

Indiana's Adult Education and Workforce Skills Performance Report



Preparing Adults for a Brighter Future

A report from the Indiana Chamber of Commerce
Developed by the National Center for Higher Education Management Systems

February 2008

With Support from The Joyce Foundation

Table of Contents

<u>Section</u>	<u>Page</u>
Acknowledgements	ii
Preface	iii
Overall Performance	1
The Challenge	3
Meeting the Challenge	5
The Benefits	7
Agency Profiles	11
Regional Disparities	18
Appendix A - Data and Index Scores	20
Appendix B - Data Sources	28

Acknowledgements

The Indiana Chamber of Commerce Foundation would like to thank those who assisted with the development and assembly of data for this first Performance Report of Indiana's adult education and workforce skills system. Those who served on the data team are:

- Indiana Department of Education: Linda Warner, Jerry Haffner
- Indiana Department of Workforce Development: Martin Morrow, Hope Clark, Pat Madaras
- Ivy Tech Community College: Karen Stanley, Rebecca Nickoli
- Commission for Higher Education: Ken Sauer, Jeff Stanley
- Indiana Economic Development Corporation: Terri Van Zant, Ryan Asberry
- Office of Governor Mitch Daniels: Paul Mitchell

We are appreciative of the strategy and insights that several experts contributed to this report. Carol Kramer, Kramer and Company, and Cheryl King, National Commission on Adult Literacy, were instrumental in the development of this Performance Report. Also, thanks to Julie Strawn, Senior Policy Analyst with the Center for Law and Social Policy, and to Whitney Smith of the Joyce Foundation for their insightful suggestions.

The Performance Report has been central to the work of the policy team brought together by the Joyce Foundation's "Shifting Gears" initiative. Under the leadership of Rebecca Nickoli, Ph.D. of Ivy Tech Community College, this policy group provided valuable feedback as the report was developed and will be central to the continuation of new ways of moving forward in this arena. The members of the team include:

- Susan Brooks, Ivy Tech Community College
- Michael Copper, Lawrence Township Schools
- Lea Anne Crooks, Ivy Tech Community College Terre Haute
- Carol D'Amico, Conexus Indiana
- Hank Dunn, Ivy Tech Community College Indianapolis
- James Dunn, Indiana Family and Social Services
- Rochelle Finzel, Indiana Institute for Working Families
- Mark Lawrance, Indiana Chamber of Commerce
- Paul Mitchell, Office of Governor Mitch Daniels
- Marty Morrow, Indiana Department of Workforce Development
- Rebecca Nickoli (chair), Ivy Tech Community College Indianapolis
- Dan Peterson, Cook Group Inc.
- Ken Sauer, Indiana Commission for Higher Education
- Jeff Stanley, Indiana Commission for Higher Education
- Tom Trauring, Attorney, Kokomo
- Teresa Voors, Indiana Department of Workforce Development
- Linda Warner, Indiana Department of Education

Of course, we could not have completed this report without the expertise of Dennis Jones and Patrick Kelly with the National Center for Higher Education Management Systems. Their efforts were crucial in constructing this comprehensive data, benchmarking the status of Indiana's workforce and comparing Indiana to other states.

Kevin Brinegar
Indiana Chamber of Commerce

The Need for a More Educated Workforce

Like most Midwestern states, Indiana's history is rooted in the pre-industrial and industrial economies in which it competed quite well in the production, transportation, and agricultural industries. It now stands at a crossroads, where it can embrace its past but must prepare for the challenges ahead. The new road to success will rely largely on the creation and retention of knowledge-based jobs and the skilled workers needed to fill them. Even within traditional industries like manufacturing and extraction, low-skilled jobs are moving offshore or being replaced by technology, while the jobs remaining require more education than ever before.

As Indiana transitions from an industrial to a knowledge-based economy, the ability of education providers throughout the state to train and retrain the workforce is critical. They must provide a larger and more diverse group of Indiana residents with the skills needed to compete in the new economy – e.g., critical thinking, the ability to find and use information, teamwork, and advanced knowledge in science and technology.

The stars of Indiana's economic future are beginning to shine but are not yet fully aligned. At odds are the recent and projected changes in the types of employment opportunities available to Indiana's residents and the skills these same residents currently possess.

- The Indiana Department of Workforce Development estimates that by 2014 there will be an additional 222,410 high-wage, high-demand jobs requiring at least a postsecondary degree.
- According to the 2007 State New Economy Index, Indiana ranks 16th among the states for having the “fastest-growing firms,” but ranks 43rd for providing workforce education (Kauffman Foundation).
- Indiana ranks 41st in the percentage of working-age adults with an associate degree or higher (American Community Survey, 2006).
- In Indiana, an estimated 960,000 to 1.2 million employed residents have literacy skill levels below the minimum standard required for successful employment in a knowledge-based economy (Future Works, 2005).
- Over one-half million (525,000) working-age adults have less than a high school diploma in Indiana. Among those with a high school education but no college experience, 63,000 speak English poorly or not at all and 652,000 are working but living in families that earn less than a living wage. Together, this represents 23.6 percent of the entire working-age population in the state (American Community Survey, 2006).

Preface

(continued)

The typical response to educational deficits in most states is policy targeted to a relatively small segment of the population – i.e., the transition and completion rates of traditional-age students directly out of high school. Twelve percent of Indiana’s adults age 25-64 have not completed high school. Moreover, Indiana has the sixth largest proportion of adults age 25-64 (36%) who completed high school but have not participated in college. Such narrowly focused policy would leave 1.6 million working-age adults – nearly half of the current workforce – without the skills needed to participate in the knowledge-based economy.

A recent study conducted by the National Center for Higher Education Management Systems (NCHEMS) concludes that even if Indiana were to become the best-performing state on measures of high school completion, college participation and graduation of traditional-age students, it would still fall short of reaching the level of educational attainment needed to be globally competitive. It must also rely on improved success in raising the education levels of adults age 25 and older. Indiana currently ranks 34th in the U.S. in the percentage of non-traditional-age adults participating in postsecondary education.

Unless Indiana can do a better job preparing its workforce, its ability to attract and maintain knowledge-based jobs may well be in jeopardy. In addition, only a highly trained workforce will possess the necessary ingredients to grow a more vibrant economy from within the state – e.g., entrepreneurship, leadership, and civic engagement. However, the goal is not just economic vitality. Higher levels of education improve lives. Many studies have shown that more highly educated citizens have improved employment opportunities, higher wages, better health, and lower incidences of crime and incarceration.

The Indiana Economic Development Corporation (IEDC) has already taken an important step toward improving the economic conditions of the state. With the involvement of business, civic, academic, and other leaders across the state, IEDC recently developed *Accelerating Growth: Revamping Indiana’s Economy for the 21st Century* – a strategic economic development plan that provides a bold vision for the state’s economy and a framework for improving the state’s innovation capacity, the talent and skills of the workforce, and the investments needed to stimulate and sustain them.

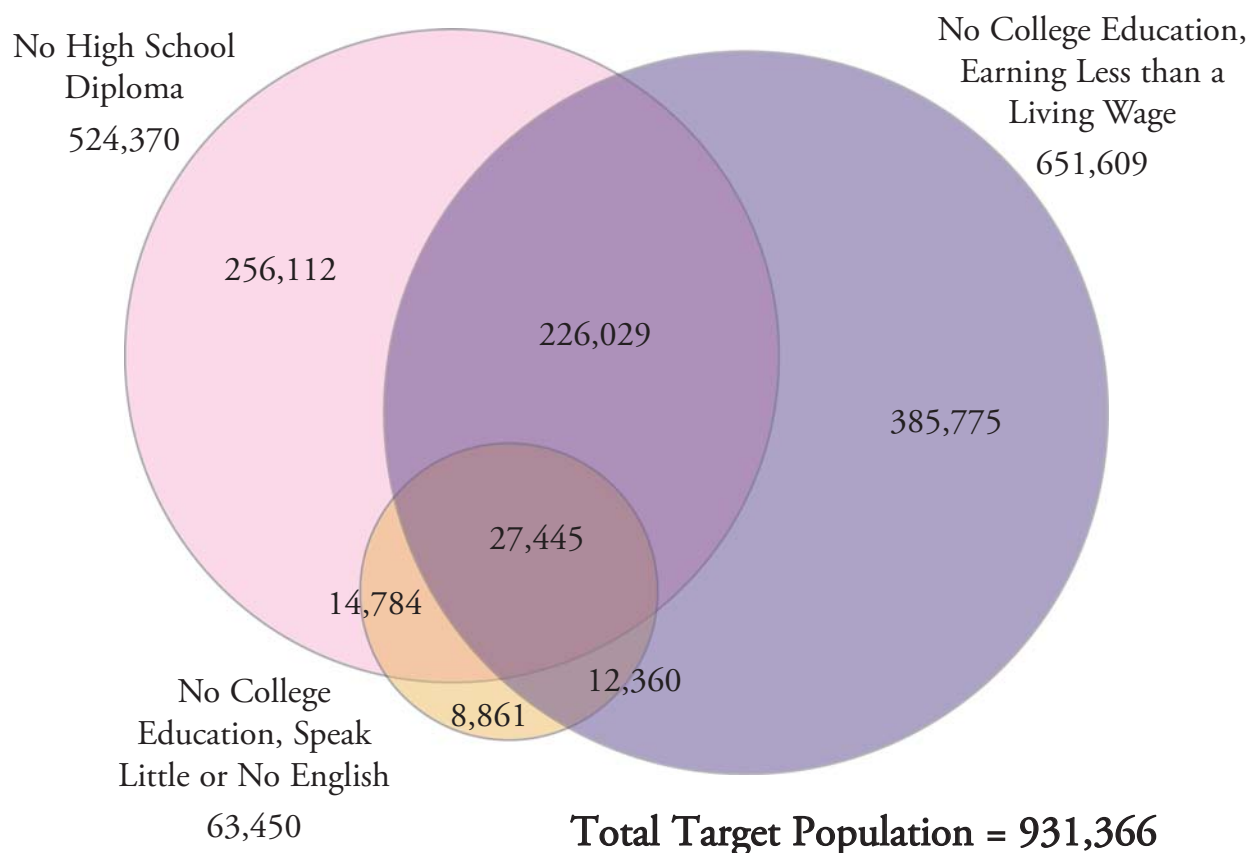
This Performance Report is intended to supplement important efforts that are already underway in Indiana. It gauges the ability of the state’s education providers to address the long-term workforce needs of the state. It focuses largely on education and training at levels below the baccalaureate – and the large number of adults who are left behind and under-prepared for work in this new economic environment.

(continued)

Indiana's Target Population for Adult Education and Training

As in many states across the U.S., educators and policymakers in Indiana face a daunting challenge as they strive to improve the education levels of the current workforce. While nearly all workers need additional education and training throughout their careers, there are certain segments of Indiana's workforce that require more immediate intervention in order to become gainfully employed or advance to better jobs. The figure below displays the number of working-age adults in Indiana who have not completed high school, speak little or no English, and are in families that earn less than a living wage (twice the level of poverty) – and the number who fall into two or more of these categories.

Adults in Need of Adult Education and Training (Ages 18-64), 2006



Preface

(continued)

- **931,366** working-age adults have at least one of the basic challenges the state must address – 23.6 percent of all working-age adults in Indiana.
- **651,609** completed high school but have no college education, are working but living in families whose combined incomes are less than a living wage (twice the level of poverty).
- **524,370** have not completed high school (or equivalent).
- **226,029** have not completed high school and are living in families that earn less than a living wage.
- **63,450** have no college education and speak English poorly or not at all.
- **27,445** have not completed high school, speak English poorly or not at all, and are in families not earning a living wage.
- **14,784** have not completed high school and speak English poorly or not at all.
- **12,360** speak English poorly or not at all and are living in families that earn less than a living wage.
- **85,828** adults were served by Indiana's education and training providers – 9.2 percent of those in need.

Note: The above is a snapshot of the population in 2006.

Some agencies serve adults who do not fall neatly into the above categories (particularly those providing workforce training). Provided the ability to account for these higher-skilled participants and those participating in multiple programs at once, the gap between the number of adults with the greatest need and those being served would be even wider.

The following report focuses largely on Indiana's performance, and its competitive position relative to the U.S. average and the top-performing states. As education and training providers strive to improve their performance, the issue of "resources" will undoubtedly arise. A high level of performance must be met with adequate investment from a variety of sources – e.g., state, federal, industry, and philanthropic. With generous support from The Joyce Foundation, this report seeks to clarify the landscape of Indiana's adult learners. How will the state's education providers, policymakers, and employers respond to what they see?

This report gauges: (1) the major challenges Indiana faces as policymakers work to improve the lives of adults and strengthen the workforce; (2) Indiana's current performance on meeting these challenges; and (3) the benefits to individuals and the state as a result. The following graph highlights Indiana's performance indexed to the U.S. average and the average of top-performing states. Subsequent pages provide greater detail and analysis. In summary:

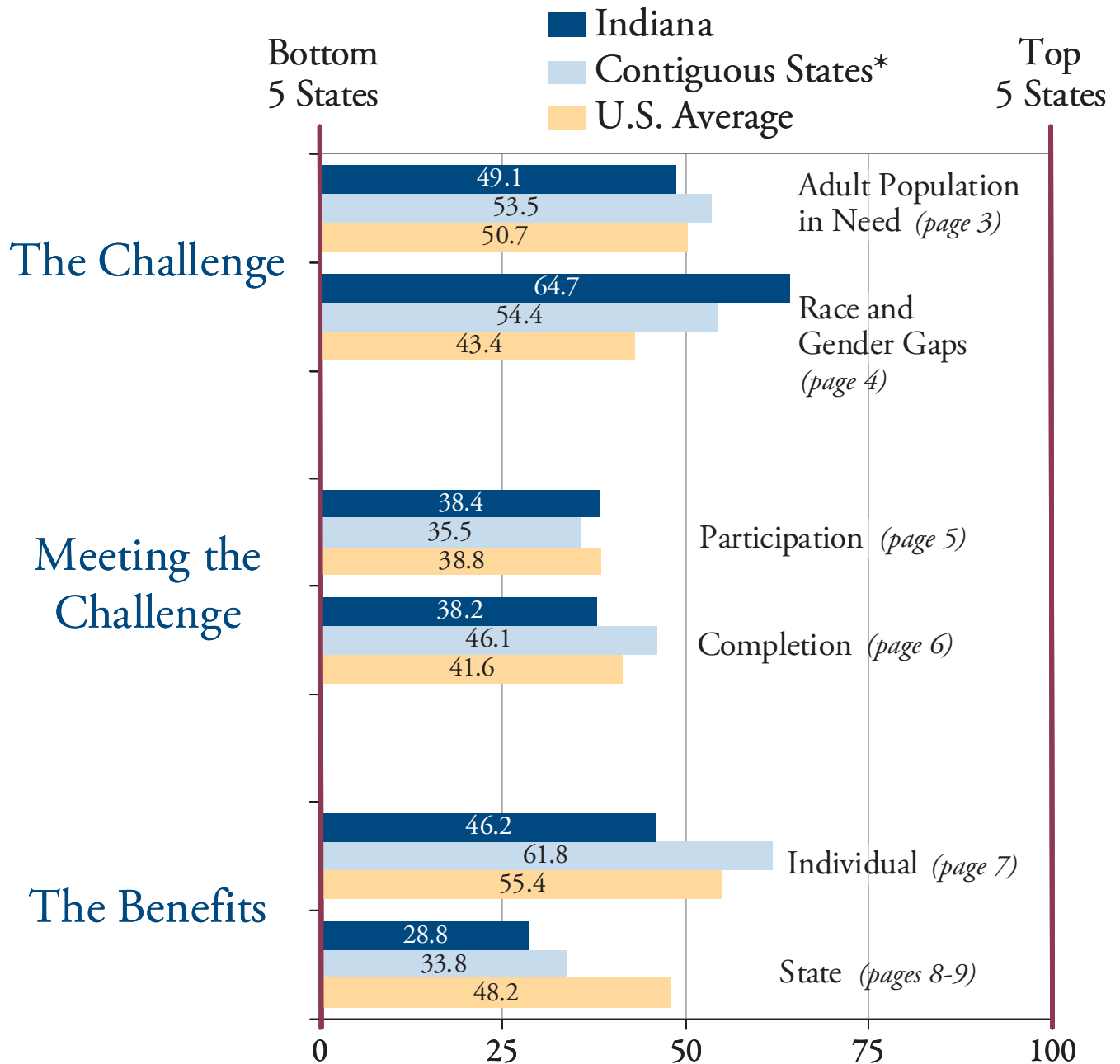
- Indiana experiences levels of educational need within its adult population at slightly greater rates than the U.S. average and much greater than the top states. The levels of need are reflected in the percent of adults with less than a high school diploma, those with a high school diploma but no college, English deficiency, and those struggling to earn a living wage.
- The race/ethnic and gender gaps in educational attainment are not quite as wide in Indiana as in the nation as a whole. Important to note, however, is that since 2000 the gaps have widened between whites and minorities at all levels of educational attainment, and between females and males for college attainment.
- Overall, the participation rates of various segments of the adult population in the education system are below the U.S. average and well below those of top states.
- Completion rates at the secondary level (high school and GED) are slightly above the U.S. average but well below the top states. At the postsecondary level, Indiana falls below the U.S. average.
- Higher levels of education result in higher personal incomes. However, residents of Indiana do not benefit (monetarily) as much as those in other states from increased levels of education – particularly at the postsecondary level. This outcome is likely due to an economy that does not reward them as well as it should. Progress would be to have more high-wage and high-skill jobs available to Indiana residents.
- Despite a relatively high workforce participation rate, Indiana lags the nation and top states in personal income per capita, the percentage of adults with college degrees, and the percentage employed in high-skilled occupations.
- All of the above indicate the need for improved state policy that not only addresses the education needs of Indiana's workers, but also the types of jobs available to them.

Indiana's relative standing on a variety of measures and its improvement over time are included throughout this report. In addition, data are provided for the agencies that serve adult learners, including their progress over time (where possible).

Overall Performance

(continued)

Summary of Indiana's Performance Indexed to U.S. Average and Top States



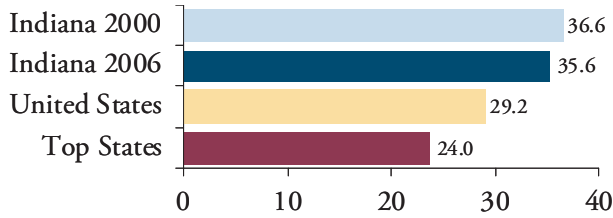
* Kentucky, Ohio, Michigan, Illinois

Note: An index score of 50 would indicate that Indiana performs (on average) right between the bottom and top states. See Appendix A for state-by-state performance and index scores.

Adult Population in Need

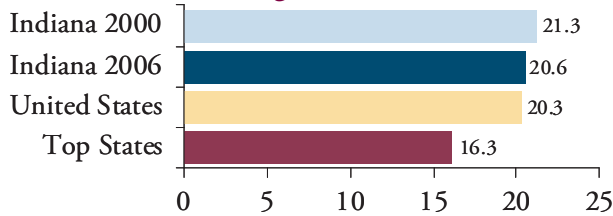
High School Diploma but No College (%)

Age 25-64



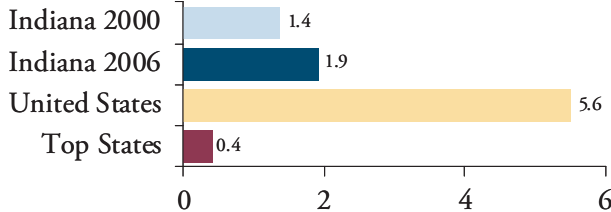
Some College but No Degree (%)

Age 25-64

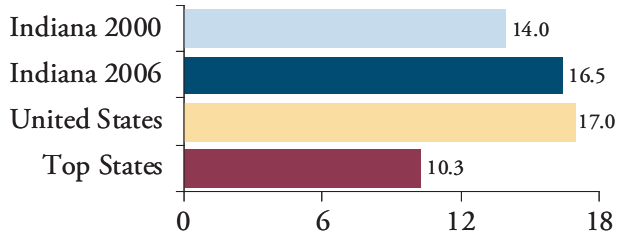


Speak English Poorly or Not at All (%)

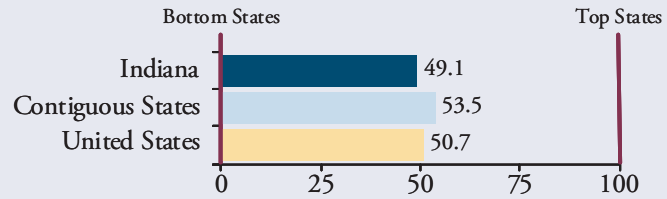
Age 18-64



High School Diploma or Less in Families Not Earning a Living Wage (%)



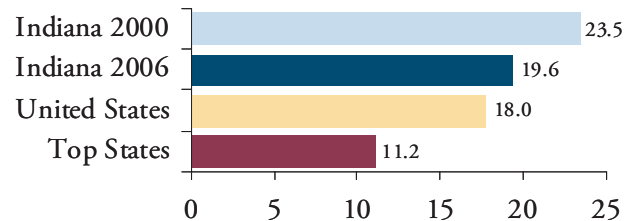
Performance Indexed to Top States



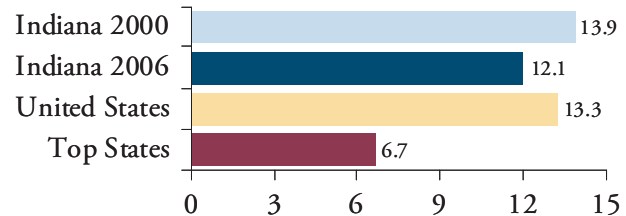
When averaging Indiana's performance on the five measures below, the state faces a slightly greater challenge than the U.S. on average and substantially greater than the top states.

Less than a High School Diploma (%)

Age 18-24



Age 25-64

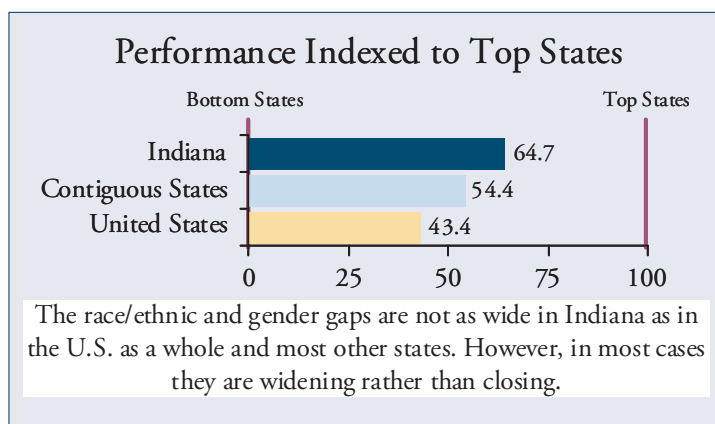


Summary

- While it has improved since 2000, Indiana still has a greater percentage of young adults (age 18-24) who have not attained a high school diploma – nearly twice the percentage of the top states.
- A slightly smaller percentage of older adults (age 25-64) have not completed high school relative to the U.S. average, but substantial progress needs to be made to catch the top-performing states.
- Indiana has a much higher percentage of adults who have completed high school but have not participated in college.
- Relative to the U.S. average, Indiana has fewer adult residents that speak English poorly or not at all. But the problem has grown since 2000.
- Since 2000, more adults in Indiana are struggling to earn a living wage (twice the level of poverty), representing 16.5 percent of all adults 18 to 64 years old.

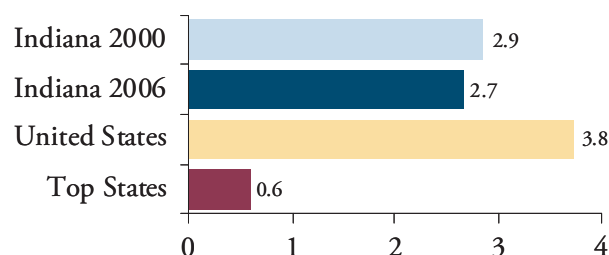
The Challenge

Race and Gender Gaps

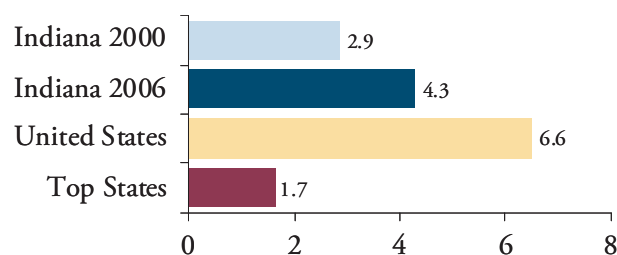


Between Females and Males (Age 25-44)

Gaps in High School Attainment (%)

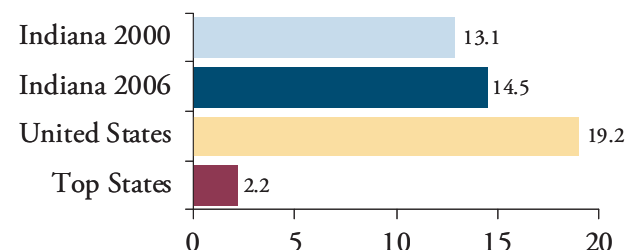


Gaps in College Attainment (%)

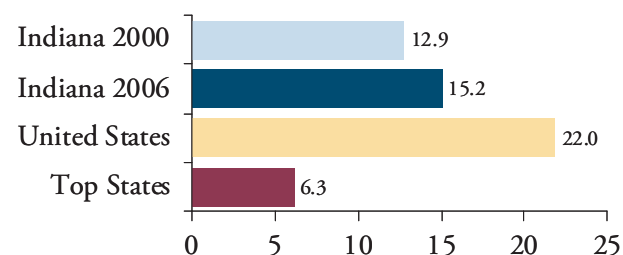


Between Whites and Minorities* (Age 25-64)

Gaps in High School Attainment (%)



Gaps in College Attainment (%)



* Minorities include Hispanic/Latino, African-American, and Native American

Summary

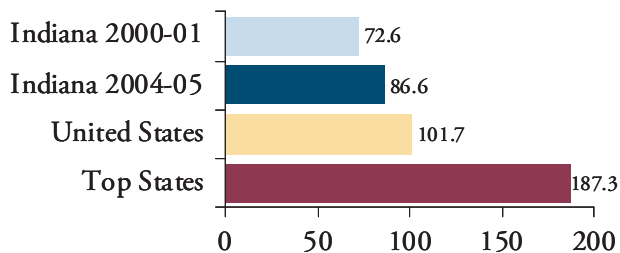
- Females have surpassed males in educational attainment in nearly all states. In Indiana, the gaps between females and males are a little smaller than the U.S. average. However, males have fallen even further behind females in college attainment since 2000.
- While education gaps between whites and minorities are slightly smaller than the U.S. average, they pose great challenges as Indiana tries to prepare its workforce for the future. The race/ethnic gaps have widened since 2000.

Meeting the Challenge

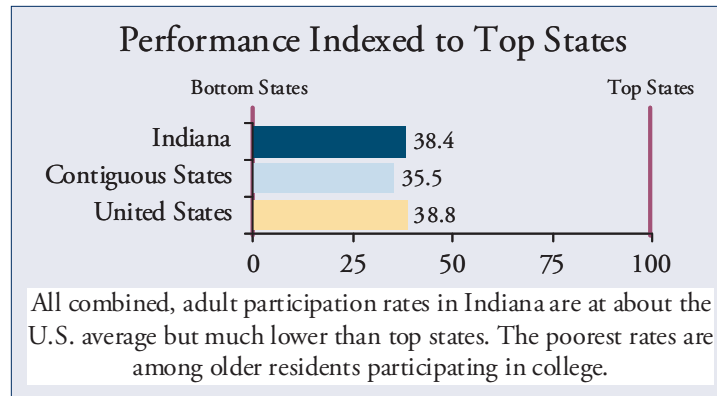
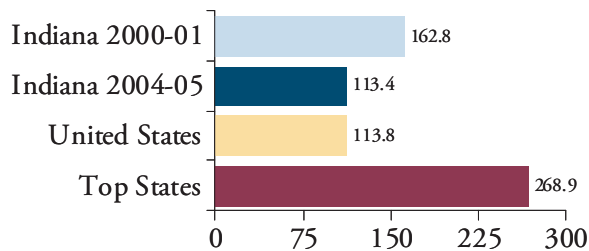
Participation

Enrollment per 1,000 Adults (Age 18-64) with:

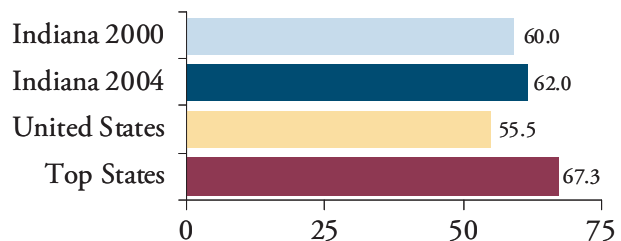
Less than a HS Diploma in State-Administered Adult Basic Education (ABE) Programs



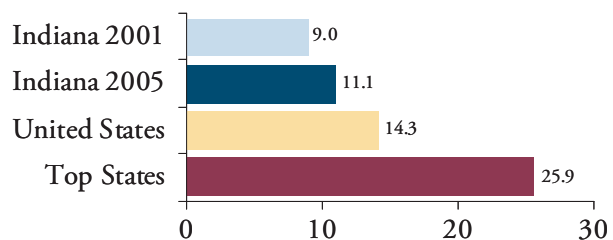
Little or No English Proficiency in English as a Second Language (ESL)



College-Going Rates of Students Directly Out of High School (%)



Postsecondary Participation of Adults Age 25-49 as a Percent of Population Age 25-49 with Only a HS Diploma

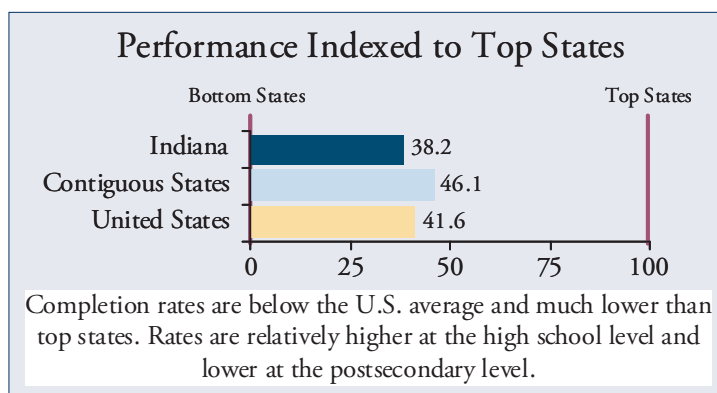


Summary

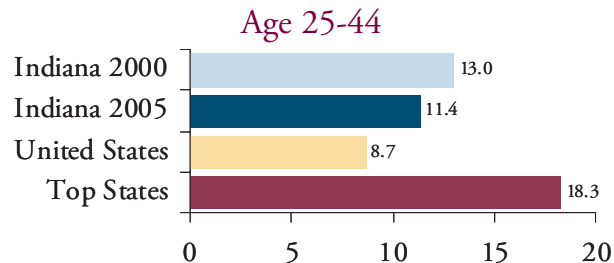
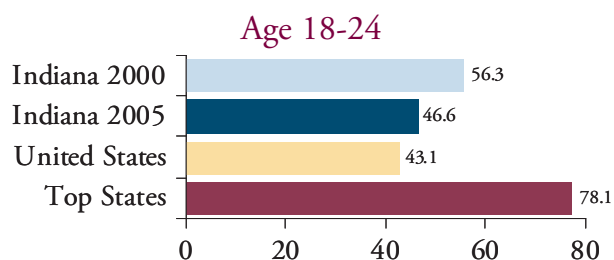
- Indiana lags the nation in proportion of adults with no high school diploma enrolling in state-administered adult education programs. The proportion enrolled in the top-performing states is more than double that of Indiana.
- The ESL population in Indiana is being served at about the rate of the U.S. average, but performance has slipped dramatically since 2001.
- In Indiana, students attend college directly out of high school at rates higher than the U.S. average.
- But low participation rates of non-traditional-aged adults suggests that college becomes increasingly out of reach as adults get older – more so in Indiana than in most other states and dramatically more than top states.

Meeting the Challenge

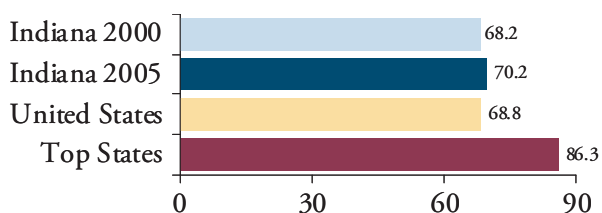
Completion



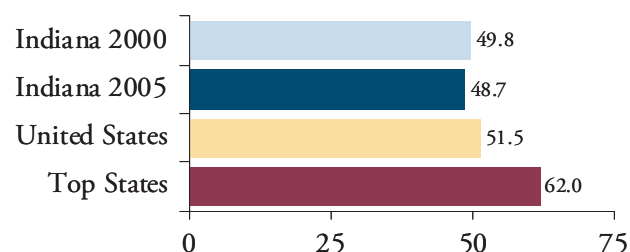
GEDs Awarded per 1,000 Adults with Less than a High School Diploma



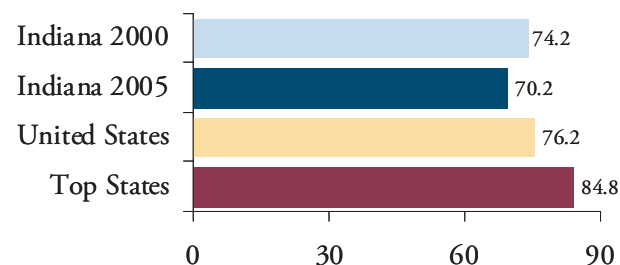
High School Graduation Rates (%)



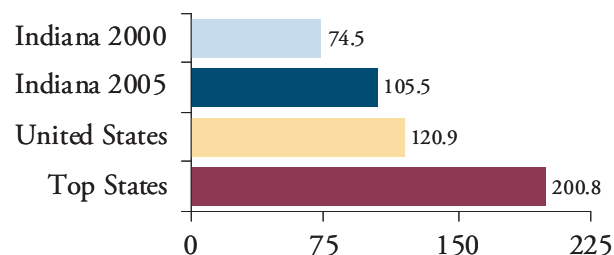
First-Year Retention Rates at Public Two-Year Colleges (%)



First-Year Retention Rates at Public Four-Year Colleges (%)



Undergraduate Credentials and Degrees Awarded per 1,000 Adults Age 25-44 with Only a High School Diploma



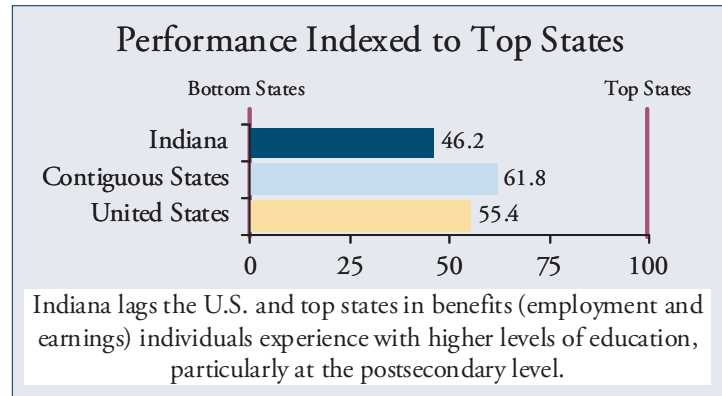
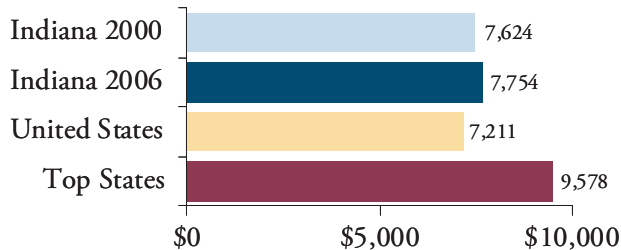
Summary

- The nation as a whole awards few GEDs to adults who have fallen out of the education system. Indiana reflects nearly the same ratios, and its performance has fallen substantially since 2000.
- Less than half of the certificate-/degree-seeking students (full- and part-time) entering the public two-year institutions are enrolled the following fall semester – below the U.S. average and the top states.
- The first-year retention rate at the public four-year colleges is also below the U.S. average and top states.
- Indiana's public two- and four-year institutions award fewer credentials and degrees relative to the population in need than the U.S. and top states.
- Traditional high school students in Indiana graduate at a slightly higher rate than the U.S. average, but much lower than top-performing states.

Individual Benefits

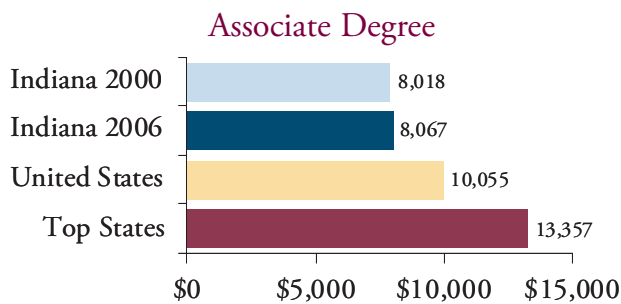
Increase in Earnings

From Less than High School to High School Completion

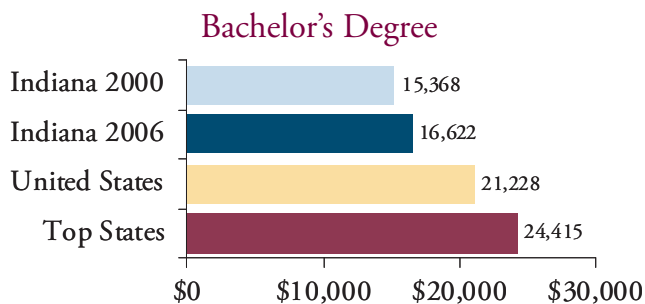
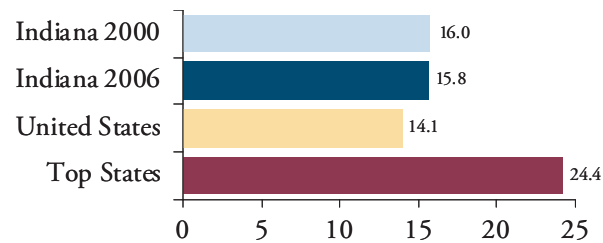


From High School Completion to:

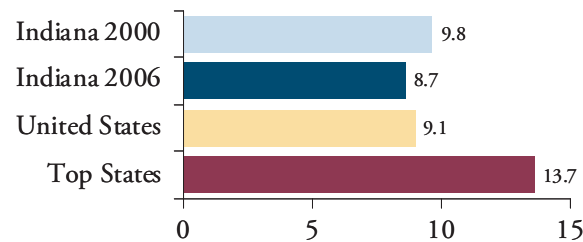
Increased Participation in the Workforce as a Result of Increased Education Levels



Less than a High School Diploma to a High School Diploma (%)



High School Diploma to a College Degree (Associate and Bachelor's) (%)



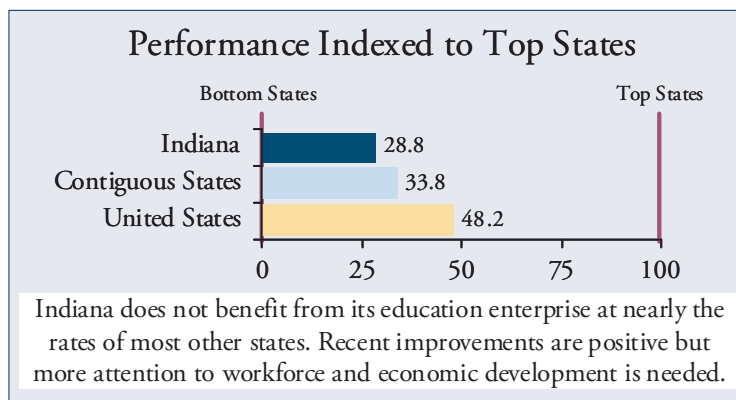
Summary

The increase in earnings felt by individuals as they improve their levels of education is an important indicator. States vary dramatically in the degree to which their economies reward residents at various levels of educational attainment.

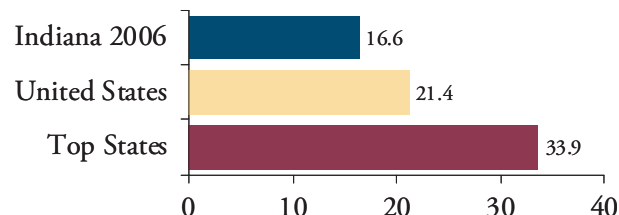
- In Indiana, the increase in earnings for obtaining a high school diploma over those who do not is above the U.S. average. However, residents experience a smaller personal gain than the U.S. average for obtaining an associate degree and a much smaller gain for a bachelor's degree.
- In Indiana, the increased likelihood that residents will participate in the workforce with higher levels of education is above the U.S. average at the high school level, but below the U.S. average for those obtaining college degrees.
- The above points indicate that Indiana's economy lags most states in its ability to reward residents who achieve higher levels of education.

The Benefits

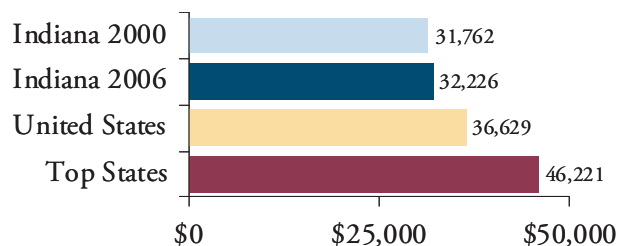
State Benefits



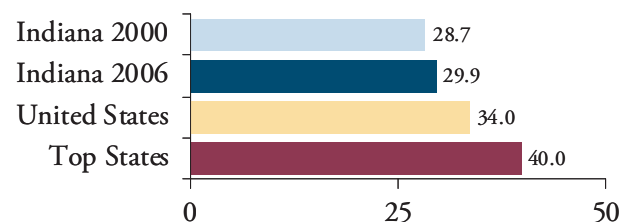
Projected Change in Occupations Requiring Some Postsecondary Training or College Degree, 2002-12 (%)



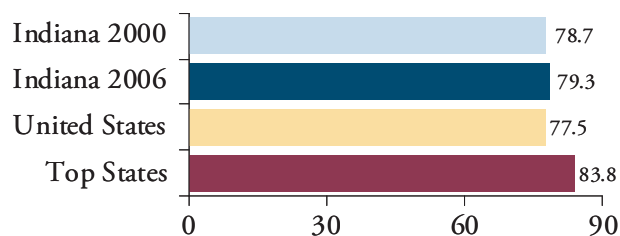
Personal Income per Capita



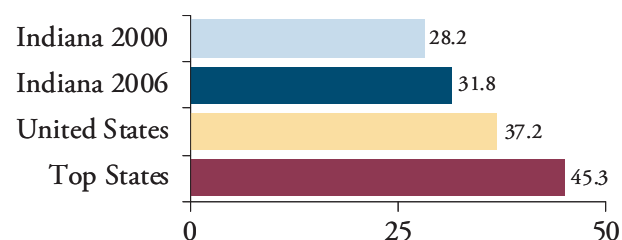
Employment in Management and Professional Occupations (%)



Civilian Population Participating in the Workforce (%)



Adults Age 25-64 with an Associate Degree or Higher (%)



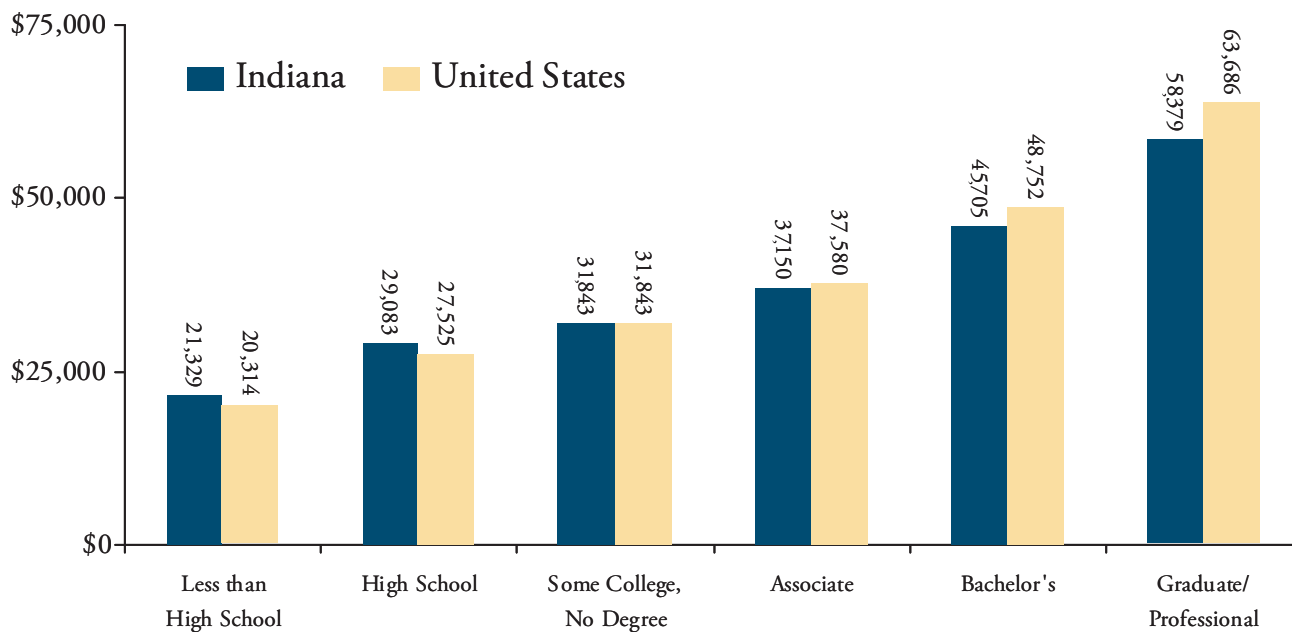
Summary

- There is almost a perfect correlation between total state taxable resources and personal income per capita. While Indiana's personal income increased slightly from 2000 to 2006 (in current \$), it still is below the national average and top states.
- Nearly 80 percent of the civilian population age 25-64 participates in the workforce – above the U.S. average but below the rates in the top states.
- Substantial growth is expected for occupations that will require at least some postsecondary training or an associate degree – but slightly lower than the U.S. average. Current efforts to improve the economy may result in even more demand.
- Indiana has fewer employees in high-skill and high-wage occupations than the U.S. average and top states.
- Indiana lags the nation and the top states in the percentage of adults with college degrees (associate and higher).

Education Pays

Even though the economic returns for earning college degrees are slightly smaller in Indiana than the U.S. average, it certainly pays to get higher levels of education. The figure below shows the annual earnings of Indiana residents by level of education – compared to the U.S. average.

Median Annual Earnings by Degree Level (2006)



Source: 2006 American Community Survey

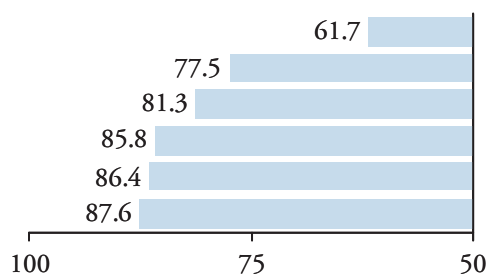
Interestingly, workers in Indiana earn more than the U.S. average with less than high school and “high school only” levels of education. This is likely due to Indiana’s above-average dependence on the production and transportation industries – employment sectors that have historically paid relatively high wages for lower levels of education. Nonetheless, the individual benefits for achieving higher levels of education in Indiana are astounding (see the figure at the top of page 10). The likelihood of participating in the workforce at all rises dramatically with higher levels of education. Residents with higher levels of education also experience much greater earnings over their working career.

The Benefits

State Benefits (continued)

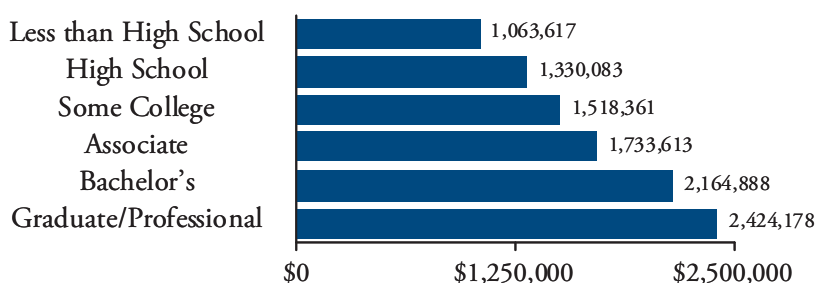
Indiana Residents Workforce Participation and Lifetime Earnings by Level of Education (2006)

Participation in the Workforce (%)



Source: 2006 American Community Survey

Lifetime Earnings (Age 18-65)



As Indiana's economy expands to provide more high-wage and high-skill jobs, there is hope that the earning gaps (between Indiana and the U.S.) associated with the higher levels of education will close. In fact, Indiana's Department of Workforce Development projects substantial growth in a number of high-wage occupations. The figure below ranks the ones that are projected to grow the most from 2002 to 2012. It also displays the average wages and education levels associated with each of the fast growing occupations.

Fastest-Growing High-Wage Jobs from 2002 to 2012

Occupation	Growth	Wage (\$)	Education and Training Required
Registered Nurses	15,400	49,067	Associate degree
Postsecondary Teachers	9,150	45,890	Doctoral degree
Teachers, Elementary & Kindergarten	5,420	44,544	Bachelor's degree
First-Line Supervisors-Construction & Extraction	2,660	51,047	Work experience in a related occupation
Computer Systems Analysts	2,250	59,976	Bachelor's degree
Social Workers	2,090	32,625	Bachelor's degree
Computer Software Engineers, Applications	1,750	65,549	Bachelor's degree
Management Analysts	1,750	56,394	Bachelor's or higher degree, plus work experience
Dental Hygienists	1,660	59,055	Associate degree
Medical & Health Services Managers	1,580	62,163	Bachelor's or higher degree, plus work experience
Network & Computer Systems Administrators	1,490	50,170	Bachelor's degree
Heating, Air Cond., & Refrigeration Mechanics & Installers	1,480	35,547	Long-term on-the-job training
Property, Real Estate, & Community Association Managers	1,450	43,786	Bachelor's degree
Construction Managers	1,380	68,532	Bachelor's degree
Computer Support Specialists	1,380	34,267	Associate degree
Fire Fighters	1,360	37,175	Long-term on-the-job training
Lawyers	1,260	64,571	First professional degree
Computer Software Engineers, Systems Software	1,180	64,356	Bachelor's degree
Computer & Information Systems Managers	1,170	73,068	Bachelor's or higher degree, plus work experience
Bus & Truck Mechanics & Diesel Engine Specialists	1,160	35,523	Postsecondary vocational training

Source: Indiana Department of Workforce Development

Most of the fastest growing high-wage occupations require postsecondary training. As noted in the Preface of this report, the demand for high-skilled employees in Indiana is growing – especially in the areas of health care, education, and computer technology. Can Indiana's providers of education and training keep pace with the demand?

Indiana's Providers of Adult Education and Workforce Skills Training

Adults in Indiana are served in a variety of ways by four different public providers: The Department of Education (DOE), the Department of Workforce Development (DWD), the Indiana Economic Development Corporation, and the postsecondary institutions. The missions of each agency are different but together they serve adults who need:

- basic skills below the eighth-grade level (adult basic education);
- improved English proficiency (ESL);
- secondary level skills to prepare for the GED test and credits to obtain a high school diploma (adult secondary education);
- basic skills and literacy to improve employment opportunities;
- workforce training and retraining for specific occupations; and
- developmental (remedial) education for advancement to college-level work.

The following data and information describe the activities of the adult education providers and their progress on some key measures over the past five years. A few important trends include:

- Enrollment in Adult Basic Education (ABE) has increased over the past five years, while the enrollment in Adult Secondary Education and ESL has declined.
- The percentage of participants who complete and advance within the above programs has improved, and the percent who earn GEDs has slightly improved.
- Federal and state appropriations for the state-administered adult education programs have remained unchanged over the past five years – not even keeping pace with inflation.
- In the DWD programs, enrollment in basic skills and literacy has more than tripled over the past five years and the percentage completing rose by nearly 20 percent. But the percentages measuring skill gains and continuing education have declined.
- The number of adults participating in workforce training fluctuates dramatically from year to year. Participation of existing employees has dropped while participation of new employees has nearly tripled (from 2001-2006).
- Indiana's postsecondary institutions are serving more traditional-age students (less than 25 years of age) and fewer non-traditional adults (age 25 and older) than in years past – the opposite trend one would hope to see for older adults.
- The percentage of college students requiring at least one remedial course has risen over the past five years, for students of both traditional and non-traditional ages.

Expanding the Data and Information

The development of this Performance Report has already inspired additional ideas. Over the coming year, Indiana's providers of education and training will work to generate more data on the success rates of their programs and the benefits to individuals and the state as a result of their efforts. These analyses will include:

- Additional data that captures the volume and success rates of residents being served in the Department of Workforce Development's workforce training programs – beyond what was provided for this iteration of the Performance Report. DWD will develop the protocols for the proper collection of these data and the definitions of certain types of training.
- Completion rates for students in developmental (remedial) coursework and their subsequent progress in college-level work. It is important to ensure that students are successfully remediated – as indicated by their transition to college-level work and completion of credentials and degrees. Staff from the Commission on Higher Education and Ivy Tech will work together to provide these important data.
- The use of Indiana's Workforce Information System (IWIS) to calculate the return on investment for students completing various levels of education and training – i.e. the increase in earnings they experience in the workforce. Efforts will be made to more effectively link the impact of increased earnings to the state's tax base. These data are especially useful to (1) make the case for sustained or improved investment in education and training programs, and (2) for increasing the awareness among Indiana's residents of the personal benefits they will receive for pursuing higher levels of education.

These additions will improve the next version of the Performance Report. Also, more ideas will likely arise as stakeholders react to these issues and the data displayed throughout this Performance Report. In the end, collaborative efforts to build a “culture of evidence” will lead to more sound and thoughtful policy.

State-Administered Adult Education Program

Local programs funded by the Indiana Department of Education, Division of Adult Education provide services to individuals who need basic skills below the eighth-grade level (adult basic education) and ESL; secondary level skills to prepare for the GED test; and credits to obtain a high school diploma (adult secondary education). Family literacy and workforce education are also offered within these programs.

The majority of classes take place in learning centers and community-based organizations; others are in schools, churches, libraries, WorkOne offices, community college classrooms, and correctional facilities. Many of the participants are low income or unemployed and work more than one job just to get by. Some are single parents; others may have limited English skills. Local programs meet the changing needs of communities through partnerships with other agencies that assist with transportation, childcare, and employment.

Measure	2001-02	2002-03	2003-04	2004-05	2005-06	Progress ¹
Annual Dropouts in 7th to 12th Grades ²	6,714	6,787	8,045	8,076	9,967	↓
Enrolled in Adult Basic Education ³	22,598	20,953	21,660	24,181	24,066	↑
Enrolled in Adult Secondary Education ⁴	12,883	11,809	11,173	11,120	9,871	↓
Enrolled in English as a Second Language	9,011	8,635	8,315	8,197	8,556	↓
Total Enrollment	44,492	41,397	41,148	43,498	42,493	→
Percent Completing an Educational Level ⁵	38.5%	39.9%	43.1%	47.2%	50.0%	↑
Percent Advancing within Adult Education	21.9%	24.6%	30.1%	34.1%	37.6%	↑
Percent Placed in Postsecondary/Training ⁶	3.8%	4.0%	4.0%	4.5%	3.4%	↓
Total Percent Continuing Education	25.7%	28.6%	34.1%	38.5%	40.9%	↑
Percent Earning a GED ⁷	14.0%	13.5%	14.5%	13.7%	14.7%	→
Percent Obtaining or Improving Employment	19.2%	20.5%	15.5%	13.7%	12.9%	↓
Federal Appropriations (\$)	9,928,243	10,667,843	9,919,574	10,094,826	10,042,747	→
State Appropriations (\$)	14,000,000	14,000,000	14,000,000	14,000,000	14,000,000	→
Appropriations per Student (\$) ⁸	538	596	581	554	566	↓
Appropriations per Completion (\$)	1,398	1,495	1,348	1,174	1,131	↑

¹ Positive progress is greater than 5% from year 1 to year 5 and negative progress is less than minus 5% (or vice-versa).

² Within K-12.

³ Adult basic education is basic skills equivalent to grades 0-8.

⁴ Adult secondary education is basic skills equivalent to grades 9-12.

⁵ Generally equivalent to two grades as measured by pre- and post-standardized assessments.

⁶ The majority of adult education students enter with basic skills below ninth grade and are not likely candidates for admission to a postsecondary institution during the program year.

⁷ Adult education students who studied at one of the DOE-funded programs. The majority of students enter with basic skills below ninth grade and are not likely to be enrolled in GED preparation classes during the program year.

⁸ Includes state and federal yearly appropriations.

Agency Profiles

Indiana Department of Workforce Development

Basic Skills and Literacy Training

The Workforce Investment Act of 1998 (WIA) was enacted to “increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants...” (PL 105-220, Subtitle B, Section 106).

The mission of the Indiana Department of Workforce Development (DWD) is to “raise everyone up one level.” Under this mission, Indiana’s workforce investment system is focused on improving the self-sufficiency, personal income and skill development of Indiana residents. DWD and its partners are charged with providing opportunities for individuals served to know and improve their skills in pursuit of high-wage, high-demand occupations.

In Indiana, the Workforce Investment Act is administered by DWD in cooperation with local Workforce Investment Boards (WIBs). These local boards set policy for the portion of the statewide workforce investment system within their local areas. Working closely with the local boards and their partners, one-stop offices deliver services to customers. Among these services, Indiana’s workforce investment system provides basic skills and literacy training as critical components of its effort to develop a competitive workforce.

Measure	2001-02	2002-03	2003-04	2004-05	2005-06	Progress*
Enrollment	653	1,269	1,606	2,403	2,124	↑
Percent Completing	70.0	66.0	86.9	79.7	89.4	↑
Percent Measuring Skill Gain	24.7	25.3	34.9	15.6	5.8	↓
Percent Completing and Continuing Education	1.2	0.6	3.0	0.7	0.2	↓
Percent Obtaining or Improving Employment	22.7	21.0	17.7	27.5	34.5	↑
Change in Weekly Earnings (\$)	132	182	188	175	130	→
Annual Expenditures (\$)	NA	NA	NA	NA	NA	

*Positive progress is greater than 5% from year 1 to year 5 and negative progress is less than minus 5% (or vice-versa).

Indiana Department of Workforce Development (continued)

Training Acceleration Grant Program (Previously Incumbent Worker Training Program)

In 2005, the Indiana General Assembly enacted legislation that replaced the Incumbent Worker Training program with the Training Acceleration Grant program. Administered jointly by the Indiana DWD and the Indiana Economic Development Corporation, the Training Acceleration Grant, or TAG program, is the state's principal incumbent worker training effort.

TAG provides financial assistance to companies and organizations committed to expanding the skills of their existing workforces through training that results in a transferable and industry-recognized credential. It allows businesses to apply for up to \$200,000 to train their incumbent workforces.

The program strategically focuses on businesses with 100 or fewer employees, places a priority on high-wage, high-demand occupations and attempts to maximize the economic return on state training dollars. Administratively, the program features a simple online application process and quick turn-around times.

The majority of the participants (95 percent) have a high-school diploma or higher.

Measure	2001-02	2002-03	2003-04	2004-05	2005-06	Progress ¹
Number of Projects	55	92	144	148	158	↑
Award Amount (\$)	6,752,464	12,521,334	19,305,912	20,858,938	17,504,599	↑
Number of Planned Trainees	6,941	10,915	15,492	26,330	15,223	↑
Number of Enrolled Trainees	6,675	9,643	11,287	13,750	8,239	↑
Earning Replacement Rates (ERR) ²	103%	107%	105%	107%	110%	↑
Retention Rate ³	91%	95%	91%	90%	86%	↓
Award Amount per Enrolled Trainee (\$)	1,012	1,298	1,710	1,517	2,125	

¹ Positive progress is greater than 5% from year 1 to year 5 and negative progress is less than minus 5% (or vice-versa).

² Earning Replacement Rate is a measurement of wage gain. It is calculated by dividing the average quarterly wage for the fourth quarter after the training by the average quarterly wage when enrolled in training. An ERR above 100% indicates a wage gain.

³ Retention Rate is determined by dividing the number of trainees with wages one year after the training is over by the number enrolled in training. The rates above indicate that 90% of the trainees were still employed in Indiana one year after their training.

Agency Profiles

Indiana Economic Development Corporation

Workforce Training Program

The Skills Enhancement Fund (SEF) provides financial assistance to businesses committed to training their workforce. Trainees must be Indiana residents. SEF reimburses eligible training expenses over a two-year term. IEDC typically does not provide reimbursement for training that is required by law. Companies may reapply for additional SEF funds after their initial two-year terms. The employee figures below represent worker training commitments associated with SEF awards made in a given calendar year. The actual training may occur within a two-year period following the award of the SEF grant.

Measure	2001	2002	2003	2004	2005	2006	Progress ¹
Skills Enhancement Fund (SEF)							
Worker Training Commitments							
Existing Employees	45,200	34,471	36,642	36,429	30,510	41,679	↓
New Employees	6,243	5,138	8,953	7,422	8,242	16,428	↑
Total Employees	51,443	39,609	45,595	43,851	38,752	58,107	↑
Training Expenditures	6,863,964	9,921,935	9,151,091	7,228,843	12,016,868	12,439,871	↑

*Positive progress is greater than 5% from year 1 to year 5 and negative progress is less than minus 5% (or vice-versa).

NOTE: The figures regarding the number of employees trained reflect training commitments associated with SEF grants originating in a given calendar year. The SEF expenditure amounts reflect all payments made from that fund center during a given fiscal year (state fiscal year is July 1-June 30) and include amounts paid under grants originating from prior calendar years. Therefore, the expenditures do not correspond directly to the number of employees trained.




Indiana Public Postsecondary Institutions

Remedial (Developmental) Education

The postsecondary institutions in Indiana also serve adults who require basic skills and literacy training. Students with language or math deficiencies are required to take developmental courses in order to begin college-level coursework. This is particularly prevalent among non-traditional age students (25 and older) who have been out of school for five or more years. Increases in the numbers of students requiring remediation are often attributed solely to the inability of secondary education to adequately prepare students for college – an interpretation that only applies to students entering college directly out of high school and those educated in Indiana. However, increases in remediation may also reflect a rise in participation rates of students from more at-risk populations. And certainly, if Indiana strives to serve more non-traditional adults that have been out of school for a number of years, the need for remediation will also increase.

More research is needed to understand the multifaceted issues associated with remedial education and the outcomes of the students served. Over the coming year, the Indiana Commission for Higher Education will work to develop measures for successful completion of developmental coursework and the continuation of remediated students into college-level work.

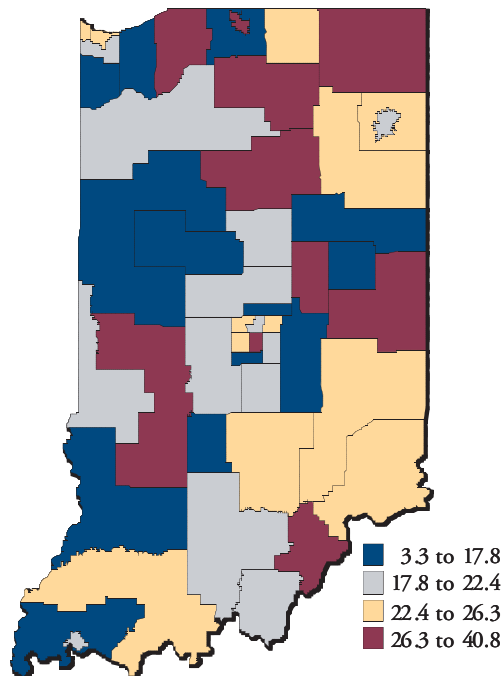
The following table displays five-year trends in the numbers and percentages of students being served in remedial education at Indiana's public postsecondary institutions.

Measure	2001-02	2002-03	2003-04	2004-05	2005-06	Progress
Total Undergraduates	304,671	315,913	316,754	320,690	317,749	
Enrolled in at Least One Remedial Course	35,615	38,808	42,548	42,530	41,211	
Public Two-Year Institutions	26,695	29,626	32,929	33,209	32,624	
Public Four-Year Institutions	8,920	9,182	9,619	9,321	8,587	
Percent of Total Remedial Enrollment at the Public Two-Year Institutions (%)	75.0	76.3	77.4	78.1	79.2	
Traditional Age Undergraduates (Under 25)	187,240	193,911	194,902	209,946	209,185	
Enrolled in at Least One Remedial Course	20,122	21,310	22,654	23,997	23,425	
Public Two-Year Institutions	13,983	15,108	16,004	17,317	17,223	
Public Four-Year Institutions	6,139	6,202	6,650	6,680	6,202	
Percent of Traditional Age Remedial Enrollment at the Public Two-Year Institutions (%)	69.5	70.9	70.6	72.2	73.5	
Non-Traditional Age Undergraduates (25 and Older)	117,431	122,002	121,852	110,744	108,564	
Enrolled in at Least One Remedial Course	15,493	17,498	19,894	18,533	17,786	
Public Two-Year Institutions	12,712	14,518	16,925	15,892	15,401	
Public Four-Year Institutions	2,781	2,980	2,969	2,641	2,385	
Percent of Non-Traditional Age Remedial Enrollment at the Public Two-Year Institutions (%)	82.0	83.0	85.1	85.7	86.6	

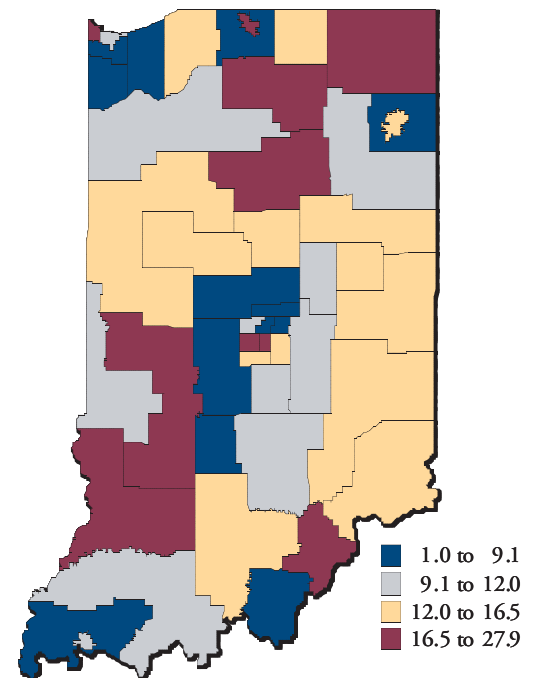
Regional Disparities

Percent of Population with Less than a High School Diploma, 2006

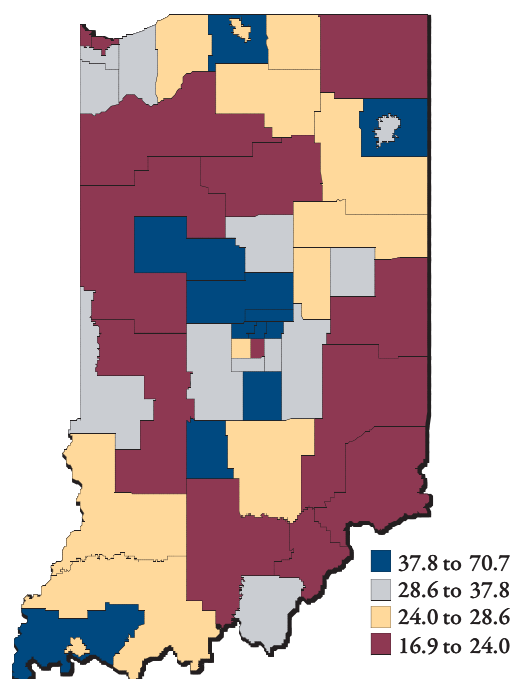
Age 18-24



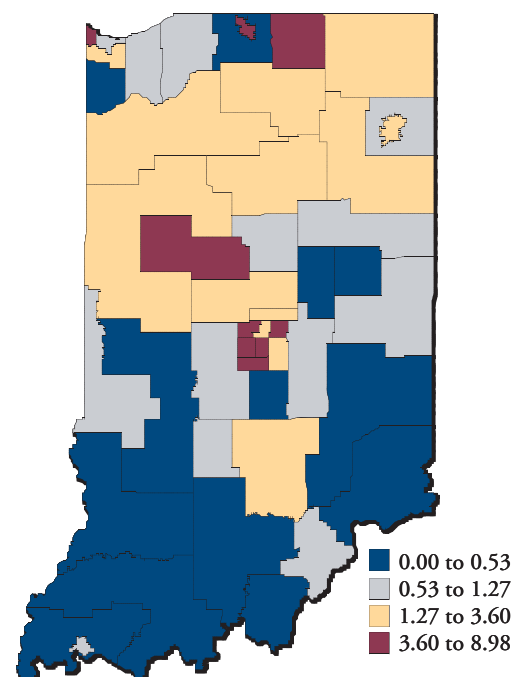
Age 25-64



Percent of Population Age 25-64 with an Associate Degree or Higher, 2006



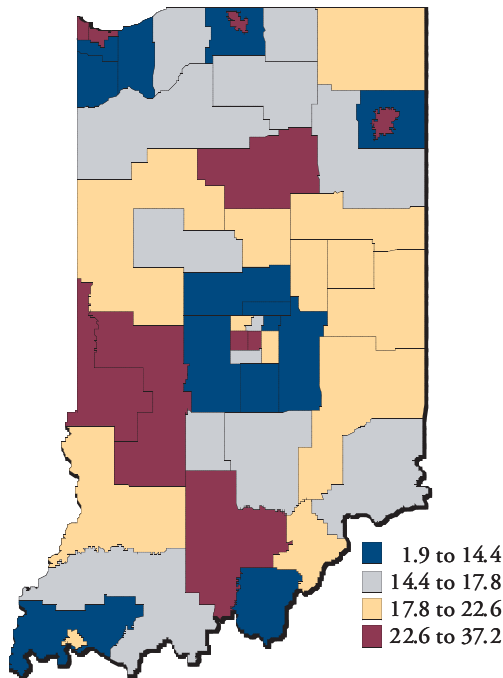
Percent of Adults Who Speak English Poorly or Not at All, 2006



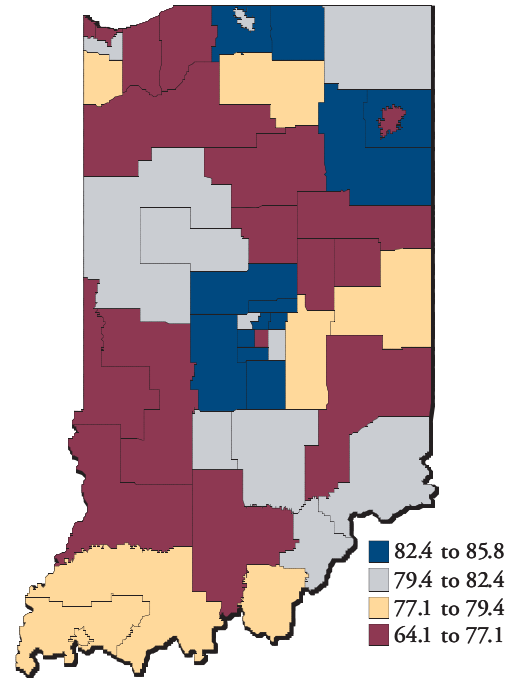
Regional Disparities

(continued)

Percent of Adults Age 18-64 with a HS Diploma or Less in Families Earning Less than a Living Wage, 2006

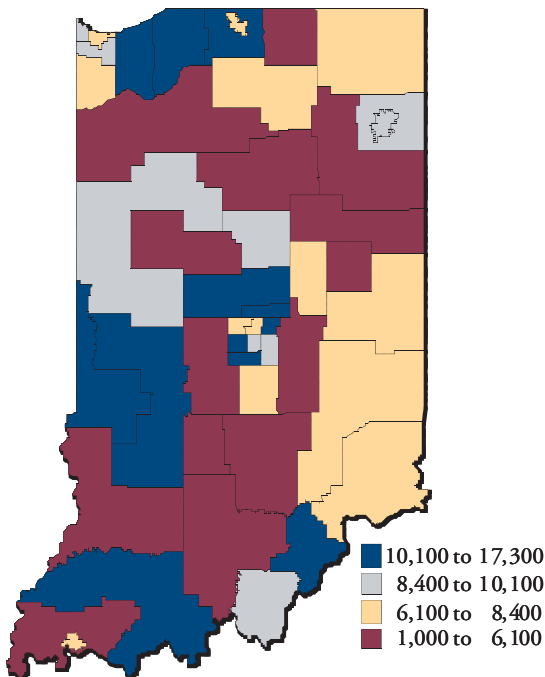


Percent of Adults Age 25-64 Participating in the Workforce, 2006

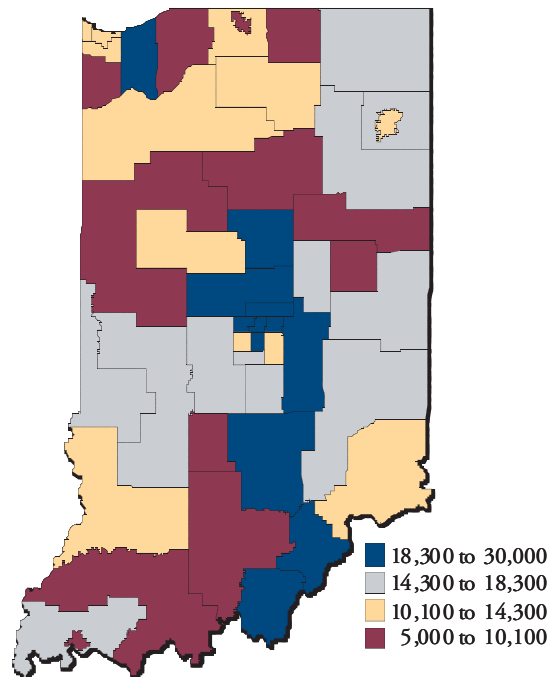


Increase in Earnings from High School Completion to:

Associate Degree



Bachelor's Degree



Appendix A

Data and Index Scores – The Challenge

State (2006)	Age 18-24 with Less than a HS diploma		Age 25-64 with Less than a HS Diploma		Age 18-64 with Only a HS Diploma But No College		Age 25-64 with Some College But No Degree		Age 18-64 Who Speak English Poorly or Not at All	
	Value	Rank	Value	Rank	Value	Rank	Value	Rank	Value	Rank
Alabama	20.7	43	15.9	45	32.5	33	21.1	29	1.4	13
Alaska	20.0	40	8.6	13	28.7	20	27.5	50	2.1	22
Arizona	22.5	47	15.1	41	25.8	6	24.3	44	9.5	48
Arkansas	15.8	19	15.5	43	36.7	48	21.7	32	2.5	24
California	18.8	36	18.6	49	22.7	1	20.5	21	13.3	50
Colorado	19.0	38	10.7	24	23.3	2	21.8	33	5.4	40
Connecticut	12.6	4	8.7	14	28.6	19	18.2	9	3.8	31
Delaware	18.4	31	11.6	28	33.3	40	18.1	8	2.9	27
Florida	20.1	41	13.0	33	30.2	26	20.2	18	7.4	45
Georgia	22.2	45	15.0	39	30.2	27	19.5	14	4.2	35
Hawaii	9.8	2	7.1	3	28.2	16	21.4	30	4.0	34
Idaho	16.8	25	10.9	25	29.1	22	25.9	46	2.8	26
Illinois	16.8	26	12.3	31	27.1	12	20.9	27	6.1	43
Indiana	19.6	39	12.1	30	35.6	45	20.6	22	1.9	20
Iowa	13.8	7	8.0	10	32.7	36	21.4	31	1.9	21
Kansas	14.1	9	9.6	17	28.4	18	23.2	39	3.1	28
Kentucky	18.5	32	15.8	44	35.4	43	19.6	16	1.1	9
Louisiana	24.3	50	17.1	47	35.5	44	20.6	23	1.2	11
Maine	16.0	20	7.7	8	36.3	47	19.0	11	0.6	5
Maryland	14.4	12	10.0	21	26.0	7	19.6	15	3.2	30
Massachusetts	12.9	6	9.2	16	26.2	8	15.5	1	4.7	39
Michigan	17.3	27	9.7	20	31.0	29	23.9	43	1.7	17
Minnesota	14.0	8	6.5	2	26.3	9	23.1	38	2.4	23
Mississippi	23.1	49	18.3	48	32.5	34	20.9	26	1.1	8
Missouri	18.5	33	11.6	29	32.6	35	21.9	34	1.2	10
Montana	18.2	29	7.4	5	30.4	28	23.7	40	0.3	2
Nebraska	15.6	18	8.4	11	27.5	13	23.8	41	3.8	32
Nevada	22.7	48	15.1	40	31.2	30	24.7	45	8.9	47
New Hampshire	15.1	17	7.5	7	29.7	25	18.6	10	1.3	12
New Jersey	15.1	16	10.7	23	28.7	21	17.0	4	6.8	44
New Mexico	22.5	46	16.0	46	27.6	14	22.2	35	5.9	42
New York	16.7	23	13.0	34	28.3	17	15.7	2	7.5	46
North Carolina	18.3	30	14.8	37	29.4	24	20.2	17	3.8	33
North Dakota	9.2	1	5.7	1	29.1	23	22.4	36	0.4	4
Ohio	16.3	21	10.4	22	35.9	46	20.3	19	1.0	6
Oklahoma	20.4	42	13.0	32	33.5	41	22.6	37	2.5	25
Oregon	18.6	34	11.0	26	25.1	5	26.1	47	4.7	38
Pennsylvania	14.7	13	9.6	18	37.5	49	16.0	3	1.8	18
Rhode Island	12.8	5	13.6	35	28.2	15	17.6	7	5.4	41
South Carolina	18.9	37	15.2	42	33.0	39	19.1	12	1.9	19
South Dakota	16.8	24	7.8	9	32.9	37	20.8	24	1.5	14
Tennessee	17.9	28	15.0	38	34.9	42	20.3	20	1.7	16
Texas	21.8	44	19.4	50	26.9	11	21.0	28	9.9	49
Utah	14.2	10	9.2	15	24.7	4	26.7	48	4.4	36
Vermont	11.5	3	7.1	4	31.8	32	17.1	5	0.4	3
Virginia	14.8	14	11.4	27	26.7	10	19.4	13	3.2	29
Washington	18.6	35	9.7	19	24.2	3	23.9	42	4.5	37
West Virginia	16.5	22	14.2	36	43.5	50	17.2	6	0.2	1
Wisconsin	14.4	11	8.5	12	33.0	38	20.8	25	1.6	15
Wyoming	15.0	15	7.4	6	31.8	31	26.7	49	1.0	7
United States	18.0		13.3		29.2		20.3		5.6	
Contiguous States	17.2		12.0		32.3		21.2		2.5	

Appendix A

State (2006)	Adults with HS Diploma or Less in Families Not Earning Living Wage		Difference in HS Attainment Between Whites and Minorities		Difference in College Attainment Between Whites and Minorities		Difference in HS Attainment Between Females and Males		Difference in College Attainment Between Females and Males	
	Value	Rank	Value	Rank	Value	Rank	Value	Rank	Value	Rank
Alabama	22.1	43	6.9	5	15.5	14	5.1	42	6.7	22
Alaska	12.6	12	12.7	20	18.7	20	2.3	9	10.6	47
Arizona	19.1	38	25.4	41	25.3	37	3.5	28	5.3	14
Arkansas	23.2	47	14.4	23	12.7	6	6.5	49	7.5	32
California	18.2	36	29.9	47	32.5	49	3.6	32	5.6	15
Colorado	13.6	18	26.8	42	34.1	50	3.1	20	5.8	17
Connecticut	10.3	2	14.9	26	28.0	44	2.8	18	8.7	43
Delaware	14.3	20	8.8	8	16.2	15	4.7	39	6.0	19
Florida	17.4	34	10.1	15	11.5	4	4.5	36	7.0	26
Georgia	19.0	37	11.2	17	16.5	16	5.9	47	7.5	33
Hawaii	11.6	7	0.5	2	24.1	34	1.5	5	10.6	48
Idaho	16.4	29	37.1	50	23.6	30	1.3	3	1.0	1
Illinois	14.9	22	21.0	36	27.6	43	3.1	22	6.8	25
Indiana	16.5	31	14.5	24	15.2	11	2.7	15	4.3	9
Iowa	13.3	15	29.3	46	24.0	33	2.5	11	7.8	38
Kansas	14.5	21	24.5	38	23.6	29	1.9	6	5.3	13
Kentucky	22.2	44	7.4	7	11.6	5	4.6	38	7.1	27
Louisiana	23.7	48	10.9	16	15.3	13	5.3	44	7.2	29
Maine	16.1	27	19.0	35	17.5	19	3.2	24	9.6	46
Maryland	10.7	4	9.4	11	19.6	22	4.2	33	7.4	31
Massachusetts	11.0	6	17.6	32	29.1	46	2.6	14	7.6	36
Michigan	15.3	23	12.2	18	17.4	18	3.5	27	6.6	21
Minnesota	10.6	3	22.0	37	25.0	36	2.6	13	7.6	35
Mississippi	25.3	50	7.0	6	14.1	10	5.8	46	9.3	45
Missouri	17.4	35	9.3	10	13.5	8	3.5	29	7.6	34
Montana	16.7	33	9.1	9	20.0	23	2.5	10	4.5	10
Nebraska	14.2	19	30.3	48	29.7	47	2.1	8	2.4	5
Nevada	16.1	26	27.6	44	23.6	31	4.2	34	2.4	6
New Hampshire	9.2	1	6.4	4	7.6	3	5.2	43	11.8	49
New Jersey	11.8	8	16.3	28	26.9	40	3.4	26	6.0	18
New Mexico	22.3	45	18.2	34	24.4	35	5.8	45	2.0	4
New York	16.4	28	17.3	30	27.2	42	2.8	16	8.4	42
North Carolina	19.1	39	15.8	27	20.9	25	6.2	48	8.9	44
North Dakota	10.9	5	13.5	22	31.7	48	-1.1	1	1.5	3
Ohio	16.7	32	9.4	12	12.9	7	2.5	12	6.7	23
Oklahoma	21.2	41	17.0	29	15.2	12	3.5	31	7.9	39
Oregon	15.5	25	33.6	49	23.2	28	3.3	25	4.3	8
Pennsylvania	15.4	24	12.7	21	21.1	26	3.0	19	6.6	20
Rhode Island	12.8	13	24.6	39	22.5	27	7.6	50	7.2	30
South Carolina	20.5	40	9.5	13	20.8	24	5.0	41	8.1	40
South Dakota	16.5	30	17.3	31	28.2	45	0.0	2	12.6	50
Tennessee	21.9	42	9.9	14	13.9	9	4.9	40	7.2	28
Texas	22.8	46	25.2	40	25.5	38	4.2	35	4.7	11
Utah	12.1	9	28.4	45	24.0	32	2.8	17	1.4	2
Vermont	12.4	10	-4.5	1	-6.5	1	3.1	23	6.8	24
Virginia	12.5	11	12.7	19	19.4	21	3.5	30	7.7	37
Washington	13.5	17	26.8	43	26.1	39	2.0	7	3.7	7
West Virginia	25.1	49	1.5	3	7.2	2	4.5	37	5.6	16
Wisconsin	13.1	14	17.9	33	27.2	41	3.1	21	8.3	41
Wyoming	13.4	16	14.7	25	17.2	17	1.4	4	4.8	12
United States	17.0		19.2		22.0		3.8		6.6	
Contiguous States	17.3		12.5		17.4		3.4		6.8	

Appendix A

Data and Index Scores – Meeting the Challenge

State (2006)	Enrollment in State-Administered ABE Programs per 1,000 Adults Age 18-64 with Less than a HS Diploma 2005		Enrollment in ESL per 1,000 Adults Age 18-64 with Little or No English Proficiency 2006		College-Going Rates of Students Directly Out of High School 2004		Participation of Adults 25-49 as a % of Adults 25-49 with Only a HS Diploma 2005		High School Graduation Rates 2005	
	Value	Rank	Value	Rank	Value	Rank	Value	Rank	Value	Rank
Alabama	42.2	49	45.7	48	60.5	15	12.0	31	61.4	43
Alaska	95.4	17	100.5	33	44.9	46	14.7	15	58.9	46
Arizona	47.1	46	44.2	50	47.7	42	40.1	1	81.6	8
Arkansas	141.1	7	153.6	11	55.8	27	10.9	36	74.2	22
California	142.7	6	143.3	14	43.7	47	23.2	3	71.1	31
Colorado	44.9	47	63.2	44	57.8	24	19.8	5	71.0	32
Connecticut	152.9	5	159.5	9	61.0	14	9.6	43	76.2	18
Delaware	92.1	18	109.5	26	54.4	33	10.5	41	65.4	38
Florida	240.8	1	149.8	12	53.5	34	13.7	23	53.6	48
Georgia	105.9	14	130.4	17	64.0	7	10.9	35	55.0	47
Hawaii	120.0	11	88.6	37	51.5	40	12.9	27	67.4	36
Idaho	69.0	35	84.2	39	47.3	44	14.7	16	79.1	11
Illinois	121.5	10	145.8	13	55.2	30	18.6	6	74.4	21
Indiana	86.6	20	113.4	25	62.0	10	11.1	34	70.2	34
Iowa	74.9	30	138.0	15	61.5	11	16.9	9	84.3	5
Kansas	55.4	42	83.3	40	61.2	13	15.0	13	78.6	13
Kentucky	70.0	34	117.5	22	57.3	26	12.2	29	71.3	30
Louisiana	63.2	38	63.3	43	54.5	32	7.5	50	63.0	41
Maine	112.6	12	305.8	2	49.6	41	9.7	42	78.3	14
Maryland	71.1	32	89.5	35	58.7	21	14.8	14	73.9	24
Massachusetts	53.7	43	59.3	46	63.4	8	10.7	38	74.2	23
Michigan	52.1	44	107.5	29	58.8	20	14.5	17	69.7	35
Minnesota	189.9	3	411.3	1	65.3	5	15.1	12	84.5	4
Mississippi	78.2	27	46.2	47	59.7	16	10.6	39	61.1	44
Missouri	82.2	22	174.0	7	52.8	38	13.1	25	77.0	17
Montana	70.2	33	108.3	28	57.8	23	11.1	33	79.0	12
Nebraska	102.2	15	123.4	19	59.6	17	16.1	11	83.6	6
Nevada	38.0	50	61.8	45	55.1	31	13.2	24	49.1	50
New Hampshire	79.3	25	190.3	5	55.4	29	8.5	48	78.0	15
New Jersey	68.6	36	73.0	42	62.7	9	10.5	40	87.6	1
New Mexico	124.1	9	116.0	23	61.3	12	22.0	4	60.2	45
New York	98.3	16	102.4	32	67.9	2	11.4	32	62.4	42
North Carolina	133.2	8	156.1	10	64.3	6	13.9	22	65.7	37
North Dakota	77.6	29	196.1	4	67.6	3	17.0	8	84.8	3
Ohio	62.4	39	118.8	21	52.8	37	10.7	37	74.9	20
Oklahoma	67.2	37	87.9	38	52.9	36	14.5	18	73.9	25
Oregon	78.1	28	99.1	34	45.5	45	16.7	10	72.3	29
Pennsylvania	71.5	31	108.7	27	58.9	18	7.6	49	78.0	16
Rhode Island	79.0	26	82.8	41	55.6	28	12.0	30	73.0	28
South Carolina	161.6	4	131.0	16	66.9	4	9.6	44	52.0	49
South Dakota	81.7	24	119.8	20	68.8	1	14.0	20	80.8	10
Tennessee	84.7	21	114.9	24	47.5	43	9.1	45	64.5	40
Texas	43.7	48	45.0	49	51.9	39	14.4	19	65.3	39
Utah	191.3	2	176.3	6	42.6	50	24.1	2	86.4	2
Vermont	61.2	40	241.0	3	43.4	48	9.0	46	83.2	7
Virginia	50.8	45	89.0	36	57.6	25	13.0	26	73.2	27
Washington	111.9	13	163.0	8	43.4	49	17.7	7	70.5	33
West Virginia	57.6	41	105.4	30	53.3	35	8.6	47	73.4	26
Wisconsin	82.1	23	104.8	31	58.5	22	12.8	28	81.3	9
Wyoming	89.1	19	127.5	18	58.9	19	14.0	21	75.5	19
United States	101.7		113.8		55.5		14.3		68.8	
Contiguous States	76.5		122.4		56.0		14.0		72.6	

Appendix A

State	GEDs Awarded 2005 per 1,000 Adults:				First-Year Retention Rates at:				Undergraduate Credentials and Degrees Awarded per 1,000 Adults 25-64 with Only a HS Diploma 2006	
	Age 18-24 with Less than a HS Diploma		Age 25-44 with Less than a HS Diploma		Public 2-Year Colleges 2005		Public 4-Year Colleges 2005		Value	Rank
	Value	Rank	Value	Rank	Value	Rank	Value	Rank		
Alabama	39.6	40	6.9	45	51.2	18	74.3	29	95.9	39
Alaska	63.4	7	19.1	2	40.5	49	63.9	48	62.0	49
Arizona	38.0	42	11.3	23	46.2	40	76.7	21	169.6	8
Arkansas	55.0	19	13.0	14	49.2	29	66.9	44	85.3	44
California	20.4	49	3.9	50	53.4	11	85.4	1	138.1	15
Colorado	53.8	21	12.5	19	43.9	46	73.2	33	163.3	10
Connecticut	41.9	39	8.9	37	50.6	20	82.6	8	109.3	31
Delaware	19.4	50	4.3	49	49.3	28	84.7	3	113.1	26
Florida	51.6	24	8.5	38	56.6	7	82.8	7	131.7	17
Georgia	54.9	20	10.6	28	50.5	23	76.3	23	100.8	37
Hawaii	61.4	8	9.0	36	50.6	19	70.6	36	90.2	42
Idaho	51.4	25	13.2	12	45.4	45	61.6	49	110.2	28
Illinois	42.7	37	9.1	35	52.5	12	80.8	9	150.7	11
Indiana	46.6	33	11.4	21	48.7	35	70.2	38	105.5	35
Iowa	46.7	32	14.8	9	48.0	36	84.0	5	195.4	4
Kansas	53.2	22	10.9	26	49.9	27	75.3	25	183.5	5
Kentucky	57.5	11	12.7	17	47.3	38	71.7	34	109.6	30
Louisiana	34.7	44	8.0	39	46.6	39	65.6	46	78.8	48
Maine	87.8	1	16.0	6	54.3	10	69.4	40	80.0	47
Maryland	33.0	46	7.0	44	51.9	14	80.4	11	110.1	29
Massachusetts	50.7	28	7.5	40	50.6	21	78.0	20	146.2	13
Michigan	42.7	38	7.5	41	50.6	22	79.7	15	117.2	24
Minnesota	49.9	29	13.0	15	48.9	32	76.5	22	175.0	7
Mississippi	44.7	34	9.4	32	55.6	9	75.2	26	94.8	40
Missouri	43.2	36	11.2	24	50.4	24	73.3	32	117.7	22
Montana	77.4	2	17.3	3	51.5	15	67.1	43	108.3	32
Nebraska	50.7	27	11.3	22	48.8	33	78.6	18	175.9	6
Nevada	33.8	45	6.9	46	45.5	44	70.6	37	55.3	50
New Hampshire	55.1	17	10.8	27	46.0	42	80.2	12	122.8	20
New Jersey	32.9	47	9.1	34	56.7	6	84.3	4	90.8	41
New Mexico	52.1	23	10.0	30	46.1	41	69.0	42	106.5	34
New York	57.8	10	9.1	33	59.3	3	79.7	16	132.5	16
North Carolina	38.2	41	9.6	31	48.8	34	80.5	10	107.2	33
North Dakota	77.1	3	16.8	4	45.5	43	74.4	28	216.9	1
Ohio	44.4	35	13.4	11	48.9	31	73.8	30	100.0	38
Oklahoma	47.2	31	15.3	8	43.3	47	64.7	47	121.7	21
Oregon	55.4	15	12.3	20	42.6	48	74.7	27	117.4	23
Pennsylvania	50.8	26	10.0	29	49.2	30	79.8	14	117.0	25
Rhode Island	56.1	13	7.0	43	51.9	13	78.4	19	199.9	3
South Carolina	35.7	43	6.8	47	50.1	26	75.9	24	90.1	43
South Dakota	55.3	16	15.7	7	74.1	1	65.9	45	141.1	14
Tennessee	58.9	9	12.6	18	51.5	16	70.8	35	82.3	45
Texas	32.3	48	6.8	48	47.9	37	69.3	41	102.2	36
Utah	72.3	5	13.5	10	60.4	2	59.0	50	208.4	2
Vermont	55.1	18	7.4	42	37.6	50	78.9	17	125.2	19
Virginia	56.4	12	12.9	16	51.2	17	83.9	6	110.3	27
Washington	47.7	30	13.0	13	55.6	8	85.4	2	147.5	12
West Virginia	68.5	6	11.0	25	50.4	25	69.9	39	80.6	46
Wisconsin	55.8	14	16.5	5	59.0	4	80.1	13	127.6	18
Wyoming	75.8	4	21.6	1	57.1	5	73.6	31	168.5	9
United States	43.1		8.7		51.5		76.2		120.9	
Contiguous States	46.8		10.7		49.8		76.5		119.4	

Appendix A

Data and Index Scores – The Benefits

State	Difference in Median Earnings Between:						Increase in Workforce Participation from:			
	Less than HS and a HS Diploma		HS Diploma and Associate Degree		HS Diploma and Bachelor's Degree		No High School Diploma to a HS Diploma		HS Diploma to a College Degree	
	Value	Rank	Value	Rank	Value	Rank	Value	Rank	Value	Rank
Alabama	5,307	36	10,018	14	20,167	14	17.6	10	11.7	5
Alaska	5,687	35	13,712	2	20,849	12	10.7	40	6.0	46
Arizona	6,240	27	10,743	10	21,329	8	9.0	44	9.6	18
Arkansas	4,866	45	8,385	30	17,275	28	14.0	30	10.4	12
California	8,300	10	14,860	1	27,597	1	8.2	45	8.7	25
Colorado	8,226	12	8,439	29	18,310	20	12.6	37	6.9	40
Connecticut	8,492	6	10,614	11	23,352	5	13.2	34	6.6	43
Delaware	8,261	11	11,240	7	18,349	19	17.5	13	8.5	30
Florida	5,974	34	10,074	13	17,184	30	11.6	38	7.7	33
Georgia	6,222	28	10,614	12	22,216	6	14.2	27	10.5	11
Hawaii	3,858	50	8,916	23	16,252	35	13.3	32	9.1	20
Idaho	4,776	46	9,104	21	18,044	23	14.3	25	6.0	47
Illinois	8,492	7	8,067	36	21,063	11	14.7	23	8.5	28
Indiana	7,754	14	8,067	35	16,622	34	15.8	20	8.7	24
Iowa	6,149	31	6,164	48	12,188	47	13.5	31	8.5	31
Kansas	5,095	40	7,430	40	17,514	25	12.9	35	8.8	22
Kentucky	6,094	33	9,141	20	16,050	37	24.8	2	14.5	2
Louisiana	6,286	25	7,110	41	15,235	40	18.8	8	10.7	10
Maine	6,194	30	8,125	34	13,336	44	12.6	36	11.2	7
Maryland	6,451	21	12,737	3	21,229	9	16.5	17	6.2	45
Massachusetts	8,574	5	8,492	28	19,106	16	17.5	11	6.5	44
Michigan	8,391	9	10,907	9	21,229	10	16.6	15	11.3	6
Minnesota	8,180	13	8,125	32	18,356	18	14.2	28	7.6	36
Mississippi	4,255	49	6,784	44	15,235	41	18.6	9	13.7	3
Missouri	6,297	24	9,141	19	17,266	29	17.4	14	10.3	13
Montana	9,141	4	4,063	50	12,188	48	20.0	6	9.0	21
Nebraska	5,179	39	5,436	49	16,050	38	6.8	48	8.1	32
Nevada	6,399	22	11,071	8	17,678	24	4.7	50	7.0	39
New Hampshire	5,307	37	8,784	24	16,983	33	16.0	19	5.8	48
New Jersey	10,166	2	12,188	6	23,361	3	14.1	29	6.6	41
New Mexico	8,455	8	9,590	16	18,081	21	10.2	42	11.8	4
New York	9,241	3	8,125	31	20,314	13	16.2	18	10.2	14
North Carolina	6,286	26	9,636	15	17,470	26	15.0	22	8.7	23
North Dakota	4,458	48	6,369	46	11,090	49	9.2	43	6.6	42
Ohio	7,430	16	8,492	27	19,106	15	21.3	4	9.9	15
Oklahoma	6,399	23	8,125	33	15,032	42	14.6	24	11.0	8
Oregon	7,177	18	9,275	18	18,892	17	7.5	47	7.7	35
Pennsylvania	6,951	20	7,855	38	17,408	27	19.6	7	9.9	17
Rhode Island	7,569	15	6,369	47	18,044	22	13.3	33	9.9	16
South Carolina	5,078	42	8,735	25	17,066	31	17.5	12	8.7	26
South Dakota	5,078	43	6,451	45	10,379	50	14.2	26	8.5	29
Tennessee	5,225	38	8,574	26	17,066	32	20.8	5	10.7	9
Texas	6,131	32	12,737	4	23,352	4	10.5	41	9.4	19
Utah	6,222	29	7,961	37	16,122	36	7.8	46	1.6	50
Vermont	5,095	41	9,553	17	14,329	43	31.4	1	4.0	49
Virginia	4,670	47	12,737	5	24,413	2	15.4	21	7.1	38
Washington	10,766	1	9,006	22	21,743	7	10.7	39	7.4	37
West Virginia	5,078	44	7,110	42	12,820	46	23.7	3	17.0	1
Wisconsin	7,119	19	7,742	39	15,235	39	16.6	16	7.7	34
Wyoming	7,256	17	6,861	43	13,204	45	5.8	49	8.6	27
United States	7,211		10,055		21,228		14.1		9.1	
Contiguous States	7,602		9,152		19,362		19.3		11.1	

Appendix A

State	Personal Income per Capita 2006		Participation of Adults Age 25-64 in the Workforce 2005		Projected Change in Occupations Requiring Some PS Training or College Degree 2002-12		Employment 2006 in Mgmt. and Professional Occupations		Percent of Adults Age 25-64 with an Associate Degree or Higher 2006	
	Value	Rank	Value	Rank	Value	Rank	Value	Rank	Value	Rank
Alabama	30,841	42	71.9	48	18.4	29	30.8	40	30.5	43
Alaska	38,622	14	78.4	25	14.5	43	35.0	13	35.2	32
Arizona	31,949	38	75.3	40	27.1	6	32.6	29	34.8	33
Arkansas	28,444	48	73.7	45	21.7	18	28.6	47	26.1	49
California	39,358	10	76.4	37	23.4	13	34.7	15	38.2	21
Colorado	39,587	8	80.2	14	31.3	3	37.0	7	44.1	5
Connecticut	50,787	1	80.8	13	13.3	45	38.6	4	44.6	2
Delaware	38,984	12	78.2	26	18.4	28	35.2	12	37.0	26
Florida	36,665	20	76.3	38	26.4	7	31.5	37	36.7	28
Georgia	32,025	37	76.7	35	25.0	8	33.2	24	35.3	31
Hawaii	36,826	18	78.7	22	20.2	20	33.1	25	43.3	9
Idaho	29,948	43	77.5	31	28.5	4	31.3	38	34.1	35
Illinois	38,297	15	79.0	19	14.7	42	34.5	17	39.7	16
Indiana	32,226	36	79.3	17	16.6	36	29.9	45	31.8	41
Iowa	33,017	30	83.2	4	17.6	33	32.6	28	37.8	22
Kansas	34,744	22	81.6	9	12.3	48	34.4	18	38.9	18
Kentucky	29,719	46	72.3	47	23.2	15	30.9	39	29.3	45
Louisiana	31,369	40	72.5	46	15.4	40	29.6	46	26.7	48
Maine	31,931	39	78.5	24	16.7	35	32.7	27	37.1	25
Maryland	43,774	5	81.2	10	23.4	14	42.6	1	44.5	3
Massachusetts	46,255	3	81.1	11	NA		41.2	2	49.2	1
Michigan	33,784	26	76.0	39	15.0	41	32.6	30	35.3	30
Minnesota	38,751	13	83.6	3	20.2	21	36.5	10	44.1	6
Mississippi	26,908	50	71.4	49	22.0	17	28.1	49	28.4	47
Missouri	32,793	31	78.0	28	17.7	31	31.9	35	33.8	37
Montana	30,886	41	78.8	21	22.7	16	33.3	23	38.6	19
Nebraska	34,383	25	84.3	2	15.6	39	34.2	19	40.4	15
Nevada	39,015	11	78.8	20	46.3	1	26.5	50	29.0	46
New Hampshire	39,655	7	83.0	5	24.6	9	35.6	11	44.3	4
New Jersey	46,328	2	79.8	15	18.4	30	38.0	5	43.6	8
New Mexico	29,725	45	75.0	42	23.7	10	34.1	20	34.3	34
New York	43,962	4	76.9	33	13.9	44	36.7	9	42.9	10
North Carolina	32,338	34	76.8	34	23.7	11	32.6	31	35.6	29
North Dakota	33,034	29	84.9	1	13.2	46	34.0	22	42.8	11
Ohio	33,217	28	78.1	27	16.1	37	32.1	34	33.4	38
Oklahoma	32,398	33	74.6	44	18.6	26	30.7	41	31.0	42
Oregon	33,252	27	77.7	29	16.0	38	33.0	26	37.8	23
Pennsylvania	36,689	19	77.5	32	12.7	47	34.0	21	36.9	27
Rhode Island	37,261	17	79.4	16	18.4	27	34.5	16	40.6	14
South Carolina	29,688	47	75.2	41	17.5	34	30.4	43	32.7	39
South Dakota	32,405	32	83.0	6	19.3	24	34.9	14	38.5	20
Tennessee	32,305	35	74.8	43	20.3	19	30.6	42	29.9	44
Texas	35,058	21	76.5	36	23.7	12	32.3	33	32.7	40
Utah	29,769	44	78.6	23	36.0	2	32.4	32	39.5	17
Vermont	34,623	23	82.1	8	19.0	25	37.4	6	44.0	7
Virginia	39,564	9	79.3	18	27.2	5	39.8	3	42.6	12
Washington	38,067	16	77.6	30	19.9	22	36.7	8	42.3	13
West Virginia	28,067	49	68.6	50	11.0	49	28.3	48	25.0	50
Wisconsin	34,476	24	82.5	7	19.6	23	31.8	36	37.7	24
Wyoming	40,569	6	80.9	12	17.6	32	30.1	44	34.0	36
United States	36,629		77.5		21.4		34.0		37.2	
Contiguous States	33,754		76.4		17.3		32.5		34.4	

Appendix A

Data and Index Scores (continued)

The Challenge

Adult Population in Need (2006)

	Index Scores			Values				
	IN	Contiguous States	U.S.	Top 5 States	IN	U.S.	Contiguous States	Bottom 5 States
Age 18-24 with Less than a HS Diploma	29.0	48.9	42.8	11.20	19.60	17.97	17.25	23.04
Age 25-64 with Less than a HS Diploma	52.1	52.3	41.1	6.74	12.08	13.30	12.05	17.88
Age 25-64 with Only a HS Diploma but No College	17.0	40.2	62.9	23.98	35.59	29.17	32.33	37.96
Age 25-64 with Some College but No Degree	58.2	52.2	60.8	16.25	20.56	20.30	21.19	26.58
Age 18-64 Speaking English Poorly or Not at All	83.6	78.0	45.4	0.40	1.94	5.55	2.48	9.84
Adults with HS Diploma or Less in Families Not Earning a Living Wage	55.0	49.3	51.3	10.31	16.48	16.98	17.26	24.01
AVERAGE	49.1	53.5	50.7					

Race and Gender Gaps (2006)

(Top Performance is No Gap as Opposed to the Top States)

Difference in:

HS Attainment bet. Whites & Minorities	58.7	65.4	43.1	2.18	14.51	19.16	12.51	32.03
College Attainment Between Whites & Minorities	64.6	55.9	37.5	6.25	15.16	21.99	17.36	31.43
HS Attainment Between Females & Males	64.0	51.2	45.4	0.61	2.69	3.76	3.43	6.39
College Attainment Between Females & Males	71.4	45.0	47.7	1.66	4.34	6.56	6.81	11.03
AVERAGE	64.7	54.4	43.4					

Meeting the Challenge

Participation

	Index Scores			Values				
	IN	Contiguous States	U.S.	Top 5 States	IN	U.S.	Contiguous States	Bottom 5 States
Enrollment in State-Administered ABE Programs per 1,000 Adults 18-64 with Less than a HS Diploma 2005	30.1	23.1	40.6	187.31	86.56	101.70	76.52	43.19
Enrollment in ESL per 1,000 Adults 18-64 with Little or No English Proficiency 2006	29.6	33.6	29.8	268.89	113.41	113.80	122.37	48.07
College-Going Rates of Students Directly Out of High School 2004	77.6	52.4	50.3	67.31	61.99	55.52	56.03	43.59
Participation of Adults Age 25-49 as a Percent of Adults Age 25-49 with Only a HS Diploma 2005	16.3	32.7	34.4	25.86	11.11	14.31	14.00	8.24
AVERAGE	38.4	35.5	38.8					

Completion

High School Graduation Rates 2005	51.8	59.3	47.4	85.52	70.20	68.80	72.58	53.72
GEDs Awarded per 1,000 Adults 18-24 with Less than a High School Diploma 2005	37.7	38.1	30.7	78.08	46.62	43.10	46.85	27.59
GEDs Awarded per 1,000 Adults 25-44 with Less than a High School Diploma 2005	45.0	39.4	23.6	18.26	11.37	8.69	10.66	5.73
First-Yr Retention Rates/Public 2-Yr Colleges 2005	34.9	40.4	48.6	61.98	48.70	51.50	49.83	41.58
First-Yr Retention Rates/Public 4-Yr Colleges 2005	33.2	62.1	60.7	84.76	70.20	76.20	76.50	62.96
Undergraduate Credentials and Degrees Awarded/1,000 Adults 25-64 with Only a HS Diploma 2006	26.4	37.1	38.2	200.84	105.53	120.88	119.36	71.36
AVERAGE	38.2	46.1	41.6					

The Benefits

Individual

Difference in Median Earnings (2006) Between:

	Index Scores			Values				
	IN	Contiguous States	U.S.	Top 5 States	IN	U.S.	Contiguous States	Bottom 5 States
Less than High School & a HS Diploma	64.8	61.8	54.3	9,578	7,754	7,211	7,602	4,404
HS Diploma and an Associate Degree	31.1	45.2	57.0	13,357	8,067	10,055	9,152	5,680
HS Diploma and a Bachelor's Degree	38.6	60.2	74.9	24,415	16,622	21,228	19,362	11,733
Increase in Workforce Participation from:								
No HS Diploma to a HS Diploma 2006	51.9	71.7	42.2	24.42	15.79	14.06	19.34	6.51
HS Diploma to a College Degree (Associate and Bachelor's) 2007	44.6	70.4	48.5	13.74	8.72	9.07	11.06	4.69
AVERAGE	46.2	61.8	55.4					

State

Personal Income per Capita 2006	20.7	29.4	45.7	46,221	32,226	36,629	33,754	28,565
Participation of Adults 25-64 in the Workforce 2005	63.9	40.5	49.3	83.78	79.29	77.47	76.37	71.33
Projected Change in Occupations Requiring Some PS Training or College Degree, 2002-12	19.3	22.2	41.6	33.87	16.63	21.40	17.25	12.52
Employment in Management and Professional Occupations 2006	14.0	36.4	48.6	40.04	29.88	33.96	32.52	28.22
Percent of Adults 25-64 with an Associate Degree or Higher 2006	25.8	40.4	55.7	45.33	31.77	37.22	34.43	27.05
AVERAGE	28.8	33.8	48.2					

Appendix B

Data Sources

Adult Population in Need

Adults with Less than a High School Diploma, High School Diploma, and Some College

U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census. Data are provided for populations age 18-24 and 25-64.

Adults Age 18-64 Who Speak English Poorly or Not at All

U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census.

Adults with a High School Diploma or Less in Families Not Earning a Living Wage

U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census. Residents age 18-64 living in families with total income less than 200 percent of poverty.

Race and Gender Gaps

Race/Ethnic Gaps in High School and College Attainment between Whites and Minorities

U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census. Minorities include Hispanic/Latino, African-American, and Native American.

Gaps in High School and College Attainment between Females and Males

U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census.

Participation

Enrollment in State-Administered ABE Programs per 1,000 Adults Age 18-64 with Less than a High School Diploma

U.S. Department of Education and U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census.

Enrollment in ESL per 1,000 Adults Age 18-64 with Little or No English Proficiency

U.S. Department of Education and U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census.

College-Going Rates of Students Directly Out of High School

National Center for Education Statistics, Common Core Data and IPEDS Residency and Migration Survey.

Participation of Adults Age 25-49 as a Percent of Population Age 25-49 with Only a High School Diploma

National Center for Education Statistics (IPEDS Fall Enrollment Survey) and the U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census.

Completion

High School Graduation Rates

National Center for Education Statistics, Common Core Data. High school graduates as a percent of 9th graders four years earlier.

GEDs Awarded as a Percent of Adults with Less than a High School Diploma

GED Testing Service and U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census. Data are provided for populations age 18-24 and age 25-49.

First-Year Retention Rates at Public Two-Year and Four-Year Colleges

National Center for Education Statistics, IPEDS Enrollment Survey. Percent of fall first-time full- and part-time freshmen returning the following fall semester.

Credentials and Degrees Awarded per 1,000 Adults 25-44 with Only a High School Diploma

National Center for Education Statistics (IPEDS Completions Survey) and U.S. Census Bureau (2006 American Community Survey and 2000 Decennial Census).

Individual Benefits

Increase in Earnings from Less than High School to High School Completion

U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census.

Increase in Earnings from High School Completion to an Associate Degree

U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census.

Increase in Earnings from High School Completion to a Bachelor's Degree

U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census.

Increased Participation in the Workforce as a Result of Increased Education Levels (Less than a High School Diploma to a High School Diploma)

U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census.

Increased Participation in the Workforce as a Result of Increased Education Levels (High School Diploma to a College Degree—Associate and Bachelor's)

U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census.

State Benefits

Personal Income per Capita

U.S. Bureau of Economic Analysis. Indiana's 2000 personal income was adjusted to 2006 dollars using the CPI.

Percent of Civilian Population Participating in the Workforce

U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census.

Projected Change in Occupations Requiring Some Postsecondary Training or an Associate Degree, 2002-12

America's Career Info Network—data provided by state departments of labor.

Percentage of Employment in Management and Professional Occupations

U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census.

Adults Age 25-64 with an Associate Degree or Higher

U.S. Census Bureau, 2006 American Community Survey and 2000 Decennial Census.



The Indiana Chamber of Commerce Foundation, Inc. is a 501(c)3 organization. Its mission is to provide timely and thoughtful research and solutions to enhance Indiana's economic future and quality of life. For more information about the Indiana Chamber Foundation, contact Mark Lawrance at mlawrance@indianachamber.com or (317) 264-6893.

Foundation Chairman: James S. Cunning
Indiana Chamber President: Kevin Brinegar

Directors:

David C. Frick
 Robert L. Koch II
 Christopher P. LaMothe
 Lee Marchant
 Maclyn T. Parker
 Marilyn Moran-Townsend
 Jerry Semler
 Jean Wojtowicz



Ready Indiana, an initiative of the Indiana Chamber Foundation, was created to provide Indiana's employers with information and resources to assist with improving their employee's skills. Through a vast web site explaining state resources and training information, a toll-free concierge service and face-to-face workshops, employers can get answers to their questions regarding:

- Available programs and grants
- Training providers
- Information on how training relates to improved employee retention and productivity

Visit www.readyindiana.org or call Kris Deckard, Ready Indiana concierge, at (866) 444-1082.

