WHAT STEPS LEAD TO SUCCESS?

Early Learning in West Virginia
The Foundation commends the West Virginia Early Childhood Planning Task Force, the West Virginia Early Childhood Advisory Council, and more than 1,200 West Virginia citizens who participated in their work. For all published reports, updates and detailed background information on the ongoing work of the task force, visit www.wvecptf.org.
“By focusing our attention on meeting the educational needs of our youngest children, we can establish a strong foundation for academic success long before their first day of kindergarten. West Virginia’s pre-K system is a national leader and, through this review, we will continue this legacy by ensuring the health, development, and school-readiness of our kids” — Governor Earl Ray Tomblin, May 10, 2013

Research has established the truth of Governor Tomblin’s statement beyond any doubt. There is very broad agreement that the earliest years of a child’s life are critical to success in school and beyond.

The Early Childhood Planning Task Force created by the Governor studied what is being done to support brain development and good health from pre-birth to school age. Its experts concluded that there is very good work being done in West Virginia: the models in place are helping thousands of families. The current challenge is to take them to scale statewide.

The Task Force unanimously concluded that West Virginia should adequately fund existing programs, to make them available to all West Virginia children, and to best assure highest quality. The Task Force has prepared an estimate of costs to implement its recommendations. Undoubtedly, it will be a challenge for West Virginia to meet this expense, but the following points also seem undeniable:

• West Virginia can afford these costs if they are phased in over time, just as West Virginia built over the past decade its outstanding pre-K program.

• In West Virginia, the long-term economic benefit of high-quality early childhood programs is estimated at $5.20 for each dollar invested, resulting from preparing children to succeed in school and adult life, providing quality care so that parents can work, and supporting a major industry with a significant number of jobs.

• West Virginia has proven it can do big and important things for its young citizens. The adoption of the pre-K program is a shining example, but there are others — West Virginia has been a national leader in children’s health insurance (“CHIP”) and in providing access to higher education (PROMISE scholarships).

• There is no other option. The future of West Virginia depends on preparing its children to be adaptive, creative, and fully capable. They must thrive in a world where education increasingly will determine success, and in a work environment that will be changing continually during their lives, and that will require many of them to be entrepreneurial in order to succeed in life.

Please read page 34 of the following story, which describes promising funding options for meeting the costs of necessary expansions to the early child care system over time. They avoid raising income taxes, and propose revenues that can improve public health — such as a tobacco tax — as well as new public–private ventures. The Task Force found options for payment, but concluded that there is no option but to do West Virginia’s very best to ensure the future of its children.

William P. Getty, President
1. The youngest brains learn the fastest.

2. Few West Virginia children are at risk of developmental delays.

3. Illegal drug use by pregnant women is the greatest threat to infant health.

4. When learning problems are identified in kindergarten, children can catch up.

5. Poverty affects only a minority of West Virginia’s youngsters.

6. Toddlers are too young for school.

7. Investments in early childhood help West Virginia’s economy.

8. West Virginia isn’t prepared to create a statewide early childhood system.
1. **True.** Brain science tells us that synapses form more quickly in the first year. Beginning shortly after conception, our brains grow at an astounding rate in the first few years of life, when neurons form 700 new connections every second. These synapses form a person’s lifelong capacity to learn and adapt to change.

2. **False.** KIDS COUNT data shows that West Virginia children are developmentally challenged even before birth, with higher-than-national numbers for known risks such as drug exposure, low birth weight, and births to women under 20. Early stress, trauma, and abuse can further disrupt brain development.

   In fact, a majority of West Virginia children age six or younger—58 percent—are at risk of poor health, school problems, or developmental issues. Programs like Birth to Three, now serving ten percent of the state’s babies and toddlers annually, identify and help children with developmental delays. But some children fall through the cracks.

3. **False.** Exposure before birth to legal drugs, such as tobacco, alcohol, and even caffeine, is as harmful as illegal substances like heroin and methamphetamines.

4. **False.** Recent research shows that from infancy children’s brains need continuous stimulation to form neural pathways. Early evaluation and intervention can ensure that children receive services before they fall behind. Home visiting programs can help young parents learn their baby’s developmental benchmarks and gain confidence to nurture them. But those programs have reached only a small fraction of those eligible. New federal funding allows West Virginia to expand this proven approach.

5. **False.** Thirty-two percent of West Virginians under age six live in families below poverty levels. Medicaid covers more than half of all births in the state. Nearly half of all West Virginia families with children earn less than the self-sufficiency standard, generally computed at twice the federal poverty level. Only 1.3 percent of state families receive federal cash assistance, but many more work at low-paying jobs. That means that working parents who don’t qualify for child care subsidies may struggle even more.

6. **True.** But they are not too young to play—and attention and play with loving families and trained caregivers gives toddlers the social and emotional skills they need to get ready for school. Strong curricula in child care programs help children learn language and concepts, with long-term results: children who hear more words by age three, from conversation and reading aloud, are better readers in third grade and are more likely to graduate from high school. National studies show that children who attend quality preschool programs demonstrate better achievement in grade school.

7. **True.** Nobel Prize–winning economist James Heckman has calculated the positive return on investment in early learning programs. His studies have been applied to the West Virginia economy by Marshall University researchers, who estimate that each dollar of such investment yields a benefit of $5.20. That figure exceeds returns on other public economic development programs.

   While the investment primarily aids young children to become more productive workers and citizens, early childhood development programs have broader benefits. Early childhood learning programs free parents to work, growing regional income. Early care and education is also a major industry, creating jobs and income across the state.

8. **False.** Dedicated West Virginians have been working on this issue for over a decade, examining best practices and the infrastructure needed for an effective, data-driven early learning system. The West Virginia Early Childhood Planning Task Force created by Governor Earl Ray Tomblin in 2013 convened citizens throughout the state and has published comprehensive recommendations and funding solutions.

   West Virginia also has access to other expertise, and to funding sources, from philanthropies and the federal government. The state is poised to achieve the goal of raising healthy, happy children who are ready for school.
WHAT DOES QUALITY EARLY CHILDHOOD EDUCATION LOOK LIKE?
Brains grow at an astounding rate in the first few years of life, when neurons form 700 new connections every second.
Early Education Station provides a nutritious breakfast, lunch, and snack each day for about 200 children.
What steps lead to success?

Early Learning in West Virginia
Using toys as their tools, children work together to explore their environment.
Early Education Station in Point Pleasant takes its first name literally. At 6:30 a.m., the parking lot bustles, and children bounce into the crayon-colored classrooms. Each weekday, the early learning center is home to more than 200 children, from infants to sixth graders in the afterschool program. “Welcome to our school family,” proclaims the sign on the bright blue door.

The National Association for the Education of Young Children (NAEYC) annually recognizes centers that score among the very best in the country. NAEYC accreditation is a rare honor—especially in West Virginia, where only a handful of centers in the state have been able to achieve the designation. Early Education Station has surpassed it. In the center’s most recent ten-point evaluation, it received 100 percent on six measures, and exceeded 100 percent on the other four.

In the play spaces allocated by age group, carefully selected toys and materials spark imagination and play. Pre-kindergarteners careen around safety cones as they pedal tricycles outside, gaining confidence in their motor skills. Another class of four-year-olds talks about “wilderness,” adding the word of the day to their vocabulary, while a third group shares the task of caring for the class guinea pig. Three-year-olds work with large bright buttons, talking about their colors and shapes. One-year-olds are choosing from a pile of soft baby dolls that they’ll cuddle during circle time. A speech therapist arrives for a private session; a mobile dentistry van pulls up for scheduled exams. Children receive breakfast, lunch, and a snack each day. Video cameras monitor entryways and classrooms so that every space is a safe environment. Teachers encourage children to explore, create, and respect their classmates.
NAEYC ACCREDITATION IS A RARE HONOR—ESPECIALLY IN WEST VIRGINIA, WHERE ONLY A HANDFUL OF CENTERS HAVE BEEN ABLE TO ACHIEVE THE DESIGNATION.

“We want them to catch our calm,” says owner Jane Haddox. She believes that self-regulation skills are the most important for youngsters to learn, underlying their intellectual and social growth through adulthood.

Haddox has encouraged her employees to earn the highest degrees possible. After eight years on staff, Stephanie Kapp, 36, graduated in May from Concord University, having earned a regent’s degree with an emphasis in early childhood. Completing other coursework online, she received her bachelor’s degree, her pre-K teacher certification, and a raise. But her motivation goes beyond salary. “These children are the world’s future leaders and scientists. This time of their lives is critical.”

While she’s pleased that her staff has excelled in professional development, their added credentials pose a problem for Haddox. As her business has grown, she has expanded her full-time staff to 21. Seven of them have four-year degrees. Better-trained workers can command higher salaries from school districts, and Haddox is hard-pressed to pay them the wages they deserve; many parents struggle with current tuition costs. Even long-term staffers with college degrees and pre-K certification, a state requirement, earn only $13 an hour.
What steps lead to success? Early Learning in West Virginia

With strong support from parents, however, Early Education Station continues to educate both children and adults. After securing a $10,000 state grant, Haddox invited families last spring to a workshop on Conscious Discipline, providing free care during the evening session.

One of the attendees was Brittany Hollingshead, a single mother of three. “Boys can be ornery, you know?” she laughs. She says the solid advice presented gave her practical strategies for making sons Charles, Shawn, and Blessed understand that they’re part of the family team.

All three boys spent their first years at Early Education Station; Blessed will complete pre-K there this year. Hollingshead says the program has exceeded her expectations.

“My first thought was, they’ll be around other children, so they’ll learn to share. I had no idea they would teach them sign language! They helped me potty train them all. When families who are less fortunate wanted school pictures, I have seen teachers pay out of their own pockets. It’s so much more than school. It’s a second family.”
WHAT’S WORKING?
BEFORE BIRTH: A STABLE START

Prenatal education and regular care reduce low birth weights and diagnose other maternal conditions like diabetes or high blood pressure that complicate pregnancies. In rural Nicholas County, one home visitation program offers young parents services that are both practical and compassionate.

Sahara Dennis became pregnant in her junior year at Richwood High School. She was invited to participate in Parents as Teachers, which offers parent education around prenatal development and child development. Since then, parent educator Lindsay Short has become a trusted mentor as Sahara juggles nursing classes, driver’s education, and a bouncing toddler named Blaize.

On a stormy June afternoon, Lindsay visits the 19-year-old mother and helps her complete an application for a child care job. Then the conversation turns to Blaize’s growing independence at 20 months old. “He’s developing his own temperament, but he doesn’t know the words for all his emotions,” Lindsay explains, and offers some coping tips.

Parents as Teachers is one of several West Virginia home visitation programs based on federally approved models. Through them, the state has shown improvement in four of six benchmarks for success. “We see increased rates of breastfeeding, well-child doctor visits, and school readiness collaborations,” says Jackie Newson, who
For some families, access to care is difficult. “Many lack transportation and money. They can’t get to well-child visits at the doctor’s. They may be isolated ten miles up a rural road, where they don’t have the opportunity to talk to other families.” The biggest hurdle: trepidation. “It’s hard to invite a stranger into your home,” Newson admits. Caregivers—including grandparents—must embrace the opportunity. “You need to be brave enough to say, ‘I’m worth the education.’”

In a state with 21,000 births each year, 1,500 families participate in home visiting programs. That seven percent is “just the tip of the iceberg,” notes Newson. West Virginia is now dramatically expanding home visiting in all counties, thanks to federal grants that will quadruple available funds. Anticipated enrollment at the end of 2017 is 4,700 families.

**PROTECTING BABIES IN UTERO**

For some infants, a healthy start isn’t possible.

The nurseries at Lily’s Place are nearly silent. The lights are dimmed, and the caregivers cradling newborns speak in whispers. Instead of seeing bright colors and dangling mobiles, the infants are exposed to as little stimulation as possible. “Shh! We’re sleeping,” a sign reminds visitors.

The deliberately calm environment at this new Huntington facility—the first of its kind in the country—addresses the needs of babies born with drug addictions. Diagnosed with neonatal withdrawal syndrome (NWS), they spend their first weeks in this 12-bed center recovering from their mothers’ substance abuse.

Dr. Stefan Maxwell, chief of pediatrics at CAMC Women and Children’s Hospital in Charleston and chair of the West Virginia Perinatal Partnership, says the threat to newborns across the state is considerable. A 2009 analysis of umbilical cord blood at eight West Virginia hospitals showed that 19 percent of infants delivered—almost one in five—had exposure to drugs or alcohol. Marijuana was most prevalent, followed by opiates, alcohol, benzodiazepines, and methadone. In recent years, findings of heroin and prescription narcotics like OxyContin and Neurontin have joined the list.

Dr. Mitzi Payne, a pediatric neurologist, examines Lily’s Place patients each week, observing how drug weaning affects babies’ bodies and brains.

“With their withdrawal symptoms, there’s no development going on,” she explains. “You can stimulate the vision of a normal newborn with black and white cards, pictures of faces, or sounds. These babies can’t take any of that in. They shut down,” requiring the low-stimulation environment.

These tiny babies are amazingly resilient. With a few weeks or months of oral medication and attentive treatment, they begin to recoup their developmental losses. An onsite education program invites parents to learn tips and techniques that protect babies’ health and help them thrive. A free diaper bank and help with housing and social services offer further supports.
What steps lead to success?  Early Learning in West Virginia

What if private investors fronted the cost of saving West Virginia babies from drug addiction, setting them on a path to healthy development?

Nationally, the costs of detoxing infants in an intensive care hospital unit can reach $4,000 per day. By contrast, costs for care and prevention programs at Lily’s Place average $400 per day, says co-founder Mary Calhoun Brown. Those striking public cost savings for a skyrocketing social problem have impressed the program’s funders, including the Benedum Foundation. The foundation has supported both Lily’s Place and the Drug Free Moms and Babies Project. Both projects quickly reduce medical costs and increase the long-term health and welfare of infants affected by neonatal withdrawal syndrome.

The Early Childhood Planning Task Force studied how to reduce public health care costs by using innovative public-private financing. Dubbed Pay for Success or social impact bonds, the model is now being tested to fund early learning programs in Nevada and Utah.

Pay for Success mimics business transactions in which private investors assume the risk of supporting a new program—in West Virginia’s case, successful intervention for drug-free babies. After the program successfully reduces state expenditures, the savings are used to repay the investors.

“When state budgets are tight, in years of tax cuts and austerity, there’s no appetite to expand programs,” says Ted Boettner, executive director of the West Virginia Center on Budget & Policy. “Pay for Success is a unique opportunity to partner with the private sector. What’s most interesting is the rigorous research and evaluation that investors apply. That’s the beauty of it, measuring actual return on investment and impact.”
Pediatricians can flag developmental delays during well-child visits. Toddlers like Gracyn Gay, diagnosed with Rett syndrome, can receive special education services while attending early learning programs.
The local community needs aid more than most. The cord blood of babies born at Cabell Huntington Hospital shows the extent of the problem: the rate of newborn drug exposure is 100 times the national average.

Educating mothers and treating babies are equally high priorities. “These are babies that didn’t have a chance to say no—they were given these drugs,” notes Dr. Payne. “It’s so important to talk to the mom. We must prevent future babies from drug withdrawals.”

**AGE ZERO TO THREE: ADDRESSING GAPS TO HELP TODDLERS MEET DEVELOPMENTAL MILESTONES**

One-on-one attention for families creates a foundation that other programs build upon: home visitation can make sure that children are referred to services they require. Toddlers with diagnoses or high risks of developmental delays find help in statewide programs, including Birth to Three, Early Head Start, and special education for three-year-olds. The programs offer consistent support across several settings. For the Gay family of Point Pleasant, Mason County, much of the extra attention their daughter needs is delivered at Early Education Station.

Gracyn Gay was diagnosed at two and a half with Rett syndrome. The neurological condition affects primarily girls, who gradually lose speech and the use of their hands, and as yet has no cure.

Early Education Station helped arrange some of the extra services Gracyn needed. Her speech therapist scheduled appointments on site. Early Education Station staffers helped the county school district create an IEP (individual education plan) for special education services for Gracyn.

Renea Gay says Early Education Station’s meticulous record-keeping and student assessments for Gracyn prepared Point Pleasant Primary teachers for her arrival this fall. “They saved everything in the file and sent it to the school, so it was an easy transition. With Jane [Haddox, the Station’s owner and director], everything’s organized. Things like the annual health check are neatly organized. She can pull them out immediately.”

Doctors are also taking a more active role in connecting toddlers like Gracyn to the services they need. For the past several years, pediatricians have incorporated developmental assessments in their well-child visits for infants and toddlers. That has boosted referrals to programs like Birth to Three and Early Head Start. Between 2013 and 2014, the total Birth to Three caseload grew by 523 children. To manage the growing need, the state’s Early Childhood Planning Task Force has recommended a funding increase of $4 million, phased in over three years, to serve an additional 2,000 children over the period.
AGE THREE: THE CASE FOR LOVE TO LEARN

Well-established programs for the very young help them get the health services they need to keep up with their peers. But when they reach their third birthday, children may not have sufficient delays to qualify for pre-K special education. The hand-off between state Health and Human Resources programs and public education worries some administrators. Pam Roush, director of the West Virginia Birth to Three program, cites a recent example. In 2013–14, there were 250 toddlers determined not eligible for pre-K special education; another 414 left the program without having their eligibility for follow-up services determined.

A program open to all three-year-olds, not just those with specific diagnoses, would continue to support these children. That’s the thinking behind West Virginia Love to Learn. The task force plan recommended creating this full-day, year-round program to meet the needs of young learners and their working parents. Head Start programs, child care centers...
What steps lead to success? Early Learning in West Virginia

The initiative would draw support from a combination of family payments, child care subsidies, the school aid formula, and Head Start funds.

After 37 years as an educator, including directing Kanawha County’s Head Start program, Karen Williams believes that a program for three-year-olds has to be flexible.

“Our schools have space issues. They don’t have room to accommodate all three-year-olds, and parents might not want that. There are home-based programs that are wonderful, too, and certified to provide care. We need a variety of outstanding, viable options, with trained workers,” she argues.

Williams says that Love to Learn could be structured to be affordable for all families. While families with incomes below federal poverty levels receive child care subsidies, those supports vanish when paychecks climb even slightly higher, penalizing those trying to improve their careers.

Physical indicators like low birth weight help target at-risk infants for preventive services. Now, surveys of children’s earliest social and emotional encounters show they are equally accurate predictors of poor physical and mental health.

Since 1995, the Adverse Childhood Experiences (ACE) Study has consistently proven the lifelong impact of abuse, neglect, or growing up with a parent who struggles with mental illness or substance dependence. The ACE scale adds one point for every “yes” response on a simple ten-point questionnaire.

“High doses of adversity not only affect brain structure and function, they affect the developing immune system, developing hormonal systems, and even the way our DNA is read and transcribed,” says Nadine Burke Harris, a San Francisco pediatrician who is a national expert on ACEs. “If my patient has an ACE score of 4, she’s two and a half times as likely to develop hepatitis or chronic pulmonary disease, she’s four and half times as likely to become depressed, and she’s twelve times as likely to attempt to take her own life as my patient with zero ACEs.”

Not only poor minority children are at risk from ACEs. Harris notes that the original ACE Study was done in a population that was 70 percent Caucasian and 70 percent college-educated.

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THE LIFELONG IMPACT OF CHILDHOOD STRESS

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PRE-K HAS ALREADY SHOWN ITS IMPACT. ANNUAL ASSESSMENTS SHOW FOUR-YEAR-OLDS MAKING DEMONSTRABLE PROGRESS THROUGH THE YEAR ON SCHOOL READINESS.
HOW UNIVERSAL PRE-K BECAME A NATIONAL MODEL FOR FOUR-YEAR-OLDS

A new statewide program for three-year-olds might seem audacious. In fact, the unprecedented success of West Virginia’s universal pre-K program, from which Love to Learn borrows several elements, suggests that it could well be achieved.

Convinced by national studies that showed that quality preschool enhanced children’s success in grades K through 3 and beyond, the state made universal pre-K a ten-year goal. A plan launched in 2002 required creative collaboration among school districts and child care providers. It required counties to provide at least half of all pre-K programs in settings other than school district buildings, and asked the Department of Education to devise an equitable way to distribute funds to the new sites. Open without charge to all four-year-olds, the program also admits three-year-olds with special needs.

Today, West Virginia’s program is an instant success that was a decade in the making. Families have embraced it: in 2014–15, 75 percent of the state’s four-year-olds were enrolled. West Virginia now ranks fifth in the country for its rate of participation, and fifth for its overall investment. (With supplements from federal Head Start and child care subsidies, total investment in pre-K is $8,799 per child.) Non-school partners offer an impressive 79 percent of programs. Through the revised state school aid formula, funding to implement programs increases as enrollment increases.

Pre-K has already shown its impact. Annual assessments show four-year-olds making demonstrable progress through the year on school readiness. Their understanding of concepts like numbers, oral language, writing, and letter sounds expands — an encouraging trend in a state where third-grade reading scores are now among the lowest in the country. Their social and emotional skills, expressed through play and self-regulation, follow suit. With checks for hearing, vision, speech, and other indicators, health issues get prompt attention.

Clayton Burch is encouraged by the preliminary results. “I believe we can close the [school] achievement gap by working on birth through kindergarten,” he argues. Prior to his appointment as chief academic officer for the West Virginia Department of Education in January 2015, Burch had several decades of experience in early childhood learning. That background, he says, gives him a unique perspective on the whole child, viewing education as a continuum of experiences that begin at birth. He currently serves on the Early Learning Career Pathways Initiative, a joint advisory committee of the U.S. Department of Education and the U.S. Department of Human Services.

To Burch, West Virginia’s success in early learning stems from two commitments: to collaborate and to stay the course. “Early learning policies must allow flexibility. It’s not just about money. It’s about what families need. One size doesn’t fit all,” he warns. As the state moves to integrate and expand services, “There’s a gap in the middle between policymakers and the grassroots level,” he observes. “Now we’ve asked the early childhood collaborative team in each county to expand its role — to bring in Birth to Three, pre-K, kindergarten to third grade, and connect the pieces.”

Thinking big helps, too. “West Virginia put a ten-year plan in place. We had three governors, several state superintendents, and many board presidents,” he says. “In pre-K, we are staying the course.”
WHAT CAN WE ACHIEVE?

HOW COULD FAMILIES AFFORD QUALITY PROGRAMS?
HOW MIGHT THE STATE FUND THEM?
HOW MUCH WILL THIS ALL COST?
THE FOUNDATIONS OF STATEWIDE SUCCESS IN EARLY LEARNING: ACCESS, QUALITY, AND INTEGRATED SYSTEMS

Since 2013, the governor-appointed Early Childhood Planning Task Force has systematically tackled the design of a system that would address children’s developmental needs and school readiness from birth through age five. Some issues were economic: how could families afford quality programs? How might the state fund them? Some questions addressed incentives for centers to provide quality care, while others dealt with streamlined direction at the state level. Seventeen different offices in four state agencies had to consider where they could act as a team.

“West Virginia is a neat place to have an early learning dialog,” says Clayton Burch of the Department of Education. “Enough people in the state understand its importance. Now, I’m hoping they don’t think that work is done.”
What steps lead to success?

Early Learning in West Virginia
With a commitment to voluntary programs, West Virginia acknowledges that no early learning offering will reach 100 percent of the families who need it. But the goal of expanding access to all those who want services is important. One task force member described the current statewide problem as “Swiss cheese” availability, varying from place to place and program to program.

Existing programs serve older children better than younger ones. Seventy-five percent of four-year-olds attend pre-K. A full-day year-round program for three-year-olds — the component envisioned as Love to Learn — might attract similar numbers in the long term. Some 73 percent of eligible three-year-old special education children receive services. Head Start, serving only low-income families, enrolls 68.6 percent of those eligible.

Birth to Three services reach over half of children that need them. And programs that serve younger children, beginning with maternal care, are poised to make gains. Home

**TASK FORCE–RECOMMENDED INVESTMENTS AND RANKINGS**

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**EXPANDING ACCESS**

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What steps lead to success? Early Learning in West Virginia

Visiting programs will expand to every county through additional federal funding. By 2017, such programs will reach 4,700 families.

Federal subsidies help some low-income working families pay for child care. But as families earn more, those subsidies sharply decrease, creating a catch-22 for parents advancing from minimum-wage jobs. Calculating real-life costs of living, the task force recommended raising the assistance income limit to 200 percent of the federal poverty level (currently $24,250 per year for a family of four). The change could admit another 1,200 children to high-quality early learning programs.

Among the families requiring fair wages are those that operate early childhood programs. Reimbursement rates for child care providers that serve subsidized children have been frozen for six years. Current rates are significantly less than 75 percent of market rate, the minimum level expected by the federal child care block grant. The task force recommended raising rates immediately to keep providers in business.

### Proposed Phase-in of Additional Investments in Early Childhood (in millions)

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<td>$132.4</td>
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</tr>
<tr>
<td>Total additional investments</td>
<td><strong>$26.1</strong></td>
<td><strong>$38.4</strong></td>
<td><strong>$46.9</strong></td>
<td><strong>$56.3</strong></td>
<td><strong>$69.5</strong></td>
<td><strong>$81.0</strong></td>
<td><strong>$90.2</strong></td>
<td><strong>$101.5</strong></td>
<td><strong>$112.8</strong></td>
<td><strong>$129.0</strong></td>
</tr>
<tr>
<td>Total proposed state/federal</td>
<td><strong>$260.9</strong></td>
<td><strong>$373.2</strong></td>
<td><strong>$381.7</strong></td>
<td><strong>$291.1</strong></td>
<td><strong>$304.3</strong></td>
<td><strong>$315.8</strong></td>
<td><strong>$325.0</strong></td>
<td><strong>$336.3</strong></td>
<td><strong>$347.6</strong></td>
<td><strong>$363.8</strong></td>
</tr>
</tbody>
</table>
A ten-year investment in high-quality programs would require a total of $129 million more than current state and federal revenues provide. Ruling out an increase in state income taxes, the task force examined potential sources to address the gap.

The three-pronged approach first pinpointed federal grants now available for Early Head Start, preschool expansion, home visiting programs, and the Race to the Top Early Learning Challenge; the state could also maximize revenues from the Children’s Health Insurance Program and Medicaid.

Applying the same School Aid formula used for pre-K to three-year-olds, the state could boost its full-time school enrollment numbers and funding. A tobacco tax increase and a new levy on e-cigarettes would also limit the high rates of smoking among West Virginia’s pregnant women, promoting healthy births. Education formula property tax rates, now at 15.5 percent below their 1992 levels, could climb slowly.

Finally, the task force advocates creative public–private partnerships. Pay for Success, in which the state pays for results achieved rather than up-front provision of services, could immediately improve the health of infants affected by maternal drug abuse; the program has been applied in early learning programs in Nevada and Utah. Nebraska’s Sixpence Early Learning Fund combines $20 million from the private sector with a $40 million state investment.
As states’ early learning programs grow, they struggle to meet benchmarks for quality. This year, West Virginia reached an important goal.

After working toward strong credentials for all pre-K professionals for a decade, state policy now meets national standards. All early childhood teachers must have bachelor’s degrees; all assistant teachers must have achieved or be working toward permanent authorization through coursework or an associate degree program. Many classroom professionals participate in apprenticeship programs while earning their child development associate degrees. “Higher education stepped up to the plate,” says Burch. “We’re getting consistency.” West Virginia will now meet all ten benchmarks set by the National Institute for Early Education Research, from pre-K class sizes to youngsters’ medical screenings.

To provide positive incentives for early learning programs to excel, the task force recommends that West Virginia enact an equitable quality rating and improvement system (QRIS). Setting standards, providing assistance and incentives for centers to meet them, monitoring programs for compliance, assigning ratings, and helping consumers choose programs are all part of the effort. A 2015 analysis by the Marshall University Center for Business and Economic Research estimated that a voluntary QRIS would cost $8–$10 million annually to operate. Throughout the past decade, the Benedum Foundation has made commitments to prepare such a system.

West Virginia’s early learning programs are reaching children outside the traditional school district structure. As those programs multiply, however, coordination has grown more complex. The task force recommends consolidating related programs in DHHR within a Bureau for Early Childhood Development. Ultimately, a cabinet-level Department of Early Childhood could direct the major state-administered early childhood programs, including pre-K, Birth to Three, child care, home visiting, and family support/child abuse prevention. The existing Early Childhood Advisory Council, Head Start, and the quality rating and improvement system would also report to the new secretary.

Emphasis on evidence-based practices means West Virginia must find ways to evaluate early learning in ways that can inform school policies as well. Forging agreements that protect family privacy while giving schools access to early developmental records is a difficult but vital task.
The Benedum Foundation has supported development of an equitable quality rating and improvement system for the past decade.
ABOUT THE FOUNDATION

The Claude Worthington Benedum Foundation is an independent foundation established in 1944 by Michael and Sarah Benedum, natives respectively of Bridgeport and Blacksville, West Virginia. The Foundation’s assets at year-end 2014 were $372,155,753. Since its inception in 1944, the Foundation has made more than 8,000 grants totaling over $443,000,000.

During his lifetime in the oil and gas business, Michael Benedum amassed a fortune, ranking him in his day among the 100 wealthiest Americans. Michael Benedum operated his worldwide business from corporate headquarters in Pittsburgh, Pennsylvania. Mr. and Mrs. Benedum established residence in Pittsburgh in 1907 and lived here for over 50 years. They named the Foundation in memory of their only child, Claude Worthington Benedum, who died in 1918 at age 20. In creating the Foundation, Mr. and Mrs. Benedum expressed the wish that grantmaking be focused in West Virginia and Pittsburgh, their native and adopted homes.

MISSION

To encourage human development in West Virginia and Southwestern Pennsylvania through strategically placed charitable resources.

GUIDING PRINCIPLES

The following principles guide the Foundation’s grants programs in those regions:

• We honor Michael and Sarah Benedum’s belief in “helping people help themselves,” and we seek opportunities to cultivate the creativity of people and communities.

• We nurture leadership within the communities we serve, and we participate in leadership when it adds value.

• We encourage planning, projects, and programs that cross geographic and political boundaries so that access to services and economic growth is maximized.

• We expect collaboration among the public, private, and nonprofit sectors in order to leverage the resources that each can bring to common concerns.

• We strive to advance innovative practices that demonstrate measurable and sustainable benefit.

• We seek projects that contribute to advancement in public policy.

THE FOUNDATION’S ROLE

In seeking to achieve our mission and acknowledging lessons learned in 70 years of grantmaking, the Foundation has identified its role as follows:

“The Foundation largely takes on the agenda of the people we serve. Our business is to help people help themselves. This is not intended to suggest that the Foundation’s role is passive. To the contrary, we go out into the field and listen closely. We build strong and supportive relationships with grantees. We provide technical assistance. We broker ideas and institutions. We create partnerships. We undertake analyses of issues and problems, and we promote public awareness of them. We help to build broad consensus for change. We seek to empower people to develop their own capacity and the capacity of their institutions to succeed. We leverage not only funds but interest, involvement, and commitment.”

Excerpted from *In the Company of Extraordinary People: A Special Report upon the Occasion of the 50th Anniversary of the Benedum Foundation*, 1994

GRANTS PROGRAMS

In keeping with the wishes of Michael and Sarah Benedum, the Claude Worthington Benedum Foundation is a regional philanthropy focusing on West Virginia and Southwestern Pennsylvania. The Foundation generally invests two-thirds of its grant dollars in West Virginia and one-third in Southwestern Pennsylvania.

The Foundation serves the entire state of West Virginia. In Southwestern Pennsylvania, the service area includes Allegheny, Washington, Greene, and Fayette Counties. This four-county area is a natural connector between Pittsburgh and West Virginia and contains rural communities that may benefit from the Benedum Foundation’s experiences in West Virginia. However, the Foundation recognizes that economic regions do not follow political boundaries, and, therefore, the Foundation both encourages projects that cross state lines and supports economic and education initiatives that benefit the multi-state region centered on Pittsburgh.

The Foundation makes grants in two program areas that span both states: Education and Economic Development. In addition, the Foundation supports Community Development and Health & Human Services grants programs in West Virginia and, in Southwestern Pennsylvania, supports the major performing arts organizations within the Cultural District.
From time to time, the Foundation revises specific areas of interest within its grants programs, and grant seekers are encouraged to view the Foundation’s website for the most current descriptions.

EDUCATION
The Benedum Foundation seeks to promote successful learning through the formal education system. Academic achievement and preparation for the 21st-century workforce are the ultimate objectives of this program.

The Foundation places a high priority on teacher quality and the most advanced instructional tools. Because schools do not function in isolation, the Foundation also looks to the resources of community organizations, business, and higher education to reinforce the learning objectives of the classroom. In preparation for the rising demands of the workplace, the Foundation recognizes the need for all students to be prepared, without remediation, to pursue some form of post-secondary education.

Although the Foundation is interested in any significant opportunity to improve the education system, specific areas of interest include:

• Programs that improve teacher quality through professional development and innovative instructional strategies.
• Arts education, the integration of arts into other disciplines, and the partnership of community arts groups and higher education with the PreK–12 education system.
• Career education that aligns secondary and post-secondary programs to high-demand, high-wage occupations.

ECONOMIC DEVELOPMENT
Innovation will be the cornerstone of the future success of the economy in West Virginia and Southwestern Pennsylvania. The Foundation supports economic development activities based upon the region’s strengths in research, technology, and advanced manufacturing. The Foundation’s agenda seeks to promote regional planning and cooperation, recognizing that, with respect to any endeavor, "region" should mean whatever area is most appropriate to optimize the available opportunity, without reference to historic, geographic, or political boundaries. The expected outcomes of the Foundation’s Economic Development grants are the creation and growth of innovative, wealth-producing businesses and high-quality jobs.

In addition, many of the communities in the region served by the Foundation are rural and enjoy abundant natural assets that provide economic opportunities that complement centers of technology-based growth. The Foundation supports efforts to advance agriculture, outdoor recreation, artisanship, and heritage tourism. Specific areas of Foundation interest include:

• Promotion of entrepreneurship.
• Projects that promote technology-based economic development.
• Programs to promote the growth and accessibility of new capital for businesses in distressed communities and areas of high unemployment.

WEST VIRGINIA GRANTS PROGRAM
In addition to the areas of interest discussed above, in West Virginia the Foundation also makes grants in Health & Human Services and Community Development.

HEALTH & HUMAN SERVICES
West Virginia’s best future requires that all families have access to high-quality health care and human services, and to the resources that enable them to raise their children to be productive members of their communities.

Emphasis in this program area is placed on innovations in health care delivery systems, a strengthening of the public health infrastructure, and community-based health promotion, especially with regard to chronic disease prevention and patient care management. Collaborative efforts are encouraged that provide technical assistance, develop programs, document effectiveness, and improve public policy. Specific areas of interest include:

• Support for a healthier quality of life for West Virginians through access to affordable health care, preventive health services, state-level policy development, provision of a medical home, and the delivery of quality patient care.
• Ensuring a system of accessible and affordable health care for children, early intervention services that lead to school success, and the promotion of child-focused public policy designed to prepare children to grow, learn, and prosper.
• Public oral health education, implementation of preventive strategies and programs, connecting people to a dental home, and achievement of the goals of the state oral health plan.
COMMUNITY DEVELOPMENT
Improving capabilities of leaders, organizations, and interested citizens to address challenges and opportunities will help communities be more prosperous through their own efforts.

The Benedum Foundation promotes the economic well-being and quality of life of West Virginia communities. Specific areas of interest include:

• Activities that engage diverse groups of citizens in the life of the community.
• Helping communities organize, plan, and implement ambitious but achievable improvement strategies.
• Leadership development.
• Programs that improve the effectiveness and accountability of nonprofit and public organizations.
• Efforts to expand technology access, affordability, and utilization.
• Activities that provide decent, safe, and affordable housing through home construction, repair, and financing and homeowner education programs.

SOUTHWESTERN PENNSYLVANIA GRANTS PROGRAM
In addition to the Education and Economic Development program areas described above, the Foundation believes that the arts play a significant role in economic development, and that Pittsburgh’s exceptional arts community, and the Pittsburgh Cultural District, provides a competitive advantage to the region’s economy. The Foundation supports the major performing organizations within the Cultural District, as well as specific projects that add value to the Cultural District, especially through cooperative ventures among resident organizations.

HOW TO APPLY FOR A GRANT
Before applying for a grant, applicants should carefully review the Foundation’s Mission and Guiding Principles, and our grants program descriptions. Seeking a grant from the Benedum Foundation is a highly competitive process. As you might expect, the Foundation receives more applications each year than we are able to fund, which means that even some proposals that fit within the description of the Foundation’s grants program may not be selected for funding.

REstrictions
The Foundation generally does not make grants in support of:

• Organizations located outside West Virginia or Southwestern Pennsylvania
• Individuals
• Organizations not exempt from taxation under Internal Revenue Code Section 501(c)(3)
• Student aid, fellowships, or travel
• Construction or equipment
• Endowment
• Ongoing operating expenses
• National organizations
• Biomedical research
• Religious organizations for religious purposes
• Individual elementary and secondary schools
• Annual appeals or membership drives
• Conferences, films, books, and audio-visual productions, unless an integral part of a Foundation-supported program

APPLICATION PROCESS: WHAT TO EXPECT
After reviewing the information listed above, submit your application using the Foundation’s online grant application process found on our website (www.benedum.org).

The Foundation does not have submission deadlines, and applications are accepted throughout the year. Once we receive your completed online application, an automated response will be sent to you acknowledging receipt. You should receive a response to your application within 60 days, at which time you will be notified if your project is not one the Foundation can consider, or if you should submit additional information.
Although some of our grants have impact in both West Virginia and Southwestern Pennsylvania, for ease of reference, grants authorized in 2014 are listed below alphabetically by region of primary benefit.

Readers, especially grant seekers, should be aware that the emphasis of the Foundation’s grants program evolves over time and that grants as reported may not be indicative of the Foundation’s future program emphasis.

### WEST VIRGINIA
#### EDUCATION

<table>
<thead>
<tr>
<th>Organization</th>
<th>Location</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beckley Area Foundation Inc.</td>
<td>Beckley, WV</td>
<td>For a mini-grant program to advance STEAM education</td>
<td>$100,000</td>
</tr>
<tr>
<td>Regional Education Service Agency (RESA 1)</td>
<td>Charleston, WV</td>
<td>For software that enables self-paced study of mathematics</td>
<td>$178,500</td>
</tr>
<tr>
<td>Regional Education Service Agency 3 (RESA 3)</td>
<td>Dunbar, WV</td>
<td>For adoption of a nationally recognized platform that enables educators to analyze student data and apply customized instructional practices (over two years)</td>
<td>$171,000</td>
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<thead>
<tr>
<th>Organization</th>
<th>Location</th>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Board of Control for Southern Regional Education</td>
<td>Atlanta, GA</td>
<td>To create and field test project-based STEM and career-readiness curricula for middle grade students (over two years)</td>
<td>$297,000</td>
</tr>
<tr>
<td>Heritage Farm Foundation</td>
<td>Huntington, WV</td>
<td>To develop project-based learning activities in partnership with RESA 2 and the Harless Center for Rural Education (over two years)</td>
<td>$190,000</td>
</tr>
<tr>
<td>West Virginia Board of Education</td>
<td>Charleston, WV</td>
<td>For a statewide professional development plan in partnership with the National Commission on Teaching and America’s Future</td>
<td>$175,000</td>
</tr>
<tr>
<td>West Virginia Department of Education</td>
<td>Charleston, WV</td>
<td>To revise the standards and educational preparation requirements for school principals</td>
<td>$74,000</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Organization</th>
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<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carnegie Museums of Pittsburgh</td>
<td>Pittsburgh, PA</td>
<td>To develop pre-K arts education kits and learning modules for use in the classroom, at home, and in community libraries</td>
<td>$108,000</td>
</tr>
<tr>
<td>The Jason Project dba Jason Learning</td>
<td>Mystic, CT</td>
<td>To support an online science curriculum and professional training on classroom implementation in West Virginia</td>
<td>$93,000</td>
</tr>
<tr>
<td>Manchester Craftsmen’s Guild</td>
<td>Pittsburgh, PA</td>
<td>To integrate jazz into elementary music, history, and social studies classes</td>
<td>$125,000</td>
</tr>
<tr>
<td>Marshall University Foundation Incorporated</td>
<td>Huntington, WV</td>
<td>To establish a professional development school based on a nationally recognized model of project-based learning</td>
<td>$85,000</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Organization</th>
<th>Location</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Theatre Company, Inc.</td>
<td>Pittsburgh, PA</td>
<td>To support integration of playwriting in Language Arts classes in the Northern Panhandle of West Virginia</td>
<td>$116,000</td>
</tr>
<tr>
<td>West Virginia Department of Education and the Arts</td>
<td>Charleston, WV</td>
<td>For the keynote speaker at the 2014 Professional Development School Conference</td>
<td>$6,000</td>
</tr>
<tr>
<td>West Virginia University Foundation, Inc.</td>
<td>Morgantown, WV</td>
<td>To provide mentoring and graduate-level continuing education to a cohort of preschool teachers seeking National Board Teaching Certification</td>
<td>$115,000</td>
</tr>
</tbody>
</table>
HEALTH & HUMAN SERVICES

Alderson-Broadus College, Inc.
Philo, WV
To develop West Virginia’s first College of Optometry
$135,000

Alzheimer’s Disease and Related Disorders Association
Charleston, WV
To develop a program to train hospital caregivers to recognize cognitive impairment (over two years)
$73,000

Cabell-Huntington Health Department
Huntington, WV
To utilize the Centers for Disease Control’s prevention reports and assessment tools to develop a strategic plan, prepare local health departments for accreditation, and provide training on governance and health impact assessment
$74,000

CAMC Health Education and Research Institute Inc.
dba CAMC Institute
Charleston, WV
To support development of a hybrid operating room to perform minimally invasive surgery
$96,300

Family Medicine Foundation of West Virginia, Inc.
Barboursville, WV
To develop a replicable model for treating chronic pain while reducing prescription drug abuse (over three years)
$146,000

Greater Kanawha Valley Foundation
Charleston, WV
For a collaborative grantmaking effort to support projects that make an impact on economic development and health in the Kanawha Valley
$50,000

Healthcare Education Foundation of West Virginia
Charleston, WV
To establish a statewide model of online educational programs for registered nurses to improve transition from education to practice
$50,000

Kids in Distressed Situations, Inc.
New York, NY
In partnership with West Virginia’s food banks, to provide clothing, shoes, books, educational materials, and baby products to families in need
$40,000

Lincoln County Primary Care Center, Inc.
Hamlin, WV
To develop two clinics in southern West Virginia to treat patients with chronic obstructive pulmonary disease
$100,000

In partnership with the West Virginia University School of Dentistry, to develop a clinic to serve patients in southern West Virginia and provide a rotation site for dental students
$150,000

Marshall University Research Corporation
Huntington, WV
In collaboration with the West Virginia Department of Education, to implement health components of a community schools model
$175,000

To develop a framework for quality community health workers in West Virginia that reflects the culture and needs of the communities in which they work
$160,000

To provide current cost estimates regarding an early childhood quality rating improvement system in West Virginia, and to assist in presenting the results to legislators and stakeholders
$21,348

Mid-Ohio Valley Health Department
Parkersburg, WV
To expand the integration of oral health programs into community-based health systems
$80,000

Mountaineer Food Bank, Inc.
Gassaway, WV
To support efforts to increase donation sources and partner agency distribution
$150,000

Partnership of African American Churches Institute, WV
To provide peer-based substance abuse and mental health services statewide and to create recovery housing on the West Side of Charleston
$100,000

Regional Education Service Agency (RESA 1)
Beckley, WV
For a community schools model to provide technical support and services to students in the lowest performing schools in six southern West Virginia counties
$123,000

Rural Emergency Trauma Institute Inc.
Wheeling, WV
For acquisition of portable technology to determine head trauma at point of injury thereby reducing incidence of more expensive and invasive testing
$67,500

Team for West Virginia Children, Inc.
Huntington, WV
For the Early Childhood Planning Task Force to produce a development plan for West Virginia
$190,000

To support the expansion of two education models to reduce risk of injury or death of infants due to inappropriate sleeping practices
$125,000

United Way of Central West Virginia, Inc.
Charleston, WV
Emergency fund to assist financially eligible residents in nine counties who were affected by the water emergency caused by a chemical spill in the Elk River, Kanawha County, West Virginia
$25,000

Weirton Medical Center Inc.
Weirton, WV
To support a center for oncologic services
$160,000
West Virginia Association of Free Clinics Inc.
Charleston, WV
To provide adult dental services and education to patients at six locations, and document costs of a potential state Medicaid model for adult dental care (over two years)
$150,000

West Virginia Cancer Clinical Trials Network
Morgantown, WV
To create a cancer clinical trial network enabling West Virginians to have better access to trials
$99,500

West Virginia Child Abuse Network Inc.
Charleston, WV
To improve medical response to child abuse by implementing a statewide system
$67,500

West Virginia Community Voices Inc.
Charleston, WV
For the West Virginia Partnership for Elder Living to improve the ability of West Virginians to age in a setting of their choice
$138,500
To improve the prevention, diagnosis, treatment and care of babies born to substance-abusing mothers
$125,000

West Virginia Department of Education
Charleston, WV
To assess and align educational opportunities with industry needs regarding health information technology
$93,000

West Virginia Healthy Kids and Families Coalition
Charleston, WV
For the “Try This!” conference, website, and plan to engage families and communities in addressing child health and poverty issues
$133,000

West Virginia Kids Count Fund, Inc.
Charleston, WV
To educate the public about aspects of child well-being and proven policy solutions
$73,000

West Virginia Rural Health Association
Charleston, WV
To increase the capacity and usefulness of the West Virginia Health Data Portal to provide health workforce data (over two years)
$200,000

West Virginia University Foundation, Inc.
Morgantown, WV
For the West Virginia FoodLink Atlas website to facilitate identification of food resources by people in need
$77,500
For the West Virginia University Eye Institute to deliver specialized medical and surgical eye care for needy adults in clinics across West Virginia
$115,000
To develop public health policy and six community-based initiatives across West Virginia
$300,000
To support a specialty care pediatrics outreach clinic in Summersville, West Virginia
$150,000
To evaluate Growing Healthy Community projects and to provide health impact assessment training to applicants
$60,000

West Virginians for Affordable Health Care
Charleston, WV
To support health care system improvements, coordination of Affordable Care Act enrollment activity, and education of Medicaid recipients on how to use the health care system wisely
$170,000

Wheeling Society for Crippled Children
Wheeling, WV
To provide pediatric physiatrist services for outpatient medical rehabilitation clinics across West Virginia
$150,000

COMMUNITY DEVELOPMENT

Coalfield Development Corporation
Wayne, WV
To develop a toolkit to assist small towns in creating mixed-use housing and commercial building redevelopment based on the Urlings General Store model
$30,000
For continued expansion of a social enterprise project to include a distribution warehouse and furniture production (over 18 months)
$150,000

CommunityWorks in West Virginia Inc.
Charleston, WV
For research and program development of a comprehensive housing policy for West Virginia
$100,000
For statewide support of volunteer-based housing rehabilitation programs
$125,000
Support for the inaugural Housing Conference 2014, in partnership with other related organizations to address the housing needs in West Virginia
$10,000

Good News Mountaineer Garage
Charleston, WV
To support an affordable used vehicle purchase program to benefit low-wage employees of nonprofit organizations
$110,000

Parkersburg Area Community Foundation
Parkersburg, WV
To stimulate interest, develop skills, create networks, and identify pathways to local employment for college-age students
$105,000

Philanthropy West Virginia Inc.
Morgantown, WV
To support the West Virginia Nonprofit Association’s efforts to build capacity within small and medium nonprofit organizations (over two years)
$100,000
To grow community philanthropy utilizing data regarding anticipated generational transfer of wealth, and expanding fundraising campaigns to four communities (over two years)
$125,000
West Virginia Center on Budget and Policy Inc.
Charleston, WV
To support scholarship funds to the 2014 Summit on Race Matters in Appalachia conference
$5,000

West Virginia Community Development Hub, Inc.
Fairmont, WV
For implementation of a mini-grant program and pre-development fund to support citizen-led community improvement projects in the “Turn This Town Around” communities of Grafton and Matewan
$175,000

West Virginia Development Office
Charleston, WV
To provide matching funds and support for an evaluation of the 2014/2015 West Virginia Flex-E-Grant small grants program to build civic capacity
$100,000

West Virginia Home Builders Association Charitable Fund Inc.
Morgantown, WV
For the development of energy efficiency training for homebuilders and related professions, and for public information strategies that encourage reduction of energy-related housing costs
$97,500

West Virginia University Foundation, Inc.
Morgantown, WV
To assist communities in accelerating the redevelopment of former industrial sites along the Ohio River in northern West Virginia and southwestern Pennsylvania (over three years)
$378,000
For a collaborative program to develop and implement financing strategies for 16 brownfield redevelopment projects (over two years)
$174,000
To provide legal education and technical assistance to communities that are addressing dilapidated properties
$120,000

For support of the Brownfield, Abandoned and Dilapidated (BAD) buildings redevelopment program within 16 communities
$135,000
To promote economic development on remediated sites through continued development of the West Virginia Land Stewardship Corporation
$75,000
To launch a community branding center with three pilot community branding marketing projects
$130,000

ECONOMIC DEVELOPMENT

Ben Franklin Technology Center of Central & Northern Pa Inc.
University Park, PA
For the Shale Gas Innovation Contest in southwestern Pennsylvania and West Virginia to advance commercialization and application of new technologies (over two years)
$135,000

CADCO Foundation dba Charleston Area Alliance
Charleston, WV
To promote recruitment of entrepreneurs in the chemical, energy, and environmental science sectors to the Kanawha Valley (over two years)
$189,000

Clay Center for The Arts & Sciences of West Virginia Inc.
Charleston, WV
For an executive search for a new president and chief executive officer
$50,000

Eastern West Virginia Community and Technical College Foundation Inc.
Moorfield, WV
To support the Institute for Rural Entrepreneurship & Economic Development to accelerate entrepreneurial development in a six-county region (over two years)
$150,000

Greenbrier Valley Economic Development Corporation
Maxwelton, WV
To support retention of existing farms and development of new farm operations in the Greenbrier Valley region through a sharecrofting and retiring farmer transition program (over two years)
$85,000
To support a collaboration among regional economic development and education entities to cultivate entrepreneurship education at the sixth grade and community college levels
$25,000

Main Street Fairmont Inc.
Fairmont, WV
For planning and development of a local investment strategy for downtown building redevelopment
$85,000

Natural Capital Investment Fund Inc.
Shepherdstown, WV
To provide investment capital for business development in West Virginia’s underserved and distressed counties
$175,000

Randolph County Affordable Housing And Development Corporation a/k/a Woodlands Development Group
Elkins, WV
For the Woodlands’ Downtown Reinvestment Initiative to provide loan capital, technical assistance, and management expertise to redevelopment projects
$175,000

Tamarack Foundation Inc.
Charleston, WV
To create a virtual resource center and business assistance programs for West Virginia artisan entrepreneurs
$125,000

Tucker Community Foundation
Parsons, WV
To support the Potomac Highlands Food and Farm Initiative to advance business growth in the local food-related economic sector
$64,000
Vision Shared Inc.
Huntington, WV
To support activities of Vision Shared, a statewide nonpartisan nonprofit community and economic development organization
$150,000

Washington County Council on Economic Development
Washington, PA
To enable First Microloan of West Virginia to expand lending services in its West Virginia service area
$95,000

West Virginia Adjutant General's Office
Charleston, WV
For planning related to an agriculture training and food production program for the Mountaineer Challenge Academy
$25,000

West Virginia Department of Education
Charleston, WV
For farm-to-school initiatives to increase the amount of locally procured items on school menus
$100,000
To support development of a model food aggregation system to assist in meeting increased market demand created by farm-to-school and other institutional food purchasing programs
$60,000

West Virginia High Technology Consortium Foundation
Fairmont, WV
For support of a statewide business coach operating within the INNOVA Commercialization Group program
$36,000

West Virginia University Foundation, Inc.
Morgantown, WV
To develop young agriculture entrepreneurs through an experiential learning–based fellowship program (over three years)
$157,000

Woodlands Community Lenders
Elkins, WV
To support grant-writing assistance for the drafting and submission of a grant application to the Appalachian Economic Development Initiative administered by HUD
$4,500

SOUTHWESTERN PENNSYLVANIA EDUCATION

Allegeny Conference on Community Development
Pittsburgh, PA
To develop high-demand technical training and career pathways for secondary and post-secondary schools in southwestern Pennsylvania, West Virginia, and eastern Ohio
$70,000

Allegeny Intermediate Unit
Homestead, PA
For a mini-grant program to advance STEAM education
$180,000

Art Expression Inc.
Pittsburgh, PA
For an after-school program that uses architecture to advance STEAM education
$33,000

Bethlehem-Center High School
Fredericktown, PA
For an Intermediate Unit 1 STEAM studio of advanced instructional and media arts technologies to serve as a learning lab for students and a professional development site
$115,000

Carnegie Mellon University
Pittsburgh, PA
To launch the Learning Media Design Center to coordinate community engagement of the University’s various art and technology programs (over three years)
$100,000

Carnegie Museums of Pittsburgh
Pittsburgh, PA
For an online directory of STEM resources for teachers, parents, and employers in southwestern Pennsylvania, northern West Virginia, and eastern Ohio (over two years)
$50,000

Chartiers Valley School District
Pittsburgh, PA
To establish a regional training center for Project Lead the Way, a national engineering program (over two years)
$283,000

Children’s Museum of Pittsburgh
Pittsburgh, PA
For a West Virginia Maker Education Convening
$5,000

The Education Policy and Leadership Center
Harrisburg, PA
For education policy reform in the areas of school funding, teacher recruitment and retention, arts education, and career and technical education (over 18 months)
$75,000

The Grantmakers of Western Pennsylvania
Pittsburgh, PA
For the launch of the Remake Learning Council, a civic advisory group to advance learning innovation in schools, museums and libraries
$50,000

Historical Society of Western Pennsylvania
Pittsburgh, PA
To develop an on-site and virtual archaeology curriculum for elementary and middle schools in Pennsylvania, West Virginia, and Ohio, in partnership with Carnegie Mellon University (over two years)
$161,000

Intermediate Unit 1
Coal Center, PA
For a post-secondary transition program for five career and technical centers
$160,000
United Way of Westmoreland County
Greensburg, PA
For a comprehensive career planning initiative
$83,000

Washington Community Arts and Cultural Center
Washington, PA
To provide teaching artists to rural schools through a consortium of arts agencies
$200,000

Western Area Career & Technology Center
Canonsburg, PA
To launch a technical college that offers associate degrees in advanced manufacturing
$165,000

ECONOMIC DEVELOPMENT

Allegheny Conference on Community Development
Pittsburgh, PA
For scholarships for nonprofit representatives to attend a Leader-to-Leader summit in Denver, as well as to cover expenses related to creation of a video of the conference
$10,606
For the 2014 plan of work
$220,000
To support development of a three-state strategy to maximize opportunities related to manufacturing based on shale gas
$32,500
To support research leading to a three-state strategy for development of manufacturing based on natural gas
$72,500

Bridgeway Capital Inc.
Pittsburgh, PA
For a lending program targeting small manufacturers in Washington, Greene, Fayette, and Westmoreland Counties
$150,000

Brownsville Borough
Brownsville, PA
For a master plan that links the commercial district and riverfront, as part of the Monongahela River Town Program
$50,000

Chatham University
Pittsburgh, PA
For a customized entrepreneurship program targeting women-owned manufacturing firms
$54,000

Fayette County Community Action Agency, Inc.
Uniontown, PA
To support outreach and marketing for food-related business development and expansion at the Republic Food Enterprise Center (over two years)
$100,000

The Forbes Funds
Pittsburgh, PA
To support the launch of the first regional “impact investing” venture capital fund focused on for-profit companies addressing social challenges
$50,000

GTECH (Growth Through Energy + Community Health)
Pittsburgh, PA
For reclamation of blighted properties in five Mon Valley communities, in partnership with three Councils of Government (over two years)
$150,000

Health Effects Institute
Boston, MA
To support development of a prioritized strategic plan for independent research of the health, ecologic, and other scientific issues pertaining to shale gas development
$50,000

Local Government Academy
Pittsburgh, PA
To launch an online instruction and peer learning site for municipal leaders
$90,000

The Mon Valley Initiative
Homestead, PA
For pre-development planning for the Charleroi commercial district and riverfront, as part of the Monongahela River Town Program
$80,000

The National Road Heritage Corridor
Unsontown, PA
For the River Town Program, an economic development effort based on outdoor recreation assets along the Monongahela River
$108,000

Pittsburgh Ballet Theatre, Inc.
Pittsburgh, PA
Operating support for the 2014–15 season
$75,000

Pittsburgh Ballet Trust for Cultural Resources
Pittsburgh, PA
Support for the 2014 Three Rivers Arts Festival
$15,000
Operating support for the 2014–15 season of the Pittsburgh Dance Council, Inc.
$35,000
Support of renovations to the Benedum Center
$150,000

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Pittsburgh Symphony, Inc.
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Brownsville Area School District
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Pittsburgh, PA
Operating support for the 2014–15 season
$100,000
**Power of 32 Site Development Fund**  
Robinson, PA  
Program-related investment in the Power of 32 Site Development Fund Partners, LLP (over two years)  
$1,000,000  

**Ptc Techcelerate Inc.**  
Pittsburgh, PA  
To accelerate the region’s creative industries through customized business assistance services, national showcasing, and trade missions  
$190,000  

**Redevelopment Authority of City of Connellsville**  
Connellsville, PA  
For pre-development design and environmental assessment of properties designated for Trail Town® tourism  
$100,000  

**RIDC Fund for Economic Growth**  
Pittsburgh, PA  
For a study of the regional film and digital media infrastructure to serve as a blueprint for growth  
$10,000  

**Steel Industry Heritage Inc. a/k/a Rivers of Steel National Heritage**  
Homestead, PA  
To grow the heritage tourism industry in river and trail towns (over two years)  
$150,000  

**Sustainable Pittsburgh**  
Pittsburgh, PA  
To develop a Power of 32 region baseline assessment of energy production and use across key sectors of the economy  
$36,000  

For sustainability programs that improve performance and reduce costs for regional businesses, municipalities, and schools  
$165,000  

**University of Pittsburgh**  
Pittsburgh, PA  
For analysis and publication of regional social and economic trends  
$50,000  

To support the work of eight issue-related policy committees of the Institute of Politics (over three years)  
$90,000  

**Vibrant Pittsburgh (The Regional Opportunity Center)**  
Pittsburgh, PA  
For the Global Great Lakes Network conference on immigrant-related economic development, to be held in Pittsburgh in June 2014  
$15,000  

**Washington Community Arts and Cultural Center**  
Washington, PA  
To engage career and technical education students in the public art component of the City of Washington comprehensive development plan  
$175,000  

OTHER  

**The Foundation Center**  
New York, NY  
2014 program support  
$10,000  

**The Grantmakers of Western Pennsylvania**  
Pittsburgh, PA  
Operating and program support in 2014  
$20,300  

**Philanthropy West Virginia Inc.**  
Morgantown, WV  
Operating and program support in 2014  
$17,900
2014 FINANCIAL INFORMATION

The Foundation’s fiscal year corresponds to the calendar year. At the end of 2014, the market value of the Foundation’s investments, including cash, was $367,771,033. Grants authorized during the year totaled $16,975,500. The Foundation makes multi-year commitments, with payments scheduled over as many as three years. At year-end 2014, outstanding grant commitments totaled $1,895,500.

The following indicates invested assets, and authorizations and payments of grants and program-related investments over the last five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Investments Including Cash</th>
<th>Grants Authorized and Program-Related Investments</th>
<th>Grant and Program-Related Investment Payments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$364,946,789</td>
<td>$15,636,550</td>
<td>$15,222,050</td>
</tr>
<tr>
<td>2011</td>
<td>$320,871,945</td>
<td>$15,102,393</td>
<td>$15,710,050</td>
</tr>
<tr>
<td>2012</td>
<td>$343,549,325</td>
<td>$14,770,058</td>
<td>$14,587,325</td>
</tr>
<tr>
<td>2013</td>
<td>$376,498,558</td>
<td>$16,301,750</td>
<td>$15,926,350</td>
</tr>
<tr>
<td>2014</td>
<td>$367,771,033</td>
<td>$16,975,500</td>
<td>$17,211,000</td>
</tr>
</tbody>
</table>

*includes contingent grants

The Foundation maintains a diverse portfolio. The following table summarizes the cost and fair value of the Foundation’s investments as of December 31, 2014. In its audited financial statements and for the federal tax return, the Foundation reports investments at fair value:

<table>
<thead>
<tr>
<th>2014</th>
<th>Cost</th>
<th>Fair Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term investments</td>
<td>$413,879</td>
<td>$413,879</td>
</tr>
<tr>
<td>Domestic</td>
<td>48,833,783</td>
<td>55,798,754</td>
</tr>
<tr>
<td>International</td>
<td>46,505,191</td>
<td>70,773,517</td>
</tr>
<tr>
<td>Tactical asset allocation</td>
<td>11,652,311</td>
<td>15,125,742</td>
</tr>
<tr>
<td>Fixed income</td>
<td>29,055,519</td>
<td>28,369,436</td>
</tr>
<tr>
<td>Hedge funds</td>
<td>56,611,692</td>
<td>73,680,321</td>
</tr>
<tr>
<td>Real assets</td>
<td>37,393,273</td>
<td>36,263,681</td>
</tr>
<tr>
<td>Private limited partnerships</td>
<td>64,100,879</td>
<td>75,791,076</td>
</tr>
<tr>
<td></td>
<td>294,566,527</td>
<td>356,216,406</td>
</tr>
<tr>
<td>Program-related investments</td>
<td>5,656,219</td>
<td>5,656,219</td>
</tr>
<tr>
<td></td>
<td>300,222,746</td>
<td>361,872,625</td>
</tr>
<tr>
<td>Cash</td>
<td>8,898,408</td>
<td>8,898,408</td>
</tr>
<tr>
<td></td>
<td>$306,121,154</td>
<td>$367,771,033</td>
</tr>
</tbody>
</table>
# Summarized Financial Information

**Assets, Liabilities, and Unrestricted Net Assets**

<table>
<thead>
<tr>
<th>December 31,</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td>$361,872,625</td>
<td>$373,249,665</td>
</tr>
<tr>
<td>Cash and equivalents</td>
<td>5,898,408</td>
<td>3,248,903</td>
</tr>
<tr>
<td>Accrued investment income and other assets</td>
<td>30,371</td>
<td>50,318</td>
</tr>
<tr>
<td>Receivables from private limited partnerships and hedge funds</td>
<td>3,908,673</td>
<td>222,196</td>
</tr>
<tr>
<td>Property and equipment, net of depreciation</td>
<td>445,676</td>
<td>471,786</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td><strong>$372,155,753</strong></td>
<td><strong>$377,249,868</strong></td>
</tr>
<tr>
<td><strong>Liabilities and Unrestricted Net Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants payable</td>
<td>$1,895,500</td>
<td>$2,578,000</td>
</tr>
<tr>
<td>Unrestricted net assets</td>
<td>370,260,253</td>
<td>374,671,868</td>
</tr>
<tr>
<td><strong>Total liabilities and unrestricted net assets</strong></td>
<td><strong>$372,155,753</strong></td>
<td><strong>$377,249,868</strong></td>
</tr>
</tbody>
</table>

## Change in Unrestricted Net Assets

<table>
<thead>
<tr>
<th>Year ended December 31,</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dividends</td>
<td>$2,417,095</td>
<td>$1,450,129</td>
</tr>
<tr>
<td>Interest</td>
<td>9,163</td>
<td>812,792</td>
</tr>
<tr>
<td>Net gain on investments</td>
<td>3,550,746</td>
<td>38,262,812</td>
</tr>
<tr>
<td>Partnership income</td>
<td>10,602,436</td>
<td>8,966,893</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$16,579,440</strong></td>
<td><strong>49,492,626</strong></td>
</tr>
<tr>
<td><strong>Grants and Expenses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants (net of refunds)</td>
<td>$15,780,133</td>
<td>$14,912,038</td>
</tr>
<tr>
<td>Investment management and custodial fees</td>
<td>2,549,559</td>
<td>2,382,039</td>
</tr>
<tr>
<td>Grant administration</td>
<td>1,594,317</td>
<td>1,600,411</td>
</tr>
<tr>
<td>Other administration</td>
<td>647,560</td>
<td>663,931</td>
</tr>
<tr>
<td>Federal excise tax</td>
<td>419,486</td>
<td>649,566</td>
</tr>
<tr>
<td><strong>Total grants and expenses</strong></td>
<td><strong>$20,991,055</strong></td>
<td><strong>20,207,965</strong></td>
</tr>
<tr>
<td><strong>(Decrease) Increase in Unrestricted Net Assets</strong></td>
<td><strong>($4,411,615)</strong></td>
<td><strong>$29,284,661</strong></td>
</tr>
</tbody>
</table>

*This information is summarized from the books and records of the Foundation. Copies of audited financial statements are available upon request.*
The disposition of a not inconsiderable estate is never an easy assignment.

It has been a thorny & laborious problem for me because, recognizing my frailty & inadequacy, I have not been able to lose sight of the awesome responsibility involved.

If I could have looked upon my material goods as personal property, belonging to me alone, my task would have been immeasurably lighter. But I have never regarded my possessions in that light. Providence gives no fee simple title to such possessions. As I have seen it, all of the elements of the earth belong to the Creator of all things, and He has, as a part of the Divine Purpose, distributed them unevenly among His children, holding each relatively accountable for their wise use and disposition.

I have always felt that I have been only a trustee for such material wealth as Providence has placed in my hands. This trusteeship has weighed heavily upon me. In carrying out this final responsibility of my stewardship, I have sought to utilize such wisdom and understanding of equity as the Creator has given me. No one with any regard for his responsibility to his God and his fellow man should do less. No one can do more.

As I have seen it, life is but a proving ground where Providence tests the character and mettle of those He places upon the earth. The whole course of mortal existence is a series of problems, sorrows & difficulties. If that existence be rightly conducted, it becomes a progress towards the fulfillment of human destiny. We must pass through darkness to reach the light.

Throughout my adult life, day by day & year by year, I have been instilled with the conviction that wealth cannot be measured in terms of money, stocks, bonds, broad acres or by ownership of mine and mill. These cannot bear testimony to the staple of real excellence of man or woman. Those who use a material yardstick to appraise their wealth and foolishly imagine themselves to be rich are objects of pity. In their ignorance and misanthropic isolation, they suffer from shrinkage of the soul.

All of us aspire to a higher and better life beyond this, but I feel that the individual who seeks to climb the ladder alone will never find the way to Paradise. Only those who sustain the faltering ones on the rungs above and extend a helping hand to the less fortunate on the rungs below, can approach the end with the strength of sublime faith and confidence.

At the end of life each of us must face the great teacher that we call death. Stern, cold & irresistible, it walks the earth in dread mystery and lays its hands upon all. The wealth of empires cannot stay its approach. As I near my rendezvous with this common leveler of mankind, which takes prince and pauper alike to the democracy of the grave, I do so with resignation to the will of God, and with faith in His eternal justice.
Life has been sweet to me… sweet in the loved ones that have been mine, sweet in the friends who have surrounded me & rewarding in the opportunities that have come my way. I could not leave this earth with any degree of happiness and satisfaction if I felt that I had not tried to bring some of these joys to those less fortunate than I have been.

We know not where seed may sprout. In the poorest and most unregarded child who seems to be abandoned to ignorance and evil, there may slumber virtue, intellect and genius. It is our duty to sow and to nurture, leaving it to others to harvest the fruits of our efforts.

While I am conscious that my love for the land that gave me birth has been an influence in guiding the disposition of my estate, there are other practical reasons why I have favored my native state of West Virginia. It is not that I am unmindful or unappreciative of my adopted home of Pennsylvania, but rather that I have sought to appraise and balance the needs of each and the available potential for supplying those needs.

I cannot close my eyes to the realistic consideration that Pittsburgh and Pennsylvania abound in riches, having a citizenship in which men of great wealth are more common than rare. West Virginia is in a less fortunate position. There can be no question but that its needs are much greater than those of my adopted home. Consequently, in making specific provisions for West Virginia institutions, I have done so in good conscience, with a sense of equity & with recognition of a responsibility to distribute my estate in a way that will bring the greatest good to the greatest number. This decision was not made lightly or impetuously.

Conscious that in this Codicil to my Last Will & Testament, I am figuratively speaking from the grave, and that the great book of my account with the Creator has been closed beyond change or amendment, I submit my soul to His tender mercy, and my memory to the generosity & compassion of my fellow man.

Signed by Michael L. Benedum on the 15th day of June 1957
The Foundation commends the West Virginia Early Childhood Planning Task Force, the West Virginia Early Childhood Advisory Council, and more than 1,200 West Virginia citizens who participated in their work. For all published reports, updates and detailed background information on the ongoing work of the task force, visit www.wvecptf.org.
WHAT STEPS LEAD TO SUCCESS?

Early Learning in West Virginia