



West Virginia Higher Education Policy Commission

Higher Education News Clippings

Week of February 24, 2008

February 29, 2008

Law change could affect WVU-P

By MICHAEL ERB

PARKERSBURG — A proposed change to state law make take away West Virginia University at Parkersburg's status as a regional campus.

Connie Dziagwa, spokeswoman for WVU-P, said an amendment to House Bill 3215 would reclassify the school as a community college, taking it out from under West Virginia University and putting restrictions on the kinds of courses that could be created by the college.

The original house bill was intended to sever administrative ties between Shepherd University and Blue Ridge Community and Technical College. A last-minute addition to the bill, however, would have a similar effect on all state colleges, including WVU-P.

"In doing so we would lose our status as a regional campus of WVU and return us to being a community and technical college," Dziagwa said. "It also would block us from any future development of baccalaureate degrees. We would still have the baccalaureate courses we currently offer, but would not be able to add classes or programs."

The move also would remove West Virginia University's administrative authority over the Parkersburg campus, but it would remain as WVU-P, Dziagwa said.

The college has been an unusual institution in West Virginia since it first became a regional campus in 1989. WVU-P has remained the state's only regional campus and has blurred the line between community college and four-year institution, in part because it has fit the needs of students in the Mid-Ohio Valley, Dziagwa said.

"There has always been a desire (at the state level) to bring community college education under one roof, so to speak," Dziagwa said. "We're always been outside of the box."

Members of the Wood County Commission today sent letters to several local delegates, urging them to review the proposed changes and act accordingly. The group also issued a statement to the local media.

"WVU-P is an important tool for economic development," commission President Bob Tebay said in a statement Thursday. "We have counted on them to provide training needed for our local work force and serve as an anchor for economic development."

"The proposed change to return WVU-P to a community college status would not only harm out community, but more importantly harm the young people of our community who seek to achieve a four-year degree through the university affiliation," commissioner Rick Modesitt said in the statement. "Those we want to help the most could possibly be hurt the most."

Commissioner Blair Couch said the move would rob the community of a four-year institution.

The bill will be looked at in several West Virginia Senate committees this week and next. Educators from across the state were in Charleston on Thursday for West Virginia Higher Education Day and representatives from both WVU and WVU-P were speaking with local and regional delegates concerning the bill, Dziagwa said.

“Our main concern is how the students in the Mid-Ohio Valley would be served if these changes were instituted,” she said. “We became a regional campus in 1989 and since then grown to be the fifth largest college in the state, so it must be working.”

With the proposed bill, “it sort of feels like we would be going backwards,” Dziagwa said. “We want to remain as a regional campus of WVU.”

February 29, 2008

OPINION: 'Bucks for Jobs' Smart investment

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STATE senators on Wednesday approved a plan to set aside \$50 million to endow research at Marshall and West Virginia universities. Now, if the House of Delegates passes it, lawmakers can congratulate themselves on doing something smart for the Mountain State's future prosperity.

Gov. Joe Manchin proposed the "Bucks for Jobs" program, modeled after a 10-year-old effort in Kentucky called "Bucks for Brains." The money would use interest earnings from the endowment - split between the two schools, 70 percent to WVU and 30 percent to Marshall. The schools would come up with private matching grants to qualify for the money.

With it, they would hire researchers to work in fields where the schools already show strong potential. Well-equipped and well-staffed, those researchers would be even more competitive when trying to attract federal and private research grants.

Over time, their efforts will lead to new products and innovations, spinoff companies, jobs and an expanded tax base. This kind of activity is already happening in both Morgantown and Huntington.

At WVU, the Health Science Center has won millions in competitive grants from the National Institutes of Health, the gold standard in medical research money. A steady infusion of growth money in fields such as biotechnology, nanotechnology, biometrics, material science, engineering and environmental studies would accelerate the process.

Marshall University's Center for Business and Economic Research estimates Bucks for Jobs would generate 1,100 jobs and \$25 million in tax revenue during the first 10 years. In the second decade, the state would see 3,400 jobs and \$138 million in taxes.

Imagine the contagious vitality as West Virginia communities rear children in a smart, professional environment, where there are a growing number of intellectual jobs close to home. All these families will buy houses, shop, dine, attend local schools and pay taxes.

West Virginians are accustomed to coaxing, cajoling and even begging outside factories or installations to move here. This is a plan to generate the knowledge, products and wealth from within.

It is a refreshing change of attitude, and one of the smartest investments the state can make for its future prosperity.

February 28, 2008

Marshall still a bargain, Kopp says

By BEN FIELDS

HUNTINGTON -- When compared with other universities around the region, and the country for that matter, Marshall University is still a pretty good deal, the school's president said.

Rising college costs seem to be a perennial concern in the economically depressed Mountain State, where the average salary is roughly \$32,384, according to 2007 statistics from the West Virginia Bureau of Employment Programs. In fact, West Virginia was given an "F" for college affordability by the National Center for Public Policy and Higher Education in 2006.

The base tuition at Marshall for an in-state resident is \$4,360 per year, nearly half the cost for resident students at Ohio State, and slightly more than half of the \$7,302 in-state students pay every year at the University of Kentucky.

It's also double what it was 10 years ago, though the steady climb in tuition rates is a reality at colleges nationwide.

However, Marshall's in-state rate is not that far below Morgantown rival West Virginia University, which charges \$4,722 for residents.

In fact, when adding costs such as room and board, books and supplies and personal expenses, the two schools finish about even, with WVU slightly cheaper at \$14,388 per year, and Marshall at \$14,545. WVU cost estimates for room and board for in-state students are significantly lower than the cost for out-of-state students, making up for most of the difference in the two estimates. At Marshall, the cost for room and board is estimated at the same level, regardless of where a student is from.

Marshall also has a different tuition rate for metro students -- students who live in bordering parts of Kentucky and Ohio -- at \$7,592, putting the total estimate of costs through an academic year at \$17,295 if the student is living on campus, or \$12,295 without living expenses.

For out-of-state students, tuition is \$11,264, more than \$3,000 below WVU's rate of \$14,600. Figuring in room and board and miscellaneous expenses raises the cost to \$21,725 per year at MU, and well over \$25,000 at WVU.

MU President Stephen Kopp said he still thinks Marshall is very affordable for local students and for those coming to the school from across the country.

"I think it is. ... The tuition fees are low when you consider that investment, and the impact it has on a lifetime of earnings," Kopp said. "The difference between having a college degree and not having one is \$1.5 million in earnings over a lifetime."

"So, you're going to make a \$15,000 to \$20,000 investment on your college education, and you're going to earn in excess of \$1 million to \$1.5 million more than someone who doesn't have that degree."

Of course, college doesn't cost the same amount for everyone, Kopp said, pointing to the various ways to defray the expense, including scholarships and financial aid.

"I think when you look at the number of scholarships Marshall has ... it's still a very affordable education," he said.

Sen. Robert Plymale, D-Wayne, introduced a bill this legislative session to try and make college more affordable, establishing a committee that would appropriate money for capital improvements rather paying for those costs by imposing student fees. Out of the \$4,360 tuition cost for in-state students at Marshall, \$430 is used to pay off bonds for construction. Students from out-of-state pay \$1,460 in capital improvement fees.

The bill passed the Senate and is now in the hands of the House of Delegates Education Committee.

As for the trend in rising rates, Kopp said the university administration does "everything we can to keep that price down."

"There is a real cost to education that the university pays, and if the state doesn't keep up with the real cost of education, then families and students have to bear more of that cost.

"It all comes down to who is going to pay the bill," he added. "Is the state going to pick up more of the check, or are the students?"

Kopp explained that the state provides so much each year to its universities, and that funding covers a certain percentage of what it actually costs to run the university. The bulk of the rest has to be made up in tuition and fees.

Right now, he said, the West Virginia government provides about 25 percent of what it costs to run Marshall.

"Can the state do better? We'd all like to see the state do better, but I'm a realist," Kopp said. "This trend has not started recently. This has been going on for at least 30 to 40 years.

"And, the bottom line of this whole thing is, when you look at the pressures on the state budget, and the various programs the state has to support every year, higher education is not an entitlement program, (kindergarten) through 12 is," he added. "In the economic or budgetary challenges the state is facing, the one area is often pushed to the side is higher education."

But Kopp said he does think things are improving. With the Legislature recently giving university governing boards more flexibility to raise funds, and a \$50 million endowment for Marshall and WVU clearing the state Senate and headed for the House of Delegates, Marshall's head man isn't complaining.

Kopp said the university has been able to raise millions in private funds since the passage of Senate Bill 603 in 2005.

That money has allowed the university to build new facilities and expand without drastic hikes in student fees to offset the cost. However, students will be paying an additional \$150 in fees in 2009 for the recreation center expected to open that year.

Kopp wasn't at Marshall the last time the state government was making cuts in higher education, though he said he expects to face that situation eventually, whether it's next year or several years down the road.

"I know Gov. (Joe) Manchin is going to do everything he can to help improve funding from the state," he said. "There's a limited number of dollars and you can only spend each dollar once every year.

"When we face a situation when, unfortunately we're going to be looking at reduced funding, the question is what do you do? That could have a huge effect on our affordability levels."



February 28, 2008

MSU welcomes adult learners back to school Average age of students is 30s

By Amelia A. Pridemore

Carol Wellman had never set foot inside a classroom for 13 years — and the homemaker and mother of three decided to work on a college degree.

Wellman is now employed outside the home and working on a master's degree at Mountain State University. Thursday night, she and others worked to encourage people considering a return to college after being absent from the educational world, no matter how long the absence.

MSU hosted its adult back-to-school open house where university representatives made themselves available to older prospective students.

“We’re here to encourage people to come back to school,” said Anita Diaz, enrollment coordinator for the MSU graduate studies program. “It may be baby boomers, people with kids ... We want people to understand that, yes, they can.”

The estimated average age of an MSU student is his/her 30s, said Cindy Justus, director of enrollment analysis.

Diaz said students returning to college after a long absence from the classroom may worry they simply cannot do it, often because of financial and time concerns or fear of not being “smart enough.” However, she emphasized how MSU’s programs are catered to older students, particularly with online classes.

Some programs have groups called “cohorts” that will meet one night per week throughout West Virginia and in MSU’s other locations in Pennsylvania, North Carolina and Florida, explained Kristen Stump, southern West Virginia enrollment coordinator. Also, other students located around the world will meet online. These people start and finish their degree programs together while providing mutual support for one another.

Stump said she believes it is never too late to go back to college — she met a woman in her 70s who enrolled in the nursing program after working as a licensed practical nurse for about 40 years.

“Moms and daughters are working on their BSNs together,” Justus said.

Diaz noted older students tend to have higher grade-point averages than their “traditional college-age” classmates. Wellman, who began work as MSU’s enrollment coordinator for health science programs after graduating with her bachelor’s degree last year, said she believes she performed better in class than she would have when she was younger.

Wellman said a good support system at home and a helpful mother-in-law helped her make it to graduation day. Her oldest daughter, now 20, is a junior in college, and her son and daughter in middle school are determined to follow their sister — and mother.

“The kids look up to me,” she said. “They’re more determined to go to college because their mom did.”

Newsroom

February 29, 2008

Math Machine

If you build it, math will come

By Clark Davis

Anchor: Learning Mathematics can prove to be a tough task, but a professor at Marshall University is using toys to make math more understandable. Clark Davis has more.

Davis: Marshall Math professor Bonita Lawrence, is using an old idea to teach math in a new way. She and student Saeed Keshavarzian are staring at what looks like a huge contraption built from several erector sets. Its spread over 4 lab tables, but this is no toy it's a differential analyzer.

Lawrence: "It's a precursor to computers in a very strong sense and it was the first machine to solve what we call in mathematics a differential equation and it plotted the solution. But they built the machine because they needed the answers to certain questions."

Davis: Like solving differential equations.

Lawrence: In general speak a differential equation is an equation that relates rates of change in some sort of an equation. And right now its solving a second order differential equation if the distance from the center of this disk to where the wheel sits is say your acceleration, that motor is the independent variable, turns these two disks at a constant rate. And this wheel....

Davis: If you're confused your not alone, but here is what the differential analyzer did. In World War II it helped develop bouncing bombs used to destroy hydroelectric dams in Germany. Its solutions also helped in calculating the characteristics of soil erosion. Lawrence saw her first differential analyzer at science museum in London in 1995. That machine was built by Arthur Porter. He built it while a student at the University of Manchester after seeing the first differential analyzer at MIT. Lawrence learned that Porter, now 97 years old lives in Raleigh, North Carolina. She was inspired to build her own differential analyzer after visiting Porter.

Porter: "Seventy years I believe since I built this machine. And I was inspired by my professor Douglas Hartree just as much as these students are being inspired by their professor Dr. Bonita Lawrence. So this thing goes in cycles and this is how science builds up."

Davis: Prof. Lawrence built a smaller differential Analyzer they call Lizzy. It's just a few feet long.

Lawrence: On Lizzie what happens is because the distance here and the distance there are being added together and fed back here, we started out with one of the integrators at zero and the other at two or something like that. And as time goes on what's happening, well these two things are getting smaller and their being added together and that's what is positioning this. What happens, this is a beautiful description of a limit because the wheel is going to get closer and closer to zero and that's all it's going to do."

Davis: Lawrence and her students have been working on the large differential analyzer for the last three years, it should be completed in Mid March but it already has a name, Arthur. Student Saeed Keshavarzian says it's been a fun learning experience.

Keshavarzian: "You know when I was a kid, I use to see that my cousin had a lot of Leggos and I always use to think there's got to be something more than just building a house and this is it, this is amazing. This is really awesome that you get too build a real mathematical tool out of just toys."

Davis: Professor Lawrence expects the analyzer to have a long life in Marshall's math program teaching students how to solve complex math problems without computers.

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MU divided on BB&T grant conditions

By Veronica Nett

Although some Marshall University professors are concerned about a \$1 million grant from BB&T that requires the use of a specific book - Ayn Rand's novel "Atlas Shrugged" - the professor who will teach the course said he is comfortable doing so.

"The university was free to accept or reject the grant," said Cal Kent, vice president for business and economic research at Marshall. "I was free to accept or reject teaching the course."

Last month, Marshall University accepted the \$1 million gift from the BB&T Charitable Foundation. The grant will help establish the BB&T Center for the Advancement of American Capitalism. According to BB&T and Marshall, the center will provide students with a background in the workings of capitalism and free-market forces.

The selection of books for a course should be the prerogative of the professor, not that of the highest bidder, said Jamie Warner, vice president of undergraduate studies in political science at Marshall.

"Just because most of us tend to agree with capitalism and agree it's OK, doesn't mean outside people should be dictating [what we teach]," she said. "You pick the text to what you think will best benefit the students."

"Atlas Shrugged" is the final novel written by Rand, an American philosopher and author. Set in the United States in a communist world, the novel critiques the corrupt system and its damaging effects on love, science and industrial productivity. Rand argues that over time, self-sacrifice will cause a society to self-destruct.

"Atlas Shrugged" is a world-renowned philosophical novel, but Rand's work has been largely frozen out of the academic community, the BB&T Charitable Foundation said in a written statement.

"We have tried to encourage that discussion by supporting professors who have an interest in Rand," the foundation said in the statement. "All the professors involved in these programs believe this is an appropriate academic endeavor, completely independent of BB&T's interest. This is ultimately an expression of academic freedom by these professors."

In a news release announcing Marshall's gift last month, Phyllis Arnold, BB&T West Virginia's president, said "John Allison, our chairman and chief executive officer, passionately believes there needs to be a deeper understanding of the moral defense of capitalism and its causal relationship to economic well-being."

Warner said that "sounds more like preaching, not teaching."

"This idea that we would teach the moral value because someone donated money makes a lot of people [within Marshall's faculty] very uncomfortable," he said.

The BB&T foundation has also given similar gifts in support of programs involving business, ethics and philosophy to West Virginia University, the University of Charleston and Wheeling Jesuit University.

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In April 2007, BB&T pledged a \$350,000 grant over seven years to the University of Charleston's Herbert Jones Division of Business. The grant also created a program based on the philosophy of "Atlas Shrugged."

UC President Edwin Welch said the program fit the current teachings of the department and faculty agreed to the grant's terms.

"The infringement of academic freedom is whether the professor wants to teach it or not," Welch said. The university crossed no ethical lines when it accepted the grant, strings and all, he said.

In 2007, WVU's College of Business and Economics accepted a \$1.7 million grant from BB&T, with an expectation Rand's work would be included in the course.

"I don't think there is business course or an ethics course that didn't include ["Atlas Shrugged"], that is the book on that subject," said Russell Sobel, professor of economics and chairman of entrepreneurial studies at WVU.

Sobel said BB&T has provided grants to business programs so students have a better understanding of the morals and ethics within the business community.

Kent said when the university applied for the grant with BB&T they put together a list of books they would like to include in the course. The list included "Atlas Shrugged" and "The Wealth of Nations" by Adam Smith, widely considered the first modern work on economics, he said.

"I'm the one that is going to be teaching the course," Kent said. "Students can't be propagandized - they can be caused to think, but they can't be propagandized."

The course is an elective. Students are not required to take it and it will be available to other majors, not just business, he said.

George Davis, a political science professor at Marshall, said he would like to see the curriculum for the course discussed among the university's Faculty Senate, which meets today.

Educators Exchange Strategies for Creating the Global Community College

By KARIN FISCHER

Many community-college leaders are thinking pretty far outside their local communities these days to swap strategies for recruiting students overseas, improving study-abroad options, and making faculties and curricula more international. Those were hot topics at the 32nd annual meeting of Community Colleges for International Development, which wrapped up here on Tuesday.

The educators attending the meeting said two-year institutions needed to position themselves to produce graduates whose skills let them prosper in a swiftly changing and increasingly international economy. The conference drew participants from U.S. and foreign community colleges focused on international development and education.

"Many skilled workers are coming out of our colleges trained for jobs that don't exist any more," said Paul A. Elsner, chancellor emeritus of the Maricopa County Community College District, in Arizona, in a speech. "We have lots of skilled workers, but do they have the right kinds of skills?"

Mr. Elsner, who presented the results of an American Association of Community Colleges study examining community and technical colleges in two dozen countries, said institutions in some developing nations were particularly nimble in adapting new technologies and meeting changing needs of employers and employees.

The challenge for American community colleges, he said, is to deliver the skills critical to the new economy—such as analytical thinking and the ability to work across cultural and international boundaries—to the widest range of workers. Two-year colleges can play a "democratizing" role, Mr. Elsner said. "We have to figure out how everybody gets access to those skills."

Many of the sessions during the three-day conference illustrated how different institutions are responding to that challenge. For example, Mesa Community College, which is part of the Maricopa community-college district, now offers a certificate in global citizenship and is working to incorporate, and measure, global perspectives and international skills across the curriculum.

Shereen Lerner, chair of the college's department of cultural science, said the creation of the certificate program was, in part, faculty members' response to students who seemed to think that "the United States was the only important place in the world." As part of the program, students take five courses in one of four tracks, then complete a research project or study overseas. One of the tracks focuses on the political and economic interdependence of the world; another looks at science, technology, and the world.

One stumbling block, Ms. Lerner said, was that students spend only a limited number of credit hours on the Mesa campus before earning a degree or transferring to a four-year

institution and don't want to "waste time" taking courses that do not count toward those requirements. So all courses in the certificate program, which is optional, earn transfer credits.

At other institutions, international educators said they had to win over skeptics among faculty members or administrators. Elizabeth A. Molloy, assistant vice president for international education, libraries, and faculty services at Georgia Perimeter College, in metropolitan Atlanta, described one administrator who questioned efforts to make internationalization part of the college's strategic plan.

He said, "Why are you bothering? Our students aren't going to work overseas," Ms. Molloy recalls. "I told him that's not the point."

Entrepreneurial Faculty

In another session, Kelley Brayton, director of international education at Portland Community College, in Oregon, talked about her success in pitching a "business plan" for international education that laid out priorities for internationalizing the campus and recruiting additional foreign students. As a result, administrators approved an overhaul to the financing structure for her office, allowing her to keep 50 percent of the money from international-student tuition.

Ms. Brayton said she has used the money over the past five years to more than double the number of international students at the college, to more than 400, and to support summer faculty-development seminars that help faculty members include international perspectives in their courses.

One faculty member, Marlene Eid, not only added an international component to her psychology class, but also applied for and received a federal grant to help internationalize the curriculum. She now is coordinating such efforts on the Portland campus.

Other sessions also highlighted faculty members. Jeffrey M. Armstrong, dean of the college at Muscatine Community College, in eastern Iowa, talked about how he used a grant from the U.S. State Department to set up a partnership with Stella Maris College, in India. The two institutions use an Internet video connection to hold joint sessions of a course on contemporary world issues. Students from the two colleges also communicate through an online forum and e-mail. Mr. Armstrong said he hoped to recruit additional colleges to participate in the program.

February 26, 2008

Other states shopping for WV teachers

By BEN FIELDS

HUNTINGTON -- A lot of school districts are looking for West Virginia teachers, but most of those schools seem to be outside the state.

Teachers trained in West Virginia schools don't seem to mind.

"I just don't really care, I'm ready to move somewhere new," said Jennifer Kimmel, a Marshall senior majoring in elementary and special education, as she walked out of the annual Educator Expo hosted by her university Tuesday.

Kimmel said it seemed to her West Virginia schools just weren't looking for teachers, and the ones that were couldn't offer the same kind of pay or incentives promised by districts in other states.

"One (out-of-state) district offered me a \$7,500 signing bonus," she said. "I didn't see many people from the West Virginia schools, but the other states were begging me to come talk to them."

There were six booths from West Virginia school districts at the expo, but only three were manned. Cabell County had a sign at its booth saying the school system had canceled its appearance, and interested applicants could leave their qualifications at the registration table.

Cabell County spokesman Jedd Flowers said the district decided not to participate because it is in the middle of its reduction in force and transfer period, trying to figure out how many teachers will retire, how many will take other jobs or how many won't be hired back for the next year.

"We don't know what our needs are going to be yet," he said. "The schools at the expo are looking to sign people on the spot. We can't make anyone any promises."

Flowers said Cabell County has scheduled a special orientation meeting for education majors for early May.

Meanwhile, at Tuesday's expo, nine school districts from North Carolina, six from Virginia and a few from Maryland and Texas were represented. School districts from Kentucky and Ohio also attended.

"The biggest reason we're here is that North Carolina needed 12,000 teachers last year, and we produced 4,500," said Susan Matthews, personnel supervisor for Cumberland County Schools, one of the largest districts in the Tarheel State.

Districts such as Cumberland are also looking for elementary teachers, Matthews said, something that West Virginia colleges produce in large number. Marshall has roughly

300 elementary education majors, the largest concentration of students in the College of Education and Human Services, according to a university spokesman.

"My district has 53 elementary schools, so I am looking for elementary education majors," Matthews said.

In West Virginia, those positions are more limited, said Jay Cornell, assistant superintendent at Jackson County.

"It is starting to open up more somewhat across the state," he said. "But at Jackson County, we don't have any elementary positions open right now."

Cornell also said West Virginia doesn't allow its schools to offer signing bonuses to prospective teachers.

But, Cornell added, he had received some interest from prospective teachers on Tuesday.

"There were several good, quality applicants," he said. "These are folks that are West Virginia residents that, hopefully, want to stay West Virginia residents."

Bobbie Mendenhall, an elementary major from West Virginia University Parkersburg, said she wasn't sure if she would leave the state, but added it seemed likely.

"It seems like there's a lot of positions outside the state, so we have to go," she said. "But I think the schools in West Virginia do a good job of preparing us, so I wouldn't change where I went to college."

Another WVUP student, Mallory Hanlon, also said it seemed there were better positions elsewhere. Districts such as Pasadena Independent in Texas were actively advertising starting salaries of more than \$41,000 at the expo.

"If you go to a city with a growing population, your chances are better at finding a good job," Hanlon said.

The expo continues today at the Marshall University Memorial Student Center.



February 26, 2008

Proposal ties internships to popular PROMISE college scholarship

CHARLESTON -- College students who earn the state's PROMISE scholarship may be required to complete an internship or participate in a work program.

The bill would establish a summer internship program through Workforce West Virginia.

Sen. John Unger has sponsored a bill that was approved by the Senate on Monday and now goes to the House.

The Berkeley County Democrat says the majority of internships would likely be paid, and that students could complete them during the school year or over breaks.

In 2002, the PROMISE program started with \$27 million, and now operates on a budget of nearly \$41 million. The scholarship program is funded by lottery proceeds.

About 9,200 West Virginians attended college on the merit-based scholarship during the last school year.

February 26, 2008

\$50M endowment bill passes Senate

By BRYAN CHAMBERS

CHARLESTON -- Legislation establishing a \$50 million endowment for West Virginia's two research universities won approval from the state Senate on Tuesday.

The bill, which was approved unanimously, allocates \$35 million to West Virginia and \$15 million to Marshall University, provided both schools can match the funds with private donations within five years.

If either school fails, they could see part of their funding go to the other school.

Sen. Bob Plymale, D-Wayne, noted during Tuesday's floor session that the universities would draw funds from the interest of the principal endowment as private funds are donated, not from the original \$50 million itself.

"This might be the most important piece of legislation we pass this session," said Sen. Truman Chafin, D-Mingo, referring to comments made by Marshall President Stephen Kopp to a committee that approved the bill two weeks ago.

Kopp has said the funding would help establish the Marshall Institute for Interdisciplinary Research, a nonprofit subsidiary of the university that would be devoted to scientific research.

Projections have indicated the institute could produce \$25 million in additional tax revenue for the state within its first decade of existence and \$140 million by the end of the second decade.

The legislation now moves to the House of Delegates.

Also Tuesday, the Senate unanimously approved a bill that would provide nearly \$80 million for West Virginia community and technical colleges, including Marshall's.

Under Senate Bill 682, Marshall Community and Technical College would receive \$13.5 million from a bond issue, which the school would have to spend within three years. Marshall CTC officials have said the money would go toward new building projects.

What to Measure and Reward at Community Colleges

By [George R. Boggs](#) and [Marlene B. Seltzer](#)

At a time when postsecondary education is a requirement for an increasing number of U.S. jobs, community colleges provide broad access to higher education, enrolling nearly half of the nation's undergraduates. But is access enough? Fewer than half of degree-seeking community college students achieve their goals. Do we want merely to get students to attend college, or are we committed to seeing them through to graduation?

One might think that states, in order to reap the economic benefits of a more educated workforce, would offer incentives for more students to complete their education. But most states link their support of community colleges to enrollment levels, not to student progress or success. Public funding rewards getting students into the college, independent of whether any given student is achieving his or her educational goal or is on the road to dropping out.

Over the years, a number of states have experimented with financial incentives based on performance measures like graduation rates; but a newly approved program in Washington state takes a bold and different approach. The State Board for Community and Technical Colleges decided that institutions might be more motivated to improve performance by rewards for student progress past key "momentum points," as well as for completion. Under [the new plan](#), Washington will reward community and technical colleges for every student who achieves particular research-based benchmarks leading up to and including graduation.

Washington's community and technical colleges will receive extra money for students who earn their first 15 and first 30 college credits, earn their first 5 credits of college-level math, pass a pre-college writing or math course, make significant gains in certain basic skills tests, earn a degree or complete a certificate. Colleges also will be rewarded for students who earn a GED through their programs. All of these benchmarks are important accomplishments that help propel students forward on the road of higher education.

Washington State's Student Achievement Initiative rewards its colleges for helping students continue moving forward regardless of where they start or how far they may be from attaining their educational goals. Successful students take many intermediate steps between enrollment and graduation, each accomplishment building a foundation for future success. Washington state's plan recognizes the importance of supporting students as they achieve these intermediate milestones and rewards colleges for doing so. A student who is unable to pass a pre-college math course, for example, cannot continue on to college-level work, much less earn a degree.

We know there are key points along students' educational journeys where they may be more likely to discontinue or postpone their studies. Students who are underprepared

for college-level work are less likely to graduate than their peers who move directly into college classes, for example. However, [an analysis of data](#) from Achieving the Dream: Community Colleges Count, a national initiative to help more community college students succeed, shows that students who successfully completed any developmental course in their first semester were actually more likely than their peers to persist and succeed. Washington's plan seeks to focus colleges' attention on some of these key educational turning points and improve the odds of success at each step.

Knowing that the success of the Student Achievement Initiative depends upon buy-in at the institutional level, from CEOs down to classroom faculty, the State Board pursued an inclusive design process and is reaching out to every college in the state. During the design phase, presidents, trustees, business and civic leaders, faculty representatives and others — both supportive and skeptical — were consulted. In the current year, when the new system will be tested before full implementation, video conferences have been held with faculty members, administrators, and other staff at every college.

This incentive program is a good fit in Washington, which is among 15 states across the country participating in the Achieving the Dream initiative. Participating colleges make five specific commitments, which align well with Washington's new benchmarks. The colleges pledge to increase the percentage of students who complete developmental courses, complete introductory college courses, complete any courses they take with a "C" or better, re-enroll from one academic term to the next, and earn certificates and degrees. For each commitment, colleges analyze data to measure their progress with support and guidance from the initiative.

Currently, six of Washington's 34 community and technical colleges participate in Achieving the Dream and can serve as a learning laboratory for the entire system. The state's incentive plan gives colleges the freedom to figure out how best to improve their students' success rates, and being able to learn from peers who have already analyzed the effectiveness of various strategies will help them make more informed decisions.

Washington isn't the only state where such an incentive system can work. With more than 80 participating colleges, Achieving the Dream provides an existing support network for efforts to improve student success rates. And offering student success incentives need not be confined to Achieving the Dream states. More states should implement similar programs, altering incentives in ways that will compel colleges to action. With so many students in community colleges and so many of today's jobs requiring higher-level skills, it just makes sense.

THE CHRONICLE OF HIGHER EDUCATION

February 25, 2008

Thousands Could Lose Out on Larger Pell Grants, Analysis Suggests

Washington — Thousands of students who received Pell Grants last year may be denied them this year, a new analysis suggests. But students who continue to receive the grants will see their awards increase substantially.

The analysis, by Mark Kantrowitz, publisher of FinAid, a Web site about student aid, estimates that the \$69 cut in the maximum Pell Grant, contained in a 2008 spending bill that was signed into law last month, will result in roughly 100,000 students with incomes close to the cutoff losing their eligibility for the grants. That's because the cutoff is tied to the Pell maximum in the discretionary portion of the Education Department's budget.

Students who are disqualified from receiving Pell Grants will also be ineligible for Academic Competitiveness and Smart Grants, which go exclusively to Pell recipients.

But another bill enacted last year will result in students who hold onto the grants receiving much more aid than last year. That bill, a budget-reconciliation measure that slashed subsidies to student lenders, provided enough mandatory funds for the Pell program to provide for a \$490 increase in the grant, bringing the maximum award to \$4,731. —Kelly Field

February 25, 2008

Eastern partners with Region 7 WIB

MOOREFIELD, W.Va. - In the hurly-burly bustle of the Information Age, when knowledge and skill pave the only sure path to opportunity, one might expect American youth to seek as deep and rich a learning life as possible. One might be surprised.

"Young people have never been anywhere near so connected to each other, and to the planet, as they are today," said Bob MacPhail, a Potomac Highlands educator. "And yet, here we are at the beginning of the 21st century, in the United States of America, the wealthiest country in the world, and one of every three high school students is dropping out."

MacPhail's surprise at that statistic, and his chagrin, moved him to explore ways to do something about it with the Region Seven Workforce Investment Board (WIB). He knew that through its Youth Council, WIB recognizes a special concern for 14 to 21 year-olds, and that it supports activities designed to improve the job prospects, job skills and earnings of its clients.

"Zero job prospects, in other words unemployment, occurs among high school drop-outs in the United States almost twice as often as among high school graduates," MacPhail explained, pointing to last month's United Nations World Youth Report 2007.

"And when dropouts do find jobs, the work often won't pay a living wage. So just to make ends meet, they frequently turn to crime." Small wonder, MacPhail reasoned, that 80-percent of people in prison never finished high school.

Alternate Route

"We wanted to catch these young folks before they'd fallen completely through the cracks," he said, "and provide them with an alternate route to the high school diploma, a college degree, and productive careers."

MacPhail formed a non-profit corporation (C.O.A.T.E.S.—Comprehensive Occupational Assessment Testing & Educational Services) to offer counseling, testing, adult mentoring, tutoring and study skills training to youth, along with workplace experience—both paid and unpaid—in the form of internships, occupational learning and job shadowing. WIB admired the plan's scope and purpose, and gave him a contract to provide services to youth who may be struggling in high school or who have dropped out entirely; or who are working on their GED; or who have finished high school and find themselves adrift without positive direction; or who lack the economic resources to secure a place in college.

"WIB calls these clients 'at-risk' youth," MacPhail mused, "but I prefer to think of them as mavericks. For whatever reason, many of them just don't take to the brand of schooling that seems to serve the majority of our young people just fine." Partnering with the Workforce Education department at Eastern WV Community and Technical College, MacPhail put together an assortment of classes that combine practicality with social responsibility, and survival with technology.

At Eastern, the C.O.A.T.E.S. youth take two classes in OSHA workplace safety certification, and then a series of seven computer-related classes. "If they complete both OSHA classes and achieve the certification, we reward them with a \$50 gift certificate at

Wal-Mart," MacPhail said. By successfully completing each of the seven computer classes, they can earn additional gift certificates worth up to 400 dollars total.

New Opportunities

But MacPhail emphasized that the gift certificates are just teasers. "The real prize comes later, because those computer classes cover the exact same content as Eastern's college credit classes. So if the C.O.A.T.E.S. students will register for just one additional course at the college," he explained, "Eastern will retroactively authorize full college credit for all seven computer classes. And that's the real payoff for these young folks.

"They can start a college transcript even if they're still working on their GED," he said, "and they can convert all this learning to transcript credit at zero tuition cost."

The large majority of these learners are excelling in the computer classes, according to Seyed Mirkhani, Eastern's Academic Program Manager for Business Technologies.

"We're very pleased that through Eastern these young people have made a connection to college learning that they find meaningful. And they're discovering their own motivations to continue with their education." By harnessing the energies of their own independent spirits, Mirkhani pointed out, these learners are creating new opportunities for themselves.

"Society may define them as 'at-risk,'" MacPhail noted, "because they seem in danger of falling off the career radar screen—of not acquiring the knowledge and skills necessary to make a decent living, support a family, and enjoy life. At C.O.A.T.E.S., we offer them a vision of success across a bridge they can build between their maverick status and a college degree.

"So if they want it to work, we're here to provide the services, tutoring and guidance," he said. "And then only they themselves can build the bridge."

February 24, 2008

Education Department Agrees to End Controversial Upward Bound Study

By KELLY FIELD

Washington. Yielding to pressure from Congress and grant recipients, the U.S. Education Department has reluctantly agreed to abandon a controversial evaluation of the Upward Bound college-preparation program.

The study, which began last year, was designed to measure whether Upward Bound would have a bigger impact on college-going rates if it were refocused on higher-risk students. The program helps prepare low-income and first-generation students for college.

But the evaluation, which required grantees to recruit twice as many students to their program as normal and assign half of them to a control group, was unpopular from the start (The Chronicle, August 17, 2007). Critics, led by the Council for Opportunity in Education, a lobbying group for the federal TRIO programs for disadvantaged students, said it was unethical, even immoral, of the department to require programs to actively recruit students into programs and then deny them services.

"They are treating kids as widgets," Arnold L. Mitchem, the council's president, told The Chronicle last summer. "These are low-income, working-class children that have value, they're not just numbers."

He likened the study to the infamous Tuskegee syphilis experiments, in which the government withheld treatment from 399 black men in the late stages of syphilis so that scientists could study the ravages of the disease.

But Larry Oxendine, the former director of the TRIO programs who started the study, says he was simply trying to get the program focused on students it was created to serve. He conceived of the evaluation after a longitudinal study by Mathematica Policy Research Inc., a nonpartisan social-policy-research firm, found that most students who participated in Upward Bound were no more likely to attend college than students who did not. The only students who seemed to truly benefit from the program were those who had low expectations of attending college before they enrolled.

Mr. Oxendine concluded that the program was serving too many high-achieving students—students who really belonged in Talent Search, a less-intensive, less-expensive federal college-preparation program that is also part of TRIO. To test this theory, he proposed a study comparing Upward Bound participants who were at high risk of not attending college with a control group of nonparticipants and with Upward Bound participants who were more likely to enroll in college.

"Upward Bound has lost its focus," Mr. Oxendine, who retired last summer, told The Chronicle in July. "My hypothesis is that we're serving the wrong students now, and if we serve the right ones, we will see significant improvement."

Battle Against a Study

But the Council for Opportunity in Education, which says the Mathematica study was "contaminated" because students were allowed to participate in other college-preparatory programs, including Talent Search, fought the plan tooth and nail. In May, it began a lobbying push that sought to undo the department's actions through legislation. The effort, which the group dubbed Operation Rolling Thunder, focused on members of the Congressional Black Caucus, including Rep. Robert C. Scott, a Democrat of Virginia who sits on the U.S. House of Representatives education committee.

Their fight bore fruit last summer, when both chambers of Congress adopted amendments to legislation to reauthorize the Higher Education Act that would prohibit the department from proceeding with the study, or at least from forcing institutions to participate in it.

Then, in December, Congress passed an omnibus spending bill for the 2008 fiscal year that barred the Education Department from spending any of its budget on the evaluation.

Changing Course

But the department did not knuckle under until last Thursday, when Assistant Secretary Diane Auer Jones sent a letter to grantees saying she had decided "to terminate the evaluation and to engage stakeholders, including Congress, in discussions about a new evaluation that would be responsive to our collective needs and concerns."

Ms. Jones said that the department had already set aside enough money to continue the study through the end of the year, but that "in the context of the controversy surrounding the evaluation," had decided to end it sooner.

Mr. Oxendine could not be reached for comment on Friday.

In a statement, Mr. Mitchem credited Congress with the department's reversal.

"With those strong bipartisan messages, it was clear that the department could not continue on its current path," he said. "We are greatly relieved that this ill-advised evaluation is finally behind us."

February 24, 2008

Benedum gives \$12.6 million to 100 W.Va. groups

By Bob Schwarz

The Pittsburgh-based Benedum Foundation last year awarded 100 grants totaling more than \$12.6 million in West Virginia.

The foundation gives roughly two-thirds of its grant money annually to West Virginia, where the late oil wildcatter Michael Benedum was born and got his start buying oil leases from rural landowners. The other third goes to Benedum's adoptive city of Pittsburgh and to nearby areas of southwestern Pennsylvania.

Since its inception in 1944, the foundation has given \$219 million - \$50 million of that in the last four years - in philanthropic grants to West Virginia organizations.

The foundation works best as a partner with local groups, which come up with the projects and come to Benedum with proposals, Pat Getty, Benedum president, has said.

"We try to ask hard questions," said Beverly Railey Robinson, the vice president in charge of West Virginia programs. "We ask for data, for specific outcomes and we ask people to measure what they do."

The foundation is apolitical, Robinson said. "We monitor quite closely, but we don't lobby. We don't care who the political administration is. We work with whomever is in power. We're here for the long haul."

The grants are intended to promote and improve economic development, education, health and human services, and community development. Within the broad goals, foundation officials decide on strategic initiatives that they'll focus on for a few years, Robinson said.

Oral health of young children and pregnant mothers, teacher training programs, technology-based economic development, and affordable housing are among 17 areas the foundation now concentrates on, Robinson said.

"It's really the staff time we put in as much as the money," Robinson said. "We get a lot of people together who might not know each other. Take oral health, for instance. There were several good programs around the state that didn't know each other. We believe that critical mass leads to stronger leadership and more effective programs."

The foundation's assets stood at \$453 million on Dec. 31, up from \$425 million a year ago, and up from \$295 million five years ago, when the financial markets had plunged during the last recession.

Michael Benedum and his wife, Sarah, began the foundation as a memorial to their only child, Claude Worthington Benedum, who died in the influenza epidemic of 1918 while serving in the U.S. Army.

Here is a complete list of Benedum grants awarded during 2007 to West Virginia groups:

The Alliance for Children, Charleston: Support for CARE project to better coordinate care, reduce multiple placements and decrease out-of-state placement for children in state custody, \$110,000.

Appalachian Leadership & Education Foundation, Charleston: Continued leadership development, young adults, \$75,000.

Berea College, Berea, Ky.: Plan, promote annual Brushy Fork Institute in West Virginia; provide scholarships for West Virginia organizations to attend, \$25,000.

Blanchette Rockefeller Neurosciences Institute, Morgantown: WV Dementia Outreach Program: increase community awareness; offer education, early detection and improved treatment of adult dementia patients, \$200,000.

Bluefield State College Research and Development Corp.: continued support, Partnerships for Teacher Quality, to develop a model of teacher preparation and professional development, \$10,000.

Braxton County Development Authority, Sutton: Develop small-business incubator for technology-related companies in partnership with West Virginia High Technology Consortium Foundation, \$75,000.

Collaborative for the 21st Century Appalachia Inc., Charleston: create and implement marketing strategy to grow demand for local products in restaurants and among state shoppers, \$175,000.

Community Collaborative, Inc., Charleston: Establish statewide coordinated system of community and economic development, using common methodology among providers and funders, \$38,000.

Community Collaborative, Inc., Charleston: Collaborative effort with Community Development Partnership to implement new community development model, \$175,000.

Community Connect Foundation, Charleston: Pilot project in six cities to develop an e-government portal for use by citizens and localities to improve services, \$24,000.

Community Foundation for the Ohio Valley, Wheeling: Planned giving program to build the endowment, \$100,000.

The Community Foundation of North Central West Virginia, Fairmont: Continued staffing, community foundation serving Marion and Harrison Counties, \$90,000.

CommunityWorks in West Virginia, Charleston: Continued operating, program support for low-income housing initiatives, \$65,000.

Concord University Foundation, Athens: Continued support, Partnerships for Teacher Quality, to develop a model of teacher preparation and professional development, \$15,000.

Discover the REAL West Virginia Foundation, Charleston: Staffing to support educational programs, \$80,000.

Dollar Energy Fund, Pittsburgh: Staffing and funding for the West Virginia Statewide Utility Hardship Program, \$343,500.

Duquesne University, Pittsburgh: Host a work force summit on energy industry in West Virginia and Southwestern Pennsylvania, \$50,000.

Eastern West Virginia Community Foundation, Martinsburg: Staffing of the Hardy and Hampshire affiliates, \$200,000.

EdVenture Group, Morgantown: Help Advanced Placement teachers meet new College Board requirements, \$162,000.

Fairmont State Foundation: Create network of education policy fellows and host local study groups to guide state education policy, \$210,000.

Fairmont State Foundation: Continued support, Partnerships for Teacher Quality, to develop a model of teacher preparation and professional development, \$15,000.

Fairmont State Foundation: Support the National Network for Educational Renewal conference hosted by Benedum Collaborative, \$5,000.

Fayette County Education Fund, Oak Hill: Challenge grant to develop Fayette County Wolf Creek Park Nature & Science Center, \$40,000.

Glenville State College: Continued support, Partnerships for Teacher Quality; develop a model of teacher preparation and professional development, \$15,000.

Greater Kanawha Valley Foundation: Continue the funding pool for proposed sustainable development projects, Kanawha and Putnam counties, \$10,000.

Harts Community Development, Inc., Harts: Operating support, \$40,000.

City of Huntington: Increase citizen engagement by identifying and completing targeted projects that are part of strategic community plan, \$50,000.

Kids in Distressed Situations, New York: Statewide distribution, in collaboration with Mountaineer Food Bank, of clothing, school supplies and other items to needy children, families, \$25,000.

Marshall University Foundation: Three-year research and development project to help state teachers identify and serve gifted students living in poverty, \$350,000.

Marshall University Foundation: Create a model laboratory school for the state's "21st Century Learning" initiative, \$280,000.

Marshall University Foundation: Design, plan and evaluate school-based dental services through community health centers and school-based health centers, \$43,000.

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Marshall University Foundation: Support for School-Based Health Center Technical Assistance team, providing services in areas of quality, self-management and service development, \$170,000.

Marshall University Research Corp.: "Let's Get Moving," multi-county childhood obesity project promotes family-centered education and interventions involving nutrition, exercise and physician follow-up, \$150,000.

Milan Puskar Health Right, Morgantown: Community Dental Partners, pilot program of clinics providing free dental care and community education for low-income patients, \$35,000.

Mission West Virginia, Hurricane: Continued support for Wellspring Center to build capacity of faith-based and community-based organizations statewide as matching funds for a federal Health and Human Services grant, \$125,000.

Mission West Virginia, Hurricane: Provide support for foster and adoptive family networks statewide, \$150,000.

Mission West Virginia, Hurricane: Continued support, STEP UP project that provides free community technology centers to rural distressed counties, \$60,000.

New River Health Association, Scarbro: Develop oral health program serving infants and mothers; also improve access to care for school-aged children, \$200,000.

North Central West Virginia Community Action Association, Fairmont: Help with local match for group work camp that repairs 60-70 homes in Greenbrier County, \$9,500.

North Central West Virginia Community Action Association, Fairmont: Provide training to Head Start, Taylor County Board of Education, and child-care professionals in nine-county area using the "I Am Moving, I Am Learning" physical fitness and nutrition program aimed at combating childhood obesity, \$12,500.

Office of the Governor: Demonstrate technology curriculum in selected high schools, after-school programs and a community college, \$183,000.

Oglebay Institute, Wheeling: Develop, present and market glass-related events in conjunction with Year of Glass 2007, \$35,000.

Oglebay Institute, Wheeling: Develop, pilot and implement statewide after-school arts program, \$235,500.

One Economy Corp., Washington, D.C.: Create statewide "West Virginia Beehive" Web portal to provide online self-help and educational content to low-income West Virginians, \$150,000.

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One Economy Corp., Washington, D.C.: Create statewide "West Virginia Beehive" Web portal to provide online self-help and educational content to low-income West Virginians, \$150,000.

Regional Education Service Agency (RESA II), Huntington: Develop coaching program to supplement the West Virginia Department of Education's "21st Century Learning" professional development plan, \$128,300.

Regional Education Service Agency (RESA VIII), Martinsburg: Pilot cyber-mentoring program for full-time substitute teachers in Eastern Panhandle, \$107,500.

Rural Emergency Trauma Institute, Wheeling: Support analysis of improved communications system to maximize care of trauma patients, \$150,000.

Rural Emergency Trauma Institute, Wheeling: Develop the West Virginia Statewide Centralized Hospital and Emergency Medical Triage and Coordination Center; train local providers, \$300,000.

Shenandoah Valley Medical System, Martinsburg: Develop sustainable school-based dental screening, community oral health education and volunteer referral dentist program for low-income children in Berkeley, Jefferson and Morgan Counties, \$250,000.

Shepherd University Foundation, Shepherdstown: Continued support of Partnerships for Teacher Quality Initiative; develop a model of teacher preparation and professional development, \$5,000.

Southern Appalachian Labor School Foundation, Kincaid: Matching funds to buy building materials for Fayette County homes being repaired by Group Workcamps, \$30,000.

Southern Appalachian Labor School Foundation, Kincaid: Administrative support for low-income housing initiatives, \$50,000.

Tamarack Foundation, Beckley: Business development program designed to develop artisan-entrepreneur businesses and professional skills, \$247,000.

Team for West Virginia Children, Huntington: Promote and coordinate statewide efforts to reduce child abuse and neglect, \$300,190.

Thanks Plain and Simple, Cross Lanes: Build public support for West Virginian veterans, stressing individual, social and human capital improvements, \$50,000.

Travel Beautiful Appalachia Inc., Welch: Develop tourism in Southern West Virginia with an emphasis on McDowell and Wyoming counties through sale of West Virginia products, \$50,000.

United Way of America, Alexandria, Va.: Provide partial scholarships for staff of small United Ways in West Virginia and Southwestern Pennsylvania to attend National Staff Leaders' Conference in Pittsburgh, \$10,000.

Vision Shared, Charleston: Operating support for Vision Shared and Imagine West Virginia, \$150,000.

Vision Shared, Charleston: "Generation West Virginia" provides planning, marketing and leadership development to a consortium of young leaders to retain, attract and advance young talent, \$25,000.

Vision Shared, Charleston: Partners in Implementing an Early Care and Education System (PIECES) creates Web site that gives information about early child development, \$25,000.

Weirton Area Civic Foundation, dba Weirton Area Community Foundation: support Valley Ventures, a program for entrepreneurial development, \$200,000.

West Liberty State College Foundation: Continued support, Partnerships for Teacher Quality Initiative; develop a model of teacher preparation and professional development, \$20,000.

West Virginia Affordable Housing Trust Fund, Charleston: Finance housing counseling providers and develop affordable housing units serving low- and moderate-income families statewide, \$500,000.

West Virginia Association of Community Health Centers dba West Virginia Primary Care Association, Charleston: Develop, in collaboration with the West Virginia Academy of Family Physicians, pilot community networks using a "medical home" model, \$150,000.

West Virginia Association of Free Clinics, Charleston: Support for oral health service model development, data collection and analysis, and mini-grants to free clinics, and expansion of the Diabetes Management Project, \$200,000.

West Virginia Community Voices, Charleston: Improve availability and use of oral health services, especially for children, through coordination and improved oral health policy, \$50,000.

West Virginia Community Voices, Charleston: Establish statewide Perinatal Partnership to improve health outcomes and provide support for related demonstration projects, \$250,000.

West Virginia Council for Community and Technical College Education, Charleston: Support for joint program, West Virginia Department of Education and three community colleges, to help Adult Basic Education students advance to higher education, \$108,000.

West Virginia Council of Churches, Charleston: Start-up funding to offer support to West Virginia's soldiers and their families, \$75,000.

West Virginia Council of Churches, Charleston: Support for West Virginia Healthy Kids and Families Coalition Conference on Child Health and Development, \$35,000.

West Virginia Council of Churches, Charleston: Support for CARE-NET to coordinate and offer mini-grants to community agencies working with military families to find and create mechanisms for community support, \$250,000.

West Virginia Department of Education: Professional development of elementary teachers integrating 21st Century Learning Skills into state math standards, \$115,000.

West Virginia Department of Education: Grants to West Virginia's 19 teacher preparation programs to train teachers to teach 21st Century Skills, \$300,000.

West Virginia Department of Education: Team-generated professional development of arts educators using community arts groups, higher education, parents and RESAs, \$50,000.

West Virginia Department of Education: Improve delivery of quality oral health education programs by making materials available to schools and supporting School Wellness Councils, \$105,250.

West Virginia Department of Education and the Arts: Increase the enrollment of minority and low-income students in Advanced Placement courses, \$183,650.

West Virginia Development Office: Provide matching funds for program initiatives for the 2007 West Virginia Flex-E-Grant program, \$140,000.

West Virginia Grant Makers Association, Weston: Competitive grants to West Virginia community foundations for activities targeting endowment growth, \$300,000.

West Virginia Grant Makers Association Inc., Weston: Provide mini-grants to West Virginia community foundations to address oral health in children and pregnant women, \$300,000.

West Virginia Health Right, Charleston: Expansion of Prescription Assistance Program for uninsured poor through partnership between West Virginia Health Right and Beckley Health Right, \$75,000;

West Virginia Hospital Research and Education Foundation, Charleston: Pilot project for West Virginia Coalition for Quality Health Care to improve acute stroke care, \$75,000.

West Virginia Kids Count Fund, Charleston: Help launch "Kids First Communities" coalitions of parents, child care providers and business leaders to improve quality, accountability of West Virginia early child development system, \$135,000.

West Virginia Primary Care Network Inc dba Community Health Network of West Virginia, Scott Depot: Improve statewide tele-health use and Web-based health-care education and training, \$300,000.

West Virginia State University Foundation, Institute: Continued support, Partnerships for Teacher Quality Initiative; develop a model of teacher preparation and professional development, \$20,000.

West Virginia Symphony Orchestra, Charleston: Support costs of endowment campaign, \$300,000.

West Virginia University Foundation: Develop the WV Coalition for Technology-Based Economic Development, create and publish a strategic plan and assist projects advancing TBED statewide, \$150,000.

West Virginia University Foundation, Morgantown: Support research and professional development activities of West Virginia Afterschool Network, \$70,000.

West Virginia University Foundation: Matching grant expands CARDIAC program of screening and intervention to meet requirements of West Virginia Healthy Lifestyle Act for Children, \$750,000.

West Virginia University Foundation: Continued support, Partnerships for Teacher Quality Initiative to develop a model of teacher preparation and professional development, \$60,000.

West Virginia University Foundation: Support Smiles Across America-West Virginia program to provide dental sealants to uninsured/underinsured children and educate parents on importance of preventive services, \$100,000 over two years.

West Virginia University Foundation: Support for Statewide Collegiate Student Business Plan Competition, \$75,000.

West Virginia University Foundation: Support Three Rivers Clean Energy project to advance energy and environment sectors in West Virginia and Southwestern Pennsylvania, \$32,000.

Wheeling-Ohio County Health Department: Establish Web-based, interactive training tool to encourage use of Wheeling Walks by other communities, \$15,000.

Wood County Schools, Parkersburg: Support for expanded health screening, improved physical education curriculum, increased role of Wellness Policy Council and expanded evaluation, \$102,000.

Work4WV-Region 1, Beckley: Build in collaboration with West Virginia Entrepreneurial Alliance a regional entrepreneurial resource model to serve 11 counties, \$130,000 over two years.

WORKFORCE West Virginia, Charleston: Pilot additional assessment and job-matching services in set of employment centers, \$210,000.

WV Welfare Reform Coalition, dba West Virginia Alliance for Sustainable Families, Charleston: Continued support for statewide campaign to expand use of Earned Income Tax Credit by eligible families, \$95,000.

WV Welfare Reform Coalition, dba West Virginia Alliance for Sustainable Families, Charleston: Support creation of West Virginia Center for Budget and Policy with mission to provide timely and credible policy recommendations, especially related to tax policy impact on working families, \$75,000.

WVU at Parkersburg Foundation, Parkersburg: Continued support, Partnerships for Teacher Quality Initiative; develop a model of teacher preparation and professional development, \$20,000.