



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application Adult Education Public Charter School

Deadline for Receipt of Submission: Thursday, June 16, 2016, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

_____ The Excel Center

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2016 APPLICATION
ADULT EDUCATION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: The Excel Center®

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 125

Name of Sponsoring Entity: Goodwill Arkansas Education Initiatives, Inc. (GAEI)

Other Charter Schools Sponsored by this Entity (Name and Location):
none

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.

Name of Contact Person: Brian Itzkowitz

Address 7400 Scott Hamilton Drive, #50 City: Little Rock

ZIP: 72209 Daytime Phone Number: (501) 372-5100 FAX: (501) 376-9398

Email: bitzkowitz@goodwillar.org

Charter Site

Address: 7400 Scott Hamilton Drive City: Little Rock

ZIP: 72209 Date of Proposed Opening: July, 2017

Chief Operating Officer

of Proposed Charter (if known): Stacey Hunter Schwartz Title: Director

Address: 7400 Scott Hamilton Drive, #50 City: Little Rock

ZIP: 72209 Daytime Phone Number: (501) 372-5100

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Brian Itzkowitz Position: Goodwill President/CEO State of Residence: AR

Dr. Stacey Hunter

Goodwill Director of Educ/

Name: Schwartz Position: Certification Programs State of Residence: AR

Name: Emily Flick Position: Goodwill Chief of Staff State of Residence: AR

Goodwill VP of Workforce

Name: Staci Croom-Raley Position: Development State of Residence: AR

Goodwill Educ. Initiatives

Name: Kim Reier Position: Dir. of Network Developmt State of Residence: IN

Dr. Phillis Nichols-

Name: Anderson Position: Consultant State of Residence: AR

Goodwill Chief Operating

Name: Brian Marsh Position: Officer State of Residence: AR

Goodwill Chief Financial

Name: Sylvia Murchison Position: Officer State of Residence: AR

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin postsecondary education while developing career paths in sectors of the local economy that offer better-than average- employment and growth opportunities.

Describe the applicant's history of success in providing education services, including industry certifications and job placement services, to adults 19 years of age and older who educational and training opportunities have been limited by educational disadvantages, disabilities, homelessness, criminal history, or similar circumstances.

Applicant Response:

The Excel Center is being founded and supported by a team of leaders from Goodwill® Industries of Arkansas and Goodwill Education Initiatives ("GEI"), all dedicated to creating vehicles to help adults move towards greater economic self-sufficiency. The Excel Center is being born out of Goodwill's mission to change lives through education, training, and employment, and its vision that people in the communities it serves will have improved skills that provide long-term employment and a better standard of living. The Excel Center® is a nationally proven school model founded by Goodwill of Central Indiana. To date, the model has expanded to both Texas and Tennessee. The Excel Centers have produced over 1,800 graduates with 82% of graduates receiving an industry-recognized credential in sectors with above-average growth potential. Seventy-five percent of graduates are either employed or in college immediately after leaving The Excel Center. Goodwill Industries of Arkansas ("Goodwill") served over 27,600 Arkansans in its 2016 fiscal year and placed 4,547 of those individuals in jobs. Through its trade school, The Academy at Goodwill, the organization also provided training resulting in the awarding of Administrative Assistant and Forklift certifications to its students.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

The Excel Center 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. The Excel Center’s education plan has three main pillars: (1) an academic philosophy that meets the goals and needs of adult students, (2) a concentrated focus on College and Career Readiness, and (3) a coaching platform designed to address barriers that impede students continued educational success. In addition to these pillars, The Excel Center is built upon a foundation of elements proven to drive success for adult students, including an accelerated and flexible student schedule to meet the needs of working and busy adults, available transportation and easy access for non-driving students, child care provided for students with children, and a mature learning environment with a mix of both younger and older students.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

A public hearing was held on Wednesday, June 29, from 6 p.m. to 7:20 p.m., at the headquarters of Goodwill Industries of Arkansas, 7400 Scott Hamilton Drive, Little Rock. Sixteen community members, the majority representing Adult Education programs across the state, attended the hearing, along with six Goodwill staff members and the chairman of the Goodwill board of directors.

Goodwill President and CEO Brian Itzkowitz began with a presentation describing Goodwill’s history of providing services to disadvantaged Arkansans and placing them in jobs. A seven-minute video clip of a PBS NewsHour segment on The Excel Center in Indianapolis was then played. Goodwill Director of Education and Certification Programs Dr. Stacey Hunter Schwartz then gave a presentation about the Excel model.

The floor was then opened up for questions and comments. In response to questions, the audience was told the following: (1) Goodwill has enlisted the help of Indianapolis’ Goodwill Education Initiatives to tailor The Excel Center model to meet all Arkansas standards, (2) child care and transportation vouchers will be provided for enrolled students, (3) students with disabilities or English language learners will be served, (4) Goodwill is

working with its Adult Education partner (Pulaski County Special School District) in identifying aspects of the vocational certification curriculum that Adult Ed can provide to the Excel students and students at Goodwill's trade school, The Academy at Goodwill, (5) Goodwill is self-funding this school, (6) Goodwill is working with its higher education partner, Pulaski Technical College, to identify appropriate courses for concurrent enrollment and (7) Goodwill plans to retrofit its former downtown Little Rock headquarters to house the school, which will also include a Goodwill career center on-site.

Several members of the audience, including representatives from Adult Education, higher education, business and non-profit segments, spoke in praise of the efforts Goodwill is making to apply for this charter. After 45 minutes of questions and comments, there were no longer any audience members with raised hands, and the hearing ended.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the community in which the school will likely be located.
 - B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
2. Describe the governing structure of the adult education charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents/friends, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents and/or students.

Applicant Response:

The Board of Directors of Goodwill Arkansas Education Initiatives, Inc. (GAEI), hereinafter and also known as The Excel Center, will serve as the governing body of The Excel Center. Pursuant to its bylaws and Articles of Incorporation, the governing board of GAEI will be composed of 9 individuals, but not less than 3 (excluding any ex officio, advisory and honorary directors). At the time of submitting this charter application, the Board of Directors includes Chris Amsler, Douglas Jackson, Denise Luft, Margaret Bates, Fred Perkins III, Brian Itzkowitz, Jonathan Crossley, Cassandra Green, and Dr. Margaret Ellibee.

If not serving as a Director, the President & Chief Executive Officer of Goodwill Industries of Arkansas will serve as an ex officio member of the Board with the right to attend and participate, but not to vote, and will not count toward the number of Directors. The officers shall consist of Chair, one or more Vice Chairs, and may consist of

a President & Chief Executive Officer, Secretary, Treasurer, and such other officers as the Board may from time to time deem necessary and convenient. The Corporation may also have, at the discretion of the Board, one or more Senior Vice Presidents, one or more Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed in accordance with the Corporation's Bylaws. One person may hold two or more offices, except those of Chair, and Vice Chair.

At its organizational meeting, the Board will formally elect its Chair, one or more Vice-Chairs, and may elect a Secretary and Treasurer, and to establish and appoint members of key committees that may include Executive, Finance, Audit and Governance. All officers shall at all times carry out their duties under the direction and the control of the Board of Directors.

Members of GAEL's Board of Directors are selected by the board of Goodwill Industries of Arkansas. As the need for new members arises, members of the Board are solicited for suggestions for prospective members. Care is taken to always have Board members with expertise in finance, education, legal, and business along with strong community ties. Prospective members are vetted against those categories, with candidates selected to meet with the Membership Committee to explore their willingness to serve along with more fully understanding their approach to governance. Candidates are then presented to the Board of Goodwill Industries of Arkansas for approval.

Financial management for The Excel Center will be overseen by the Board of Directors. The annual budget will be developed each year by the school director and approved by the Board of Directors, with assistance from Goodwill's financial leadership as needed. Budget creation and monitoring performance against the budget will be a key oversight lever.

Board members will establish the policies used by the school to conduct operations, including finances, enrollment, program evaluation, evaluating the education service provider, and other operational aspects.

Directors shall be elected to terms of up to three years. Terms of the Directors shall be staggered such that the terms of approximately one-third of those Directors will expire each year.

Vacancies may be filled by Goodwill Industries of Arkansas and each director so elected shall hold office until his or her successor is elected and qualifies. The governance and direction of The Excel Center shall be vested in the Board of Directors, which shall bear responsibility for and shall oversee all the activities of The Excel Center. The Excel Center's Board will act autonomously in maintaining oversight of the school's governance and shall not concede control of the school to any other entity outside of the Board. The Board may establish new or change existing policies by taking action with a majority vote during an official Board meeting. 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;
- Approve annual budgets;
- Ensuring financial solvency;
- Hiring and firing the school director; and
- Taking other actions as necessary and ensuring that structures and mechanisms are in place to ensure that The Excel Center is in compliance with all applicable laws, regulations, and contracts, including requirements of the school's charter.

In addition, the Board is responsible for periodically (no less than annually) reviewing and evaluating the relationship between The Excel Center and Goodwill to ensure that services provided the school by Goodwill are meeting quality expectations, providing good value for the school, and are enhancing The Excel Center's mission.

Each Director will act in good faith and in a manner reasonably believed to be in the best interest of The Excel

Center. Each Director is responsible for actively participating in the work of GAEL's Board of Directors and the life of the school. These expectations are to be clearly articulated prior to any candidate being nominated as a board member. Candidates will be nominated only after s/he has agreed to fulfill these expectations.

The school director will report directly to the Board of Directors and will act as the instructional leader of the school, providing hands-on leadership in the directing, planning, managing, and coordinating the educational goals and vision of the school. The school director will ensure that instructors and school curriculum are applied according to the principles of The Excel Center and that the school is meeting the desired outcomes. The school director will oversee and be responsible for school-level policy development and organizational development, such as working with the School Board to establish school goals and objectives and ensuring they are met, and working with Goodwill to establish the school's budget and handle purchasing for the school, development and maintenance of community partnerships, parent and partner engagement, hiring and firing of school staff, ensuring that instructors, coaches, and all school staff are providing the highest quality academic services to students, and other day-to-day matters, including student discipline.

It is critical for the Board of The Excel Center to consider the views of school staff, students, parents and community members in setting school policies. The Board will engage members of the community, including students, to inform school direction and policies. The Excel Center will have an advisory group to ensure that The Excel Center is providing a relevant educational program that meets the local community's need. This advisory group will meet at the school and will be a means by which The Excel Center will communicate with individuals in the community and for the community to inform the school's decision making. The advisory group will be responsible for providing input to The Excel Center 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 school. Moreover, advisory groups will provide a community voice to the school.

The advisory group will consist of 8-10 members and include relevant stakeholders in The Excel Center's success, drawing on expertise 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 Excel Center's school director will be responsible for managing the relationship between the school and the advisory group. He or she will set agendas for each meeting in collaboration with the Board. Furthermore, each meeting of the Board of Directors will be open to the public and the dates and times of meetings will be posted in advance. The Board will have an "open door" policy where students, parents, and members of the community may present concerns to the Board and where an aggrieved person can appeal up the chain of command to the Board.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin postsecondary education while developing career paths in sectors of the local economy that offer better-than average- employment and growth opportunities.

4. Describe the educational need for the school by responding to the following prompts.

If student performance data at schools and or/districts demonstrate the need for the charter, provide the data and its source and explain.

Applicant Response:

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. In addition, high school dropouts are more likely to be recipients of government welfare and are eight times more likely to be incarcerated than high school graduates.¹

Arkansas has a significant need for an adult charter high school. The Arkansas Workforce Development Board has estimated the number of adults between the ages of 18 and 64 without a high school diploma to be 533,946 or 18% of the population.² Since 1978, 245,512 Arkansans have been awarded General Education Development (GED) certificates,³ leaving approximately 250,000 Arkansans without a high school diploma or equivalent. Furthermore, our citizens are fiftieth in the nation when it comes to continuing their education into post-secondary training by earning an Associate's Degree or higher.⁴

In Pulaski and Saline Counties alone, almost 24,000 adults between 18 and 64 lack a high school diploma.⁵ As a result, a large portion of the Central Arkansas community is clearly unprepared to participate in the 21st century workforce – one that will require additional skills beyond high school, whether through an industry certification or postsecondary degree.

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 GED certificate.⁶ 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,⁷ and only ten percent of the estimated 3.8 million young people ages 18-24 without a diploma receive their GED.⁸

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.⁹ However, other reports have shown strong psychological and social benefits of earning a GED, especially when a GED is used to prepare students for postsecondary education. Unfortunately, most people who earn a GED struggle at the postsecondary 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.¹⁰

Many of these struggles indicate that traditional approaches to re-engaging adults in their education 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, non-academic reasons. In particular, life circumstances such as needing to work, pregnancy and parenting, or caring for other family members were most prominent.¹¹

¹Bridgeland, J.M., Dilulio, J.J., & Morison, K.B. (2006). The silent epidemic: perspectives of high school dropouts. Washington, DC: Civic Enterprises. Retrieved on August 20, 2008, from <http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf>

²Arkansas Workforce Innovation and Opportunity Act Combined Plan (2016), p. 103. Retrieved from <http://www.arkansas.gov/esd/AWDB/pdfs/stateplan/Draft%20State%20Plan%20for%20Review,%201-18-2016%20red%20siz.pdf>

³GED Testing Service (2013). Annual Statistical Report on the GED Test. Retrieved from <https://www.gedtestingservice.com/uploads/files/5b49fc887db0c075da20a68b17d313cd.pdf>

⁴U.S. Department of Commerce (2014). Bureau of the Census American Community Survey: 2013 3-year estimate, Table B15001

⁵Based on data extrapolated from U.S. Census 2010 population and 2000 age

⁶Harris, L., & Ganzglass, E. (2008). Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges Washington, DC: Center for American Progress. Retrieved from <http://www.clasp.org/admin/site/publications/files/0438.pdf>

⁷Harris, L., & Ganzglass, E. (2008). Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges Washington, DC: Center for American Progress. Retrieved from <http://www.clasp.org/admin/site/publications/files/0438.pdf>

⁸Harris, L., & Ganzglass, E. (2008). Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges Washington, DC: Center for American Progress. Retrieved from <http://www.clasp.org/admin/site/publications/files/0438.pdf>

⁹Heckman, J. and LaFontaine (2005). Bias Corrected Estimates of GED Returns. Retrieved from http://jenni.uchicago.edu/ged_umpuation

¹⁰Harris, L., & Ganzglass, E. (2008). Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges Washington, DC: Center for American Progress. Retrieved from <http://www.clasp.org/admin/site/publications/files/0438.pdf>

¹¹Bridgeland, J.M., Dilulio, J.J., & Morison, K.B. (2006). The Silent Epidemic: Perspectives of High School Dropouts. Retrieved from <http://www.civicerprises.net/pdfs/thesilentepidemic3-06.pdf>

Describe any partnerships with a state-sponsored two year institution of higher education, if anticipated.

Applicant Response:

Goodwill will be partnering with Pulaski Technical College (PTC) to provide both general education classes and coordinated technical career pathways. The Goodwill director of education and certification programs has already met with PTC staff to identify classes appropriate for concurrent enrollment and to identify instructor requirements so that Excel students may qualify for community college credit while taking high school courses. The director has also met with PTC technical instructors and administration in order to identify prerequisites for PTC certificate programs.

The relationship between Goodwill and PTC is robust. In conjunction with a formal memorandum of understanding, Goodwill and PTC have previously collaborated on a "Credentials to Careers: Good Prospects" program resulting in PTC students seeking Goodwill's services both pre- and post-graduation. A Goodwill career specialist is now centrally located on the PTC main campus to provide job search assistance, resume writing and interview preparation.

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for the proposed charter.

Applicant Response:

The Excel Center will be the first charter school of its kind in Arkansas, enabling adults aged 19 and older who have previously dropped out to return to school and earn a high school diploma. Existing adult education programs and charter schools serve a small fraction of the total number of adults who lack a high school diploma. GED tests are the most common avenue for adult education in Arkansas. The Excel Center is being founded and supported by a team of leaders from Goodwill Industries of Arkansas ("Goodwill"), Goodwill Education Initiatives ("GEI"), and Goodwill Arkansas Education Initiatives ("GAEI"), all dedicated to creating vehicles to help adults move towards greater economic self-sufficiency. The Excel Center is being born out of Goodwill's mission change lives through education, training, and employment, and its vision that people in the communities it serves will have improved skills that provide long-term employment and a better standard of living. The Excel Center® is a nationally proven school model founded by Goodwill of Central Indiana. To date, the model has expanded to both Texas and Tennessee. The Excel Centers have produced over 1,800 graduates with 82% of graduates receiving an industry-recognized credential in sectors with above-average growth potential. Seventy-five percent of graduates are either employed or in college immediately after leaving The Excel Center.

The Excel Center 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. The Excel Center's education plan has three main pillars: (1) an academic philosophy that meets the goals and needs of adult students, (2) a concentrated focus on College and Career Readiness, and (3) a coaching platform designed to address barriers that impede students continued educational success. In addition to these pillars, The Excel Center is built upon a foundation of elements proven to drive success for adult students, including an accelerated and flexible student schedule to meet the needs of working and busy adults, available transportation and easy access for non-driving students, child care provided for students with children, and a mature learning environment with a mix of both younger and older students.

Many students struggle to complete their education because skill deficits and life challenges impede progress. More often than not, adult education programs do not adequately meet the needs of adult learners. Many adult educational programs focus on remediating skill deficits, but do not strategically work to address the many non-academic barriers that keep the vast majority of adults from re-engaging in school as well as the issues that led them to drop out of school in the first place. To be effective, adult education must provide supports and flexibility to help students overcome the various challenges to their continued education.

Below are a number of barriers adult students face – which may impact their success in earning a high school diploma – as well as an overview of the ways The Excel Center will work to address and overcome those barriers.

Barrier 1: Low credit attainment and academic skill gaps

Students will arrive at The Excel Center at a variety of academic levels: students will have different levels of credit attainment, and they will arrive at different skill levels. In some cases, students may have a transcript that shows they earned certain course credits but, when assessed, their scores may indicate that they do not have mastery over the material.

Solution: Meet students where they are. The Excel Center will work with students in each of these profiles, designing an educational program that meets adult students' needs. To ensure that the school is fulfilling its top two priorities – provide students with an opportunity to earn a regular high school diploma and prepare them for “what comes next”– The Excel Center will dedicate considerable resources to helping students be prepared and successful. The Excel Center will have dedicated remedial efforts for students who are not ready for high school-level coursework, and evaluate progress by regular testing as well as case conferences when appropriate.

Barrier 2: Traditional school hours interfering with the real demands of adult life

Adults must often prioritize child care needs, family situations, or the need to work over being in a classroom during traditional school hours. The real demands of life may be the reason that some students dropped out of school in the first place and are often barriers to students re-entering school to earn a high school diploma.

Solution: A school schedule that meets the needs of adults. The Excel Center will operate year-round, with five eight-week terms in each calendar year. Credits can be earned each term and students and teachers will work diligently to condense a semester's worth of material into each term. This schedule will allow students to earn credits quickly and make rapid progress towards their diploma. The Excel Center curriculum integrates material across disciplines so that one course combines academic standards, allowing students to earn credit in multiple areas while attending one class. The school will be open to students who prefer to attend classes in the morning, afternoon and/or evening.

Barrier 3: Balancing work and family life

Some of The Excel Center's students will have to take care of their children while also trying to continue their education. Many parents put off returning to school because they lack the ability or financial resources to pay for quality childcare.

Solution: Free and reliable child care for students. To help students continue their education, The Excel Center will operate a child care center. This center allows for children of students to be cared for free of charge while their parents are attending classes at the school, providing students the opportunity to focus on their education knowing that their children are in a safe and secure environment.

Barrier 4: Lack of focus

Students entering The Excel Center will be able to focus on school at variable levels as some students balance school work with the needs of work and family. Having previously dropped out of high school, students may also struggle to reengage in their education.

Solution: Addressing challenges outside of the classroom. Life Coaching in The Excel Center model addresses the life barriers and issues that prevent students from being successful. The Excel Center's coaches will be responsible for keeping students engaged in school and motivated to be successful. The relationships that coaches create with each student will be a critical factor in student success; those relationships 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 short-term barriers (such as food assistance or transportation) or long-term challenges (including student self-efficacy and self-confidence).

Barrier 5: Identifying a career path and setting goals

For most of The Excel Center’s students, earning a high school diploma will be the primary reason to return to school, but few students will have thought about which career to enter after graduating.

Solution: Preparing students for “what comes next.” The Excel Center will spend a significant amount of time introducing students to high growth, high demand fields where there are good prospects of finding stable employment and a career. The Excel Center’s goal is to prepare individuals for self-sufficiency. A high school diploma is an essential start, but a credential above a high school diploma is essential for ensuring long-term employability in the modern job market.

5. On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
1. Students will demonstrate competency in reading.	ACT Aspire	Years 1-5 (2017-18 – 2021-22):The percent of students scoring “ready” or “exceeding” on the ACT Aspire assessment for reading will be within at least 5% or better of the local school district’s percent of students scoring “ready” or “exceeding.”	Annually, when ACT Aspire assessment results are published
2. Students will demonstrate competency in English.	ACT Aspire	Years 1-5 (2017-18 – 2021-22):The percent of students scoring “ready” or “exceeding” on the ACT Aspire assessment for English will be within at least 5% or better of the local school district’s percent of students scoring “ready” or “exceeding.”	Annually, when ACT Aspire assessment results are published
3. Students will demonstrate competency in mathematics.	ACT Aspire	Years 1-5 (2017-18 – 2021-22):The percent of students scoring “ready” or “exceeding” on the ACT Aspire assessment for mathematics will be within at least 5% or better of the local school district’s percent of students scoring “ready” or “exceeding.”	Annually, when ACT Aspire assessment results are published

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
<p>4. Students will make adequate academic progress towards earning a high school diploma.</p>	<p>Students earning course credit during each term by exhibiting content based on mastery of Arkansas academic standards (mastery is determined based on student performance on summative assessments, including course final exams, designed by school and Excel Center Network staff). To determine the rate for one term: Number of students earning at least 1 credit in a term, divided by the number of students enrolled* at the school during that term</p> <p>*Enrollment is defined as the total number of students who complete school's orientation and have attended at least one day of the term.</p>	<p>Year 1 (2017-18): At least 50% of enrolled students will earn at least one credit per term. Year 2 (2018-19): At least 55% of enrolled students will earn at least one credit per term. Year 3 (2019-20) and beyond: At least 60% of enrolled students will earn at least one credit per term.</p>	<p>The number of credits each student earns will be tracked each term. A final average will be calculated at the end of each school year.</p>
<p>5. Students demonstrate preparedness for college and/or career readiness upon graduation.</p>	<p>The number of graduates earning an industry-recognized certification or credential and/or earning college credit (taught through dual credit opportunities at The Excel Center). Numerator = Total number of graduates earning either an industry-recognized credential or college credit by the time they graduate Denominator = Total number of graduates during the academic year</p>	<p>Years 1-5 (2017-18 – 2021-22): By the end of the academic school year, 60% of graduates will have earned either an industry-recognized credential or college credit.</p>	<p>Successful earning of college credit and industry-recognized credentials by each student will be tracked each school year. A final calculation will be made at the end of each school year.</p>

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
<p>6. Students graduate from The Excel Center with a high school diploma.</p>	<p>Modified graduation rate*: Numerator = The total number of students who graduate by the end of the academic year Denominator = The school's official enrollment count The Excel Center proposes using a modified graduation rate. Using a traditional cohort graduation rate is problematic because the majority of students are behind their graduation cohort due to not being actively enrolled in school for a number of years. Furthermore, an accelerated education program leads many students to graduating in 2 years or less (or more based on a student's academic level at enrollment), making it difficult to appropriately assign students to a graduation cohort. This is the same graduation rate measure that has been proposed for Excel Centers in other states.</p> <p>*A graduate is defined as a student who meets all graduation requirements, earning a high school diploma.</p>	<p>Years 1-5 (2017-18 – 2021-22): By the end of the academic school year, 60% of graduates will have earned either an industry-recognized credential or college credit Year 1 (2017-18): At least 10% of enrolled students will graduate by the end of the academic year Year 2 (2018-19): At least 15% of enrolled students will graduate by the end of the academic year Year 3 (2019-20) and beyond: At least 20% of students will graduate by the end of the academic year</p>	<p>Successful earning of high school diploma will be tracked each school year. A final calculation will be made at the end of each school year.</p>

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

Arkansas has a significant need for an adult charter high school. The Arkansas Workforce Development Board has estimated the number of adults between the ages of 18 and 64 without a high school diploma to be 533,946 or 18% of the population. Since 1978, 245,512 Arkansans have been awarded GEDs, leaving approximately 250,000 Arkansans without a high school diploma or equivalent. Furthermore, our citizens are fiftieth in the nation when it comes to continuing their education into postsecondary training by earning an Associate's Degree or higher.

In Pulaski and Saline Counties alone, almost 24,000 adults between 18 and 64 lack a high school diploma. As a result, a large portion of the Central Arkansas community is clearly unprepared to participate in the 21st century

workforce – one that will require additional skills beyond high school, whether through an industry certification or postsecondary degree.

The goals outlined in The Excel Center's charter application, and further described below are designed to address these identified needs in the Central Arkansas community while also fulfilling the school's mission.

Goal 1: Students will demonstrate competency in reading as indicated by scores on the ACT Aspire exam. By exhibiting standardized test scores within the proposed 5% range of traditional high school aged students, The Excel Center will further prove the effectiveness of the school in serving its mission by preparing students with the skills necessary to enter the workforce and/or postsecondary education and by empowering a population of students who have previously struggled and failed in a traditional school setting to deliver a performance equal to those students who are currently served in area high schools.

Goal 2: Students will demonstrate competency in English as indicated by scores on the ACT Aspire exam. By exhibiting standardized test scores within the proposed 5% range of traditional high school aged students, The Excel Center will further prove the effectiveness of the school in serving its mission by preparing students with the skills necessary to enter the workforce and/or postsecondary education.

Goal 3: Students will demonstrate competency in mathematics as indicated by scores on the ACT Aspire exam. By exhibiting standardized test scores within the proposed 5% range of traditional high school aged students, The Excel Center will further prove the effectiveness of the school in serving its mission by preparing students with the skills necessary to enter the workforce and/or postsecondary education.

Goal 4: Students earning course credit during each term by exhibiting content-based mastery of the Arkansas academic standards as evidenced by summative exams, including district created final exams, The Excel Center will provide evidence that students are progressing through the school's curriculum and academic program, moving closer towards earning their high school diploma. In regards to fulfillment of the school's mission, meeting this goal will indicate students are mastering the requisite skills set forth by the State of Arkansas in order to obtain a high school diploma. The proposed percentages of students earning course credit each term, further demonstrates that the students are engaged in their education by maintaining productivity in the school setting, which includes indicators like strong attendance and willingness and ability to learn; all key traits of successful employees in the current workforce.

Goal 5: Students demonstrate preparedness for college and/or career readiness upon graduation by obtaining credentials/certifications as part of their requirements to graduate. Fulfillment of this goal further indicates that students are leaving The Excel Center with the required skills to contribute to a highly qualified workforce and/or to pursue post-secondary education, potentially increasing their earning potential, and, again, meeting the school's mission to lead students to economic self-sufficiency.

To meet this goal, Goodwill and The Excel Center will partner with Pulaski Technical College (PTC) to provide both general education classes and coordinated technical career pathways. This partnership is described in further detail throughout this charter application.

The relationship between Goodwill and PTC is robust. In conjunction with a formal memo of understanding, Goodwill and PTC have previously collaborated on a "Credentials to Careers: Good Prospects program" resulting in PTC students seeking Goodwill's services both pre- and post-graduation. A Goodwill career specialist is now centrally located on the PTC main campus to provide job search assistance, resume writing and interview preparation.

Goal 6: Students graduate from The Excel Center with a high school diploma. This indicator demonstrates that students are fulfilling all of high school graduation requirements, including earning industry-recognized certifications and/or dual credits. The mission of the school is also met with successful completion of this goal, as adult students are able to graduate in a much more expedited fashion than would be possible in a traditional high school setting. The proposed graduation rate calculation would put The Excel Center graduation rate as equal to highly successful traditional high schools in the Little Rock area, and furthermore, the entire state of Arkansas. Through attainment of this goal, The Excel Center will further its mission by providing the local workforce with highly qualified employees, leading to the gainful employment of the students it serves.

Provide the comprehensive plan of how the school plans to meet the industry needs for a sufficiently trained workforce in the state.

Applicant Response:

The Excel Center's curricular offerings focus on Career and Technical Education (CTE), responding to the needs of adult learners who seek to build the skills necessary to enter or advance in the workforce. Upon enrolling at The Excel Center, students will take a career interest and exploration assessment and work with a life coach and college and career counselor to identify a career goal. Utilizing the career goal as situated within a federally recognized career cluster, the student, along with his/her life coach and college and career readiness specialist, will identify a Program of Study (POS) as outlined by the National Career Clusters Framework. As each student enters The Excel Center with different course credits earned and needed, the entrance point to the POS is unique for each individual student. The majority of The Excel Center's students earn at least one industry recognized certification in addition to their high school diploma. The POS course sequences will offer numerous opportunities for students to earn dual credits, and The Excel Center will partner with Pulaski Technical College to ensure that students earn transcripted, transferrable credits through applicable coursework.

An analysis of local workforce needs was conducted to identify the industry certifications The Excel Center will initially offer its students. Goodwill leadership identified three industry areas of focus, including: construction, manufacturing and logistics, and health care. These areas align to high-growth job sectors identified in the Arkansas Department of Workforce Services, Labor Market Information, and Occupational Career Information's report on Arkansas-Statewide Short-Term Industry and Occupational Projections, 2014-2016. Provided is a link to the full, published report: http://www.discoverarkansas.net/admin/uploadedPublications/2548_ST_Proj_State_14_16.pdf. This report clearly articulates that The Excel Center's three industries of focus are aligned to high-growth, in-demand careers throughout Arkansas, indicating that it will positively impact Arkansas's needs for a sufficiently trained workforce in these areas.

As it relates to job growth in the construction field, the report states: "Construction is expected to grow by 978 jobs between 2014 and 2016. Its growth of 2.24 percent is slightly less than the state's overall growth, but highest among Goods-Producing Industries. The Construction of Buildings subsector is estimated to gain 610 jobs during the projection period, while the Specialty Trade Contractors subsector is predicted to gain 532 jobs. Nonresidential Building Construction tops all industries in Construction with a growth of 381, placing in the Top 20 Growing industries list. Foundation, Structure, and Building Exterior Contractors is also expected to gain more than 300 jobs during the projection period. The Heavy and Civil Engineering Construction subsector is anticipated to be the low point in Construction with a loss of 164 jobs on the horizon. Utility System Construction could take the majority of the loss, losing 133 jobs through March 2016."

As it relates to job growth in the health care and social assistance field, the report states: "The Health Care and Social Assistance sector is projected to add 4,117 jobs, making it the top growing industry sector in the state and more than 80 percent of the growth in Education and Health Services. While Ambulatory Health Care Services subsector is estimated to add 2,273 jobs to the Arkansas labor market, Hospitals are experiencing a less favorable outlook during the projection period with a loss of 357. The Offices of Physicians category is estimated to add 870 new jobs, placing it among the top 10 on the Top 20 Growing Industries list. The Social Assistance subsector is projected to have a net gain of 1,764 jobs. Individual and Family Services leads all industries in Health Care and Social Assistance with an anticipated growth of 1,348 jobs, making it fourth in net growth in Arkansas."

The report also indicates job growth in regards to non-durable goods manufacturing, durable goods manufacturing, wholesale trade, retail trade, and transportation and warehousing, leading to an expansion of opportunities in the area of logistics-related positions.

As students progress through the course sequence and offerings at The Excel Center, they will select a career pathway in one of these high-growth industries. These career pathways meet the requirements of the Common Career Technical Core Standards (CCTC) that have been adopted by 42 states and the District of Columbia. The CCTC represent a common benchmark for what students should know and be able to do after completing a program of study in one Career Cluster pathway, ensuring that students have the knowledge, skills, and

dispositions that are critical to becoming career ready. All Excel Center students will take Senior Seminar, a course aligned to the Career Ready Practices Standards of the CCTC. This course incorporates career exploration as well as a foundation of skills important to workplace success, further ensuring that students complete high school with the in-demand skills of the workforce.

While initial certifications offered will revolve around construction, logistics, and healthcare, the Excel Center is committed to ensuring the success and economic self-sufficiency of students after they graduate. As such, The Excel Center plans to add CTE career pathways as enrollment expands and the career interests of students are diversified. The Excel Center may alter its catalog of offered certifications based on continuous analyses of local job markets to ensure that students earn certifications that are in-demand in the local job market. All CTE pathways will offer students multiple career choices; for example, a student who selects the Health Care pathway may earn one or more certifications, earn dual credit, and have the choice of an immediate career and/or to pursue a health sciences career requiring additional post secondary education. Curricula for CTE coursework is aligned to industry standards and may be delivered by local industry-certified staff, industry training facilities, or in conjunction with faculty at Pulaski Technical College.

Describe the proposed performance criteria that will be used to measure the progress of the school in meeting the industry needs for a sufficiently trained workforce in the state.

Applicant Response:

Embedded into the Excel Center's graduation requirements is selecting a Program of Study and Career Pathway. Upon completing The Excel Center's student orientation, students are encouraged to begin thinking about their future career or growth within their current career. The Excel Center's focus on "life after high school" leads to a majority of students earning an industry-recognized certification. It should be noted that passing a certification course does not, specifically, fulfill industry needs; however, preparing students to pass the required certification exam and earning a certification prior to graduation is how The Excel Center ensures it is meeting the needs of the industry in regards to a sufficiently trained workforce in the state.

The Excel Center's Goal #5 is designed to measure its effectiveness in preparing the existing and emerging workforce to meet industry needs. This goal states that "students demonstrate preparedness for college and/or career readiness upon graduation" and it is expected that at a minimum, 60% of Excel Center graduates will obtain the required industry recognized certification and/or dual credit. By meeting one of these criteria, students will become open to careers that otherwise may have previously not been available or accessible due to lack of a high school diploma and/or the technical skill required to perform certain job responsibilities.

The Excel Center will also devote a staff member to serve as the college and career specialist. While his/her role and responsibilities are explained more thoroughly later in this section (see response to question 15), s/he will be tasked with preparing emerging graduates for job interviews, resume building, and college or career placement assistance. A successful college and career specialist works tirelessly at developing relationships with key players in the local workforce in hopes to establish a pipeline for graduates to enter specific employers or institutions of higher education. The continual feedback loop will help the college and career specialist and the school director informally assess student readiness and performance, while also opening up conversations as to the number of employees still needed to fulfill those key employers' needs, or other business in the same sector. These data will be tracked formally to provide for continuous quality improvement.

The Excel Center's leadership, including Board members, will track a variety of other data including: wage differentials of students (wage prior to enrollment vs. post graduation), number of graduates employed full-time, number of graduates employed part-time, number of graduates attending college full-time, number of graduates attending college part-time, and number of graduates currently unemployed. Tracking and reviewing these data allows school staff to continue to support and coach students toward gainful employment, or make referrals to outside agencies when and wherever necessary. After its first year of operation, The Excel Center and its Board may use these data to identify additional goals for the school, and use them as baseline data to set benchmarks.

Provide the strategy for engaging the community, including business leaders, in carrying out the goals and objectives of the school.

Applicant Response:

Goodwill Industries of Arkansas's (Goodwill) mission is to help change lives through education, training and employment. Goodwill is recognized as a leader in Arkansas and within the Little Rock, Arkansas metropolitan statistical area (LRMSA). Goodwill acts as the hub of our existing collaborations and the Excel School will build upon our existing relationships to support our mission of helping people change their lives. Goodwill currently acts as the central agency to coordinate the efforts amongst our partners and we reduce duplication of services by increasing operational efficiencies for the various partner organizations. Goodwill has long-term relationships and signed MOUs with local employers, educational institutions, governmental agencies, and other community-based/faith-based organizations to help people along their professional/educational journeys. Examples of these partnerships include the housing authorities, substance abuse treatments facilities, re-entry organizations, school boards and workforce investment boards. The goal of these partnerships is to provide people with the skills and resources necessary to obtain and maintain gainful employment.

Goodwill and our partners in the community have been developing a collaboration that provides educational and training curricula to serve the people who comprise our workforce. In conjunction with The Excel Center, Goodwill's existing vocational training facility, The Academy at Goodwill, will create educational settings that support adult learners' attainment of a high school diploma while earning industry-recognized credentials. The Academy at Goodwill, licensed by the Arkansas State Board of Career Education to deliver career and technical education (CTE) courses, is developing curriculum that focuses on employers' needs by identifying target populations for prospective students and developing a career lattice that builds upon their transferable skill set, so they can establish a new career path. Goodwill aligns its programs and training components to meet the sectors' needs as a whole and not just individual employers' needs. This approach ensures the program's sustainability if an individual employer drops out of the collaboration. Goodwill is committed to continuously capturing data regarding performance to plan and support transparency to ensure deviations are identified and corrected.

Goodwill's Career Pathway Collaborations (CPC) and Business Advisory Councils (BAC) are excellent methods for engaging industry experts to help us identify trends that lead to the design of CTE courses that meet their expressed needs. Developing multiple partnerships also ensures sustainability if an individual employer drops out of the collaboration. Goodwill will continue to build partnerships with clearly defined roles where it will be the central coordinating agency to develop an employer-led training model that drives efficiencies to save organizations significant recruiting, training, and development costs for entry-level, high-turnover positions with clearly defined career and educational pathways that lead to middle-skill wages for students as they enter and exit an individualized, braided educational/vocational/employment journey.

Goodwill is in the development stage of establishing our curriculum and proactively developing synergies with community college partners. Goodwill has a formal partnership with Pulaski Technical College (PTC) with a primary focus to identify methods that will streamline students' efforts to obtain college credit via assessments of prior learning (APL). Goodwill is implementing a Community College 101 curriculum that students will take that helps him or her understand how to continue their educational journey into higher education upon receiving their high school diploma. A Goodwill Career Specialist is now located on the campus of PTC. This specialist actively engages the PTC team to guide students' journeys throughout their studies.

Communicating its story is key to engaging new people that can benefit from Goodwill's programs. Goodwill's public relations and marketing team has formal communication plans and platforms that blend technology with personal connections to deliver our organization's message. Existing channels to connect digitally with the community include Goodwill's dedicated website, Facebook page (10,575 followers), Twitter (2,301 followers), LinkedIn (964 connections), Instagram (464 followers), internal newsletter distributed to over 800 employees and external newsletter sent more than 700 community leaders.

6. Provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

HIGH SCHOOL COURSES

GRADE(S): 9-12 **YEAR OFFERED:** 9-12

REQUIRED COURSES: GRADE 9-12

- Math Lab A (Baseline Math – 5th Grade equivalent)
- Math Lab B (6th-8th Grade equivalent)
- Algebra 1A (9/10th Grade equivalent)
- Algebra 1B (9/10th Grade equivalent)
- Geometry (10th/11th Grade equivalent)
- Algebra 2 (11th/12th Grade equivalent)
- Probability and Statistics (12th Grade equivalent)
- Developmental Reading 1 (System 44) (K-4th grade equivalent)
- Developmental Reading 2 (Read 180) (5th-8th Grade equivalent)
- World Studies A (9th Grade English equiv + 9th Grade World Hist. equiv)
- World Studies B (10th Grade Engl. equiv + 10th Grade World Hist. equiv)
- American Studies A (11th Gr. Engl. equiv + 11th Gr. U.S. Hist. equiv)
- American Studies B (12th Gr. Engl. equiv + 12th Gr. U.S. Hist/Gov equiv)
- Spanish I/World Language 1 (9th grade equivalent)
- Spanish II/World Language 2 (10th Grade equivalent)
- Art Appreciation/Music History (9th grade equivalent)
- Senior Seminar (12th Grade equivalent)
- College and Career Readiness Courses** (12th Grade equivalent)

ELECTIVE COURSES: GRADE 9-12

-

GRADE(S): all **YEAR OFFERED:** see notes below

REQUIRED COURSES: GRADE all

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ELECTIVE COURSES: GRADE all

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7. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

As previously described, The Excel Center's education plan has three main pillars: (1) an academic philosophy that meets the goals and needs of adult students, (2) a concentrated focus on College and Career Readiness, and (3) a coaching platform designed to address any barriers that impede a student's continued educational success. Please see the graphic attached.

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, need different numbers of credits, 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 education plan, and 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.

For more information on The Excel Center's coaching model, please see the response to question 9 in this section of the charter application.

The curricular foundation of The Excel Center is based upon significant evidence that its model meets the educational needs of adults. Many students struggle to complete their education, as skill deficits and life challenges often impede progress. Many of these struggles are such that traditional approaches to re-engaging this population are often insufficient. 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. Instead, a substantial portion of students left school for non-academic reasons. In particular, life circumstances such as needing to work, pregnancy and parenting, or caring for other family members were most prominent. These challenges also affect the structure of how students continue their education.

New students to The Excel Center will take a battery of assessments upon enrolling; the results of which (combined with a review of previous high school transcripts) determine course placements. Placement assessments in humanities include the Reading Inventory (RI) -- which generates a Lexile score for reading -- and the Phonics Inventory (PI) for students whose Lexile measure is below 600.

Students whose Lexile score is below 600 and whose SPI score indicates that the root cause of reading difficulty is an inability to decode will be placed into Developmental Reading I, The Excel Center's foundational reading course that utilizes the Scholastic System 44 program. While working to increase students' ability to read increasingly complex text, System 44 is aligned to critical components of the CCSS, including incorporating classic and contemporary literature, informational and primary source texts, and rigorous text-based questioning. Students taking Developmental Reading I will earn one elective credit for the course per 8-week term.

Students whose Lexile score is between 400 and 1000 or whose PI score indicates that the root cause of

reading difficulty is not an inability to decode will be placed into Developmental Reading II, a reading course designed for students reading two or more years below grade level. Developmental Reading 2 utilizes Scholastic READ 180, a program proven by scientifically-based research to raise reading achievement for struggling readers. The goal of Developmental Reading II is to accelerate the acquisition of literacy skills so that students can access grade-level standards. READ 180 incorporates the goals of the CCSS: that students are able to read, question, comprehend, and respond to increasingly complex texts. Students taking Developmental Reading II will earn one elective credit for the course per 8-week term.

Embedded remediation into the regular educational design, makes possible that students do not waste time before they start earning credits. Two courses (Math Lab A & B and Competency English) allow students to earn elective credit while providing remedial work. The Excel Centers in Central Indiana have demonstrated that this model is effective in engaging adults who have dropped out of school and in leading them to earn high school diplomas and beyond. There are now eleven Excel Centers, serving approximately 4,600 students in five cities in Indiana. There have been over 1,800 Excel Center graduates since the school opened in 2010. Of those graduates, nearly 82% have earned an industry certification and 26% have earned at least three college credits at the time of graduation.

The Excel Center network has seen proven success in educating students who have previously dropped out of high school, and a curricular model that accelerates the time it takes to earn a high school diploma is critical to the success of the program. The Excel Center model includes 8-week terms during which students complete coursework that may take a semester or full year in a traditional high school setting. The Excel Center utilizes a competency-based approach to measuring student mastery of standards-aligned curricula in lieu of seat time requirements. All courses offered require students to demonstrate mastery of material via standards-aligned formative and summative assessments. The Excel Center course progression is carefully designed to build upon previously learned concepts and skills. Thus students must take the courses into which they are placed; there is no "test out" option. Students demonstrate competency based on classroom performance and formative and summative assessments in order to earn course credit.

The Excel Center utilizes grades to indicate the level of competency and mastery of the course material. The Excel Center's course curriculum has been adapted to fit 8-week terms, and classes run either 90- or 180-minutes, depending on the complexity of the course. All curricula have been vetted by The Excel Center network curriculum experts and undergo regular revision to ensure rigor and alignment to CCSS and Arkansas state standards. Curricular and instructional resources are housed in the Blackboard Learn learning management system, which is maintained by The Excel Center network. Teachers access their instructional materials via Blackboard Learn, and students are provided a level of access that will allow them to download course notes and take part in content discussions outside of the classroom.

Students may come to The Excel Center with credits earned at other high schools; however placement into mathematics and English language arts courses is based upon the results of placement tests administered upon enrolling in The Excel Center, as described below. At times, students may be required to complete courses in which they have already earned credit in order to ensure their skill levels in mathematics and English language arts are at a level required for success in subsequent courses. Students at The Excel Center will be required to earn all high school credits required in the state of Arkansas, excluding any relevant waivers The Excel Center receives.

All of The Excel Center's course offerings will be taught via direct instruction utilizing the instructional approaches outlined below. Students who come to The Excel Center with partial credits in courses may complete certain courses via the standards-based online learning program, Plato Courseware. Students who take a Plato course will do so in a The Excel Center classroom with a teacher facilitator who can answer student questions, set goals with students, and track student progress. Plato Courseware was selected based upon Excel Center network pilot results and research regarding the efficacy of the program. Plato Courseware courses are certified by the Quality Matters Program, whose rubrics for online course design have been adopted by more than 700 colleges and universities, K-12 schools and systems and other academic institutions.

It should also be noted that students who take the placement exams and their scores indicate a competency level that is less than 9th grade equivalent, students will be placed into remediation courses built specifically to improve their understanding of key objectives, allowing them to access grade level content, which is typically found in World Studies A and Algebra 1A.

The Excel Center uses an interdisciplinary approach in regards to the humanities sequence that spans two 8-week terms and integrates the English 9-10 CCSS and Arkansas Educational Standards for World History I. American Studies similarly spans two 8-week terms and integrates the English 11-12 CCSS and Arkansas Educational Standards for U.S. History and Civics. World Studies and American Studies use historical informational texts, primary source documents, and related literature to teach the English language arts skills in the CCSS. Writing instruction focuses on informational essays as students apply the 6 + 1 Writing Traits and demonstrate reading comprehension through constructed responses from informational and literary texts. Grammar instruction will be individualized based on student need using No Red Ink, feedback provided on the 6 + 1 Writing Traits, and the SAS Curriculum Pathways Writing Reviser.

The Excel Center uses a similar approach in its mathematics sequence and offerings. Upon enrollment, students will take a locally development standards-aligned that determines their placement into The Excel Center mathematics course progression. The placement test is standards-aligned and consists of two parts: part one assesses students on grades 2-4 CCSS mathematics standards, and part two assesses students in grades 5- 7 CCSS mathematics standards. The placement assessment is built into the Blackboard Learn learning management system, and because each item is aligned to particular standards, the Blackboard Learn program provides disaggregated data regarding student mastery of standards and their individual strengths and areas of need.

Students who do not demonstrate mastery of the content and skill necessary for success in Algebra I place into Math Lab A (Grades 2-5 equivalency) or Math Lab B (Grades 6-8 equivalency). These courses focus on deep understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics. They are built around a focused and coherent curriculum that enables students to progress swiftly and successfully toward the high school level curriculum. Students earn elective credit for each Math Lab course.

The Excel Center's science program aligns to the Next Generation Science Standards (NGSS), standards that the National Research Council identifies as a "significant improvement in how science is taught in the U.S." The Excel Center's science program emphasizes the practice of science – helping students learn to plan and carry out investigations, for example, and to engage in argumentation from evidence. The Excel Center's students will develop their capacity to discuss and think critically about science-related issues and the skills to pursue careers in science or engineering.

The Excel Center students will utilize the research-based Middlebury Interactive Languages program and select from Spanish I and II, French I and II, Mandarin Chinese I and II, and German I and II.

Students enrolled in the online course are each assigned a locally licensed teacher who scores the written and oral recordings that students submit online. The online instructors will provide valuable academic feedback and are available for student consultation. In addition to the online instructor, students will work on the Middlebury Interactive Languages program in The Excel Center classroom staffed with a facilitator who sets goals with students, monitors student progress, and facilitates communication with the online instructor if needed.

The Middlebury Interactive Languages curriculum is proprietary, but all of the language offerings provide components outlined below.

Students begin introduction to new language learning with fundamental building blocks in four key areas of world-language study: listening comprehension, speaking, reading, and writing. The extensive use of authentic materials (video, audio, images or texts) allows for a contextualized and interactive presentation of the vocabulary.. The materials and the activities engage students in such a way that they learn to develop the necessary metacognitive strategies to be successful both in the processing of the authentic input and in negotiating meaning to reach mutual understanding with other speakers. Cultural information relevant to countries and communities and cross-cultural reflections permeate the materials from beginning to end.

The Excel Center's curricular offerings focus on CTE, responding to the needs of adult learners who seek to build the skills necessary to enter or advance in the workforce. Upon enrolling in The Excel Center, students will take a career interest and exploration assessment and work with a life coach and college and career counselor to identify a career goal. Utilizing the career goal as situated within a federally recognized career cluster, the coach, counselor, and student will identify a Program of Study (POS) as outlined by the National Career

Clusters Framework. As each student enters The Excel Center with different course credits earned and needed, the entrance point to the POS is unique for each individual student. The majority of The Excel Center's students earn at least one industry-recognized certification in addition to their high school diploma. The POS course sequences will offer numerous opportunities for students to earn dual credits, and The Excel Center will partner with Pulaski Technical College to ensure that students earn transcribed, transferrable credits through applicable coursework.

Adult students returning to school to earn their high school diploma bring with them a wealth of diverse backgrounds and experiences. Designing a successful high school educational plan for these students requires embracing and responding to the diverse needs of the learners. A student-centered, teacher-facilitated classroom provides the quality instructional support and differentiation these students need. Most The Excel Center classrooms will utilize a student to teacher ratio of 18:1 to maximize teacher-to-student contact and to provide the optimum conditions for students to learn content and skills. However, students who are close to graduation and need one course or one semester of one course may earn the credit through a research-based, teacher-facilitated individualized online learning environment. Courses are structured into extended blocks, allowing for compacted content and intensive work. Course blocks are 90 minutes or 180 minutes in length and will meet daily for the duration of each 8- week term. The methods of instruction are the same across all grade levels and subject areas.

All of The Excel Center's course offerings will be taught via direct instruction utilizing the instructional approaches outlined below. Students who come to The Excel Center with partial credits in courses may complete certain courses via the standards-based online learning program, Plato Courseware. Students who take a Plato course will do so in a The Excel Center classroom with a teacher facilitator who can answer student questions, set goals with students, and track student progress. Plato Courseware was selected based upon Excel Center network pilot results and research regarding the efficacy of the program. Plato Courseware courses are certified by the Quality Matters Program, whose rubrics for online course design have been adopted by more than 700 colleges and universities, K-12 schools and systems, and other academic institutions.

Students who enroll in The Excel Center will have the freedom to choose morning, afternoon, evening, and online classes. The Excel Center will hold regular classes Mondays through Thursdays, while Friday is reserved in the schedule to allow for student tutoring, professional learning community data meetings, and teacher preparation. Special student populations will all receive special considerations on Fridays. Typical class sizes of fixed-length courses will consist of 10-15 students, depending on course demand in any given term. This will allow students to progress at a rate and during the time of day that best aligns with their educational and life goals as well as their other adult responsibilities. The motivation to increase their education and create better opportunities to get a good job will be central to the academic environment and the culture of the school. The Excel Center's individualized and self-directed approach will require highly motivated students who can develop the initiative to use the school's various resources and instructional methods in the way that best fits their unique needs. However, teachers and coaches will monitor and meet with students regularly to provide encouragement and keep students' motivation high.

8. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

The Excel Center network has facilitated the development of standards-aligned curriculum and instructional materials that have proven success with adult students. This standards-alignment has successfully taken place across Indiana and in Austin, Texas, Memphis, Tennessee, and most recently, Washington D.C. Typical textbooks are not used as much of the school's curriculum is developed in-house. All curricula have been vetted by The Excel Center network curriculum experts and undergo regular revision to ensure rigor and alignment to CCSS and Arkansas standards. Curricular and instructional resources are housed in the Blackboard Learn learning management system, which is maintained by The Excel Center network. Teachers access their instructional materials via Blackboard Learn, and students are provided a level of access that will allow them to download course notes and take part in content discussions outside of the classroom.

The Excel Center network adjusts curriculum and instructional materials to the requirements of the Common Core State Standards (CCSS) and posts teacher and student resources for schools. Plato Courseware is also the online provider for The Excel Center credit recovery coursework. Credit recovery is used on a limited basis for students who may only need one credit or a partial credit in a subject required for graduation. Scholastic System 44 and READ 180 are used for the remedial reading program. SAS Curriculum Pathways are utilized as an additional instructional resource for English Language Arts, Mathematics, Science, Social Studies, and Spanish, and English students additionally use noredink.com for supplemental grammar instruction.

Students will earn credit hours not through seat time but through demonstrating mastery of the CCSS standards to which the course aligns. The Excel Center's Director will maintain standards aligned final exams for teachers to administer at the end of each term.

Aligning all coursework with the CCSS, Arkansas Educational Standards, NCTM Standards, Next Generation Science Standards, and ACT Aspire exams ensures that students passing these courses and the network approved final exams will be ready for college and careers. All CTE coursework will align with industry standards. Students must pass assessments to demonstrate mastery of these expectations. The Excel Center's curriculum and instruction will undergo continuous analysis and revision to meet changing post-secondary expectations.

9. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

As previously stated, one of the three main pillars of The Excel Center's education plan is a coaching platform designed to address barriers that impede students' continued educational success. The Excel Center's coaching platform acts as a comprehensive guidance program for all students and is central to providing supportive relationships that enable students to manage work, life and family concerns as they achieve their educational goals.

When students enroll in The Excel Center, they will be assigned to a life coach. Coaches take on the role of a traditional guidance counselor by working with students to identify goals, schedule them in classes that help them meet both their academic and personal goals, and also act as a resource for counseling, as needed. Life coaches monitor student attendance and academic progress, identify students who may be at risk of failure or dropping out, and work proactively to secure needed community resources.

Coaching in The Excel Center model, however, is designed to be more comprehensive than a traditional guidance program, by addressing the life barriers and issues that prevent students from being academically successful. Coaches work strategically to identify the non-academic barriers that keep the vast majority of adults from re-engaging in school as well as the issues that led them to drop out of school in the first place. Coaches work with students to identify potential barriers to students' continued education, whether short-term barriers (such as food assistance or transportation) or long-term challenges (including student self-efficacy and self-confidence). The relationships that coaches create with each student is a critical factor in student success; those relationships provide security, confidence, and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage.

Upon enrollment in The Excel Center, life coaches also work with students to identify career goals and help start thinking about and prepare for "what comes next" after high school. Life coaches meet with each student to whom they are assigned regularly to track goals and to discuss academic progress toward graduation. The students and coaches will establish a graduation plan prior to students beginning their first term, and these plans will be revisited prior to scheduling each subsequent term. As students approach graduation, they transition from a life coach to a college and career readiness (CCR) specialist, who continues to help students navigate personal and interpersonal issues, but begins focusing on assisting students to prepare for college or their career. The CCR specialist may help students apply to college, apply for scholarships, and complete a FAFSA form. The CCR specialist may also assist a student with scheduling a certification exam to complete an industry

certification, fill out job applications, review resumes, and set-up mock interviews.

Ultimately, The Excel Center's coaching platform is designed to ensure that all of a student's academic and non-academic needs are met so that s/he is best prepared for "what comes next" after completing high school.

B) Health services;

Applicant Response:

As appropriate, students will be provided with medical support and services, pursuant to their 504 Plan. The school will otherwise not operate a health services program under the direction of a licensed nurse to include screenings and follow-up procedures for students. The Excel Center will seek a waiver from Standards for Accreditation 16.03 (Health and Safety Services). A top priority of The Excel Center is to identify any and all academic and non-academic barriers to students' success. In some instances, these barriers may include medical needs concerning a student's physical, emotional, or mental health. In order to ensure the well-being of all students, The Excel Center will utilize its relationships with local health service providers Harmony Health and Esperanza Clinic that serve low income patients to provide referrals to these health service providers, as necessary. Life coaches are additionally charged with assisting students in finding any other needed services where partnerships may not already be established.

C) Media center;

Applicant Response:

The Excel Center 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.¹ Building upon the Common Core's focus on 21st Century Skills, The Excel Center's emphasizes these skills so that they are better prepared in the modern workforce. 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, assessments, and for tutoring-based work.

The Excel Center will not feature a media center and will seek a waiver from Standards for Accreditation 16.02 (Media Services). The Excel Center will provide all technological equipment and services that will be required to implement the school's curriculum. Students and families will not be responsible for obtaining any equipment or technological support. Furthermore, 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.

Core educational content will be delivered via web-based connections; this structure stores student work on Goodwill servers 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 – some of whom may 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. Goodwill's experienced IT staff is responsible for maintaining the upkeep and operations of all technology.

¹Information on the Partnership for 21st Century Skills Framework is available at <http://www.p21.org/overview/skills-framework>.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

provide the appropriate instructional method to meet their unique needs. This structure allows students with special educational needs to receive appropriate support. The Excel Center's unique curricular format provides ample support for special student populations, including students with identified disabilities under the Individuals with Disabilities Education Act (IDEA) and students with Section 504 plans under the Americans with Disabilities Act. The Excel Center is fully compliant with all federal and state statute pertaining to individuals with disabilities.

Because the majority of The Excel Center's students will have likely "aged out" of special education services under IDEA, the accommodations and goals written in these students' Individualized Education Programs (IEPs) will be transferred to a 504 Plan and the student would receive all of the same services and accommodations under their 504 as they did their IEP. The Excel Center's goal is to provide individualized special services that address each person's strengths and abilities, empowering them to reach their full potential. These services may include small group instruction, extended time for instruction or tests and a reduced school day schedule, among other options. The Teacher of Record (TOR) is responsible for the implementation special services the student receives. The TOR will communicate all accommodations to general education staff.

Students receiving services spend a majority of their instructional day participating in fixed-length classes alongside the general student population. They may utilize supplementary services as indicated in their IEP or Section 504 plan the rest of the day. Based on need, individualized or one-on-one instruction may also be provided. The instructor-to-student ratio allows for every student to enjoy an increased level of attention from his or her instructor and coach. This allows for placement of every special education student into the least restrictive environment. All classes are inclusionary; none are comprised solely of special education students. The school has the ability to provide more intense individualized services, if necessary.

The Excel Center class schedule holds regular classes Mondays through Thursdays. This schedule allows Fridays to be used for regular staff meetings and additionally allows time for staff to discuss the school's special education framework and to conduct specific case conferences on students' IEPs. Special education staff will develop instructional interventions for students, assisting in the development of individualized communications and progress monitoring.

Students with special needs will have a variety of other services available to them, including, but not limited to:

A dedicated Teacher of Record: The TOR will meet regularly with students to facilitate their learning and monitor progress against IEP goals and objectives. TORs will receive ongoing professional development related to best instructional practices to use when working with students with disabilities. Strategies may include one-on-one instruction, remediation techniques, self-paced lessons and computer-based tutorials. Behavior modification supports and techniques will also support building social skills and work-related skills to help remove barriers to school performance and job success. Behavioral modifications may include coping strategies, social skills, anger management, etc.

Coaching: The life coach's goal is to keep students engaged and motivated, and constantly moving toward completion of their credits to earn their high school diploma. They work with students to identify potential short-term barriers – such as housing, childcare, transportation, etc. – as well as long-standing issues, such as a lack of self-confidence. Coaches and TORs work closely as a team to facilitate learning plans, activities and services for all students.

Transition Services: As they earn their high school diploma, students are provided the chance to learn social skills and job skills needed for the 21st century workplace. Clearly identified transitional services and activities play a vital role in the student's IEP and will include educational programming and work-related training that specifically addresses each student's needs as they prepare to become productive members of society. The TOR will help students access needed community supports and assistance after graduating.

It is important to note that, students identified with special needs will participate in all state-mandated assessments, and will be assessed using the Multi-State Alternate Assessment-Alternate Achievement

Standards or Arkansas Alternate Portfolio Assessment, as appropriate.

E) Transportation;

Applicant Response:

The Excel Center will not operate a full-fledged transportation plan. The school, nevertheless, recognizes that, for many students, transportation challenges are a major barrier to their continued education. Many prospective students will likely have few financial resources to afford regular 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 Excel Center at various times.

1) A public bus stop is located right in the parking lot of Goodwill, where The Excel Center will be located, and students may use the Rock Region Metro system to get to school. For those students who may use the Rock Region Metro system and not be able to afford bus passes, The Excel Center will provide bus passes (more information provided, below).

2) Some students will have their own cars and will be able to transport themselves to and from school.

When needed, The Excel Center will provide bus passes to students instead of operating its own transportation system because the school can rely on adults to be able to navigate the transportation system provided by Rock Region Metro. Students without reliable transportation will have access to the school. One-day, 10-day, and 31-day bus passes will be distributed to students so that they can attend class as required by their schedule for each term. Providing bus passes gives a cost-effective way for students to attend class, with the additional benefit that students would be able to use the bus pass during nights and weekends for non-school activities. This extra benefit may become a useful tool for keeping students engaged in class, since they can use the bus pass during times when school may not be in session.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The Excel Center is designed to serve adults who have previously dropped out of high school. As such, the complete design of the school's education model is intended to act as an alternative learning environment for individuals who have a history of being unsuccessful in their prior academic learning environments.

G) English Language Learner (ELL) instruction; and

Applicant Response:

As needed, The Excel Center will be able to make accommodations for students, including students who are English Language Learners (ELL). Specifically, the program and support services that will be made available to these students include:

A comprehensive and sequenced education plan that meets students "where they are" in their education and builds upon skills to improve student persistence and mastery in school;

Development of a unique education plan for every student (including those not requiring special education services);

Access to a life coach, who will help each student address all academic and non-academic barriers to their educational success;

Remediation and basic skills labs for all students who enter The Excel Center with math or reading skills below grade 9;

Embedding remediation into the regular educational design so that students do not waste any time prior to earning high school credits; and

Small class environments for students to receive more individualized attention and instruction.

The WIDA English Language Development (ELD) Standards will be incorporated into The Excel Center's humanities, mathematics, science, world languages, and electives curricula to ensure that students who are not fluent in English will be able to learn English as well as the academic content. The WIDA ELD Standards are explicitly connected to the Common Core State Standards and situate the language features within disciplinary bodies of knowledge. Students scoring at a level 1 or 2 English language proficiency on the WIDA-ACCESS Placement Test will receive an additional period of instruction and resources to accelerate their acquisition of the English language. Academic language is the core of the WIDA standards and serves as a connection between the expectations delineated in academic content standards and their corresponding language development standards.¹ Furthermore, the philosophy embodied by The Excel Center's math, science, world languages, and elective programs include that the integration of language acquisition with all other subjects enhances learning in all domains.

Teachers whose students include ELL students will also use the Sheltered Instruction Observational Protocol (SIOP), in which teachers plan explicitly for content adaptations, building background knowledge, creating comprehensible explanations and scaffolded learning experiences, and providing opportunities for review prior to mastery assessments. A teacher with the assigned duty as ELL Coordinator will meet regularly with teachers regarding the progress of ELL students and to provide additional strategies and professional development and to ensure that students are making progress and that individualized learning plans are implemented accordingly.

Teachers plan for differentiation and include differentiation strategies in all lesson and unit plans in order to accommodate the learning styles and needs of all students. Based upon student need, differentiation strategies employed in The Excel Center's classrooms may include using vertical text sets, student choice, heterogeneous and homogeneous grouping, parallel tasks, and incorporating opportunities for multiple learning modalities. Vertical text sets provide students with opportunities for students to read standards-aligned content at reading levels that match or slightly stretch their reading level. Additionally, students continue to interact with complex disciplinary texts, practicing vocabulary acquisition and improving reading comprehension skills. Teachers will employ gradual release of responsibility instructional strategy which includes a great deal of cooperative group work, and teachers must select strategic grouping techniques to maximize instructional time and to provide for differentiation. Ensuring that differentiated curriculum and instruction remain aligned to standards, teachers author parallel tasks, tasks that are aligned to the content of the standard but that utilize a slightly simplified process.

School staff will connect ELL students with the resources they need to learn and remain engaged in schoolwork. Where possible, some online content will be available for Spanish speakers, and there will be bilingual staff available to assist ELL students to access the resources of the school. The Excel Center will contract with outside providers in order to meet the educational needs of any second-language students who do not speak Spanish.

¹ Gottlieb, M. (2013). Essential actions: A handbook for implementing WIDA's framework for English language development standards. Madison, WI: Board of Regents of the University of Wisconsin System.

H) Gifted and Talented Program.

Applicant Response:

The Excel Center is requesting a waiver from implementing a formal Gifted and Talented program. However, The Excel Center is committed to meeting the academic needs and life goals of all students, including those who are academically advanced.

While students returning to high school often are behind in earned credits, some students are of high cognitive ability. In addition to the differentiation provided in every classroom, The Excel Center's core content course progression will allow students who are advanced to pursue dual high school and college credits during their final term of their core content area. Dual credit has been shown to have significant outcomes in improving postsecondary success and high school credit attainment.

The Excel Center will partner closely with Pulaski Technical College when preparing students for “what’s next.” Pulaski Technical College has a growing menu of dual credit and certification opportunities. The Excel Center will offer these opportunities at no cost to students. The Excel Center will absorb the cost of courses to ensure students have the ability to participate in and complete these courses. Leveraging Goodwill’s partnership and institutional knowledge in working with Pulaski Technical College, The Excel Center will be positioned to make strong referrals for students to the college.

Research indicates that many gifted students dropped out of school due to life issues that impeded their economic progress. Reports have shown that for gifted males, reasons for dropping out are related to economic issues and the need to find work, whereas for gifted female students, personal issues are more likely. 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 to ensure they remain successful in The Excel Center.

10. Describe the geographical area to be served by the charter.

Applicant Response:

The charter school will serve any students who are Arkansas residents and who are willing to travel to the school location in downtown Little Rock. It is expected that the majority of students will reside in Pulaski County, with the second highest enrollment coming from Saline County.

11. Describe the plan for the school officials to provide an annual report to parents and/or students, the community, and the authorizer that demonstrates the progress made by the charter school during any previous year in meeting its academic performance objectives and in meeting the industry needs for a sufficiently trained workforce. (See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.)

Applicant Response:

The Excel Center will comply with all Arkansas Standards for Accreditation, including those related to annually reporting progress towards meeting the school’s academic performance objective and meeting the industry needs for a sufficiently trained workforce, pursuant to Section II, Goals and Administration of Arkansas Public Schools and School Districts. With input from the community, The Excel Center will design a report which clearly articulates the school’s performance on its goals outlined in its charter, including a report on how the school is meeting industry needs for a sufficiently trained workforce (see the goals section of this charter application), how it is accomplishing accreditation standards, and formal plans to correct any identified deficiencies. By November 15 of each school year, beginning in the school’s second year of operation, The Excel Center will file this annual report with the Arkansas Department of Education, distribute it to all enrolled students, and publish the report

with the local newspaper.

Also by November 15 of each school year, The Excel Center will host a public meeting to present that annual report to interested members of the community. Also, during this meeting, school officials will explain its policies, programs, and goals to the community. Members of the community, including students, will have the opportunity ask questions, voice concerns, and make suggestions concerning the school program directly to the school's Board of Directors. The exact date and time of the annual, public meeting will be determined based on a time that is most convenient for all school stakeholders and when a majority of Board members, school staff, students, interested community members, and other stakeholders are able to attend.

12. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and/or students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

Once The Excel Center is approved, school staff will be responsible for student recruitment but Goodwill's marketing/communications team will assist in marketing. Goodwill has a proven record of marketing and recruiting to the population The Excel Center seeks to enroll. For example, over 600 applicants attended a recent Goodwill job fair in North Little Rock. Attendees were recruited via local earned media (from Fox TV and Cumulus radio), social media platforms and outreach to influencers and stakeholder groups (e.g., local non-profit social service organizations and government partners like Little Rock Workforce and Arkansas Workforce, Department of Human Services, and Adult Education). The Excel Center will build on best practices and lessons learned from Goodwill's experience with the target population to meet recruitment needs. The Excel Center anticipates recruiting through a number of new and existing community channels:

- **Outreach to current and prospective partner organizations.** Several meetings have been held to explain the aim of The Excel Center, its target student population and to seek alignment with partners in education and workforce development, and the public and social services sectors. Meetings will continue as the planning and implementation phases progress. Once approved, The Excel Center concept will be shared with a broader number of organizations and Goodwill will place special emphasis on seeking new partners in business, government, education and faith-based networks whose work focuses on underserved populations. These current and future partners will be key referral channels by sharing The Excel Center as an education option with their clients as appropriate: Department of Human Services, Central Arkansas Development Council/Metro, Harmony Health Clinic, Westside Free Medical Clinic, River City Ministries, Consumer Credit Counseling Services, Church at Rock Creek, Legal Assistance, Mosaic Church of Central Arkansas, United Way, Hand Up Housing, Our House, Single Parent Scholarship Fund of Pulaski County, Literary Action of Central Arkansas, S.T.E.P. Ministries, and Hope Works.

Preliminary meetings have also been held with a variety of education and workforce development organizations to introduce The Excel Center model and lay the groundwork for future discussions leading to collaborations and information-sharing that mutually facilitate student recruitment. This will expand the ability to place students in the appropriate setting to meet their current needs and future training and/or matriculation goals.

- **News media releases:** Information announcing The Excel Center as a new school option, school enrollment and application requirements will be released to all local media channels, including television, radio and print media. In addition to regular news coverage, The Excel Center will seek guest spots on the news, talk shows, and feature segments.
- **Public information meetings:** To supplement other strategies, a number of neighborhood-based informational meetings will be held to allow direct interaction with prospective students and allow them to meet staff, ask questions and pick up enrollment application materials. Target locations for public information meetings will include community centers.

- **New website development:** Goodwill will develop a website for The Excel Center. The website will include academic program descriptions, enrollment information, application forms and frequently asked questions.
- **Social media:** Facebook and email blasts will be utilized to disseminate information.
- **Word of mouth:** Since its inception in 2010, strong word of mouth has been the most successful recruitment tool for recruiting student applicants at The Excel Centers in Indiana. Interest grew rapidly.

The Excel Center will market itself as the first academic program of its kind for adults, offering a free public high school option for adults to earn a high school diploma - not a GED - and also explain the benefits of a high school diploma over a GED. It will also advertise that it has free onsite childcare available to parents of young children and provides students with free public transportation assistance, if needed.

Pursuant to state statute concerning adult education charter schools, The Excel Center will admit any student who is at least nineteen years of age and has not earned a high school diploma and has failed to complete the requirements for high school graduation. As a public charter school, The Excel Center accepts every individual who meets these eligibility criteria and applies to enroll in the school. The Excel Center will not limit enrollment based on prior academic performance or intellectual ability, race, socioeconomic status, religion, disability, nationality, immigration status, or any other factor that may be considered unlawful. All students will be guaranteed a fair and equitable opportunity to enroll in and attend the school.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- 1. Children of founding members of the charter
- 2. Siblings of enrolled students
- 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the adult education public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents and/or students about each student's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

The Excel Center will release its enrollment application on January 2, 2017. Any interested individuals eligible to attend an adult charter high school will be invited to submit an enrollment application to the school until June 2, 2017. All individuals who complete and submit a timely enrollment application will be enrolled in the school. In the event that the number of applicants exceeds the number of spaces available (125), a lottery will be held to provide students a fair and equal opportunity to enroll in the school.

An enrollment lottery will be held on June 7, 2016. To maintain transparency with the public, the lottery will be held at a public location and will be open to the public. All individuals who submitted an enrollment application will be invited to attend. It will be monitored by a non-biased third party and a representative of the Arkansas Department of Education will also be invited to attend. The lottery will include all eligible individuals who submitted a timely enrollment application. These individuals will be assigned a number, and then numbers will be drawn at random to identify who will be enrolled in the school. Once all available spaces have been filled, numbers will continue to be drawn to determine the order in which individuals are placed on a wait list. Individuals who attended the lottery will receive immediate notification of their admittance into the school or order on the waiting list. All individuals included in the lottery, including those who attended, in-person, will be notified by June 14, 2017 both in writing and with a phone call of their admittance into The Excel Center or their order on the waiting list.

After the lottery is complete, interested individuals may continue to apply but will continue to be placed on the wait list in the order that their completed enrollment information is received. Once a student is enrolled in the school, the student will be afforded the opportunity to attend the school in successive years without having to re-apply or partake in the school's lottery process.

During The Excel Center's academic year, some students will leave the school (either by graduating or by withdrawing from the school). When this happens, the student's vacated space in the school is back-filled by students on the waiting list. The waiting list is maintained year-round and students will be enrolled in the school on an ongoing basis at the beginning of each 8-week term, based on their order on the waiting list and as seats become available.

Due to the ongoing nature of enrollment at The Excel Center, The Excel Center will seek a waiver for conducting an annual lottery. Instead, The Excel Center proposes to conduct a lottery during the first year of operation and continue to enroll students based on their order on the waiting list in subsequent years.

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

The Excel Center does not intend to use a weighted lottery.

Explain how students leaving the charter during the school year will impact students on the waiting list.

Applicant Response:

During The Excel Center's academic year, some students will leave the school (either by graduating or by withdrawing from the school). When this happens, the student's vacated space in the school is back-filled by students on the waiting list. The waiting list is maintained year-round and students will be enrolled in the school on an ongoing basis at the beginning of each 8-week term, based on their order on the waiting list and as seats become available.

13. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Dr. Stacey Hunter Schwartz, Goodwill's Director of Education and Certification Programs, currently serves as the secretary of the Board of Directors of the Exalt Academy of Southwest Little Rock.

14. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

Applicant Response:

ADMINISTRATORS

Administrator Position: School Director

Reports to: Board of Directors, GAEI

Salary Range: \$57,138 - \$85,708

Minimum Qualifications Required

Education Required:

Bachelor's degree in relevant field required, Master's degree preferred

Experience Required:

5+ years in a school-related leadership role

Certification Required:

Current Arkansas Secondary Administrator's License preferred but not required

Job Duties: List up to 5 key duties this individual will perform.

- 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.
 - Develops strategies, goals and objectives for the school and manages the implementation of these objectives.
-

Administrator Position: Director of Child Care Center

Reports to: Excel Center School Director

Salary Range: \$33,809 - \$50,714

Minimum Qualifications Required

Education Required:

Bachelor's degree in Early Childhood, Child Development or a related field; OR Bachelor's degree in a non-related field plus a) four years experience in ECE or b) Child Development Associate Credential (CDA) or c) Birth – Pre K credential OR Associate's degree in Early Childhood, Child Development or a related field, plus 6 years experience in ECE

Experience Required:

2 years experience in caring for or teaching pre-school age children

Certification Required:

CDA preferred

Job Duties: List up to 5 key duties this individual will perform.

- Create lesson plans, schedules, planned outings and field trips
 - Ensure that child care center complies with all applicable licensing guidelines.
 - Track and document attendance, snack usage, budget, ages, families served, etc.
 - Maintain regular communication with parents regarding services, enrollment, scheduling/ routine changes and special events for the children.
 - Coach parents on how to create learning opportunities at home.
-

TEACHERS

Teacher Position: **Lead Instructor**

Reports to: Excel Center School Director

Salary Range: \$40,721 - \$61,082

Minimum Qualifications Required

Education Required:

Bachelor's Degree, Master's Degree preferred

Experience Required:

Minimum of three years teaching experience

Certification Required:

Valid Arkansas teaching certificate preferred

Job Duties: List up to 5 key duties this individual will perform.

- Participate in the development of overall educational strategies for the Excel Center -including but not limited to - design and implementation of curriculum and systems to assess student outcomes
 - Deliver professional development sessions regarding best practices in curriculum, instruction, assessment, and data analysis
 - Participate in student recruitment efforts, including retention and re-engagement
 - Develop teacher practice by providing instructional coaching
 - Conduct teacher evaluations
-

Teacher Position: **Instructor**

Reports to: Excel Center School Director

Salary Range: \$35,537 - \$53,306

Minimum Qualifications Required

Education Required:

Bachelor's Degree, Master's preferred

Experience Required:

2-5 years teaching experience preferred

Certification Required:

Valid Arkansas teaching certificate preferred

Job Duties: List up to 5 key duties this individual will perform.

- Prepare and deliver lessons to students who reflect a range of different ages and abilities
- Apply standards-based grading to diagnostic, formative, and summative assessments, giving appropriate feedback, and maintaining records of students' progress and development

Job Duties: List up to 5 key duties this individual will perform.

- Apply best practices in adult education, researching new topic areas, maintaining up-to-date subject knowledge, and devising and writing new curriculum materials when needed
 - Select and use a range of different learning resources and equipment, including rich technology integration, to ensure high quality learning
-

SUPPORT STAFF

Support Staff Position: Lead Life Coach

Reports to: Excel Center School Director

Salary Range: \$38,993 - \$58,490

Minimum Qualifications Required

Education Required:

Bachelors Degree, Masters Degree in Social Work, Psychology, or related field preferred

Experience Required:

2 years of experience in social work, counseling, advising, academic guidance or related field;
Five years work experience in a school setting preferred, with at least two years of supervisory experience.

Certification Required:

none

Job Duties: List up to 5 key duties this individual will perform.

- Manages, monitors, and facilitates the work responsibilities for academic coaching department
 - Performs casework services with students to help identify and resolve barriers to student success
 - Collaborates with Lead Teacher to ensure common understanding of the Excel Center course progression among all coaches
 - Participates in the selection of Academic Life Coaches and the on boarding and training process
 - Serves on school leadership team.
-

Support Staff Position: Life Coach

Reports to: Excel Center School Director

Salary Range: \$33,809 - 50,714

Minimum Qualifications Required

Education Required:

Bachelor's Degree

Experience Required:

2 years of experience in social work, counseling, advising, academic guidance or related field

Certification Required:

none

Job Duties: List up to 5 key duties this individual will perform.

- Performs casework services with students to help identify and resolve barriers to student success
- Attends all team and professional development meetings
- Administers assessments to determine the needs of the student
- Manages and monitors student information to ensure academic progress
- Develops students class schedules and graduation plans, with a rapid turnaround

Support Staff Position: College and Career Readiness Specialist**Reports to:** Excel Center School Director**Salary Range:** \$32,081 - \$48,122**Minimum Qualifications Required****Education Required:**

Bachelor's degree in related field required (Master's degree preferred)

Experience Required:

Minimum of two years experience working in a secondary or higher education setting, and/or career counseling and workforce development

Certification Required:

none

Job Duties: List up to 5 key duties this individual will perform.

- As directed, lead the school culture toward development and design of 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 networks 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 School Director on student placement into internships and job opportunities.
- Develop innovative, career-focused marketing and recruitment strategy for promoting career pathway opportunities to students.
- 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

Support Staff Position: Special Education Paraprofessional**Reports to:** Excel Center School Director**Salary Range:** \$12.60/hr. to \$23.60/hr.

Minimum Qualifications Required

Education Required:

High School Diploma or GED

Experience Required:

2+ years with special needs students in an education setting. Experience working with high school age students in a non-traditional setting and/or in adult education setting highly preferred.

Certification Required:

none

Job Duties: List up to 5 key duties this individual will perform.

- Keeps students focused on task and lesson
- Models classroom behaviors.

Support Staff Position: Office Manager

Reports to: Excel Center School Director

Salary Range: \$37,265 - \$55,898

Minimum Qualifications Required

Education Required:

Associate's Degree, Bachelor's degree preferred

Experience Required:

3-5 years office administrative experience; office management experience preferred, especially in a school setting

Certification Required:

none

Job Duties: List up to 5 key duties this individual will perform.

- Manages departmental relationships to coordinate any needed work orders, security, housekeeping, maintenance, transportation pass distribution.
- Maintain logs and records. Compiles statistical data and information. Summarizes data in reports or analyses.
- Provides direction and oversight of the development, implementation, and quality assurance of key processes such as transcript evaluations, record keeping, new and continuing student registration, grade processing and progression and initiatives to support new student orientation and student persistence/retention.
- Coordinates all event planning to include vendor evaluation and selection within budgetary constraints
- Manages on-site enrollment for new students to include iExcel (new student orientation), troubleshooting, and decision making in accordance with The Excel Center Model.

Support Staff Position: Child Care Assistant

Reports to: Director of Child Care Center

Salary Range: \$25,169 - \$37,753

Minimum Qualifications Required

Education Required:

High School diploma or GED

Experience Required:

none

Certification Required:

none

Job Duties: List up to 5 key duties this individual will perform.

- Observe and monitor children's play activities.
 - Keep records on individual children, including daily observations and information about activities, meals served, and medications administered.
 - Instruct children in health and personal habits such as eating, resting, and toilet habits
 - Read to children, and teach them simple painting, drawing, handicrafts, and songs
 - Organize and participate in recreational activities, such as games.
-

15. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

Goodwill will assist The Excel Center by maintaining the school's financial records in accordance with all applicable statute and standards. With the assistance of Goodwill, The Excel Center will establish financial management and internal accounting policies and procedures with strong fiscal controls that facilitate accurate and timely compliance with all required reporting, both internal and external. The categories to be covered in the financial policies and procedures include, but are not limited to: day-to-day accounting operations including invoice payment processing, account reconciliation, and bid solicitation as necessary; budgeting process; payroll system; setting up lines of credit and borrowing money; audit procedures and tax preparation; and financial reporting.

Personnel: The Excel Center school director and office manager will work with Goodwill's accounting department, which includes Certified Public Accountants who have extensive experience in nonprofit financial management, implementation of financial systems, developing and implementing policies and procedures, accounting for restricted and unrestricted funds and the requirements of audits. The Excel Center's Board Finance Committee will be responsible for oversight of fiscal integrity and Goodwill will be responsible for implementing controls on a day-to-day basis.

Procurement: The Excel Center 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 students and to further the mission of the organization. Purchasing decisions must be made with this primary responsibility uppermost in mind. The Excel Center will not make such decisions based on other criteria which would, in the Board's opinion, result in less than optimal value received by students or the organization. Using Goodwill's purchasing procedures as a guide, the Board of The Excel Center will establish policies and procedures which delineate the requirements for purchase order requests, purchase orders, approval limits of various staff members, and chain of required approvals.

Budgeting Process: The development of GAEI's annual budget will be an iterative process that will incorporate input from key stakeholders. A preliminary detailed budget based on initial assumptions, including contingency plans to address unanticipated events that could have a significant impact on the financial results and/or cash flow of The Excel Center, will be provided to the Board's Finance Committee prior to presentation to the Board for consideration and approval. The approved budget will then be compared to actual and forecasted results on a monthly basis for reporting to the Finance Committee.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Explain how the amounts of federal special education funds included in the budget were calculated.

Applicant Response:

A completed budget template is attached.

Unexpected, but necessary and urgent expenses will be paid by Goodwill Industries of Arkansas.

No federal special education funds were included in the budget.

Explain how you plan to pledge at least one-million (\$1,000,000) (with no more than 25% allowed to be in-kind) to the school. Please provide all supporting documentation to demonstrate this financial commitment.

Applicant Response:

Goodwill Industries of Arkansas' reserves exceed \$1,000,000. The Board of Directors has budgeted the funds because of its commitment to the organization's mission of changing lives through education, training and employment. A recent IRS Form 990 is attached.

16. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

The audit will be performed 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 and U.S. Office of Management and Budget (OMB) Uniform Guidance.

The annual audit of the financial and programmatic operations of the school will be conducted by J. Corey Jennings, CPA, Director, BKD, LLP, 400 W Capitol Avenue, Suite 2500, Little Rock, AR 72201, 501-372-1040.

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed adult education public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

The Excel Center will be housed at Goodwill's Resource Center, the headquarters of Goodwill Industries of Arkansas, located at 7400 Scott Hamilton Drive, overlooking I-30 in south Little Rock. Goodwill owns the 587,000-square-foot one-story facility, which has paved parking for more than 1,000 vehicles. A Rock Region Metro bus stop is located in the parking lot directly in front of the building. Goodwill has applied to the City of Little Rock for a change in zoning as the facility is currently zoned to allow Goodwill's trade school but not a charter school.

The facility is presently used for Goodwill career services, adult education and job training programs, an outlet store, a production warehouse, and administrative offices. Approximately 60,000 square feet is currently devoted to administrative, training and educational programs. Much of the interior area is currently not in use.

The charter school will be built in an area with over 10,000 square feet of space, which currently includes a men's restroom with six fixtures, a women's restroom with six fixtures, and a unisex restroom with one fixture. If the charter is approved, Goodwill will alter the space to meet the needs of The Excel Center, meeting guidelines set by Goodwill Education Initiatives, and following all applicable state and federal laws relating to schools and child care centers.

If the zoning of the Scott Hamilton facility is not approved, then The Excel Center will be housed at Goodwill's former headquarters, located at 1110 W. 7th Street in Little Rock. That facility is currently zoned to permit a charter school (see letter from City of Little Rock Department of Planning and Development (attached)).

The 7th Street facility is currently being used to house a career center that will remain operational if The Excel Center is established in the building. Other portions of the building which formerly served as classrooms, meeting rooms and offices would be renovated to serve the needs of the school. The two-story building totals 54,500 square feet, approximately 10,000 of which would be devoted to the school. The building's main entrance is located directly across from a Rock Region Metro bus stop and adjoins a parking lot for 27 cars. Goodwill owns an additional lot two blocks away which provides 52 parking spaces.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed adult education public charter school will be located,
- (2) Employees of the public school district where the proposed adult education public charter school will be located,
- (3) The eligible entity sponsoring the adult education public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed adult education public charter school.

Applicant Response:

The owner of the proposed facility is Goodwill Industries of Arkansas ("Goodwill"), a domestic nonprofit organization operating under §501(c)(3) of the Internal Revenue Code of 1986. Goodwill's President and Chief Executive Officer Brian Itzkowitz is the initial registered agent and incorporator of Goodwill Arkansas Education Initiatives, Inc. ("GAEI") the domestic nonprofit corporation which will operate The Excel Center. GAEI was formed on July 19, 2016, and registered with the Arkansas Secretary of State. GAEI has applied for §501(c)3 status with the Internal Revenue Service.

No Board members or staff of Goodwill are (1) members of the local board of the Little Rock School District (LRSD), the public school district where The Excel Center will be located or (2) employees of the LRSD, but two members of the Board of Directors of GAEI (Mr. Crossley and Ms. Green) are employees of LRSD. (3) Several members of the Board of Directors of Goodwill (Mr. Amsler, Ms. Bates, Mr. Jackson, Ms. Luft and Mr. Perkins) are also members of the Board of Directors of GAEI, as is Goodwill President and CEO Brian Itzkowitz and (4) Goodwill's director of education and certification programs Dr. Stacey Hunter Schwartz.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- Yes
 No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

As described above, we plan to locate The Excel Center at Goodwill Industries of Arkansas's current headquarters, located at 7400 Scott Hamilton Drive in Little Rock. That site is currently in compliance with the provisions of the ADA and IDEA and all other state and federal laws. Goodwill has applied to the City of Little Rock Department of Planning and Development to have the property approved for a change in usage. There are no alcohol sales within 1,000 feet of the facility.

If that change of usage is not approved, then The Excel Center will be located at Goodwill's former headquarters, located at 1110 W. 7th Street in Little Rock. That facility is currently zoned UU, and is an adult charter school is a permitted use. The building will be renovated, and those renovations will bring the building into compliance with the ADA and IDEA. The modifications will include: enlarging the elevator if necessary and adding appropriate visual, tactile and auditory elevator controls/indicators for those with visual and hearing impairments; adjusting tension on door hinges, repaving and repainting lines of parking lot, insulating lavatory

water pipes/drains. There is one dining establishment, The Box, which sells beer and is located within 1,000 feet of the facility. The students at The Excel Center are adults, and it is not expected that the presence of the restaurant, which is only open for lunch, will interfere in the educational experience.

19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
 - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
 - (C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

Mr. Itzkowitz and Dr. Schwartz receive compensation and benefits from Goodwill, the owner of the facility to be used. Mr. Fred Perkins, III is the son of Goodwill Emeritus Board member Fred Perkins, II. There are no other known family of those with financial relationships.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether The Excel Center can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in The Excel Center's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

20. Describe the manner in which the school will make provisions for food services.

Applicant Response:

No formal food service will be provided. Students will have a one-hour lunch break built into the schedule. They will have access to a cafeteria space outfitted with dining tables, self-serve microwave ovens and refrigerators in which they may store their food brought from home. Students may also purchase food from one of several dining establishments within walking distance from The Excel Center.

21. Describe how the friends and family of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Due to the age and life circumstances of the target student population (19 and older), it is unlikely that many parents of students will be involved in the school. Students at 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 this in mind.

Life coaches communicate school expectations with students as well as academic and non-academic progress and work with students to address any challenges or barriers that may keep them from continuing their education. Life coaches will meet with students to understand any issues, including family dynamics affecting student success. Most often, these barriers will relate to providing care for young children of students or connecting students and their families with social support services (food pantries, housing assistance, etc.) within the local community. To the extent necessary and appropriate (and without violation of FERPA) coaches will engage family members and friends of students to ensure students remain engaged, on track to graduate, and enable them to overcome challenges.

The school will have an advisory group to ensure that The Excel Center is providing a relevant educational program that meets the local community's needs. The group will meet quarterly at the school and will be a means by which the school and its Board will communicate with the community. The advisory group will be asked to provide input to The Excel Center 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 school. Moreover, the advisory group will provide a community voice to the school. Finally, the advisory group will be engaged in the execution of the marketing and recruitment plan to help ensure target enrollments are met.

Additionally, because the school serves adults, it will not devote time and resources to facilitating an array of traditional extracurricular programs like sports teams and clubs. However, The Excel Center will encourage students to take an active role within the school community and to make an impact. Students will be encouraged to form a student council. Furthermore, students will be encouraged to be the change that they would like to see in The Excel Center. The school will do all that it can to empower students to form their own groups with the approval of the School Director. For example, one existing Excel Center had a number of students interested in pursuing careers within their church community. Another Excel Center had a larger population of single fathers in the school and wanted to create a men's group to discuss some of the issues that they faced as single fathers and being a positive role model for their sons and daughters. In another instance, a group of students wanted to organize a holiday potluck luncheon. The only requirement for students organizing a new event or group is that the event or group must be open to all students.

22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

In accordance with the organization's bylaws, all business of The Excel Center will be conducted in a manner which makes the best use of the school's resources. The GAEL board will focus on policy issues and will entrust the day-to-day management of the school to The Excel Center school director who will report to the Board yet also be accountable to the Vice President of Workforce Development at Goodwill, the management organization.

The Excel Center board will enter into a management agreement with Goodwill Industries of Arkansas. The agreement is performance-based, and the management organization will be required to ensure The Excel students make substantial academic progress and the school otherwise operates in compliance with applicable rules and regulations.

The Goodwill Board of Directors voted unanimously to create an adult charter school, and the standards for success, quality service, and positive impact on the community are expected without delay or disregard for the urgency of need for the communities to be served. There is a collective commitment to serve each and every student and to always work to attain and sustain The Excel School's highest performance outcomes.

The management organization will be represented at meetings of The Excel Center Board. At those meetings, management staff will report on the school's academic, financial and operational performance, and solicit feedback for performance improvements. Four performance categories that are reviewed and monitored monthly include: 1) student attendance and achievement; 2) innovative instructional techniques and student supports; 3) financial stewardship; and 4) performance assessment and accountability.

The board will evaluate the school leader as well as the management organization on a semi-annual basis, using an established set of rubrics and evaluation instruments. An important factor in The Excel Center's long term success is human capital development, including the development of a school leadership pipeline that will ensure long-term school leadership stability within.

The Excel Center has the support and resources of a multi-state network of schools and Goodwill organizations. This network of schools provides for the sharing of best and promising practices to attract the highest potential leaders and instructors, to invest in continual professional development of all staff, and to deliver outstanding student achievement in education and certification programs.

Most importantly, The Excel Center has its foundation and support built on serving those most at-risk of being prohibited or inhibited from reaching their full potential in the labor force due to lack of a high school diploma.

Finally, The Excel Center has the freedom to focus establishing itself academically without the threat of financial instability. Through its board and management organization, The Excel Center will receive the necessary financial appropriations for sustainability through Goodwill's social enterprise, and by pursuing additional funding sources.

Efforts will be made to supplant financial needs with other funding streams as the student population grows. Goodwill's leaders have dedicated themselves to the success of the school in all areas and have stipulated a high level of performance and success from the school

23. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Excel Center is located within the boundaries of the Little Rock School District (PCSSD), and will be an open-enrollment public charter school which is not restricted in its student enrollment by district boundaries, expects to continue to obtain most of its students from within the Central Arkansas area.

The Excel Center offers this desegregation analysis in accordance with the requirements of Ark. Code Ann. § 6-23-106 to carefully review the potential impact its operation would have upon the efforts of the PCSSD, LRSD, and NLRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

The granting of The Excel School open-enrollment public school charter cannot be said to have a negative impact on the PCSSD, LRSD, and NLRSD's ability to comply with any District Court orders or statutory obligations to create and maintain a unitary system of desegregated public schools for two primary reasons.

First, the LRSD and the NLRSD have been found by the federal District Court to be unitary in all respects of their school operations. PCSSD has been determined by the federal District Court to be unitary in all respects concerning inter-district student assignment. The importance of the attainment of unitary status of the LRSD and the NLRSD, and the status of PCSSD as unitary in the area of inter-district student assignment, is that those school districts have no further obligations to comply with court orders in these areas.

Pursuant to Ark. Code Ann. § 6-23-306, The Excel Center must be race-neutral and nondiscriminatory in its student selection and admission processes. Based solely on current dropout rates for the community in which The Excel School sits, the initial student enrollment is expected to have significant representation of students from communities of color. The Excel Center students are not part of the traditional population of students, ages 5-18, considered a concern in affecting the statutory and court ordered obligations for each district to meet desegregation requirements.

Second, the mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and post-secondary education while developing career paths that offer greater employment and career growth opportunities. These individuals are not included in the traditional K-12 student population and cannot be considered to negatively impact or to have any effect at all on the school year enrollment figures for 2017-2018.

Even if there were concern regarding inclusion of these students in the state's overall student enrollment population, The Excel Center's enrollment would have little to no significant impact on the student populations for each district. According to the 2015-2016 school year enrollment figures as maintained by the ADE Data Center, the PCSSD had a student population of 16,562 students; the LRSD had a student population of 23,164 students, and the NLRSD had a student population of 8,413 students. At its proposed initial enrollment of 125 students, the student population of The Excel Center would equal less than one percent of the PCSSD and LRSD student populations and just 1.49% of the NLRSD student population.

The Excel Center at Goodwill has carefully completed its review of the relevant statutes and court orders affecting the three (3) Pulaski County school districts and the student populations of such districts and has determined that no negative effect is present here.

24. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: Superintendents

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-5-405(b)(1) Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
- Ark. Code Ann. §§ 6-13-109: School superintendent
- Ark. Code Ann. §§ 6- 17-427: Superintendent license —Superintendent mentoring program required

Standards for Accreditation

- 15.01 School District Superintendent

ADE Rules

- Governing the Superintendent Mentoring Program

Rationale for Waiver

A waiver for the role of Superintendents has been requested. The Excel Center will operate as a charter

school and employ a school director who will be held accountable by the Board of Directors of Goodwill Arkansas Education Initiatives, Inc., who holds the charter for the school. Other school administrators may be hired or contracted, as necessary. The School Director will report to the Board of Directors of The Excel Center but will also have a dotted line reporting relationship to the Goodwill VP of Workforce Development, who will oversee the School Director on a daily basis, ensuring that the mission and vision of the Board is being carried out in the school and that the school is operating effectively and efficiently.

Waiver Topic: Principals

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-17-302: (concerning employment of principals)

Standards for Accreditation

- 15.02 Principals

Rationale for Waiver

The Excel Center will hire a School Director and a Lead Teacher. The School Director will manage school operations and make day-to-day instructional and administrative decisions and will work closely with the Lead teacher to perform chief academic officer duties for The Excel Center. The School Director will be responsible for developing the culture and establishing strong connections with local community career pathways. He/she is responsible for reporting the additional professional development needs to be delivered at a local site.

Waiver Topic: Governing Board

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-13-608: Length of directors' terms
- Ark. Code Ann. §§ 6-13-611: Vacancies generally
- Ark. Code Ann. §§ 6-13-615: Election—Single member zones
- Ark. Code Ann. §§ 6-13-616: Director eligibility
- Ark. Code Ann. §§ 6-13-619(c)(1)(A) Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
- Ark. Code Ann. §§ 6-13-620: Powers and duties
- Ark. Code Ann. §§ 6-13-630 Election by zone and at large
- Ark. Code Ann. §§ 6-13-634: School district board of directors—Size

ADE Rules

- Rules Governing School Election Expense Reimbursement
- Rules Governing School Board Zones and Rezoning

Rationale for Waiver

Rationale: The Bylaws of The Excel Center, which govern the actions of its Board of Directors, are consistent with all requirements of Nonprofit Corporation law. The Bylaws specify the number of directors, the process of electing them, the length of their term of service, and processes for resignation and removal, and meeting requirements all of which are consistent with the requirements of law.

Waiver Topic: Licensing

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-15-1004: (concerning qualified teachers in every classroom)
Ark. Code Ann. §§ 6-17-309: (concerning certification to teach particular grade of subject matter);
Ark. Code Ann. §§ 6-17-401: (concerning teacher licensure requirement);
Ark. Code Ann. §§ 6-17-902: (concerning definition of teacher);

ADE Rules

- Rules Governing Educator Licensure

Rationale for Waiver

Rationale: A waiver for teacher license has been requested. All of our teachers will be Highly Qualified; however, within those requirements, we want to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license. The school will be committed to recruiting and hiring quality staff members who are eligible to earn a teacher certification.

Rationale: Hiring top talent will be a challenge to The Excel Center, particularly in a large market where there are vast educational opportunities for teachers and educational leaders. The Excel Center will have the flexibility to identify those individuals best suited to facilitate the unique educational programs in non-core areas. All of our teachers will be Highly Qualified however, within those requirements, we want to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks.

Waiver Topic: Paying Unlicensed Faculty

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-17-908 Teachers' salary fund—Authorized disbursements
Ark. Code Ann. §§ 6-17-919: (concerning warrants void without valid teaching license and contract);

Rationale for Waiver

Since we have requested a waiver from the requirement that teachers be licensed, we also request a waiver from these requirements so we are able to legally pay our faculty.

Waiver Topic: Personnel Policies

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-1-201 et seq: Personnel Policies
- Ark. Code Ann. § 6-17-203: Committees on personnel policies—Members
- Ark. Code Ann. §§ 6-17-1501 et seq.: Teacher Fair Dismissal Act
- Ark. Code Ann. §§ 6-1-1701 et seq.: Public School Employee Fair Hearing Act
- Ark. Code Ann. §§ 6-17-2201 et seq.: Classified School Employee Minimum Salary Act
- Ark. Code Ann. §§ 6-17-2301 et seq.: Classified School Employee Personnel Policy Law
- Ark. Code Ann. §§ 6-17-2401 et seq.: Teacher Compensation Program of 2003
- Ark. Code Ann. § 6-17-2802 Teacher Excellence and Support System

ADE Rules

- Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District – Websites (not a waiver of website posting requirements)

Rationale for Waiver

The Board of Directors shall establish an employee handbook which outlines all personnel policies requirements outlined under Ark. Code Ann. §§ 6-17-201(c). School personnel will have an opportunity to provide input into these policies through public comment during meetings of the Board of Directors which are open to the public. All staff will be at will employees. The Excel Center will adopt the same teacher evaluation system as that adopted by other Excel Centers across The Excel Center Network. All school personnel will receive annual staff evaluations which evaluate teacher in the following domains: purposeful planning; effective instruction; teacher leadership; and core professionalism. Summative evaluations will result in one of four possible performance ratings. Classified staff will receive at least annual evaluations based on performance. Decisions to invite staff to return in subsequent school years will be at the discretion of the Board based on performance and school budget. All school employees will be offered a salary commensurate to salaries offered to similar positions in local area schools.

Waiver Topic: Professional Development

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-17-301: (concerning employment of certified personnel)

ADE Rules

- Rules Governing the Teacher Excellence and Support System

Rationale for Waiver

GEI, which founded the first Excel Center, has developed a Technical Leadership Series to help develop a pipeline of teachers, staff and school leaders. The Technical Leadership Series comprises eight training and development sessions, each of which teaches a specific set of imperatives that potential leaders can apply immediately to enhance their current role and prepare them for a next level leadership position. The process of selecting staff to participate in the Technical Leadership Series includes evaluation of performance in the staff member’s current role, performance with accelerated assignments, the desire to grow within the organization, and the ability to balance ambition.

Waiver Topic: School Year Dates

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-10-106: School year dates

Rationale for Waiver

The Excel Center's school calendar includes five, 8-week sessions, with new sessions beginning after the prior term ends. The Excel Center's instructional program continues year-round. Due to the school model, the anticipated school calendar will extend beyond the start and end date as prescribed by Ark. Code Ann. § 6-10-106. In the event that the school closes during the school year due to inclement weather and/or emergencies, The Excel Center will add any necessary make-up days to the end of the term.

Waiver Topic: Instructional Structure and Clock Hours

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-16-102: School day hours
Ark. Code Ann. §§ 6-18-210: Definition of planned instructional time

Standards for Accreditation

- 10.02 Class Size and Teaching Load
14.03 Unit of credit and clock hours for a unit of credit

ADE Rules

- 9.03.4 Grades 9-12 (courses to be taught, requiring the 38 units of credit)

Rationale for Waiver

The Excel Center will operate at least four periods each day, each consisting of 90 minutes of instruction. Each day of fixed-time instruction provides 360 minutes (6 hours) of instructional time available for students. Students have the option of attending 4 hours a day. Flexible scheduling will be available to meet needs of working and busy adults. The school will be open from 9AM to 4PM for students who prefer to attend classes in the morning, afternoon and/or evening. Prior to each 8-week term, the school will evaluate students' needs to determine whether additional evening classes should be available to accommodate working students. In that event, up to six class periods will be available to students, providing 540 minutes of instructional time available for students.

The Excel Center will hold classes during morning, afternoon, and evening sessions, with some students leaving the building throughout the day as new students enter. As a result, the school will never have its full student capacity in classes during any one scheduled period. Consequently, teachers will only be teaching a portion of the student body at a given time. Each class will have an average of 15 students per teacher.

Due to the nature of The Excel Center, a curricular model that accelerates the time it takes to earn a high school diploma is critical to the success of the program. The Excel Center model includes 8-week terms during which students complete coursework that may take a semester or full year in a traditional high school setting. Course offerings will be made based on the needs of the enrolled students.

The Excel Center will utilize a competency-based approach to measuring student mastery of standards-aligned curricula in lieu of seat time requirements. All courses offered will require students to demonstrate mastery of material via standards-aligned formative and summative assessments. To allow for the teaching of simultaneous, embedded, and/or online courses and to allow for the integration of graduation credit courses with courses as necessary, The Excel Center requests a waiver of the seat time requirement.

Waiver Topic: Student Attendance

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-18-209(b): Adoption of student attendance policy—Effect of excessive absences
Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades Nine through Twelve

ADE Rules

- Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve.

Rationale for Waiver

Rationale: The Excel Center will only serve adults age 19 or older and students will not be subject to compulsory attendance rule or laws. Students will be adults, and flexibility in attendance to accommodate their adult responsibilities will be necessary.

Waiver Topic: Grading

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-15-902: Requiring the use of the state's uniform grading scale

ADE Rules

- Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

Rationale for Waiver

Rationale: The Excel Center may adopt a grading scale that is as rigorous or more rigorous as the uniform grading scale provided in statute.

Waiver Topic: Report Cards

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-15-903(a)(2): Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student

Rationale for Waiver

Rationale: All students enrolled in The Excel Center will be 19 years of age and older and will not be under the care of a parent or guardian. As a result, The Excel Center will ordinarily work directly with students instead of communicating with parents.

Waiver Topic: Alternative Learning Environments

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-15-1005 (b)(5): Pertaining to alternative learning environments
- Ark. Code Ann. §§ 6-18-503(a)(1)(C)(i) Pertaining to alternative learning environments
- Ark. Code Ann. §§ 6-18-1001 et seq. Public School Student Services Act
- Ark. Code Ann. §§ 6-48-101 et seq.: Alternative Learning Environments

Standards for Accreditation

- 19.03 Pertaining to alternative learning environments

ADE Rules

- Rules Governing Public School Student Services

Rationale for Waiver

The Excel Center is a unique learning environment designed to meet the needs of adults who have previously dropped out of high school. The school model is designed as an alternative learning environment for individuals who have not been successful in prior traditional academic learning environments and to provide a new education option that allows adults of all ages to earn a high school diploma.

Waiver Topic: Gifted and Talented Education

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-20-2208(c)(6): Monitoring of expenditures (gifted and talented)
- Ark. Code Ann. §§ 6-42-101 et seq.: General Provisions (gifted and talented)

Standards for Accreditation

- 18 Gifted and Talented Education

ADE Rules

- Rules for Gifted and Talented Program Approval Standards

Rationale for Waiver

A waiver of a Gifted and Talented Program has been requested. Students' varied cognitive levels will be met through differentiated instruction and the ability to dual enroll in college courses. The Excel Center has a keen focus on college and career readiness and works to ensure students are prepared for "what comes next" after high school. As students progress through The Excel Center's course progression, they will have an opportunity to enroll in dual credit courses where they may earn college credit as well as in industry certification courses where they may earn an industry-recognized credential.

Waiver Topic: Parental Involvement

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-15-1701 et seq: Concerning a parental involvement plan

ADE Rules

- Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

Rationale for Waiver

Rationale: The Excel Center will only serve adults age 19 or older. The majority of students will no longer live with their parents and it is highly unlikely that many parents will be involved in the school.

Waiver Topic: Instructional Resources

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-21-406: Adoption, sale, or exchange of instructional materials
- Ark. Code Ann. §§ 6-21-413: Textbook selection committee
- Ark. Code Ann. §§ 6-25-101 et seq.: Public School Library and Media Technology Act
- Ark. Code Ann. §§ 6-25-103-106: Requiring a library media program
- Ark. Code Ann. §§ 6-25-104: Library media specialist—Qualifications

Rationale for Waiver

Rationale: The Excel Center will adopt many of the same curriculum and instructional materials that have been successfully used within a national model. Instructional resources are researched based materials used within a national model. The nature of the educational program is such that it will not offer a library media program, but resources will be made available to students through online and classroom resources.

Waiver Topic: Implementation

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-16-1204: Implementation (requirement that pre-Advanced Placement courses be offered)

Rationale for Waiver

Rationale: The Excel Center has a keen focus on college and career readiness and works to ensure students are prepared for “what comes next” after high school. As students progress through The Excel Center’s course progression, students will have an opportunity to enroll in dual credit courses where they may earn college credit as well as industry certification courses where they may earn an industry recognized credential.

Waiver Topic: Physical Education

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-16-132: concerning physical education.

Rationale for Waiver

The schools is requesting a waiver to physical education.

Waiver Topic: Music

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Section 9.03.4.5 of the Standards Rules requiring that vocal and instrument music be taught within the required courses which shall be taught annually for a total of 38 units.

Rationale for Waiver

The Excel Center is requesting a waiver from the requirement that 1 unit of vocal music and 1 unit instrumental music each be offered within the required curriculum to be taught annually. The environment is not conducive to the performance requirement described for vocal music and instrumental music.

Waiver Topic: Food Service

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-18-705: School breakfast program

Rationale for Waiver

Rationale: The Excel Center will only serve adults age 19 or older and the school will not provide meals to students.

Waiver Topic: Safety

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-10-110: School fire marshal program

Rationale for Waiver

Rationale: The school will serve adult learners and will not offer extracurricular activities.

Waiver Topic: Health Services

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-18-706: School nurses—Nurse-to-student ratio
Ark. Code Ann. §§ 6-18-1005(a)(6): Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)

ADE Rules

- Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age

Rationale for Waiver

Rationale: The Excel Center students will be adults. Any emergency on-sight health issues will be addressed according to Goodwill standard operating policy via emergency or other private health care provider. The Excel Center will establish partnerships with a variety of health service providers and students will be provided referrals to these health service providers, as necessary.

Waiver Topic: Substitute Teachers

Statute/Standard/Rule to be Waived

ADE Rules

- Rules Governing Waivers for Substitute Teachers

Rationale for Waiver

The school director or other qualified staff will serve as substitute in the event of teacher absence.

Waiver Topic: Minimum Qualifications for General Business Managers

Statute/Standard/Rule to be Waived

ADE Rules

- Rules Governing Minimum Qualifications for General Business Managers

Rationale for Waiver

The Excel Center will hire the most qualified individual for the position, and that individual will receive any training necessary. This individual will also have a dotted line reporting relationship to accountants in the Finance Department of Goodwill.

Waiver Topic: Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

Statute/Standard/Rule to be Waived

ADE Rules

- Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds

Rationale for Waiver

The Excel Center does not believe it is eligible for these funds.

Waiver Topic: Public School Student Services

Statute/Standard/Rule to be Waived

ADE Rules

- Rules Governing Public School Student Services

Rationale for Waiver

The Excel Model provides particular student services necessary to address the needs of its adult students.

July 27, 2016

ALSO VIA FAX – (855) 204-6184

Internal Revenue Service
P.O. Box 2508
Room 4024
Cincinnati, OH 45201

RE: **EXPEDITE REQUEST FORM 1023**
Goodwill Arkansas Education Initiatives, Inc.
EIN#: 81-3306959

To Whom it May Concern:

The completed Form 1023, Application for Exemption under Section 501(c)(3) of the Internal Revenue Code together with all required documents in support of the above charitable organization, has been forwarded today to the following address:

Internal Revenue Service
P.O. Box 12192
Covington, KY 41012-0192

The following information is being submitted for requesting expedited processing of this exemption application:

1. Reason for Expedited Processing. This organization is establishing a school that is currently making its application to the State of Arkansas Board of Education. This organization hopes that the State of Arkansas Board of Education approves its application in the next few months. This organization must present itself as an approved tax exempt organization in order to be chartered. In addition, this organization is seeking grants that require submission of the exemption letter.
2. Time Restrictions. This organization is scheduled to begin operating by yearend, and this organization must have its exemption letter as soon as possible to secure funds and its charter.
3. Impact on Organization. Tax exempt status is essential to approving this organization as a charter school in the State of Arkansas.

Please contact me at your earliest convenience if you need any additional information to process this application.

Sincerely,

Brian Itzkowitz

STATE OF ARKANSAS



Mark Martin

ARKANSAS SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Mark Martin, Arkansas Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

Articles of Incorporation

of

GOODWILL ARKANSAS EDUCATION INITIATIVES, INC.

filed in this office July 19, 2016 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.



In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 19th day of July, 2016.

Mark Martin

Arkansas Secretary of State



DOMESTIC NONPROFIT
ARTICLES OF INCORPORATION
OF
GOODWILL ARKANSAS EDUCATION INITIATIVES, INC.

The undersigned, in order to form a nonprofit corporation for the purposes hereinafter stated under, and pursuant to the provisions of the laws of the State of Arkansas, particularly the Arkansas Nonprofit Corporation Act of 1993, Chapter 33 of Title 4 of the Arkansas Code of 1987 Annotated (“Act”), does hereby certify as follows:

1. Name. The name of this corporation shall be “GOODWILL ARKANSAS EDUCATION INITIATIVES, INC.” (“Corporation”).

2. Public Benefit Corporation. This Corporation is a public benefit corporation.

3. No Members. This Corporation shall have no members, classes of membership or membership fees.

4. Period of Existence. Unless otherwise provided for herein or in the bylaws of this Corporation (“Bylaws”), the period of existence of this Corporation shall be perpetual.

5. Purposes. This Corporation is organized and shall be operated as a nonprofit corporation exclusively for charitable and/or educational purposes within the meaning of §501(c)(3) of the Internal Revenue Code of 1986, as amended (“Code” and such term shall include any corresponding successor federal tax laws and Treasury regulations promulgated thereunder). In particular, this Corporation’s primary purpose is to provide adults the opportunity and support to earn high school diplomas, or other similar designations, and begin postsecondary education while developing career paths to move towards greater economic self-sufficiency.

6. Powers. This Corporation shall have and exercise all powers, privileges and rights conferred on corporations by the laws of the State of Arkansas and all powers and rights incidental to carrying out the purposes for which this Corporation is formed, except such as are inconsistent with the express provisions of the Act under which this Corporation is incorporated or these Articles of Incorporation. The enumeration of the foregoing purposes shall not be held

to limit or restrict in any manner the general powers conferred on this Corporation by the laws of the State of Arkansas.

7. Prohibitions. Notwithstanding any other provision of these Articles of Incorporation to the contrary, the following restrictions and limitations shall apply to comply with the requirements imposed by §501(c)(3) of the Code:

(a) No part of the net earnings of this Corporation shall inure or be payable to or for the benefit of any incorporator, director or officer of this Corporation, or to any other interested individual; provided, however, reasonable compensation may be paid for services rendered to or for this Corporation, effecting one or more of its purposes.

(b) Except as otherwise provided in §501(h) of the Code, no substantial part of the activities of this Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation and this Corporation shall not participate or intervene (including the publishing or distribution of statements) in any political campaign on behalf of (or in opposition to) any candidate for public office.

(c) This Corporation shall not carry on any other activities not permitted to be carried on by a corporation (i) exempt from federal income tax under §501(c)(3) of the Code; or (ii) contributions to which are deductible under §170(c)(2) of the Code.

8. Dissolution. Because this Corporation is intended to have perpetual existence, it is not anticipated that this Corporation will be dissolved, however, in the event this Corporation should ever be dissolved pursuant to §§4-33-1401, *et seq.*, of the Arkansas Code of 1987 Annotated, then upon the dissolution of this Corporation, the board of directors of this Corporation ("Board") shall, after paying or making provision for the payment of all liabilities of this Corporation, dispose of all assets of this Corporation exclusively to GOODWILL INDUSTRIES OF ARKANSAS, INC., Little Rock, Arkansas, or its successor charitable organization ("Goodwill"), if existing and exempt from federal income tax under §501(c)(3) of the Code, or, if not, then to such organization or organizations organized and operated exclusively for the purposes stated in Paragraph 5 above, which shall, at the time, qualify as an organization or organizations exempt under §501(c)(3) of the Code, and any articles of dissolution adopted by this Corporation shall so provide. Any of such assets not so disposed of shall be disposed of by the appropriate court of the county in which the principal office of this Corporation is located, exclusively to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

9. Principal Office. The principal office or place of business of this Corporation shall be located at 7400 Scott Hamilton Drive, Suite 50, Little Rock, Arkansas 72209-3175.

10. Initial Registered Agent & Office. The name of the initial registered agent and the street address of the registered office of this Corporation are BRIAN ITZKOWITZ, 7400 Scott Hamilton Drive, Suite 50, Little Rock, Arkansas 72209-3175.

11. No Stock or Dividends. This Corporation shall not have or issue shares of stock and no dividends shall be paid, and no part of the income of this Corporation shall be distributed to any incorporator, director or officer of this Corporation.

12. Board of Directors. The business of this Corporation shall be conducted by the Board; provided, however, that in accordance with §4-33-801(c) of the Arkansas Code of 1987 Annotated, the Executive Committee, if any, shall have the power to transact all regular business of this Corporation during the period between the meetings of the Board, subject to any prior limitations imposed by the Board. The number of directors of this Corporation shall be as provided in the Bylaws; provided, however, at no time shall the number of directors of this Corporation be fewer than three (3). The terms of office of the directors of this Corporation shall be as provided in the Bylaws; provided, that the initial Board and their terms of office shall be designated by the incorporator. The initial Board shall have the direction of the affairs of this Corporation and shall meet as soon as is practicable after the issuance of the certificate of incorporation by the secretary of state for the purposes of electing officers and adopting Bylaws, if necessary, and taking such other action as may be necessary to perfect the organization of this Corporation. Thereafter, Bylaws may be amended and officers elected as provided in the Bylaws. The directors of this Corporation shall be permitted to hold office for more than one term by reelection.

13. Incorporator. The name and address of the incorporator of this Corporation are BRIAN ITZKOWITZ, 7400 Scott Hamilton Drive, Suite 50, Little Rock, Arkansas 72209-3175.

14. Amendments. These Articles of Incorporation may be amended by the Board and the board of Goodwill. Unless notice is waived and unless otherwise provided in the Bylaws, this Corporation shall provide written notice to the directors of this Corporation and the directors of Goodwill at least seven (7) days' in advance of any meeting of the Board at which a vote is to be taken on an amendment. The notice must state that a purpose of the meeting is to consider a proposed amendment to these Articles of Incorporation, and the notice must contain or be accompanied by a copy or summary of the amendment or state the general nature of the amendment. Unless otherwise provided in the Bylaws, the amendment must be approved by a

majority of the directors of this Corporation and a majority of the directors of Goodwill in office at the time the amendment is adopted.

15. Liability. The private property of Goodwill, any related organization, or any incorporator, director or officer of this Corporation, Goodwill or any related organization shall not be subject to the payment of debts of this Corporation to any extent whatever. An incorporator, director or officer of this Corporation, Goodwill or any related organization is not liable to this Corporation for monetary damages for an act or omission in such person's capacity as incorporator, director or officer, as the case may be, except to the extent otherwise provided by the Act. This Corporation may indemnify a person who was, is or is threatened to be made a named defendant or respondent in litigation or other proceedings because the person is or was an incorporator, director, officer or other person related to this Corporation, Goodwill or any related organization as provided by the provisions in the Act governing indemnification. As provided in the Bylaws, the Board shall have the power to define the requirements and limitations for this Corporation to indemnify any incorporator, director, officer, or other related to this Corporation, Goodwill or any related organization.

16. Meeting. In furtherance and not in limitation of the powers conferred by statute, this Corporation is expressly authorized to carry on its business and to hold annual or special meetings of the Board.

IN WITNESS WHEREOF, the incorporator has executed these Articles of Incorporation this July 15, 2016.



BRIAN ITZKOWITZ, Incorporator

Goodwill

Industries of Arkansas

ADULT EDUCATION CHARTER SCHOOL PUBLIC HEARING: JUNE 29, 2016

Attendance Sheet (PLEASE PRINT)

NAME	ORGANIZATION	EMAIL (OPTIONAL)
Beth Thompson	Ark. North. College	
Tammie Lemmons	Black River Tech	
Lloyd Huskey	Arkansas Baptist College	
Erin Dau	Pulaski Tech	
Nancy Kottis	AR Adult Resource Ctr.	
DAVID MARD	PDC	
Laura McNeel	ACE - Adult Ed	
Joey Walter	ACE	
Nancy Leonardt	ALC	
Margaret Elmer	PTC	
Dayon Itzkowitz	Autism Speaks	
Mitch Chandler	Goodwill Board chair	
RANDY HUGHES	CITY CONNECTIONS	
Marsha Taylor	AAARC	
Lalal Clark	Lonoke Adult Ed	
Debbie Shelton	Lonoke Adult Ed	
Treva Miller	ACE	



Arkansas Democrat-Gazette/STEPHEN B. THORNTON

Inspectors

Continued from Page 1B
to rest or arrange for another driver to pick up his load, according to Maj. Jay Thompson of the Arkansas Highway Police.

"We don't know how long he's been driving," Thompson said of the sidelined trucker. Driver fatigue is a crash risk, according to industry data. Under federal hours-of-service regulations, drivers of big trucks are allowed to drive up to 11 hours at a stretch and up to 77 hours over a seven-day period.

Another driver's truck had two flat tires and brakes that were out of adjustment, all of which had to be repaired before the truck was allowed on the road again, Thompson said.

Truck braking capability can also be a factor in crashes, according to the Insurance Institute for Highway Safety. It takes loaded tractor-trailers 20 percent to 40 percent more distance to stop than it does cars, and that difference increases on wet and slippery roads or for trucks with poorly maintained brakes, according to the institute.

Fernando Garza, 40, traveling Tuesday with another driver sharing the duties, was hauling a load of automotive parts from Laredo, Texas, to Buffalo, N.Y., when his truck was singled out for a random inspection at the I-30 inspection site. Other trucks were waived through the check-point.

"It's all good," Garza said as he sat patiently in the cab of the late-model Freightliner that has traveled 50,000 miles since he began driving it two months ago for Point Dedication Service of Troy, Mich. Cpl. Kreston Taylor of the Arkansas Highway Police put Garza and the truck through a 37-point inspection.

His rig was one of the estimated 17 trucks per minute that will be inspected through 6 a.m. Thursday as part of the 2016 International Roadcheck. The program, coordinated by the Commercial Vehicle Safety Alliance, will involve 10,000 inspectors on roadways reaching from Canada to Mexico.

This year the program has a special emphasis on tire safety, including tread depth, air pressure, visible bulges and overall condition.

The International Roadcheck "is the largest targeted enforcement program for trucks in the world," said Thompson, who is president of the alliance, a nonprofit with a mission statement of promoting commercial motor vehicle safety and security through leadership to enforcement, industry and policymakers.

Taylor was all business has he conducted the North American Standard Level 1 Inspection.

Taylor ran Garza's com-

mercial driver's license through a database checking for violations and reviewed Garza's documentation on service hours. Then Taylor turned his attention to the truck. He peered into various systems, checking among other things the brakes, drive shaft, suspension and lights.

At times, he enlisted Garza's assistance in turning on the lights and checking the horn, or asking Garza to disconnect hoses or perform other tasks. A typical inspection lasts 30-45 minutes, Garza said, and his truck passed. All the while the truck was being inspected, his fellow driver slept inside the cab.

Thompson and his fellow officers say they are serious about the inspections because the stakes are high.

A total of 3,660 people died in large-truck crashes in 2014, the latest year for which data are available, according to the institute.

The number of people killed in large-truck crashes was 16 percent higher in 2014 than it was in 2009, the year when it was lower than for any year since collection of fatal crash data began in 1975, according to the institute.

Since 1979, when deaths in large-truck crashes were at an all-time high, such deaths overall have declined 57 percent, according to the institute. Since that year, deaths in passenger vehicles have declined 41 percent, the institute reported.

Pine Bluff death called 'suspicious'

ARKANSAS ONLINE

The death of a woman found unresponsive on the floor of a home in Pine Bluff on Tuesday morning is being investigated as suspicious, police said.

Pine Bluff police said in a news release that the 65-year-old woman was found inside a home in the 200 block of

West 19th Street around 10:45 a.m. She was pronounced dead by a deputy coroner about 15 minutes later.

The body was sent to the state Crime Laboratory for an investigation.

The woman's name and other details are not being released until a cause of death is determined, police said.

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NOTICE OF PUBLIC HEARING

to start the application process for an **ADULT EDUCATION CHARTER SCHOOL** in Little Rock

Date: Wednesday, June 29, 2016
Time: 6 p.m.
Location: Goodwill Industries of Arkansas
7400 Scott Hamilton Drive
Door 2, Little Rock

Please come to ask questions and provide input.

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ARKANSAS REPERTORY THEATRE

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Judge sentences 2 in 2015 killing, robbery

Both enter pleas to reduced charges; 3 others awaiting trials this summer

DAVE HUGHES
ARKANSAS DEMOCRAT-GAZETTE

Two of five people charged in the robbery and killing of a rural Logan County man last year have entered pleas to reduced charges, according to Logan County Circuit Court records.

Joseph Olliah Hals Brown, 32, of Mena was sentenced to 30 years in prison after pleading no contest Friday to second-degree murder in the April 2015 shooting death of Ritchie Lee Lynch, 60. Circuit Judge Jerry Don Ramey of Morrilton gave Brown credit for 424 days he was held in jail before his plea.

Brown initially was charged along with Nick Stoicu, 41, also of Mena, with first-degree murder, aggravated robbery and being a felon in possession of a firearm. The prosecutor dismissed the robbery and firearms charges against Brown as part of a plea agreement, court records showed.

Stoicu, who has been in jail in lieu of a \$2 million bond since his arrest, is scheduled for a Circuit Court trial June 29-30 in Booneville.

Teresa Bennett, 36, of Booneville pleaded guilty Friday to robbery, reduced from aggravated robbery, and was sentenced to 10 years in prison with credit given for the 120 days she was in custody.

A stipulation to her sentence, according to the court records, was that she testify against co-defendants in the case. There was no such stipulation in Brown's plea documents.

In addition to Stoicu, Robert Melton, 52, of Waldron and Dave Ann Townsend, 37, of Pine Bluff have been charged and are awaiting trial.

Melton is charged with first-degree murder, aggravated robbery and being a felon in possession of a firearm. His trial is scheduled for July 15. He is being held in lieu of \$100,000 bond.

Townsend is charged with aggravated robbery and is scheduled to go on trial July 29. Townsend is being held in lieu of \$50,000 bond.

An Arkansas State Police arrest warrant affidavit said the five drove to near Lynch's home at 1575 Glover Daniels Road north of Booneville on April 2,

2015, to steal money and drugs.

The affidavit said Bennett directed Brown, who was driving, to continue past Lynch's driveway and park farther down the road in a clearing under a power line.

Stoicu and Brown, armed with a rifle and pistol, and Melton walked through the woods to Lynch's property, according to the affidavit. Melton waited by the gate to Lynch's property while Stoicu and Brown continued on to Lynch's house.

Minutes later, Melton and the women heard gunfire coming from the direction of Lynch's house, and Stoicu and Brown returned with a duffel bag, the affidavit said. An autopsy report said Lynch had been shot five times.

The affidavit quoted Bennett saying that Stoicu told the others "it was done and it went bad."

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www.cityconnectionsinc.org

Board of Directors

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August 2, 2016

Re: Goodwill Industries Application for Charter School

To Whom It May Concern:

It is a distinct privilege to be asked to provide you a letter of recommendation on the behalf of Goodwill Industries of Arkansas and their management team based in Little Rock, Arkansas as they apply to create a Goodwill Charter School for adult learners.

Over the past 6+years we have developed a close working relationship with the senior management team of Goodwill Industries of Arkansas particularly as it relates to their serving the needs of disabled individuals and those who have been formerly incarcerated and are trying to begin a new life in the free world. Most every week we are working together on the behalf of some individual in providing encouragement, hope, assistance, and guidance in an effort to improve both their short-term and long-term situation.

And while the thousands who are served from their center is a wonderful testimony to the important role they play in the city, the more important element is they do all that they do in a wonderful Christian spirit of giving, mercy, and grace . . . and with the goal to help "lift" and give hope for the future!

Suffice it to say, we are huge fans of Goodwill Industries of Arkansas and believe them to be most worthy of your consideration for this new venture.

Fraternally,

Jeff Spry

Jeff Spry



August 3, 2016

Mr. Brian Itzkowitz
Goodwill Industries of Arkansas
7400 Scott Hamilton Drive, Suite 50
Little Rock, AR 72209

Dear Mr. Itzkowitz,

The Little Rock Regional Chamber fully supports the establishment of The Excel Center, a public charter high school for adults which Goodwill Industries of Arkansas proposes to open in Little Rock in 2017. The programs and services of Goodwill already have made a great impact on the residents of Little Rock, and we have confidence this impact will continue as Goodwill works to establish The Excel Center.

While the chamber typically does not weigh in on individual charter school applications, we consider the Excel Center an exception because it will provide a unique service to the community and would only serve adults – a population that the area’s traditional public school districts do not attempt to serve.

The chamber realizes that the students of today will determine the economic success of our region tomorrow. Public education continues to be a primary focus for the region and the chamber. As the economy evolves, the future of the Little Rock region hinges on the synergy between education and workforce development. The chamber works with education partners and the business community to increase skilled trades training and technical education. The Excel Center’s emphasis on students obtaining vocational certifications in high demand fields before graduation will benefit our citizens and our tax base, and it will make us even more attractive to business and industry looking to relocate in the central United States.

Thank you,

A handwritten signature in black ink, appearing to read "Jeff Hathaway", is written over a light blue horizontal line.

Jeff Hathaway, Chairman of the Board
Little Rock Regional Chamber

The Excel Center
Tentative 2017-18 School Year Calendar*

TERM	Dates of iExcel (orientation)	Dates of Instruction	Days of Instruction
1	Jul 6-7, 2017	Jul 12, 2017 - Sept 6, 2018	31
2	Sept 7-8, 2017	Sept 11, 2017 - Nov 1, 2017	31
3	Nov 2-3, 2017	Nov 6, 2017 - Jan 17, 2018	32
4	Jan 18-19, 2018	Jan 22, 2018 - Mar 21, 2018	33
5	Apr 9-10, 2018	Apr 10, 2018 - June 5, 2018	32
Total days:			159

Fall Graduation: January 25-26

Spring Graduation: June 6-7

Professional Development Days (12): Jul 5,10,11; Aug 21; Feb 12,13; Mar 21,22,23; Apr 2,3; May 7

Holidays and Breaks: Sep 4 (Labor Day); Nov 22-24 (Thanksgiving); Dec 20-Jan 2 (Winter Break); Jan 15 (M.L. King Day); Mar 26-30 (Spring Break), May 28 (Memorial Day)

**subject to change after LRSD calendar becomes available, as we will want to align our schedule with the District schedule as much as feasible to accommodate our students who are parents of LRSD students*

**2016 Application
Adult Education Public Charter School
Personnel Salary Schedule**

Administrative Positions:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
Line #					
1	Executive Management	1	\$80,000.00	1	\$83,200.00
2	Deans, Directors & Coordinators	1	\$40,000.00	1	\$41,600.00
3	Administrative Staff	0	\$0.00	1	\$30,285.00
4	Lead Life Coach	2	\$40,000.00	2	\$41,600.00
5	Career Counselor	1	\$40,000.00	1	\$41,600.00
6	Drop In Center Director	1	\$38,000.00	1	\$39,520.00
7	Drop In Center Staff	1	\$20,800.00	1	\$21,632.00
8	Subtotal:		\$298,800.00		\$341,037.00
9	Fringe Benefits (rate used 22.68 %)		\$67,767.84		\$77,347.19
10	Total Administrative Positions:		\$366,567.84		\$418,384.19

Regular Classroom Instruction:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
11	Teachers	6	\$45,000.00	6	\$46,800.00
12	Aides				
13	Subtotal:		\$270,000.00		\$280,800.00
14	Teacher Fringe Benefits (rate used 22.68 %)		\$61,236.00		\$63,685.44
15	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
16	Total Regular Classroom Instruction:		\$331,236.00		\$344,485.44

Special Education:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
17	Teachers	1	\$45,000.00	1	\$46,800.00
18	Aides				
19	Subtotal:		\$45,000.00		\$46,800.00
20	Teacher Fringe Benefits (rate used 22.68 %)		\$10,206.00		\$10,614.24
21	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
22	Total Special Education:		\$55,206.00		\$57,414.24

Gifted and Talented Program:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
23	Teachers				
24	Aides				
25	Subtotal:				
26	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
27	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
28	Total Gifted and Talented Program:		\$0.00		\$0.00

**Alternative Education Program/
Alternative Learning Environments:**

	2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
29 Teachers				
30 Aides				
31 Subtotal:				
32 Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
33 Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
34 Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:

	2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
35				
36 Subtotal:				
37 Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
38 Total English Language Learner Program:		\$0.00		\$0.00

Guidance Services:

	2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
39				
40 Subtotal:				
41 Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
42 Total Guidance Services:		\$0.00		\$0.00

Health Services:

	2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
43				
44 Subtotal:				
45 Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
46 Total Health Services:		\$0.00		\$0.00

Media Services:

	2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
47				
48 Subtotal:				
49 Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
50 Total Media Services:		\$0.00		\$0.00

Fiscal Services:

	2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
51				
52 Subtotal:				
53 Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
54 Total Fiscal Services:		\$0.00		\$0.00

Maintenance and Operation:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
55					
56	Subtotal:				
57	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
58	Total Maintenance and Operation:		\$0.00		\$0.00
Pupil Transportation:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
59					
60	Subtotal:				
61	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
62	Total Pupil Transportation:		\$0.00		\$0.00
Food Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
63					
64	Subtotal:				
65	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
66	Total Food Services:		\$0.00		\$0.00
Data Processing:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
67					
68	Subtotal:				
69	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
70	Total Data Processing:		\$0.00		\$0.00
Substitute Personnel:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
71	Number of Certified Substitutes _____				
72	Number of Classified Substitutes _____				
73	Subtotal:				
74	Certified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
75	Classified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
76	Total Substitute Personnel:		\$0.00		\$0.00
77	TOTAL EXPENDITURES FOR SALARIES:		\$753,009.84		\$820,283.87

**2016 Application
Adult Education Public Charter School
Estimated Budget Template**

REVENUES

	<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
Federal Charter School Aid:		
1 Special Education		
2 Other:		
3 _____		
Total Federal Charter School Aid:		
Other Sources of Revenues:	<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>		
4 Private Donations or Gifts		
5 Special Grants <i>(List the amount)</i>		
6 Other <i>(Specifically Describe)</i>		
6 Goodwill Industries of Arkansas	\$1,334,972.84	\$1,453,223.87
7 Total Other Sources of Revenues:	\$1,334,972.84	\$1,453,223.87
8 TOTAL REVENUES:	\$1,334,972.84	\$1,453,223.87

EXPENDITURES

	<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
Administration:		
9 Salaries and Benefits	\$366,567.84	\$418,384.19
10 Purchased Services (List Vendors Below)		
10 V - AD 1 _____		
11 Supplies and Materials	\$93,650.00	\$101,111.00
12 Equipment	\$1,500.00	\$1,500.00
13 Other (List Below)		
13 Telephone	\$3,600.00	\$3,600.00
14 Technology	\$20,000.00	\$21,000.00
15 Student Testing & Assessment	\$35,000.00	\$37,625.00
16 Office Expense	\$12,000.00	\$12,120.00
17 Staff Development	\$7,500.00	\$7,781.00
18 Staff Recruitment	\$800.00	\$800.00
19 Staff Recruitment & Marketing	\$10,000.00	\$10,000.00
20 Travel (Staff)	\$4,000.00	\$4,150.00
21 Background Checks & Fingerprinting	\$2,813.00	\$2,918.00
22 Bank Charges	\$3,600.00	\$3,600.00
23 Student Career/Certificate Training Assistance	\$10,000.00	\$16,000.00
24 Career Trade Training & Certification	\$90,000.00	\$94,500.00
25 Total Administration:	\$661,030.84	\$735,089.19

Regular Classroom Instruction:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
26	Salaries and Benefits	\$331,236.00	\$344,485.44
	Purchased Services (List Vendors Below)		
27	V - CI 1 Scholastic Software	\$72,000.00	\$55,000.00
28	V - CI 2 Middlebury foreign language program	\$39,150.00	\$39,150.00
29	V - CI 3 Plato or A+ (elearn component)	\$14,000.00	\$14,000.00
30	V - CI 4 Reading Inventory (reading diagnostic)	\$2,000.00	\$2,000.00
31	V - CI 5 Science	\$9,000.00	\$1,000.00
32	Supplies and Materials	\$3,500.00	\$1,000.00
33	Equipment		
	Other (List Below)		
34	Adjunct Teachers	\$108,000.00	\$118,800.00
35	Total Regular Classroom Instruction:	\$578,886.00	\$575,435.44
Special Education:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
36	Salaries and Benefits	\$55,206.00	\$57,414.24
	Purchased Services (List Vendors Below)		
37	V - SE 1 _____		
38	Supplies and Materials		
39	Equipment		
	Other (List Below)		
40	Special Ed Services	\$15,000.00	\$16,350.00
41	Total Special Education:	\$70,206.00	\$73,764.24
Gifted and Talented Program:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
42	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
43	V - GT 1 _____		
44	Supplies and Materials		
45	Equipment		
	Other (List Below)		
46	_____		
47	Total Gifted and Talented Program:	\$0.00	\$0.00
Alternative Education Program/ Alternative Learning Environments:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
48	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
49	V - ALE 1 _____		
50	Supplies and Materials		
51	Equipment		
	Other (List Below)		
52	_____		
53	Total Alternative Education Program/ Alternative Learning Environments:	\$0.00	\$0.00

English Language Learner Program:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
54	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
55	V - ELL 1 _____		
56	Supplies and Materials		
57	Equipment		
	Other (List Below)		
58	_____		
59	Total English Language Learner Program:	\$0.00	\$0.00
Guidance Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
60	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
61	V - GS 1 _____		
62	Supplies and Materials		
63	Equipment		
	Other (List Below)		
64	_____		
65	Total Guidance Services:	\$0.00	\$0.00
Health Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
66	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
67	V - HS 1 _____		
68	Supplies and Materials		
69	Equipment		
	Other (List Below)		
70	_____		
71	Total Health Services:	\$0.00	\$0.00
Media Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
72	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
73	V - MS 1 _____		
74	Supplies and Materials		
75	Equipment		
	Other (List Below)		
76	_____		
77	Total Media Services:	\$0.00	\$0.00
Fiscal Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
78	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
79	V - FS 1 _____		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82	Accounting/Audit	\$10,000.00	\$10,100.00
83	Legal	\$2,500.00	\$2,525.00
84	Total Fiscal Services:	\$12,500.00	\$12,625.00

		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
Maintenance and Operation:			
85	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
86	V - MO 1 Utilities are included in lease payment.		
87	Supplies and Materials		
88	Equipment		
	Other (List Below)		
89	Repairs & Maintenance	\$2,000.00	\$2,060.00
90	Total Maintenance and Operation:	\$2,000.00	\$2,060.00
Pupil Transportation:			
		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
91	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
92	V - PT 1		
93	Supplies and Materials		
94	Equipment		
	Other (List Below)		
95	Goodwill Industries of Arkansas	\$25,000.00	\$40,000.00
96	Total Pupil Transportation:	\$25,000.00	\$40,000.00
Food Services:			
		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
97	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
98	V - FD 1		
99	Supplies and Materials		
100	Equipment		
	Other (List Below)		
101			
102	Total Food Services:	\$0.00	\$0.00
Data Processing:			
		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
103	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
104	V - DP 1		
105	Supplies and Materials		
106	Equipment		
	Other (List Below)		
107			
108	Total Data Processing:	\$0.00	\$0.00
Substitute Personnel:			
		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
109	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
110	V - SB 1		
111	Total Substitute Personnel:	\$0.00	\$0.00

Facilities:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
112	Lease/Purchase Contract for One Full Year	\$40,000.00	\$40,000.00
	Facility Upgrades (List Upgrades Below)		
113	_____	_____	_____
114	Property Insurance for One Full Year		
115	Content Insurance for One Full Year	\$20,000.00	\$20,500.00
116	Total Facilities:	\$60,000.00	\$60,500.00
Debt Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Debts Below		
117	_____	_____	_____
118	Total Debt Expenditures:		
Other Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Other Expenditures Below		
119	Janitorial	\$30,000.00	\$30,375.00
120	Security	\$35,000.00	\$35,525.00
121	Total Other Expenditures:	\$65,000.00	\$65,900.00
122	TOTAL EXPENDITURES:	\$1,474,622.84	\$1,565,373.87
123	NET REVENUE OVER EXPENDITURES:	(\$139,650.00)	(\$112,150.00)

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Goodwill Industries of Arkansas, Inc.

Lessee(Tenant): Goodwill Arkansas Education Initiatives, Inc.

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The facility is presently used for a Goodwill outlet store, a production warehouse, administrative offices, career services, adult education and job training programs.

Address of Premises: 7400 Scott Hamilton Drive
Little Rock, AR 72209

Square Footage: 587,000

Terms of Lease: three years, renewable

Rental Amount: \$40,000

Contingency: The terms of this agreement are contingent upon

Goodwill Arkansas Education Initiatives, Inc.

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2017

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Goodwill Arkansas Education Initiatives, Inc.

By: _____ Date _____

Lessor: Goodwill Industries of Arkansas, Inc.

By: _____ Date _____



City of Little Rock

Department of Planning and Development

723 West Markham Street
Little Rock, Arkansas 72201-1334
Phone: (501) 371-4790 Fax: (501) 399-3435 or 371-6863

**Planning
Zoning and
Subdivision**

July 12, 2016

Dustin Bonnema, Director of Facilities
Goodwill Industries of Arkansas
7400 Scott Hamilton
Little Rock, AR 72209

Re: 1110 West 7th Street

Dear Mr. Bonnema:

The property located at 1110 W. 7th Street, Little Rock, Arkansas is zoned UU Urban Use district. An adult charter school is a permitted use in the UU zoning district. Use of the property for a school must comply with all other pertinent City Codes.

If additional information is needed, please contact me at 501-371-6817 or at dcarney@littlerock.org.

Sincerely,

Dana Carney, Zoning and Subdivision Manager

**2016 APPLICATION
ADULT EDUCATION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the adult education charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The adult education public charter school shall be open to all students ages nineteen (19) or older, who have not earned a high school diploma and has failed to complete the requirements for high school graduation, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic, except as follows: the adult education public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools.
3. The adult education charter school shall hold an annual public lottery, followed with notifying each applicant of enrollment status. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the adult education public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The adult education public charter school shall operate in accordance with federal laws and rules governing public schools, applicable provisions of the Arkansas Constitution, and state statutes or regulations governing public schools not waived by the approved charter.
6. The adult education public charter school shall not use the monies that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, adult education public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an adult education public charter school shall ever become a debt of the State of Arkansas.

7. The adult education public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.

8. The adult education public charter school shall not be religious in its operations or programmatic offerings.
9. The adult education public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the adult education public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The adult education public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
12. The adult education public charter school shall comply with all health and safety laws, rules, and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The adult education public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

15. The sponsoring entity pledges to commit at least one million dollars (\$1,000,000) to the adult education charter school with up to twenty-five percent (25%) of the commitment allowed to be in-kind. This pledge remains for the life of the charter.
16. Should the adult education public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the adult education public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the adult education public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the adult education public charter school or upon nonrenewal or revocation of the charter, all net assets of the adult education public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the adult education public charter school. If the adult education public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the adult education public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Directors

8/3/2016

Date



Printed Name

Name of Individual with Prior Charter Experience Stacey Hunter Schwartz, Ph.D.

Position with Proposed Charter School Director

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Exalt Academy of Southwest Little Roc,	Member of Board of Directors, Secretary of Board of Directors	Operating	613 West 83rd Street, Little Rock, AR 72209	http://www.arkansased.gov/divisions/learning-services/student-assessment/test-scores/year?y=2016

Name of Individual with Prior Charter Experience Kim Reier

Position with Proposed Charter Director of Network Development, Goodwill Education Initiatives

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
The Excel Center	Director of Network Development	Operating	1635 Michigan St. Indianapolis, IN 46222	http://www.doe.in.gov/accountability/find-school-and-corporation-data-reports

Position with Proposed Charter None (consultant for preparation of charter application)

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Jacksonville Lighthouse Charter School	Senior Vice President/ Superintendent	Operating	251 North First Street, Jacksonville, AR 72076	http://www.arkansased.gov/divisions/learning-services/student-assessment/test-scores/year?y=2016
Pine Bluff Lighthouse Charter School	Senior Vice President/ Superintendent	Operating	708 W 2nd Ave, Pine Bluff, AR 71601	http://www.arkansased.gov/divisions/learning-services/student-assessment/test-scores/year?y=2016
Capital City Lighthouse Charter School	Senior Vice President/ Superintendent	Operating	3901 Virginia Dr, North Little Rock, AR 72118	http://www.arkansased.gov/divisions/learning-services/student-assessment/test-scores/year?y=2016

IRS e-file Signature Authorization for an Exempt Organization

For calendar year 2014, or fiscal year beginning 07/01, 2014, and ending 06/30, 20 15

▶ Do not send to the IRS. Keep for your records.

▶ Information about Form 8879-EO and its instructions is at www.irs.gov/form8879eo.

2014

Department of the Treasury
Internal Revenue Service

Name of exempt organization

GOODWILL INDUSTRIES OF ARKANSAS, INC.

Employer identification number

71-0236903

Name and title of officer

BRIAN ITZKOWITZ, PRESIDENT & CEO

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, or 5b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. Do not complete more than 1 line in Part I.

1a	Form 990 check here ▶	<input checked="" type="checkbox"/>	b	Total revenue, if any (Form 990, Part VIII, column (A), line 12) . . .	1b	<u>31454702.</u>
2a	Form 990-EZ check here ▶	<input type="checkbox"/>	b	Total revenue, if any (Form 990-EZ, line 9)	2b	
3a	Form 1120-POL check here ▶	<input type="checkbox"/>	b	Total tax (Form 1120-POL, line 22)	3b	
4a	Form 990-PF check here ▶	<input type="checkbox"/>	b	Tax based on investment income (Form 990-PF, Part VI, line 5),	4b	
5a	Form 8868 check here ▶	<input type="checkbox"/>	b	Balance Due (Form 8868, Part I, line 3c or Part II, line 8c)	5b	

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2014 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

I authorize BKD, LLP to enter my PIN

7	2	2	0	1
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 as my signature
ERO firm name Enter five numbers, but do not enter all zeros

on the organization's tax year 2014 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2014 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶

Date ▶ 10/08/2015

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

7	1	0	1	5	5	7	2	2	0	3
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do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2014 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶

Date ▶

**ERO Must Retain This Form - See Instructions
Do Not Submit This Form To the IRS Unless Requested To Do So**

For Paperwork Reduction Act Notice, see back of form.

Return of Organization Exempt From Income Tax

2014

Open to Public Inspection

Department of the Treasury Internal Revenue Service

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

- Do not enter social security numbers on this form as it may be made public. Information about Form 990 and its instructions is at www.irs.gov/form990.

A For the 2014 calendar year, or tax year beginning 07/01, 2014, and ending 06/30, 2015

Form header section containing organization name (GOODWILL INDUSTRIES OF ARKANSAS, INC.), address (7400 SCOTT HAMILTON DRIVE, LITTLE ROCK, AR 72209), principal officer (BRIAN ITZKOWITZ), and tax-exempt status (501(c)(3)).

Part I Summary

Summary table with columns for Activities & Governance, Revenue, Expenses, and Net Assets or Fund Balances. Rows include mission statement, member counts, revenue breakdown, and expense details.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete.

Signature block section with fields for officer signature (BRIAN ITZKOWITZ), preparer name (AMBER SHERRILL), and firm information (BKD, LLP).

May the IRS discuss this return with the preparer shown above? (see instructions) [X] Yes [] No

For Paperwork Reduction Act Notice, see the separate instructions. Form 990 (2014)

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission:

THE ORGANIZATION HELPS BUILD LIVES, FAMILIES, AND COMMUNITIES BY ASSISTING PEOPLE WITH DISABILITIES AND OTHER SPECIAL NEEDS REACH THEIR HIGHEST POTENTIAL THROUGH TRAINING, EDUCATION, AND EMPLOYMENT SERVICES.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 18,403,043. including grants of \$) (Revenue \$ 29,969,283.)

ATTACHMENT 1

4b (Code:) (Expenses \$ 2,693,479. including grants of \$) (Revenue \$ 219,496.)

ATTACHMENT 2

4c (Code:) (Expenses \$ 636,513. including grants of \$) (Revenue \$ 150,741.)

GOODWILL'S TRANSITIONAL EMPLOYMENT OPPORTUNITY (TEO) PROGRAM OFFERS JOB READINESS TRAINING AND JOB PLACEMENT SERVICES FOR PEOPLE AFTER INCARCERATION TO HELP THEM FIND WORK, LAUNCH CAREERS, AND REBUILD LIVES. THROUGH THE TEO PROGRAM, GOODWILL OFFERS AN ENVIRONMENT THAT SUPPORTS INDIVIDUALS WHO ARE AT LEAST 18 YEARS OLD WITH NON-VIOLENT AND NON-SEXUAL CRIMINAL OFFENSES WHO WANT TO REINTEGRATE INTO THE COMMUNITY AND MAKE POSITIVE CONTRIBUTIONS.

4d Other program services (Describe in Schedule O.) ATTACHMENT 3 (Expenses \$ 78,635. including grants of \$) (Revenue \$ 26,764.)

4e Total program service expenses 21,811,670.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A.</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> (see instructions)?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I.</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II.</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III.</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I.</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II.</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III.</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV.</i>		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V.</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI.</i>	X	
b Did the organization report an amount for investments-other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII.</i>		X
c Did the organization report an amount for investments-program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII.</i>		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX.</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X.</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X.</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII.</i>		X
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional.</i>	X	
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E.</i>		X
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV.</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV.</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV.</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i> (see instructions).		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II.</i>	X	
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III.</i>		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H.</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		

Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II.</i>		X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III.</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J.</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a.</i>		X
24b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
24c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
24d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I.</i>		X
25b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I.</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II.</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III.</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
28a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV.</i>		X
28b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV.</i>		X
28c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV.</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M.</i>	X	
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M.</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I.</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II.</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I.</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1.</i>	X	
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?	X	
35b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2.</i>		X
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2.</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI.</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O.	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Table with columns for question number, description, and Yes/No checkboxes. Includes questions 1a through 14b regarding IRS filings and tax compliance.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI [X]

Section A. Governing Body and Management

Table with 3 columns: Question, Yes, No. Rows include 1a (18), 1b (18), 2, 3, 4, 5, 6, 7a, 7b, 8a, 8b, 9.

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

Table with 3 columns: Question, Yes, No. Rows include 10a, 10b, 11a, 11b, 12a, 12b, 12c, 13, 14, 15a, 15b, 16a, 16b.

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed AR,
18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
20 State the name, address, and telephone number of the person who possesses the organization's books and records:▶

GOODWILL INDUSTRIES OF AR, INC 7400 SCOTT HAMILTON DR LITTLE ROCK, AR 72209 501-372-5100

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII.

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) BRADLEY WALKER CHAIRPERSON	2.00 0	X		X				0	0	0
(2) MITCH CHANDLER VICE CHAIR	2.00 0	X		X				0	0	0
(3) TED DARRAGH SECRETARY	2.00 0	X		X				0	0	0
(4) TONY THOMAS TREASURER	2.00 0	X		X				0	0	0
(5) DOUGLAS JACKSON IMMEDIATE PAST CHAIR	2.00 0	X		X				0	0	0
(6) CHRIS AMSLER DIRECTOR	2.00 0	X						0	0	0
(7) MARGARET BATES DIRECTOR	2.00 0	X						0	0	0
(8) SERICIA COLE DIRECTOR	2.00 0	X						0	0	0
(9) WILLIAM D. GADDY DIRECTOR	2.00 0	X						0	0	0
(10) LESLIE HEIZMAN DIRECTOR	2.00 0	X						0	0	0
(11) CARRIE HARPER SMITH DIRECTOR	2.00 0	X						0	0	0
(12) ASHLEY JACKSON DIRECTOR	2.00 0	X						0	0	0
(13) DENISE LUFT DIRECTOR	2.00 0	X						0	0	0
(14) CAROL MILLER DIRECTOR	2.00 0	X						0	0	0

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
15) FRED PERKINS ----- DIRECTOR	2.00 ----- 0	X						0	0	0
16) SARAH DAY ----- DIRECTOR	2.00 ----- 0	X						0	0	0
17) ERIC TATE ----- DIRECTOR	2.00 ----- 0	X						0	0	0
18) JOE QUINN ----- DIRECTOR	2.00 ----- 0	X						0	0	0
19) BRIAN ITZKOWITZ ----- PRESIDENT & CEO	50.00 ----- 0			X				308,129.	0	48,664.
20) BRIAN MARSH ----- CHIEF OPERATING OFFICER	50.00 ----- 0			X				178,900.	0	1,961.
21) SYLVIA MURCHISON ----- CHIEF FINANCIAL OFFICER	50.00 ----- 0			X				128,953.	0	12,760.
22) LEISA WAMSLEY ----- VICE PRESIDENT, DONATED GOODS	50.00 ----- 0					X		123,450.	0	13,272.
23) STACI CROOM-RALEY ----- VICE PRESIDENT, WORKFORCE DEVE	50.00 ----- 0					X		109,249.	0	7,804.
1b Sub-total								0	0	0
c Total from continuation sheets to Part VII, Section A								848,681.	0	84,461.
d Total (add lines 1b and 1c)								848,681.	0	84,461.

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization ▶ 5

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 in compensation from the organization ▶ 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII. X

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a						
	b Membership dues	1b						
	c Fundraising events	1c	96,400.					
	d Related organizations	1d						
	e Government grants (contributions),	1e	161,513.					
	f All other contributions, gifts, grants, and similar amounts not included above	1f	30,805,271.					
	g Noncash contributions included in lines 1a-1f: \$		30,495,298.					
	h Total. Add lines 1a-1f			31,063,184.				
	Program Service Revenue	2a _____	Business Code					
b _____								
c _____								
d _____								
e _____								
f All other program service revenue								
g Total. Add lines 2a-2f				0				
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts).			53,326.			53,326.	
	4 Income from investment of tax-exempt bond proceeds			0				
	5 Royalties			0				
	6a Gross rents	(i) Real	169,648.					
		(ii) Personal						
		b Less: rental expenses		42,457.				
		c Rental income or (loss)		127,191.				
	d Net rental income or (loss)				127,191.	19,898.	107,293.	
	7a Gross amount from sales of assets other than inventory	(i) Securities						
		(ii) Other						
		b Less: cost or other basis and sales expenses		41,738.				
		c Gain or (loss)		-41,738.				
	d Net gain or (loss)				-41,738.		-41,738.	
	8a Gross income from fundraising events (not including \$ 96,400. of contributions reported on line 1c). See Part IV, line 18	a		ATCH 4				
		b Less: direct expenses	b	33,888.				
c Net income or (loss) from fundraising events.			ATCH 5	-20,775.			-20,775.	
9a Gross income from gaming activities. See Part IV, line 19	a							
	b Less: direct expenses	b						
	c Net income or (loss) from gaming activities.			0				
10a Gross sales of inventory, less returns and allowances	a	29,969,283.						
	b Less: cost of goods sold	b	29,969,283.					
	c Net income or (loss) from sales of inventory.			0				
Miscellaneous Revenue		Business Code						
11a _____								
b _____								
c _____								
d All other revenue		900099		273,514.			273,514.	
e Total. Add lines 11a-11d				273,514.				
12 Total revenue. See instructions				31,454,702.		19,898.	371,620.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21	0			
2 Grants and other assistance to domestic individuals. See Part IV, line 22	0			
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16	0			
4 Benefits paid to or for members	0			
5 Compensation of current officers, directors, trustees, and key employees	631,112.		631,112.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0			
7 Other salaries and wages	13,430,856.	12,055,229.	1,375,627.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	477,819.	428,879.	48,940.	
9 Other employee benefits	1,068,823.	959,351.	109,472.	
10 Payroll taxes	1,038,484.	932,119.	106,365.	
11 Fees for services (non-employees):				
a Management	0			
b Legal	71,222.	63,927.	7,295.	
c Accounting	42,833.	38,446.	4,387.	
d Lobbying	0			
e Professional fundraising services. See Part IV, line 17.	0			
f Investment management fees	0			
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	398,296.	357,501.	40,795.	
12 Advertising and promotion	92,659.	39,348.	4,103.	49,208.
13 Office expenses	1,058,067.	949,697.	108,370.	
14 Information technology	0			
15 Royalties	0			
16 Occupancy	3,736,936.	3,354,188.	382,748.	
17 Travel	208,912.	187,515.	21,397.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials	0			
19 Conferences, conventions, and meetings	43,191.	38,767.	4,424.	
20 Interest	0			
21 Payments to affiliates	0			
22 Depreciation, depletion, and amortization	1,268,330.	1,138,424.	129,906.	
23 Insurance	290,277.	260,546.	29,731.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a SUPPLIES -----	603,241.	541,455.	61,786.	
b DUES & SUBSCRIPTIONS -----	210,587.	189,018.	21,569.	
c REPAIRS & MAINTENANCE -----	113,761.	102,109.	11,652.	
d -----				
e All other expenses -----	195,138.	175,151.	19,987.	
25 Total functional expenses. Add lines 1 through 24e	24,980,544.	21,811,670.	3,119,666.	49,208.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)	0			

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	9,732,607.	1	10,198,336.
	2 Savings and temporary cash investments	897,371.	2	810,980.
	3 Pledges and grants receivable, net	0	3	0
	4 Accounts receivable, net	190,460.	4	230,515.
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L	0	5	0
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L	0	6	0
	7 Notes and loans receivable, net	0	7	0
	8 Inventories for sale or use	1,972,326.	8	2,503,509.
	9 Prepaid expenses and deferred charges	305,670.	9	520,166.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 33,286,999.		
	b Less: accumulated depreciation	10b 6,332,215.	22,630,313.	10c 26,954,784.
	11 Investments - publicly traded securities	2,855,233.	11	2,910,805.
	12 Investments - other securities. See Part IV, line 11	0	12	0
	13 Investments - program-related. See Part IV, line 11	0	13	0
	14 Intangible assets	0	14	0
	15 Other assets. See Part IV, line 11	0	15	0
16 Total assets. Add lines 1 through 15 (must equal line 34)		38,583,980.	16	44,129,095.
Liabilities	17 Accounts payable and accrued expenses	1,633,280.	17	1,014,929.
	18 Grants payable	0	18	0
	19 Deferred revenue	82,009.	19	70,014.
	20 Tax-exempt bond liabilities	0	20	0
	21 Escrow or custodial account liability. Complete Part IV of Schedule D	0	21	0
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L	0	22	0
	23 Secured mortgages and notes payable to unrelated third parties	4,450,766.	23	4,140,917.
	24 Unsecured notes and loans payable to unrelated third parties	0	24	0
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	0	25	0
	26 Total liabilities. Add lines 17 through 25		6,166,055.	26
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	32,286,578.	27	38,823,546.
	28 Temporarily restricted net assets	68,917.	28	17,259.
	29 Permanently restricted net assets	62,430.	29	62,430.
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
	33 Total net assets or fund balances	32,417,925.	33	38,903,235.
	34 Total liabilities and net assets/fund balances		38,583,980.	34

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	31,454,702.
2	Total expenses (must equal Part IX, column (A), line 25)	2	24,980,544.
3	Revenue less expenses. Subtract line 2 from line 1	3	6,474,158.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	32,417,925.
5	Net unrealized gains (losses) on investments	5	11,152.
6	Donated services and use of facilities	6	0
7	Investment expenses	7	0
8	Prior period adjustments	8	0
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	38,903,235.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

- 1** Accounting method used to prepare the Form 990: Cash Accrual Other _____
 If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.
- 2a** Were the organization's financial statements compiled or reviewed by an independent accountant?
 If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:
 Separate basis Consolidated basis Both consolidated and separate basis
- b** Were the organization's financial statements audited by an independent accountant?
 If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:
 Separate basis Consolidated basis Both consolidated and separate basis
- c** If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.
- 3a** As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?
- b** If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.

	Yes	No
2a		X
2b	X	
2c	X	
3a	X	
3b	X	

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

Open to Public Inspection

Name of the organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3 % of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3 % of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 11a through 11d that describes the type of supporting organization and complete lines 11e, 11f, and 11g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
 - f Enter the number of supported organizations
 - g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule A (Form 990 or 990-EZ) 2014

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)
(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Table with 7 columns: (a) 2010, (b) 2011, (c) 2012, (d) 2013, (e) 2014, (f) Total. Rows include: 1 Gifts, grants, contributions, and membership fees received; 2 Tax revenues levied for the organization's benefit; 3 The value of services or facilities furnished by a governmental unit; 4 Total; 5 The portion of total contributions by each person; 6 Public support.

Section B. Total Support

Table with 7 columns: (a) 2010, (b) 2011, (c) 2012, (d) 2013, (e) 2014, (f) Total. Rows include: 7 Amounts from line 4; 8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources; 9 Net income from unrelated business activities; 10 Other income; 11 Total support; 12 Gross receipts from related activities; 13 First five years.

Section C. Computation of Public Support Percentage

Table with 2 columns: Line number, Percentage. Rows include: 14 Public support percentage for 2014 (98.38%); 15 Public support percentage from 2013 Schedule A, Part II, line 14 (98.32%); 16a 33 1/3% support test - 2014 (checked); 16b 33 1/3% support test - 2013; 17a 10%-facts-and-circumstances test - 2014; 17b 10%-facts-and-circumstances test - 2013; 18 Private foundation.

Part III Support Schedule for Organizations Described in Section 509(a)(2)
 (Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II.
 If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b.						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
9 Amounts from line 6.						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2014 (line 8, column (f) divided by line 13, column (f)).	15	%
16 Public support percentage from 2013 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2014 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2013 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2014. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ►

b 33 1/3% support tests - 2013. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ►

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ►

Part IV Supporting Organizations

(Complete only if you checked a box on line 11 of Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes" and if you checked 11a or 11b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (a) its supported organizations; (b) individuals that are part of the charitable class benefited by one or more of its supported organizations; or (c) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in IRC 4958(c)(3)(C)), a family member of a substantial contributor, or a 35-percent controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9(a)) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9(a)) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of IRC 4943 because of IRC 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer (b) below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	11a	
b A family member of a person described in (a) above?	11b	
c A 35% controlled entity of a person described in (a) or (b) above? <i>If "Yes" to a, b, or c, provide detail in Part VI.</i>	11c	

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>	1	
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>	2	

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>	1	

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (1) a written notice describing the type and amount of support provided during the prior tax year, (2) a copy of the Form 990 that was most recently filed as of the date of notification, and (3) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1	
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>	2	
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>	3	

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):			
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.			
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.			
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).			
2 Activities Test. Answer (a) and (b) below.		Yes	No
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>	2a		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>	2b		
3 Parent of Supported Organizations. Answer (a) and (b) below.			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i>	3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>	3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d Total (add lines 1a, 1b, and 1c)	1d		
e Discount claimed for blockage or other factors (explain in detail in Part VI):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d	3		
4 Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by .035	6		
7 Recoveries of prior-year distributions	7		
8 Minimum Asset Amount (add line 7 to line 6)	8		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, Column A)	1		
2 Enter 85% of line 1	2		
3 Minimum asset amount for prior year (from Section B, line 8, Column A)	3		
4 Enter greater of line 2 or line 3	4		
5 Income tax imposed in prior year	5		
6 Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6		
7 <input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).			

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2014 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2014	(iii) Distributable Amount for 2014
1 Distributable amount for 2014 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2014 (reasonable cause required-see instructions)			
3 Excess distributions carryover, if any, to 2014:			
a			
b			
c			
d			
e From 2013			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2014 distributable amount			
i Carryover from 2009 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2014 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2014 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2014, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
6 Remaining underdistributions for 2014. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).			
7 Excess distributions carryover to 2015. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a			
b			
c			
d Excess from 2013			
e Excess from 2014			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; and Part III, line 12. Also complete this part for any additional information. (See instructions).

ATTACHMENT 1

SCHEDULE A, PART II - OTHER INCOME

DESCRIPTION	2010	2011	2012	2013	2014	TOTAL
MISCELLANEOUS INCOME	190,173.	158,195.	230,801.	374,777.	273,513.	1,227,459.
TOTALS	<u>190,173.</u>	<u>158,195.</u>	<u>230,801.</u>	<u>374,777.</u>	<u>273,513.</u>	<u>1,227,459.</u>

Schedule of Contributors

2014

▶ **Attach to Form 990, Form 990-EZ, or Form 990-PF.**
 Information about Schedule B (Form 990, 990-EZ, or 990-PF) and its instructions is at www.irs.gov/form990.

Name of the organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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Organization type (check one):

Filers of:

Section:

- Form 990 or 990-EZ 501(c)(3) (enter number) organization
- 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
- 527 political organization
- Form 990-PF 501(c)(3) exempt private foundation
- 4947(a)(1) nonexempt charitable trust treated as a private foundation
- 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

- For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

- For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3 % support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.
- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or the prevention of cruelty to children or animals. Complete Parts I, II, and III.
- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	VARIOUS CASH CONTRIBUTIONS UNDER 5K 7400 SCOTT HAMILTON DRIVE LITTLE ROCK, AR 72209	\$ 309,973.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	US DEPARTMENT OF HEALTH AND HUMAN SERV 200 INDEPENDENCE AVENUE, SW WASHINGTON, DC 20201	\$ 21,748.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	US DEPARTMENT OF EDUCATION 400 MARYLAND AVENUE SW WASHINGTON, DC 20202	\$ 128,804.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
4	BANK OF THE OZARKS 17901 CHENAL PKWY LITTLE ROCK, AR 72223	\$ 17,500.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
5	WINDSTREAM HOLDINGS, INC. 4001 RODNEY PARHAM ROAD LITTLE ROCK, AR 72212	\$ 15,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
6	COMFORT SYSTEMS 4806 RIXEY ROAD NORTH LITTLE ROCK, AR 72117	\$ 10,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	ARKANSAS BLUE CROSS AND BLUE SHIELD 601 SOUTH GAINES STREET LITTLE ROCK, AR 72201	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
8	OLEEN PINNACLE HEALTHCARE 6321 RANCH DRIVE, SUITE A LITTLE ROCK, AR 72223	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
9	SAGE PARTNERS 3425 N. FUTRALL DRIVE, SUITE 101 FAYETTEVILLE, AR 72703	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
10	THE HATCHER AGENCY 310 S. LOUISIANA STREET LITTLE ROCK, AR 72201	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
11	VARIOUS NONCASH CONTRIBUTIONS 7400 SCOTT HAMILTON DRIVE LITTLE ROCK, AR 72209	\$ 30,495,298.	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input checked="" type="checkbox"/> (Complete Part II for noncash contributions.)
12	VARIOUS CASH CONTRIBUTIONS- FUND-RAISING 7400 SCOTT HAMILTON DRIVE LITTLE ROCK, AR 72209	\$ 33,900.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
13	U.S. DEPARTMENT OF AGRICULTURE ----- 1400 INDEPENDENCE AVE., S.W. ----- WASHINGTON, DC 20250 -----	\$ 10,961.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
-----	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
-----	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
-----	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
-----	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
-----	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization GOODWILL INDUSTRIES OF ARKANSAS, INC.

Employer identification number

71-0236903

Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
11	BOOKS & PUBLICATIONS CLOTHING AND HOUSEHOLD ITEMS CARS AND VEHICLES	\$ 30,495,298.	VAR
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----

Name of organization **GOODWILL INDUSTRIES OF ARKANSAS, INC.**

Employer identification number
71-0236903

Part III *Exclusively* religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of *exclusively* religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this information once. See instructions.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-----	----- ----- -----	----- ----- -----	----- ----- -----

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee
----- ----- -----	----- ----- -----

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-----	----- ----- -----	----- ----- -----	----- ----- -----

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee
----- ----- -----	----- ----- -----

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-----	----- ----- -----	----- ----- -----	----- ----- -----

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee
----- ----- -----	----- ----- -----

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-----	----- ----- -----	----- ----- -----	----- ----- -----

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee
----- ----- -----	----- ----- -----

SCHEDULE D (Form 990)

Supplemental Financial Statements

OMB No. 1545-0047

Complete if the organization answered "Yes" to Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

2014

Department of the Treasury Internal Revenue Service

Attach to Form 990.

Open to Public Inspection

Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

Name of the organization

Employer identification number

GOODWILL INDUSTRIES OF ARKANSAS, INC.

71-0236903

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

Table with 3 columns: Line number, Description, (a) Donor advised funds, (b) Funds and other accounts. Includes rows for total number at end of year, aggregate value of contributions, grants, and end of year, and two rows for donor advisement questions with Yes/No checkboxes.

Part II Conservation Easements.

Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

Table with 3 columns: Line number, Description, and Held at the End of the Tax Year. Includes rows for purpose(s) of conservation easements, total number of easements, acreage, and number of easements on historic structures, and rows for monitoring and expenses.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

Table with 3 columns: Line number, Description, and Amount. Includes rows for reporting works of art, historical treasures, or other similar assets held for public exhibition, education, or research.

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2014

JSA 4E1268 1.000

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3** Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a** Public exhibition
 - b** Scholarly research
 - c** Preservation for future generations
 - d** Loan or exchange programs
 - e** Other _____
- 4** Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5** During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a** Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b** If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|--|-----------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a** Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b** If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII.

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a** Board designated or quasi-endowment %
 - b** Permanent endowment %
 - c** Temporarily restricted endowment %
- The percentages in lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
(i) unrelated organizations	3a(i)	
(ii) related organizations	3a(ii)	
b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R?	3b	

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		9,144,169.		9,144,169.
b Buildings		18,083,037.	3,423,854.	14,659,183.
c Leasehold improvements		1,928,162.	592,118.	1,336,044.
d Equipment		4,131,631.	2,316,243.	1,815,388.
e Other				
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10(c).)				26,954,784.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other _____		
(A) _____		
(B) _____		
(C) _____		
(D) _____		
(E) _____		
(F) _____		
(G) _____		
(H) _____		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value	
(1) Federal income taxes		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶		

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	31,542,199.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a 11,152.		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d 76,345.		
e	Add lines 2a through 2d		2e	87,497.
3	Subtract line 2e from line 1		3	31,454,702.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)		5	31,454,702.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	25,056,889.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d 76,345.		
e	Add lines 2a through 2d		2e	76,345.
3	Subtract line 2e from line 1		3	24,980,544.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)		5	24,980,544.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

SEE PAGE 5

Part XIII Supplemental Information (continued)

FORM 990, SCHEDULE D, PART X, LINE 2

THE ORGANIZATION IS EXEMPT FROM INCOME TAXES UNDER SECTION 501 OF THE INTERNAL REVENUE CODE AND A SIMILAR PROVISION OF STATE LAW. HOWEVER, THE ORGANIZATION IS SUBJECT TO FEDERAL INCOME TAX ON UNRELATED BUSINESS TAXABLE INCOME.

THE ORGANIZATION FILES TAX-EXEMPT RETURNS IN THE U.S. FEDERAL JURISDICTION. THE ORGANIZATION IS NOT SUBJECT TO U.S. FEDERAL TAX EXAMINATIONS BY TAX AUTHORITIES FOR YEARS BEFORE 2012.

FORM 990, SCHEDULE D, PART XI, LINE 2D

RENT EXPENSES	\$42,457
FUND-RAISING EXPENSES	\$33,888
=====	
TOTAL EXPENSES	\$76,345

FORM 990, SCHEDULE D, PART XII, LINE 2D

RENT EXPENSES	\$42,457
FUND-RAISING EXPENSES	\$33,888
=====	
TOTAL EXPENSES	\$76,345

Part II Fundraising Events. Complete if the organization answered "Yes" to Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events
		LUNCHEON (event type)	5K RACE (event type)	3. (total number)	(add col. (a) through col. (c))
Revenue	1 Gross receipts	85,910.	16,699.	6,904.	109,513.
	2 Less: Contributions	84,900.	11,500.		96,400.
	3 Gross income (line 1 minus line 2)	1,010.	5,199.	6,904.	13,113.
Direct Expenses	4 Cash prizes	1,000.			1,000.
	5 Noncash prizes	748.	899.		1,647.
	6 Rent/facility costs	2,097.	1,313.		3,410.
	7 Food and beverages	8,307.			8,307.
	8 Entertainment				
	9 Other direct expenses	10,859.	4,695.	3,970.	19,524.
	10 Direct expense summary. Add lines 4 through 9 in column (d)				33,888.
	11 Net income summary. Subtract line 10 from line 3, column (d)				-20,775.

Part III Gaming. Complete if the organization answered "Yes" to Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
Revenue	1 Gross revenue				
Direct Expenses	2 Cash prizes				
	3 Noncash prizes				
	4 Rent/facility costs				
	5 Other direct expenses				
	6 Volunteer labor	<input type="checkbox"/> Yes _____% <input type="checkbox"/> No	<input type="checkbox"/> Yes _____% <input type="checkbox"/> No	<input type="checkbox"/> Yes _____% <input type="checkbox"/> No	
	7 Direct expense summary. Add lines 2 through 5 in column (d)				
	8 Net gaming income summary. Subtract line 7 from line 1, column (d)				

9 Enter the state(s) in which the organization conducts gaming activities: _____

a Is the organization licensed to conduct gaming activities in each of these states? Yes No

b If "No," explain: _____

10 a Were any of the organization's gaming licenses revoked, suspended or terminated during the tax year? Yes No

b If "Yes," explain: _____

- 11 Does the organization conduct gaming activities with nonmembers? Yes No
- 12 Is the organization a grantor, beneficiary or trustee of a trust or a member of a partnership or other entity formed to administer charitable gaming? Yes No
- 13 Indicate the percentage of gaming activity conducted in:

a The organization's facility	13a	%
b An outside facility	13b	%

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ _____

Address ▶ _____

- 15 a Does the organization have a contract with a third party from whom the organization receives gaming revenue? Yes No
- b If "Yes," enter the amount of gaming revenue received by the organization ▶ \$ _____ and the amount of gaming revenue retained by the third party ▶ \$ _____.
- c If "Yes," enter name and address of the third party:

Name ▶ _____

Address ▶ _____

16 Gaming manager information:

Name ▶ _____

Gaming manager compensation ▶ \$ _____

Description of services provided ▶ _____

Director/officer Employee Independent contractor

- 17 Mandatory distributions:
 - a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? Yes No
 - b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ \$ _____

Part IV Supplemental Information. Provide the explanation required by Part I, line 2b, columns (iii) and (v), and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information (see instructions).

**SCHEDULE J
(Form 990)**

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
▶ Attach to Form 990.

▶ Information about Schedule J (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

**Open to Public
Inspection**

Name of the organization

GOODWILL INDUSTRIES OF ARKANSAS, INC.

Employer identification number

71-0236903

Part I Questions Regarding Compensation

1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed in Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|---|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input checked="" type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (e.g., maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked in line 1a?

3 Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Compensation committee | <input checked="" type="checkbox"/> Written employment contract |
| <input checked="" type="checkbox"/> Independent compensation consultant | <input checked="" type="checkbox"/> Compensation survey or study |
| <input checked="" type="checkbox"/> Form 990 of other organizations | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed in Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment?
- b** Participate in, or receive payment from, a supplemental nonqualified retirement plan?
- c** Participate in, or receive payment from, an equity-based compensation arrangement?
- If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization?
- b** Any related organization?
- If "Yes" to line 5a or 5b, describe in Part III.

6 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization?
- b** Any related organization?
- If "Yes" to line 6a or 6b, describe in Part III.

7 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization provide any non-fixed payments not described in lines 5 and 6? If "Yes," describe in Part III

8 Were any amounts reported in Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III

9 If "Yes" to line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

	Yes	No
1b	X	
2	X	
4a		X
4b		X
4c		X
5a		X
5b		X
6a		X
6b		X
7		X
8		X
9		

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2014

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported in Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that are not listed on Form 990, Part VII.

Note. The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

	(A) Name and Title	(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred in prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
	BRIAN ITZKOWITZ							
1	PRESIDENT & CEO	231,602.	70,000.	6,527.	33,061.	15,603.	356,793.	0
	BRIAN MARSH	152,601.	22,273.	4,026.	1,076.	885.	180,861.	0
2	CHIEF OPERATING OFFICER	0	0	0	0	0	0	0
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

Part III Supplemental Information

Complete this part to provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE J, PART I, LINE 1A

TAXABLE HOLIDAY GIFT FOR ALL ELIGIBLE EMPLOYEES. TAXABLE TRANSPORTATION

FRINGE BENEFIT FOR BRIAN ITZKOWITZ, LEISA WAMSLEY, FRANCY FORD, CEDRIC

HORTON, WILLIAM PHILLIPS.

**SCHEDULE M
(Form 990)**

Noncash Contributions

OMB No. 1545-0047

2014

**Open To Public
Inspection**

Department of the Treasury
Internal Revenue Service

- ▶ Complete if the organizations answered "Yes" on Form 990, Part IV, lines 29 or 30.
- ▶ Attach to Form 990.
- ▶ Information about Schedule M (Form 990) and its instructions is at www.irs.gov/form990.

Name of the organization

GOODWILL INDUSTRIES OF ARKANSAS, INC.

Employer identification number

71-0236903

Part I Types of Property

	(a) Check if applicable	(b) Number of contributions or items contributed	(c) Noncash contribution amounts reported on Form 990, Part VIII, line 1g	(d) Method of determining noncash contribution amounts
1 Art - Works of art				
2 Art - Historical treasures				
3 Art - Fractional interests				
4 Books and publications	X		1,348,285.	FMV
5 Clothing and household goods	X		28,613,608.	FMV
6 Cars and other vehicles	X	8.	7,390.	FMV
7 Boats and planes				
8 Intellectual property				
9 Securities - Publicly traded				
10 Securities - Closely held stock				
11 Securities - Partnership, LLC, or trust interests				
12 Securities - Miscellaneous				
13 Qualified conservation contribution - Historic structures				
14 Qualified conservation contribution - Other				
15 Real estate - Residential				
16 Real estate - Commercial				
17 Real estate - Other				
18 Collectibles				
19 Food inventory				
20 Drugs and medical supplies				
21 Taxidermy				
22 Historical artifacts				
23 Scientific specimens				
24 Archeological artifacts				
25 Other ▶(_____)				
26 Other ▶(_____)				
27 Other ▶(_____)				
28 Other ▶(_____)				

29 Number of Forms 8283 received by the organization during the tax year for contributions for which the organization completed Form 8283, Part IV, Donee Acknowledgement **29**

	Yes	No
30a During the year, did the organization receive by contribution any property reported in Part I, lines 1 through 28, that it must hold for at least three years from the date of the initial contribution, and which is not required to be used for exempt purposes for the entire holding period?		X
b If "Yes," describe the arrangement in Part II.		
31 Does the organization have a gift acceptance policy that requires the review of any non-standard contributions?		X
32a Does the organization hire or use third parties or related organizations to solicit, process, or sell noncash contributions?		X
b If "Yes," describe in Part II.		
33 If the organization did not report an amount in column (c) for a type of property for which column (a) is checked, describe in Part II.		

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule M (Form 990) (2014)

JSA

4E1298 1.000

Part II **Supplemental Information.** Complete this part to provide the information required by Part I, lines 30b, 32b, and 33, and whether the organization is reporting in Part I, column (b), the number of contributions, the number of items received, or a combination of both. Also complete this part for any additional information.

FORM 990, SCHEDULE M, PART I, LINE 6

COLUMN B REPRESENTS THE NUMBER OF ITEMS CONTRIBUTED.

SCHEDULE O
(Form 990 or 990-EZ)

Supplemental Information to Form 990 or 990-EZ

OMB No. 1545-0047

2014

**Open to Public
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Department of the Treasury
Internal Revenue Service

**Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.**

Name of the organization

Employer identification number

GOODWILL INDUSTRIES OF ARKANSAS, INC.

71-0236903

FORM 990, PAGE 1, ITEM G

GROSS RECEIPTS OF \$61,542,068 INCLUDES THE FOLLOWING FROM FORM 990, PART
VIII:

INVENTORY COST OF GOODS SOLD RELATED TO

TOTAL REVENUE (COLUMN A) 31,454,702

DONATED GOODS FROM THE PUBLIC 29,969,283

RENTAL EXPENSE INCLUDED IN STMT OF REVENUE 42,457

COST OF ASSETS SOLD/DISPOSED INCLUDED IN STMT OF REVENUE 41,738

DIRECT FUNDRAISING EXPENSES INCLUDED IN STMT OF REVENUE 33,888

GROSS RECEIPTS - FORM 990, PAGE 1, ITEM G 61,542,068

FORM 990, PART III, LINE 4D

THE ASSESSMENT PROGRAM IS THE ENTRY POINT FOR ALL PERSONS WITH
DISABILITIES TO ENTER A GOODWILL TRAINING PROGRAM. THIS 10-DAY PROGRAM
ALLOWS GOODWILL'S TRAINED STAFF THE OPPORTUNITY TO GET TO KNOW EACH
INDIVIDUAL. STAFF WORK WITH INDIVIDUALS TO DETERMINE INTEREST, SKILLS,
ABILITIES, AND ANY BARRIERS TO SUCCESSFUL EMPLOYMENT. BASED ON THE
INDIVIDUAL'S DESIRES FOR EMPLOYMENT, THE STAFF WORK WITH THEM TO DEFINE
AN EMPLOYMENT PLAN THAT DETAILS THE ACTIVITIES, GOALS, AND DESIRED
OUTCOMES FROM THE SERVICES PROVIDED BY GOODWILL. WHETHER THE INDIVIDUAL
IS LOOKING FOR PART-TIME OR FULL-TIME WORK, OR WHETHER HE OR SHE IS READY
FOR INDEPENDENT EMPLOYMENT OR NEEDS A JOB COACH, THE ASSESSMENT PROGRAM

Name of the organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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ALLOWS THE INDIVIDUAL AND THE STAFF THE NECESSARY TIME TO DEVELOP TRAINING SCHEDULES, DEFINE SUPPORTIVE SERVICES NEEDED, AND PARTICIPATE IN DAILY WORK EXPERIENCES TO PREPARE THEM FOR FUTURE EMPLOYMENT OR COMMUNITY INVOLVEMENT.

FORM 990, PART VI, SECTION B, LINE 11B

THE FORM 990 IS REVIEWED BY THE ORGANIZATION'S CFO, PRESIDENT/CEO, AND FINANCE & AUDIT COMMITTEE. IT IS DISTRIBUTED TO THE BOARD OF DIRECTORS PRIOR TO FILING.

FORM 990, PART VI, SECTION B, LINE 12C

THE CONFLICT OF INTEREST POLICY IS ANNUALLY DISCUSSED AND REVIEWED AT BOARD MEETINGS. ALL BOARD MEMBERS COMPLETE A CONFLICT OF INTEREST DISCLOSURE STATEMENT ANNUALLY WHICH IS REVIEWED BY THE ORGANIZATION'S PRESIDENT/CEO.

FORM 990, PART VI, SECTION B, LINES 15A & 15B

THE PROCESS FOR DETERMINING COMPENSATION OF THE ORGANIZATION'S CEO & TOP MANAGEMENT OFFICIALS INCLUDES REVIEW & APPROVAL BY INDEPENDENT PERSONS. IN 2014, THE COMPENSATION COMMITTEE OF THE BOARD OF DIRECTORS PERFORMED A COMPENSATION REVIEW USING DATA FROM AN ANNUAL SURVEY CONDUCTED BY A THIRD PARTY. OTHER OFFICERS' COMPENSATION IS CURRENTLY UNDER REVIEW BY A THIRD PARTY.

Name of the organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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FORM 990, PART VI, SECTION C, LINE 19

THE ORGANIZATION MAKES ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY, AND FINANCIAL STATEMENTS AVAILABLE TO THE PUBLIC UPON REQUEST.

ATTACHMENT 1

FORM 990, PART III - PROGRAM SERVICE, LINE 4A

GOODWILL'S MISSION IS PRIMARILY SUPPORTED BY REVENUE FROM THE COLLECTION AND SALE OF DONATED GOODS IN OUR 39 LOCATIONS ACROSS THE STATE. OVER HALF OF OUR LOCATIONS HAVE ONSITE CAREER COACHES TO ASSIST ANYONE WITH FINDING THEIR NEXT GREAT JOB. GOODWILL HAS HELPED THOUSANDS OF PEOPLE WITH DISABILITIES AND DISADVANTAGES SECURE PART-TIME OR FULL-TIME EMPLOYMENT WITH EARNINGS THAT MEET OR EXCEED MINIMUM WAGE. OUR AVERAGE WAGE FOR PEOPLE PLACED IN JOBS IS \$9.50, BUT OUR SALARIES FOR PERSONS PLACED IN JOBS RANGE FROM \$7.50 PER HOUR TO \$80,000 ANNUALLY. GOODWILL IS A CARF ACCREDITED ORGANIZATION, AND THE FIRST SERVICE PROGRAM, DESIGNED TO SERVE INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES WAS ALSO THE FIRST TO RECEIVE CARF NATIONAL CERTIFICATION. OUR ORGANIZATION SUPPORTS OVER 14 DIFFERENT PROGRAMS ACROSS THE STATE OF ARKANSAS. THESE PROGRAMS RANGE FROM YOUTH AND FAMILY SERVICES TO REENTRY AND SUPPORT SERVICES FOR JOB SEEKERS, AND HAVE CHANGED THE LIVES OF THOUSANDS OF ARKANSANS EACH YEAR.

ATTACHMENT 2

FORM 990, PART III - PROGRAM SERVICE, LINE 4B

IN 2015, GOODWILL SERVED 17,245 PEOPLE AND PLACED 4,751 PEOPLE IN EMPLOYMENT. THIS REPRESENTS A 40% INCREASE IN PERSONS SERVED OVER

Name of the organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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ATTACHMENT 2 (CONT'D)

2014 AND A 72% INCREASE IN PEOPLE PLACED IN JOBS OVER THE PRIOR YEAR. THE AMOUNT OF SERVICES PROVIDED STATEWIDE WAS OVER 145K, AN AVERAGE OF 8 DIRECT AND SUPPORTIVE SERVICES PER PERSON. OUR SPECIALTY PROGRAMS FROM PERSONS WITH DISABILITIES CONTINUE TO HAVE GREAT SUCCESS WITH JOB PLACEMENT AND RETENTION RATES ABOVE 90%, AND OUR TRANSITIONAL EMPLOYMENT PROGRAM HAS A 92% SUCCESS RATE. OUR NEW PROGRAMS INCLUDE YOUTH AND FAMILY SERVICES, FREE FINANCIAL COACHING, AND A TRADE SCHOOL ENTITLED, THE ACADEMY AT GOODWILL, WITH 10 COURSES LEADING TO A CERTIFICATION OR CREDENTIAL.

-THE WORK ACTIVITY PROGRAM PROVIDES INDIVIDUALS MORE TIME FOR JOB EXPERIENCE ACTIVITIES AND TRAINING AND SUPPORT FROM ON-THE-JOB COACHES ONCE THEY ARE EMPLOYED. THESE COACHES WORK ONE-ON-ONE WITH THE INDIVIDUAL AND SLOWLY DECREASE THEIR SUPPORT AS THE INDIVIDUAL BECOMES MORE INDEPENDENT AND CAPABLE OF HANDLING ALL OF THE JOB DUTIES SUCCESSFULLY, WITHOUT ASSISTANCE OR MONITORING. THE WORK ACTIVITY PROGRAM PROVIDES SOCIAL ACTIVITIES TO ENHANCE QUALITY OF LIFE FOR THOSE PERSONS WITH SIGNIFICANT DISABILITIES AND TO CONTINUALLY PROVIDE OPPORTUNITIES FOR COMMUNITY INTEGRATION, FOR INDIVIDUALS BEYOND TRADITIONAL WORKING AGE.

-THE HORIZON'S PROGRAM WAS CREATED AS GOODWILL REALIZED A COMMUNITY NEED TO SERVE YOUNG ADULTS WITH AUTISM SPECTRUM DISORDER. THIS NEW JOB TRAINING PROGRAM ALLOWS INDIVIDUALS TO

Name of the organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
---	--

ATTACHMENT 2 (CONT'D)

IDENTIFY THEIR STRENGTHS, LEARN NEW SKILLS, AND PREPARE TO FIND A PRODUCTIVE NICHE IN THE WORKFORCE, IN THEIR COMMUNITIES. GOODWILL CARVES OUT OCCUPATIONAL PATHWAYS, EMPOWERS INDIVIDUALS, AND GIVES YOUNG ADULTS AND THEIR FAMILIES THE OPPORTUNITY TO ENJOY FULL AND PRODUCTIVE LIVES.

ATTACHMENT 3FORM 990, PART III, LINE 4D - OTHER PROGRAM SERVICES

<u>DESCRIPTION</u>	<u>GRANTS</u>	<u>EXPENSES</u>	<u>REVENUE</u>
ASSESSMENT PROGRAM		78,635.	26,764.
TOTALS		<u>78,635.</u>	<u>26,764.</u>

ATTACHMENT 4FORM 990, PART VIII - EXCLUDED CONTRIBUTIONS

<u>DESCRIPTION</u>	<u>AMOUNT</u>
LUNCHEON	84,900.
5K RACE	11,500.
OTHER EVENTS	
TOTAL	<u>96,400.</u>

ATTACHMENT 5FORM 990, PART VIII - FUNDRAISING EVENTS

<u>DESCRIPTION</u>	<u>GROSS INCOME</u>	<u>DIRECT EXPENSES</u>	<u>NET INCOME</u>
LUNCHEON	1,010.	23,011.	-22,001.
5K RACE	5,199.	6,907.	-1,708.

Name of the organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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ATTACHMENT 5 (CONT'D)

FORM 990, PART VIII - FUNDRAISING EVENTS

<u>DESCRIPTION</u>	<u>GROSS INCOME</u>	<u>DIRECT EXPENSES</u>	<u>NET INCOME</u>
OTHER EVENTS	6,904.	3,970.	2,934.
TOTALS	<u>13,113.</u>	<u>33,888.</u>	<u>-20,775.</u>

**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

GOODWILL INDUSTRIES OF ARKANSAS, INC.

► **Information about Schedule R (Form 990) and its instructions is at www.irs.gov/form990.**

► **Attach to Form 990.**

Related Organizations and Unrelated Partnerships
Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.

OMB No. 1545-0047
2014

**Open to Public
Inspection**

Employer identification number
71-0236903

Part I Identification of Disregarded Entities Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

	(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)						
(2)						
(3)						
(4)						
(5)						
(6)						

Part II Identification of Related Tax-Exempt Organizations Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year.

	(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
							Yes	No
(1)	FRIENDS OF GOODWILL, INC. 7400 SCOTT HAMILTON DRIVE LITTLE ROCK, AR 72209 71-0521927	SUPPORT	AR	501(C)(3)	11A	GOODWILL	X	
(2)								
(3)								
(4)								
(5)								
(6)								
(7)								

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) 2014

Part III Identification of Related Organizations Taxable as a Partnership Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	
(1)												
(2)												
(3)												
(4)												
(5)												
(6)												
(7)												

Part IV Identification of Related Organizations Taxable as a Corporation or Trust Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity?	
								Yes	No
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									
(7)									

Part V Transactions With Related Organizations Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.

Note. Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)		X
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)		X
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses		X
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		X

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

	(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				

Part VI Unrelated Organizations Taxable as a Partnership Complete if the organization answered "Yes" on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners section 501(c)(3) organizations?		(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V - UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
				Yes	No			Yes	No		Yes	No	
(1)													
(2)													
(3)													
(4)													
(5)													
(6)													
(7)													
(8)													
(9)													
(10)													
(11)													
(12)													
(13)													
(14)													
(15)													
(16)													

Part VII **Supplemental Information**

Complete this part to provide additional information for responses to questions on Schedule R (see instructions).

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
- 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