap is based on quoted replacement swap rates in effect at the valuation date. The replacement rate utilized in the valuation at January 1, 2011 was approximately 1.08%.

6. Bonds, Notes and Capital Leases Payable, Continued

h. The aggregate maturities of long-term debt are as follows for the following fiscal years:

2011	$	1,271,233
2012		1,281,588
2013		1,263,076
2014		1,135,828
2015		785,828
Thereafter		8,509,367
	$	14,246,920

7. Temporarily Restricted Net Assets

Temporarily restricted net assets are generated primarily through private grants and are available for the following purposes:

	January 1, 2011	January 2, 2010
Youth education and training	$ 22,643	$ 229,388
Other workforce development initiatives	-	8,778
	$ 22,643	$ 238,166

8. Lease Obligations

Goodwill leases 30 retail stores and six other buildings used in operations. The lease agreements have terms of up to 12 years from the lease commencement date, and certain leases have one or more renewal options for up to an additional five years per option. Aggregate rental expense for the years ended January 1, 2011 and January 2, 2010, including common area maintenance charges, totaled $7,914,604 and $6,646,746, respectively. Four of Goodwill's retail store leases contain a right of first refusal. This right provides Goodwill an option to purchase the store at fair market value if the landlord has a bona fide offer from a third party. Fair market value is the price offered by a third party in an arms-length transaction. Goodwill's management cannot determine if it would elect to purchase any of the stores for which it has a right of first refusal.

Goodwill leases computers and office equipment. The computer lease agreements expired in 2009. The office equipment lease agreement expires in 2014. Rent expense under these leases was $66,044 and $13,957 for the years ended January 1, 2011 and January 2, 2010, respectively.

Goodwill leases vehicles, equipment and drivers used in operations. The leases expire in February 2014. Fixed lease costs are $7,404 weekly, and variable costs are $0.1586 per mile driven. Labor rates for drivers vary from $19.41 to $21.09 per straight-time hour. Goodwill's expense under these leases was $943,088 and $1,103,146 for the years ended January 1, 2011 and January 2, 2010, respectively.

8. LEASE OBLIGATIONS, CONTINUED

Future minimum rental payments required under operating leases that have initial or remaining lease terms as of January 1, 2011 are as follows for the fiscal years ending:

2011	$ 7,644,090
2012	7,695,467
2013	7,701,937
2014	7,007,807
2015	6,691,008
Thereafter	21,623,016
	$ 58,363,325

9. RETIREMENT PLAN

Goodwill maintains a discretionary thrift plan which allows eligible employees to contribute up to 15% of pre-tax gross income, subject to certain IRS limitations. Goodwill matches 100% of eligible employees' pre-tax contributions up to 3% of gross income, and 50% of the next 3% of gross income. Goodwill may also make additional discretionary contributions to the plan. Employer matching contributions vest after three years or in the event of death or disability. Employer discretionary contributions vest after five years or in the event of death or disability. Goodwill's expense relating to contributions to the thrift plan for the fiscal years ended January 1, 2011 and January 2, 2010 was $1,234,248 and $1,066,196, respectively.

10. RELATED PARTY TRANSACTIONS

Goodwill Industries Foundation of Central Indiana, Inc. (the "Foundation") has common management with Goodwill and provides grant support for Goodwill and GEI. The accompanying financial statements of Goodwill have not been consolidated with those of the Foundation due to less than a majority voting interest and lack of controlling financial interest between the two organizations. At December 31, 2010 and 2009, the Foundation had net assets of $24.1 million and $21.1 million, respectively, consisting primarily of equity mutual fund investments and alternative investments consisting of private equity and natural resource funds. For the years ended January 1, 2011 and January 2, 2010, the Foundation granted to Goodwill $349,232 and $2,113,554, respectively, which is included in "support" on the statement of activities. The Foundation also reimburses Goodwill for certain fundraising expenses and pays Goodwill a management fee. This reimbursement and management fee totaled $327,589 and $438,040 for the years ended January 1, 2011 and January 2, 2010, respectively. Included in other receivables at January 1, 2011 and January 2, 2010 is $58,120 and $1,210,574, respectively, due from the Foundation for grants receivable from the Foundation, reimbursement of fundraising expenses incurred by Goodwill and expenses of the Foundation paid by Goodwill.

11. FUTURE GRANT AUDITS

Under the terms of federal grants awarded to Goodwill, periodic audits are required and certain costs may be challenged as to allowability under the terms of the grants. Such audits could lead to reimbursement to the grantor. Management believes the likelihood that material costs incurred by Goodwill will be disallowed is remote.

12. SELF INSURANCE

Goodwill self insures for employee and dependent medical benefits up to a per-individual annual maximum of $100,000, and an aggregate maximum of approximately $6.6 million. Goodwill purchases reinsurance which pays individual claims that exceed $100,000 per year, up to a per individual maximum of $2 million, and up to $1 million beyond the aggregate self-insured maximum. The reinsurer reviews claims annually and upon renewal of the reinsurance policy each year may establish higher specific maximums on selected individuals with high claims risks. Goodwill purchases claims administration services from a third party administrator. Self insured medical expenses and related administrative costs were $5,574,081 and $6,395,234 for the years ended January 1, 2011 and January 2, 2010, respectively. Goodwill maintains an estimated liability for incurred but not reported medical claims based on average claim costs and claims processing lag times. At January 1, 2011 and January 2, 2010, the estimated liability was $779,171 and $702,754, respectively, and is included in accrued liabilities on the statement of financial position.

13. FAIR VALUE MEASUREMENTS

Fair values measured on a recurring basis at January 1, 2011 are as follows:

	Fair Value	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Fixed income mutual fund	$ 4,775,593	$ 4,775,593	$ -	$ -
Interest rate swap	$ (654,678)	$ -	$ (654,678)	$ -

13. FAIR VALUE MEASUREMENTS, CONTINUED

Fair values measured on a recurring basis at January 2, 2010 are as follows:

	Fair Value	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Fixed income mutual fund	$ 3,671,533	$ 3,671,533	$ -	$ -
Interest rate swap	$ (563,790)	$ -	$ (563,790)	$ -

Fair values for investments are determined by reference to readily available quoted market prices and other relevant information generated by market transactions. Fair value for the interest rate swap is determined by the prevailing one-month LIBOR rate at the valuation date.

14. SUBSEQUENT EVENTS

Subsequent to January 1, 2011, Goodwill entered into a five-year operating lease agreement for a new, smaller-format retail store, which will open in spring 2011. Under the lease agreement, Goodwill will make annual lease payments of $52,860, plus its share of common area expenses. The lease contains two five-year extension options. Goodwill also entered a 10 year operating lease for a new store which will open in fall 2011. Under this agreement, Goodwill will make annual lease payments of $182,325, plus common area expenses. The lease contains three five-year extension options. Goodwill's management cannot determine whether it will exercise any of its lease extension options.

Attachment 26 – Litigation History

GEI and its schools have no history of litigation.