Individuals and families often connect with Goodwill in more than one way. In fact, last year, that’s exactly what **1,420** people did.

- Nurse-Family Partnership participants enrolled at The Excel Center to complete a high school diploma.
- Retail employees increased income, education and employment opportunities with the guidance of Goodwill staff advisers.
- Graduates found higher-wage job opportunities through Goodwill’s employment placement services.

These are just a few examples of the ways people are making multiple connections to Goodwill while working toward improving their economic self-sufficiency.

As needs change over time, individuals and families are able to choose the combination of Goodwill services that suits them best.
I’ve now written messages for 41 annual reports. This last one will be the most reflective. In nearly all of the others, common themes have included financial performance, new developments and mission-related metrics. Of course, the specifics have varied enormously. When viewed over so many years, we can also see how we have, occasionally, come full circle. It reminds me of how fashions repeat. The old becomes new again—usually with some slight modifications.

At Goodwill, donation bins are an example. When I arrived in Indiana in 1973, we had about 250 yellow bins on parking lots all over central Indiana. In subsequent years, we came up with better ways to collect donations. When we finally pulled the last bin in the late 1980s, I was ecstatic. Well, they’re back. And they’re multiplying at a rapid rate. To help meet the competition, we now have some bins too, although they’re of a far better design.

Much more significantly, our approach to helping people improve their lives is coming full circle. In this case, we’re going back to the approach Goodwill used before I was born. During the past few years, we have worked with people and families much more holistically. These developments have been a response to increased awareness of how many social problems have become worse over the past 40 years, despite enormous increases in public spending and a huge proliferation of not-for-profit organizations.

The silo structure of the public sector and the fragmented nature of the not-for-profit sector are part of the problem, and for several years we’ve been working on ways to help overcome the structural limitations of those sectors. I’m pleased that our approaches are beginning to attract some national attention, and I hope that Goodwill in central Indiana will serve as a good example of what might be possible on a larger scale.

Our approach really isn’t new. It’s similar to the one taken by Goodwills in Boston, Indianapolis and other cities during the early decades of the 20th Century. Using current terminology, their approach was holistic, and they often worked with entire families. Beginning around the early 1940s, Goodwills and organizations across all sectors started becoming increasingly specialized. We got better and better at smaller and smaller pieces, and we didn’t connect the pieces well.

Today, we have much more knowledge than before, technologies are more advanced than we even imagined two or three decades ago, and many of the “pieces” are very good. Our challenge as a society is to find focused ways to connect and leverage the resources and capabilities of the good pieces to help kids develop, strengthen families and make much better use of existing resources. When we’re able to do that with enough scale, I’m confident we will begin to see a reduction in generational poverty and many of the social problems associated with it.

In this report, you will see examples of how Goodwill in central Indiana is working with individuals and families to help link education, employment, health and other services to improve lives and strengthen communities. You will also see how you help make so much of what we do possible by donating goods, shopping in our stores, contracting with Goodwill for services, hiring our graduates and making financial contributions to the Goodwill Foundation.

Thank you for your interest in and support of our work during my years with Goodwill and for the support I know you will continue to give the organization in the years ahead.
Raymond came to The Excel Center in Anderson in 2012 at age 56, having dropped out of high school decades earlier to work and support his family. Over the years, he struggled with addiction, unemployment and homelessness. At an age when many are looking ahead toward retirement, Raymond—sober, but still jobless and homeless—resolved to earn his high school diploma.

He started with zero credits and never missed a day of school, despite relying on public transportation or having to walk. Graduating in 2014, Raymond has found steady work at Goodwill’s store in Anderson.

THE EXCEL CENTER

The Excel Center is Goodwill’s high school for adults. In nine central Indiana locations—five in Indianapolis and one each in Anderson, Kokomo, Lafayette and Richmond—The Excel Center is meeting the unique needs of adult students, many of whom are balancing work and families (more than half of students have children under 18) with the desire to improve their career prospects or begin a post-secondary program.

In 2014, total enrollment reached nearly 3,000 students

76% of last year’s graduates enrolled in a post-secondary program

245 graduates earned an industry certification while enrolled, enhancing their employability

501 students graduated in 2014

more than 1,000 have graduated since the first location opened in 2010
Raymond had a lot of obstacles to overcome. That’s what makes him a standout. He had so much up against him, but he saw the value in earning his diploma. He’s been able to get a job, remain stable and can carry on when things come up that could be potential setbacks.”

—Leanne Torres, Life Coach, The Excel Center Anderson

Once I started going to The Excel Center, I realized how much I missed out.

WHEN I GOT MY DIPLOMA, IT MADE ME FEEL GREAT.

I just keep chugging along and doing what I’m doing. I don’t want to go back to the way it was before.

—Raymond Waymire

295 graduates were placed into employment at an average hourly wage of $9.46

75% of The Excel Center’s students are between the ages of 18–34

The Excel Center’s onsite drop-in child care centers served more than 1,300 children, mostly under age 5
Indianapolis Metropolitan High School

At Indianapolis Metropolitan High School, on the city’s near west side, students in grades 9-12 are preparing for next steps in post-secondary education and careers. Operated by Goodwill Education Initiatives, Indianapolis Met offers more than high school diplomas. Dual-credit college courses are available, as are industry-recognized certifications, hands-on internships and opportunities for post-graduation job placement.

“When Diamond began in my chemistry class, she was unsure of herself. As she realized she understood the work and was doing well, she became a star student. Diamond set herself on a path, and I feel lucky I was one of her guides.”

—Eric Sprague, Instructor, Indianapolis Met

Indianapolis Metropolitan High School

71 students graduated in 2014
A quiet leader and one of Indianapolis Met’s top seniors, Diamond demonstrates to her peers what it takes to be successful. She’s a hard worker who overcame challenges from the start, earning A’s and B’s as a freshman despite being homeless that year. Now, she’s graduating and has been accepted to Ball State University, where she plans to study in the pre-pharmacy program—an interest sparked by her coursework and a pharmacy technician certification offered by Indianapolis Met. When Diamond finishes college, she will be the first person in her family to have done so.

The Met changed my life because it’s not like a normal school. It’s like another parent.

THERE IS A BOND BETWEEN
THE STAFF AND STUDENTS.

They actually say, ‘What do you want to be, and how can we help you get there?’

—Diamond Buie
I never thought I would work with Goodwill for this long. But, it went by fast.

WORKING HERE THIS LONG HAS BEEN QUITE AN ACCOMPLISHMENT, AND I'M PROUD OF IT.

—Nancy Gregory
Two-thirds of Goodwill’s 3,000+ employees face an employment barrier, such as a disability, limited education or criminal background. In the Commercial Services division, employees with barriers make up 80% of the workforce. The division has commercial contracts for packaging, assembly and other services at its 90,000-square-foot production facility. Employees also provide cleaning and janitorial services at federal government facilities in Indianapolis.

Last year, 2,019 Goodwill employees had one or more barriers, including:

- 1,188 individuals with a disability
- 1,039 without a high school diploma
- 386 with a criminal background

555 people in total found employment after connecting with one or more Goodwill services, at an average hourly wage of $9.62

“Nancy is a role model for her co-workers. She shows that if you would like to make Goodwill a career, you can do it. New employees, especially, look up to her and say, ‘Wow, I can work here for a long time if I put my mind to it, have a positive attitude and take pride in my work.’”

—Breeanna Bongayan, Employee Development and Training Supervisor
I felt like I was going to be so nervous to have a child, not knowing how to handle everything.

CORA TAUGHT ME TO BELIEVE IN MYSELF – TO REMEMBER HOW STRONG I AM.

Nurse-Family Partnership is such a great program. It helps parents become more knowledgeable about children and how they learn.

—Michelle White
Michelle enrolled in Nurse-Family Partnership (NFP) in 2012 at age 19. She was living at home with her mother when she first met her nurse, Cora Daniel. Since becoming pregnant, Michelle has worked through the challenges of balancing health, education, housing, transportation and the desire to provide for her family. From the beginning, she has done what's best for her son, Bradyn. During home visits with Cora, Michelle set and achieved goals including a healthy pregnancy, stable employment and high-quality child care. Through it all, she worked and continued her education. Today, Bradyn is healthy, and he continues to hit developmental milestones.

NURSE-FAMILY PARTNERSHIP

NFP is an evidence-based, home-visitation program that matches registered nurses with first-time moms in low-income homes. Visits begin during pregnancy and continue until the child turns 2, with the focus changing from having a healthy pregnancy to reaching key developmental milestones. Goodwill continues its support after home visits conclude, helping families connect with high-quality early learning programs and other services (including Goodwill services for employment and education) that may be beneficial. A national program, NFP is widely recognized for its demonstrated, positive impact on families.

KEY INDICATIONS OF IMPROVED OUTCOMES:

On average, NFP mothers began their prenatal care at 9 ½ weeks

Of clients who reported smoking, 60% QUIT prior to giving birth

88% OF INFANTS were born at a healthy weight

92% OF BABIES were up-to-date with immunizations at 12 months

AT ONE YEAR POST ENROLLMENT:

24% of households had an increase in income and benefits

53% of clients with 12 or fewer years of education had an increase in educational attainment

Through 2014, NFP served more than 1,000 families with nearly 600 families actively enrolled last year.

“Michelle had barriers, but she is a motivated, optimistic young woman. She set goals when she enrolled, and she achieved all of them while raising her son and keeping him healthy, developing and growing well. She has applied what she’s learned so that she could improve her life and Bradyn’s life.”

—Cora Daniel, RN, Nurse-Home Visitor
Financials

Goodwill Industries of Central Indiana, Inc.
GW Commercial Services, Inc.
Goodwill Education Initiatives, Inc.
Goodwill Industries Foundation of Central Indiana, Inc.

ASSET DISTRIBUTION BY GOODWILL-RELATED ENTITY

- Goodwill Industries 61%
- Goodwill Foundation 28%
- Goodwill Education Initiatives 9%
- GW Commercial Services 2%

SOURCES OF REVENUE

- Retail Sales
  — New & Used Goods 62%
- Education Services 19%
- Commercial Services 11%
- Workforce Services 5%
- Community Support 2%
- Other 1%

PROGRAM EXPENSES

- Retail 58%
- Education Services 22%
- Commercial Services 13%
- Workforce Services 7%

2014 Summary Financial Statements

Balance Sheet
January 3, 2015

<table>
<thead>
<tr>
<th>Assets</th>
<th></th>
<th>Liabilities</th>
<th></th>
<th>Net Assets</th>
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<th>Total Liabilities and Net Assets</th>
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<td>Cash</td>
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<td>Accounts Payable &amp; Accrued Liabilities</td>
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<td>Bonds &amp; Notes Payable</td>
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<tr>
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<tr>
<td>Investments Held</td>
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<td>Total Liabilities</td>
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<td>Other Assets</td>
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