

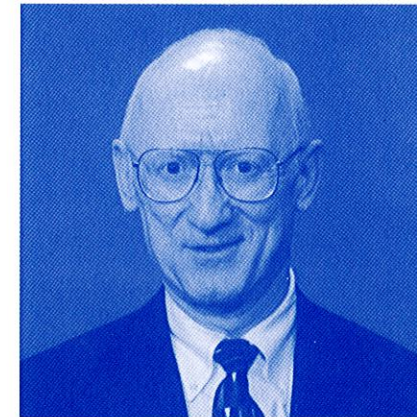
1999 Annual Report



The  Education
alliance
Business and Community for Public Schools

President's Message

As we enter the new millennium, we are aware that public education remains one of the most important issues in West Virginia and the nation. Promising to make our schools better is not only as American as Mom and apple pie, but rises to a level of critical importance as technology and our global economy place new emphasis on academic excellence. We know that our schools in West Virginia have made significant progress in recent years, and we believe that the programs and services of The Education Alliance have contributed to this progress. However, we are not ready to proclaim victory; rather, we must remain focused on school improvement and committed to providing our students with the best educational opportunities and experiences.



*Herchel Sims, Jr.
President, The Education Alliance*

Our commitment surfaces in many shapes and forms—from direct programs offered to schools, to research on pertinent education issues in our state, to business and community leaders working at the policy level to challenge how we educate our students.

Combining the unique talents of business and community leaders with the efforts of educators, volunteers and staff once again proved effective and led to a

successful year. We are pleased that our Partnerships in Education program enabled West Virginia to become the first state in the nation to link every public school with at least one business partner. This program, in my opinion, has been responsible more than any other for establishing the relationships and communication between the business and education communities that have led to our public school system instituting significant improvements. Our Partnerships program was also honored by the Mutual of America Foundation as one of the Ten Best community-based programs in the nation. We know that this success is the result of business and community leaders recognizing the importance of working directly with our schools.

Our inaugural *Graduates of Distinction* event honored Senator and Mrs. Robert C. Byrd and Ms. Kathy Mattea as graduates of West Virginia's public school system who have achieved national and international acclaim. It was very gratifying that all three inductees demonstrated their understanding of the value of education as they joined us and hundreds of our friends to celebrate the importance our schools had in their respective lives.

Our additional programs and

initiatives continue to improve our schools. Read Aloud West Virginia added volunteers to the existing ranks of thousands who are visiting our classrooms to read to children and to promote the joy of reading among our children. Our Day on Campus program enabled more than 6,000 students to visit a college or university campus. We all recognize the importance of getting more of West Virginia's high school graduates to

"We challenged ourselves to determine how the Alliance was providing the greatest benefits to the schools, and how we could improve upon those efforts. "

2 pursue higher education. We are also engaged in research that explores what motivates high school students to excel academically and what are barriers to academic success. I truly believe this research will be of great interest to many West Virginians. Mrs. Vivian Owens, our founding executive director and current Board member, is directing the Benedum Center for Education Reform at West Virginia University to strengthen the university's teacher education program and

equip our future teachers with the skills and resources needed to educate and challenge our students. And, we realize the role of technology in communicating, gathering information, and sharing ideas. We have made progress with incorporating the Internet and World Wide Web into how we assist our program participants.

As with any prudent organization, the Board and staff devoted considerable time this year to assessing our programs and services. We challenged ourselves to determine how the Alliance was providing the greatest benefits to the schools, and how we could improve upon those efforts. Additionally, we also identified a few of our programs and services that we felt other organizations in West Virginia would be better suited to continue, and we have worked closely with others to ensure a successful transition of those programs. We, as a result of the assessment, are now able to direct our resources to growing our core programs.

This is not to imply that our work will remain the same. We are continually reviewing what we do and the best ways to do it. As we prepare to enter the next century, the Board is investigating what our vision should be and what we need to accomplish with this vision. We want to be properly positioned to help our schools. While the details have yet to be determined, we do know that business and community involvement will remain the focus of the



1999 Graduates of Distinction: Senator Robert C. Byrd, Mrs. Erma O. Byrd and Ms. Kathy Mattea

Alliance. We are acutely aware of the value of this cooperation and support as we continue to provide students with a richer educational experience, as we change student attitudes about achievement, as we provide additional role models for students, and as we provide students encouragement for continuing their education. We will continue to work with one goal in sight—increasing student achievement.

In closing, I want to thank the Board of Directors for sharing such valuable time and talent with the Alliance, our dedicated and professional staff, our advisory committees, and our participants for taking such solid program concepts and making them real for thousands of West Virginia students. I especially want to acknowledge our donors for their generosity. My sincere appreciation is sent to those who are

already involved with the Alliance, and I invite those who want to share their resources and knowledge with our schools to join us—we always have room for friends of public education.



Herchiel Sims, Jr.

3 Herchiel Sims, Jr.

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Mini-Grants for Classroom Projects

"The project was truly a success! I cannot thank you enough for giving these children an experience that will stay with them for the rest of their lives. You can say today that you have definitely touched the life of a child."

Cindy Klimaitis, Teacher
Thorn Elementary School

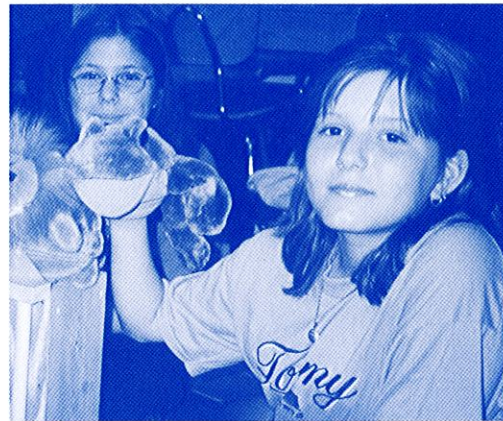
This note, from one of our Mini-Grants for Classroom Projects recipients, sums up the importance of this program designed to aid classroom teachers in their quest to bring exciting learning experiences to their students. Competitive mini-grants of up to \$500 are awarded to teachers who develop the most unique and innovative ideas to implement in their classrooms when public funding is not available.

In 1998-99, \$52,000 in grants were provided to 179 teachers throughout West Virginia.

Eight regional Mini-Grant Review Committees meet each year to evaluate grant applications for uniqueness, educational value and benefit to students and to decide who will be given the opportunity to test those innovative ideas in

their classrooms.

Mini-Grants for Classroom Projects cover a wide range of subjects at every grade level. Students have studied the cultures of China and Japan, followed Flat Stanley across the country, visited Cleopatra, "dug" into the past, learned the "Bear Facts" and explored hydroponics.



Students from Weimer Elementary School at work on a character lesson

Dental Health Mini-Grants follow the same criteria as classroom mini-grants but are also available to school nurses. These grants are designed to promote proper dental hygiene at school and at home.

An additional benefit of the Mini-Grants

program is the collaborative spirit demonstrated by community members, volunteers, students and teachers in a unified effort to accomplish their goals.

Mini-Grant recipients submit a report at the end of their program and send photos of their students involved in activities related to the projects. The enthusiasm and appreciation for the mini-grants program is expressed in their letters. *"As a teacher, I very much appreciate this opportunity and want to express my sincere appreciation to all of the businesses that make these grants possible."*

And, *"Thanks for making one of my teaching dreams become a reality."*

We join with these teachers in expressing thanks to sponsors of Mini-Grants for Classroom Projects and Dental Health Projects who are committed to supporting schools as they strive to enhance learning in the classrooms. The major corporate sponsor is **Columbia Gas Transmission**. Other supporters of the Mini-Grants programs are: **West Virginia Humanities Council; TOYOTA Motor Manufacturing West Virginia, Inc.; West Virginia Commission on the Arts & the National Endowment for the Arts; Huntington Foundation; and the West Virginia Dental Alliance.**

"The feedback from the community was excellent. I felt all the work put into this project was truly appreciated."

*Carolynn Jackson, Teacher
Paden City Elementary School*



Paden City Elementary School students explore different cultures in a lesson entitled, "China Here We Come!"

Partnerships In Education

"Because of the diverse educational programs such as Partnerships In Education sponsored and promoted by The Education Alliance, Wood County students have been afforded rich, varied and lasting experiences that previously were not available to them."

Tim Swarr, Administrator
Wood County Schools



Board member Betty Barrett talks with a student during a classroom visit.

Since 1984, thousands of West Virginia's K-12 students have benefited from business partner involvement in their schools. The Partnerships In Education program links individual schools with businesses or other community organizations in cooperative and mutually beneficial relationships. These relationships promote cooperation between educators and business people to work together on behalf of students.

8 The objectives of the program are:

- To bring business people into the schools to work with students, teachers, and administrators on projects that educators think will be helpful and business people feel qualified to accomplish;
- To give students and teachers a realistic picture of the business world and of the preparation students need for success;

- To supplement classroom studies with relevant learning experiences in business and industry; and
- To give business people a better understanding of the education system.

During the last year, we met our goal of linking 100 percent of West Virginia public schools with at least one business partner, making West Virginia the first state to reach this level of school-business collaboration. Additionally, The Education Alliance worked with many schools during the past year to add second, third, and fourth business partners to expand the resources and services available to students.

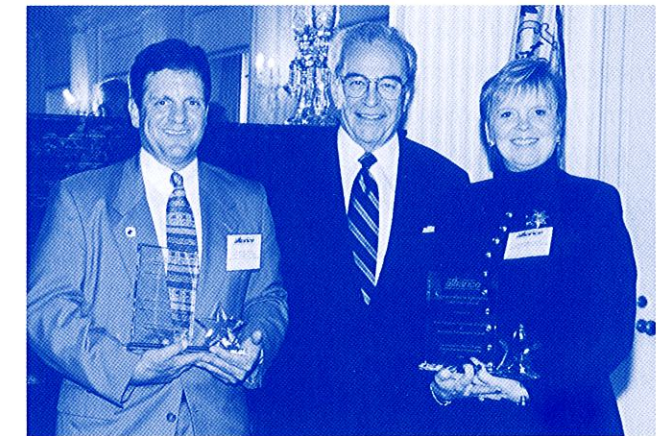
Not only have we brought schools and businesses together, but we have helped the partnerships develop extensive and beneficial activities. These efforts led to recognition by the Mutual of America Foundation of the Partnerships in Education

program as one of the ten best community-based programs in the nation. With that honor came a monetary award and national recognition.

Partnerships In Education is about the sharing of human resources and experience; financial support to schools should not be the principal provision of any partnership. Instead, all parties should consider what would provide the greatest benefit to students.

Activities conducted as small parts of overall programs include enhancing the school curriculum by providing guest speakers from businesses, enabling students to "shadow" employees in the workplace, providing business mentors for at-risk students, creating school stores to give students practical experience in retailing, and offering business leadership seminars to involve students in teamwork and problem-solving exercises. Schools can also "give" to the businesses by conducting in-service workshops for business employees, providing student entertainment for business functions, and offering facilities for company meetings or recreational opportunities.

The Education Alliance provides assistance and guidance to participants through its Partnerships In Education Advisory Committee. The committee, chaired by Michael Albert, is comprised of business and education leaders who explore new opportunities for partnerships.



Robert S. Glock of Riverside Elementary, Governor Cecil H. Underwood and Peggy J. Myers-Smith of WVU Children's Hospital, at the 1999 Gold Star Awards.

The committee selected five outstanding partnerships to receive the 1999 Gold Star Awards. The awards are presented annually to partnerships which exemplify the program's objectives for long-term relationships and enhanced learning opportunities for students.

9 One of our goals for the year 2000 is to nurture and strengthen existing partnerships so that the students of West Virginia will have unlimited opportunities in the 21st Century. Strategic planning related to improving communication among partners so they can share innovative ideas is being implemented. Development of additional materials for partners so they have more extensive resources is also on the drawing board.

Read Aloud West Virginia

"Read Aloud has become an integral part of the instructional activities in the schools in our county. Children and teachers eagerly await the opening of the classroom door, the smiling face of a reader and the armload of books they know will transform their world for the next several minutes. Upshur County has a wonderful resource in the Read Aloud program."

Mildred Beer, Curriculum Director
Upshur County Schools

Since its inception, Read Aloud West Virginia has sought to stimulate student interest in reading. Recognizing that the best teachers, methodologies and libraries will be of little use to students who do not value reading, Read Aloud continues to seek ways to motivate children to want to read. This premise (i.e. student motivation is a critical link in determining student achievement) provides the foundation for Read Aloud West Virginia and the numerous activities occurring at the community level.

The primary focus of the program continues to involve recruiting and training community volunteers to visit classrooms on

a regular basis for the purpose of providing a "live commercial" for reading. Last year more than 2,500 readers of all ages, professions and backgrounds shared their love of reading with students throughout the state.

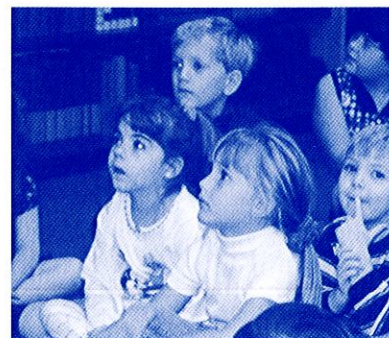
Through the efforts of these dedicated volunteers, students are introduced to a wide variety of literature and begin to view reading as a pleasurable activity that is not confined to school. They begin to understand that the adults in their families

and community—parents, grandparents, state troopers, salesclerks, bank tellers, businessmen and women, doctors, lawyers, retirees—read for knowledge, but also for pleasure.

The Education Alliance is dedicated to the growth of the Read Aloud program and offers both material and technical assistance to a network of county volunteer organizations.

Over the last year Read Aloud celebrated many milestones including:

- Initiated **Books! Books! Books!**, a grant program designed to encourage elementary schools to create school libraries or enhance existing ones. One school from each of the state's eight Regional Education Service Areas was selected through a grant process to receive



Students listen to a story from a Read Aloud volunteer.

The adage, "Values are caught, not taught" could be Read Aloud's motto. Children pay far greater attention to what adults do than to what adults say. Read Aloud volunteers show students they value reading by sharing their time and love of reading on a regular basis.

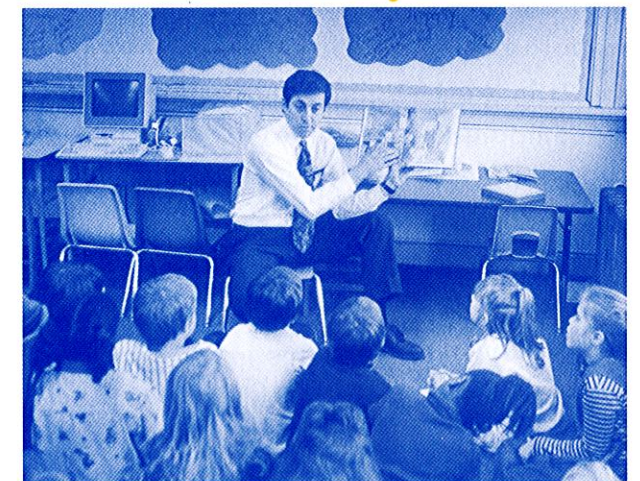
donated used books, a used computer and software as well as cash incentives which could be utilized to purchase new books.

- Revised and distributed brochures designed to encourage parents to read to children beginning in infancy. This brochure provides information regarding the importance of reading to children at an early age and a suggested reading list.
- United coordinators from contiguous counties in a series of regional meetings to foster collaboration and share ideas.
- Presented the 5th Annual Read Aloud West Virginia Conference. Conference sessions provided opportunities to discuss children's literature and learn about programs focused on their goal of instilling a love of reading in children throughout the state.
- Provided staff development and encouraged the implementation of both Read Aloud and free voluntary reading (sustained silent reading) programs throughout the grades. The Education

Alliance staff has worked closely with the West Virginia Department of Education as well as county school boards.

- Purchased additional books and trunks to loan to schools thanks to a variety of donations. Currently 36 trunks, each containing approximately 25-30 titles, are available for loan to schools.

Plans for the future include additional training sessions for volunteers through the county coordinators, additional materials for volunteers and educators as well as the annual statewide conference.



Milt Gutman, a Rotary member, reads to students at Madison School on Wheeling Island.

Business Council for Education

"West Virginia's recent reforms, particularly raising academic standards, have provided a solid foundation for continued improvements to our educational system. However, when we expect more of our students, we must also expect more of our teachers and our school leaders. We hope that our School Leadership Project will help identify characteristics of an effective leader and develop solutions."

Dr. Dwight Sherman,
Regional Director of Public
Affairs, Union Carbide
Corporation

12 The Education Alliance's Business Council for Education has worked for more than eight years to support and lead various school reform efforts in West Virginia. During that time the companies that comprise the Business Council have remained committed to implementing their "Nine Essential Components of a Successful School System." With support from the Business Council, West Virginia has implemented a number of reforms in recent years that address each of the identified "Essential Components."

Nine Essential Components of a Successful School System

- Rigorous academic standards
- Reliable assessments
- School accountability
- Professional development
- Parent involvement
- School autonomy
- Educational technology
- Learning readiness
- School safety

Standards in each of the core subject areas were revised; the state has expanded and revised its student assessment program; and in the past year the state has reorganized and strengthened its school accountability system through the creation of the independent Office of Education Performance Audits.

Recognizing that the success of school reform efforts is largely determined at the local level by the effectiveness of school principals, the Business Council is conducting a School Leadership Project to address this important issue. Upon completion of the project, the Business Council intends to work with state and local education leaders to implement recommendations contained in the project's final report.

The Business Council continued its work with local schools and communities to help them implement recent reforms and become more effective through Local

School Improvement Councils (LSICs). LSIC members received training, technical support, and materials upon request. The Business Council conducted several countywide workshops across the state to provide an opportunity for LSIC members to meet, share ideas and plan for the future.

For the sixth year, the Business Council recognized the most successful LSICs with \$1,000 LSIC Progress Awards. A statewide volunteer review committee selected nine award-winning councils for their outstanding efforts implementing projects such as creating a new school library, conducting after-school programs, and publishing books written by student authors from the school.



David Roach, Superintendent of Cabell County Schools, receives Encarta software from Jim McKay, Program and Resource Manager for the Business Council as part of a technology initiative.

The Business Council developed a *School-Community Communications Guide* and facilitated seven regional training sessions to help schools communicate more effectively with the public and the media. The training will enable participants to use accepted methods of communication with the media and communities. More than 160 school administrators, teachers, and business people were trained and 700 additional copies of the guide were distributed upon request.

The Business Council for Education includes representatives from the following corporations: American Electric Power; Arch Coal, Inc.; Ashland Inc.; Banc One-West Virginia; Bell Atlantic-West Virginia; E.I. DuPont de Nemours & Co.; Union Carbide Corporation; and United Parcel Service.



Education Policy Research Institute

"Many schools looked at 'Achieving Despite Adversity' which was done in 1995. As a result, I believe that many programmatic changes were made. The Commission on Professional Standards has examined the data produced through 'Tomorrow's Teachers' as it has proposed new certification proposals..." and, "Boards have been able to balance their budgets more effectively; no doubt as a result of the data generated through the 'Fragile' study. Keep up the good work!"

William Fox, Principal
Lewisburg Elementary School

Comments such as Principal Fox's provide the staff of the Education Policy Research Institute with some of the motivation to continue researching issues that affect the world of education in West Virginia. By understanding what motivates people to succeed, we can feed that success.

During the past year, the Education Policy Research Institute began a comprehensive study analyzing students' motivation with regard to higher education. More than 100 hours of interviews with students and their families, focus groups and surveys of students and educators has led to a series of recommendations for policy makers and educators. The study will be published in January, 2000.

One of the projects the Education Policy Research Institute completed in the

Education Policy Research Institute Publications

1998

***Tomorrow's Teachers
Educating Educators***

1997

***The Educated Guess
Voices of Experience: Educators
Speak Out for Change***

1996

***Fragile: Education in the Balance
Property Taxes in West Virginia:
Excess Levies***

1995

Achieving Despite Adversity

1993

***Public School Finance Programs of
the United States and Canada***

1992

The "Fair Share" Dilemma

last year was an assessment of school leaders and administrators to gauge the impact the research findings are having in West Virginia schools. The results provided the Research Institute with suggestions for additional research topics.

The Research Institute has also employed a new research specialist and undertaken an extensive review of its previous research efforts with the objective of defining future goals and projects. The Research Institute has launched three new projects which will be completed during the coming year. The projects are: "No Simple Solutions", a student achievement study; a study to determine new characteristics of success for primary grade teachers; and the pros and cons of high school exit exams.

As an initiative of The Education Alliance, the Research Institute continues to conduct scholarly research, analysis and evaluation of issues which affect the quality of public education in West Virginia. The research studies produced by the Research Institute have received significant attention and acclaim over the years due to their unbiased approach and choice of research topics which reflect national trends and current public and political concerns about public education in our state.

The Research Institute conducted presentations regarding its research findings throughout the year. Presentations focused on the results of "Tomorrow's

Teachers" and "Educating Educators" and provided information on the upcoming study on motivation. Some of the groups who requested presentations were: Leadership Charleston; the Legislative Oversight Commission on Education Accountability; The State Board of Education; the State College System and University System Board of Directors.

A follow-up discussion with the West Virginia Commission for Professional Teaching Standards was conducted related to the "Educating Educators" study. Participants were able to discuss in detail what skills new teachers need to have.

The Research Institute remains focused on its goal of providing timely and credible educational research, increasing the statewide visibility and use of its research findings and having a positive influence on county and state level decision-making and policy changes in regard to public education.

Day On Campus

"It was one of the most fantastic trips the students and I have ever taken. They were able to put into practice what they learned in the classroom. That is what education is all about."

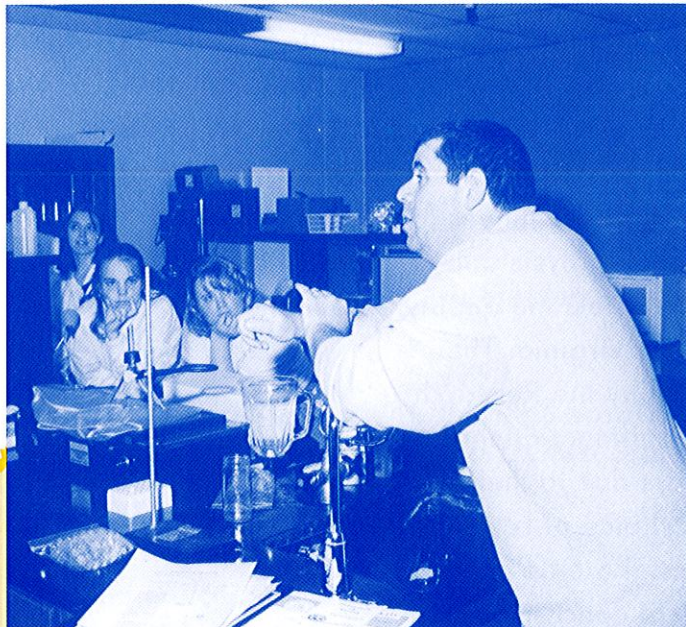
Mrs. Sandra Burchett, Teacher
Braxton County High School

Campus visits may seem, for some students, to be just a day spent outside the classroom, but for many, a trip to a college or university campus changes their perspective about whether or not they will continue their education after high school graduation. The Education Alliance designed Day On Campus in 1988 to enable West Virginia students in grades 4 through 9 to visit a college campus.

During the last 10 years, the program has provided financial assistance to schools allowing more than 63,000 students to experience a day on campus.

Last year, 139 public schools and approximately 6,300 students throughout the state participated in the program. The visits ranged from simple tours and question and answer sessions among students and college representatives, to more focused programs based on individual school needs.

In response to teacher and student requests, Day On Campus was expanded to allow visits to vocational and technical schools. Teachers were interested in showing students the wide array of technical careers and what type of training is available.



Braxton County High School students explore the science labs at West Liberty State College with Dr. Robert Kreisberg.

Faculty, students and administrators from every public and private college in the state provided students with opportunities to experience campus life, learn about different fields of study and see first-hand what college is all about.

The goal of the program is to show students more about the advantages to continuing their education after high school and to help them understand the preparation needed to be successful in their pursuit of a college or technical degree.

A recent study shows West Virginia's college-going rate has increased 7 percent in the last seven years. However, the increase only brought the college-going rate to 51 percent of graduating seniors. This statistic illustrates the importance of exposing students to a campus environment so they will see college as a real option.



Braxton County High School students apply scientific theory to a hands-on experiment.



Family Involvement Grants

"A program that fosters a positive relationship between school, home and community can only increase student achievement and create positive self esteem. We wanted to create a learning environment that was positive and rewarding and we feel we did this. We would like to thank The Education Alliance for funding our project."

Sandra Wolfe, Principal
Mason-Dixon Elementary School

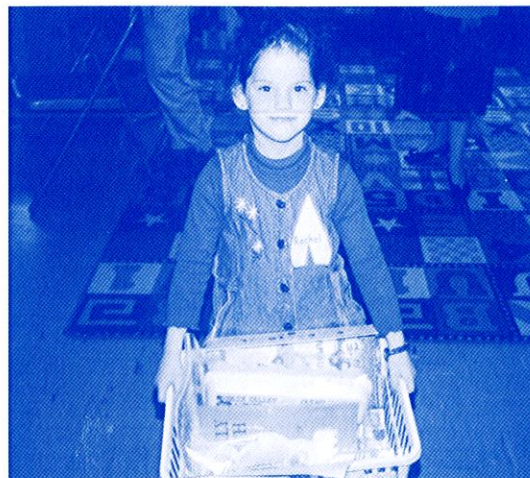
The Education Alliance's Family Involvement Grants allow schools to develop programs that involve parents and community members in schools on a personal level. Specific programs with successful results energize everyone fostering even more cooperation, communication and a feeling of community pride. Annually, \$10,000 in grants are awarded.

Children achieve at higher levels when their families are involved in their education. Family involvement has evolved over the years from chaperoning field trips and sponsoring bake sales to a more in-depth and interactive role. Parents are involved in surveying and analyzing data on school performance, creating new courses, developing technology plans, selecting new textbooks, reading aloud in

the home and classroom and communicating more with teachers.

When family members are active in the educational experiences of their children, the results range from higher academic achievement, better communication and more defined goals for learning.

As a result of the \$1,000 Family Involvement Grants, which are sponsored by Union Carbide Foundation, schools report many changes. In one school parents attended family fun nights with their children where they learned about such topics as fire safety, astronomy and



A member of the "Little Indians' Club" at Fairview Elementary School shows off the materials she will take home from the family night activities.

cooking. Other grantees developed summer reading initiatives featuring "celebrity" readers; teachers visited families at home and did lessons with the entire family; and family resource centers that offer materials, books, manipulatives and workshops for parents were developed.

By stimulating educators, guidance counselors, community members and others to develop creative and effective ways to get family members of all ages more involved in their children's education, the school, the family and most importantly, the children benefit.

The more parents can show their children that they value education, the more the experience means to the child. Building an active, open climate for learning and communicating means that education becomes a more enriching experience for the entire family.

"Our aim was to increase student proficiency by helping the incoming parents be more involved in their child's education. We intended to provide some of the tools and knowledge necessary to help them help their child with meaningful and enriching learning activities."

...the results exceeded what we were hoping to achieve. Thank you for the funding that enabled us to bring together our teachers, students and parents."

Mary Harker, Teacher
Fairview Elementary School

Special Events

Some of the more memorable events from the last year were related to The Education Alliance as a whole and not program specific.

"I am a product of the West Virginia public school system and proud of it!"

Kathy Mattea
1999 Graduate of Distinction

"What a privilege it is for Bank One to be associated with The Education Alliance in recognizing these special West Virginians. Each of them has brought honor to all of our citizens by publicly representing the values and principles held so dear by us all."

A. Michael Perry
Former Chairman of Bank One-West Virginia NA
Acting President Marshall University

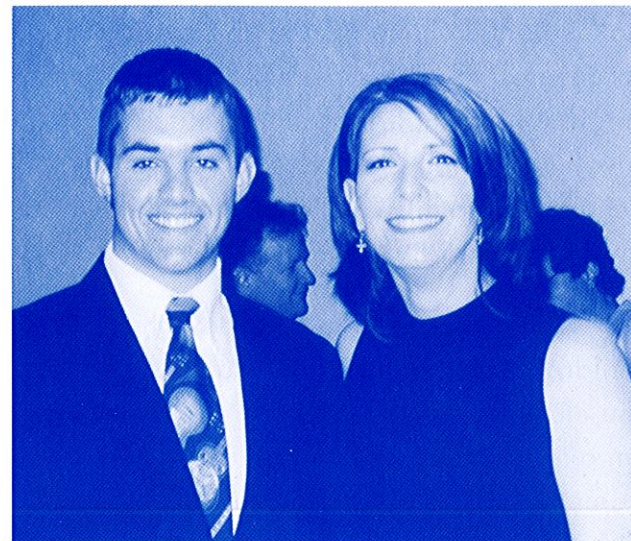
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The Education Alliance created Graduates of Distinction to recognize and honor graduates of West Virginia public schools who have attained national or international acclaim in their professions and for their loyalty to West Virginia.

Members of the inaugural class of the Graduates of Distinction were Nitro High School alumna and country music recording artist Kathy Mattea; Mark Twain High School alumna and a most trusted advisor to a United States Senator, Erma O.

Byrd; and Mark Twain High School alumnus and United States Senator Robert C. Byrd.

Other events throughout the year provided friends of The Education Alliance with an opportunity to socialize and support the programs of The Education Alliance.



The 1999 Valedictorian of Nitro High School, Mattea's alma mater and 1999 Graduate of Distinction Kathy Mattea.

"...education has been the cornerstone on which we have built our lives."

Senator Robert C. Byrd
1999 Graduate of Distinction

Avid golfers from across the state spent the day at Glade Springs Resort for the Fifth Annual Golf Classic.



Ellen Goodwin, Director of Development, receives a check from Bank One representatives C.L. Wilkerson, Nancy Kissinger and Walt Noyes at the 1999 Golf Classic.

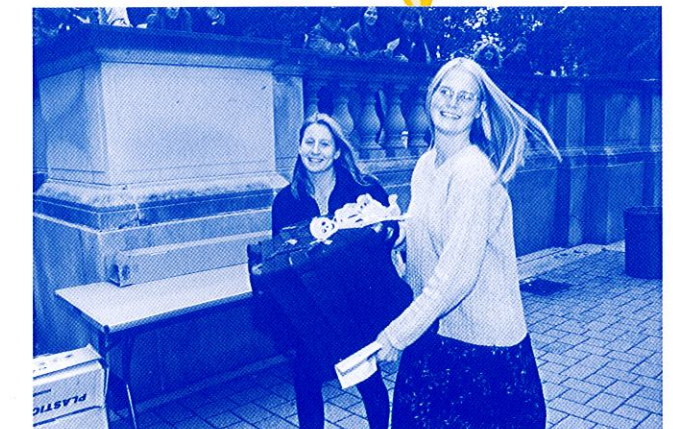
The first Capital City Pumpkin Drop, sponsored by The Education Alliance and Rhone-Poulenc provided students with an opportunity to apply the rules of math and physics while having a good time. The winning entries had to be intact and land closest to the target. Special thanks to the West Virginia University College of Engineering and Mineral Resources for providing technical assistance and judges.

Governor and Mrs. Underwood presented the winners with their prizes and hosted students at a reception after the event.

The Raleigh County Development Committee for The Education Alliance hosted the 1999 Shag Dance at the Black Knight Country Club in Beckley. The Beckley Shag Club provided music, shag dance lessons and demonstrations for the evening. Auctioneer "extraordinaire" Dwight Dials, Superintendent of Raleigh County Schools, auctioned a variety of donated items from area merchants.



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Students get their entries ready for competition at the 1998 Capital City Pumpkin Drop.

Financial Report

INDEPENDENT AUDITORS' REPORT

The Board of Directors
The Education Alliance-Business And
Community For Public Schools, Inc.

We have audited the statements of financial position of The Education Alliance-Business And Community For Public Schools, Inc. (the Alliance) as of June 30, 1999 and 1998, and the related statements of changes in net assets, and cash flows for the years then ended. These financial statements are the responsibility of the Alliance's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

22 In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Alliance at June 30, 1999 and 1998, and the changes in its net assets and its cash flows for the years then ended in conformity with generally accepted accounting principles.

Suttle & Stalnaker, PLLC

Suttle & Stalnaker, PLLC
August 20, 1999

Statements of Financial Position June 30, 1999 and 1998

	<u>1999</u>	<u>1998</u>
ASSETS		
CURRENT ASSETS		
Cash and Cash Equivalents - partially restricted	\$ 23,840	\$ 69,766
Short-term Investments - partially restricted	794,310	824,692
Pledges and Grants Receivable - partially restricted	6,078	7,398
Other Current Assets	<u>15,879</u>	<u>12,363</u>
Total Current Assets	<u>840,107</u>	<u>914,219</u>
FURNISHINGS AND EQUIPMENT		
Automobile	15,756	15,756
Office Equipment	<u>36,291</u>	<u>32,042</u>
	52,047	47,798
Less Accumulated Depreciation	<u>36,827</u>	<u>31,739</u>
	<u>15,220</u>	<u>16,059</u>
	<u>\$ 855,327</u>	<u>\$ 930,278</u>
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts Payable	\$ 5,539	\$ 28,302
Accrued Payroll and Related Liabilities	21,588	21,914
Refundable Advances	<u>122,986</u>	<u>71,975</u>
Total Current Liabilities	<u>150,113</u>	<u>122,191</u>
NET ASSETS		
Unrestricted	296,948	381,659
Temporarily Restricted	<u>408,266</u>	<u>426,428</u>
Total Net Assets	<u>705,214</u>	<u>808,087</u>
	<u>\$ 855,327</u>	<u>\$ 930,278</u>

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Statements of Changes in Net Assets
Years Ended June 30, 1999 and 1998

	1999			1998		
	Temporarily Unrestricted	Restricted	Total	Temporarily Unrestricted	Restricted	Total
Revenue and Support						
Gifts and Grants	\$ 142,497	\$ 557,369	\$ 699,866	\$ 140,181	\$ 734,835	\$ 875,016
Special Events	45,976	-	45,976	34,290	-	34,290
Investment Income	33,567	22,775	56,342	73,069	27,647	100,716
Total Revenue	222,040	580,144	802,184	247,540	762,482	1,010,022
Net Assets Released from Restrictions	598,306	(598,306)	-	730,705	(730,705)	-
Total Support and Revenue	820,346	(18,162)	802,184	978,245	31,777	1,010,022
Expenses						
Program Services:						
Classroom Minigrants	93,303	-	93,303	88,018	-	88,018
Partnerships in Education	44,681	-	44,681	61,420	-	61,420
Read Aloud	69,304	-	69,304	66,077	-	66,077
Education Policy Research	133,970	-	133,970	200,048	-	200,048
Business Council for Education	84,732	-	84,732	138,362	-	138,362
Education Reform	135,003	-	135,003	134,746	-	134,746
Working on Wellness	37,263	-	37,263	63,001	-	63,001
Other	127,139	-	127,139	96,265	-	96,265
Total Program Services	725,395	-	725,395	847,937	-	847,937
Management and General	64,070	-	64,070	62,540	-	62,540
Fund Raising	115,592	-	115,592	100,963	-	100,963
Total Expenses	905,057	-	905,057	1,011,440	-	1,011,440
CHANGE IN NET ASSETS	(84,711)	(18,162)	(102,873)	(33,195)	31,777	(1,418)
Net Assets, Beginning of Year	381,659	426,428	808,087	414,854	394,651	809,505
Net Assets, End of Year	\$ 296,948	\$ 408,266	\$ 705,214	\$ 381,659	\$ 426,428	\$ 808,087

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Statements of Cash Flows
Years Ended June 30, 1999 and 1998

	1999	1998
Cash From Operations		
Change in Net Assets	\$ (102,873)	\$ (1,418)
Add Adjustments Not Affecting Cash:		
Depreciation	7,779	7,349
Investment Income Credited Directly to Investment Accounts	(52,757)	(92,053)
Decrease (Increase) in Operating Assets		
Pledges Receivable	1,320	6,302
Other Current Assets	(3,516)	3,340
Increase (Decrease) in Operating Liabilities		
Accounts Payable	(22,763)	16,727
Payroll and Related Liabilities	(326)	(4,163)
Refundable Advances	51,011	(80,431)
Cash Provided (Used) by Operations	<u>(122,125)</u>	<u>(144,347)</u>
Cash From Investing Activities		
Purchases of Equipment	(6,939)	--
Sales of Short-Term Investments	110,226	150,000
Purchases of Short-Term Investments	(27,088)	--
Cash Provided (Used) by Investing Activities	<u>76,199</u>	<u>150,000</u>
INCREASE (DECREASE) IN CASH	(45,926)	5,653
Cash and Cash Equivalents, Beginning of Year	69,766	64,113
Cash and Cash Equivalents, End of Year	<u>\$ 23,840</u>	<u>\$ 69,766</u>

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The Accompanying Notes Are An Integral
Part of These Financial Statements

NOTE 1 — SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

GENERAL — The Education Alliance-Business And Community For Public Schools, Inc. (the Alliance), formerly the West Virginia Education Fund, Inc., was established in 1983 as a non-stock corporation under the laws of the State of West Virginia. The primary purpose of The Education Alliance-Business And Community For Public Schools, Inc. is to advance the quality of public education in West Virginia schools.

The programs of the Alliance consist of Classroom Minigrants, Partnerships in Education, Read Aloud, Business Council for Education, Education Policy Research, Education Reform, Working on Wellness, Communications, and various other programs. The Classroom Minigrants program awards grants to deserving teachers to support their innovative projects for which funding would otherwise be unavailable. In the Partnerships in Education program, schools and businesses or other private sector organizations work together for a cooperative, mutually beneficial relationship. The Read Aloud program teaches children the joy of reading. The Education Policy Research program is designed to explore core policy issues in public school education. The Business Council for Education is an effort, in conjunction with the National Business Roundtable, to improve public education. The Education Reform program provides executive level support to the Benedum Center for Education Reform at West Virginia University. The Working on Wellness program is a collaborative initiative that encourages schools to develop broad-based programs that address student health issues. Funding for these programs is principally by gifts and grants from individuals, corporations, foundations, and others, with approximately 40% to 50% received from the Benedum Foundation.

BASIS OF ACCOUNTING — The accompanying financial statements have been prepared on the accrual basis of accounting.

UNRESTRICTED NET ASSETS — Unrestricted net assets are those funds presently available for use by the Alliance at the discretion of the Board of Directors to carry out the mission and purposes of the Alliance.

TEMPORARILY RESTRICTED NET ASSETS — Temporarily restricted net assets are comprised of funds which are presently available for use but expendable only for purposes specified by the donor.

USE OF ESTIMATES — The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

NOTE 1 — NATURE OF OPERATIONS AND SIGNIFICANT ACCOUNTING POLICIES
(Continued)

INCOME TAX STATUS — The Alliance is classified by the Internal Revenue Service as a nonprofit organization under the provisions of Code Sec. 501(c)(3), and is exempt from income taxes on income derived from its nonprofit activities. In addition, the Alliance is classified as an organization other than a private foundation.

CASH AND CASHEQUIVALENTS — Substantially all cash is deposited in an interest bearing account with a large West Virginia bank. The amount in this account often substantially exceeds the federally insured maximum of \$100,000. Management believes the bank is financially sound and there is little credit risk associated with the deposits. For purposes of reporting cash flows, cash and cash equivalents are defined as cash deposits.

FURNISHINGS AND EQUIPMENT — Donated furnishings and equipment are not recorded by the Alliance, due to the insignificance of the dollar amount and the difficulty of determining value. Purchased furniture and equipment over \$500 are capitalized at cost. Depreciation is computed using the straight-line method over the estimated useful lives of the assets, which range from three to five years.

GRANTS AND AWARDS EXPENSE — Unconditional grants and awards are recorded as expense in the period in which they are approved by the Board of Directors. Conditional grants and awards are recorded as expense when disbursed or when the conditions have been satisfied.

REVENUE RECOGNITION — Contributions generally are recognized as income in the period in which they are received and are considered to be available for unrestricted use unless specifically restricted by the donor. Contributions and grants with donor imposed conditions are reported as revenue when qualifying expenses have been incurred or other conditions have been substantially met. Cash received but not yet expended for these conditional grants is recorded as refundable advances. Use of such cash is restricted to the purposes of the grant or contribution. Unrestricted grants and contributions are recorded as revenue in the period received. Restricted grants and contributions which are received and whose restrictions are met within the same reporting period are reported as unrestricted.

FUNCTIONAL ALLOCATION OF EXPENSES — The costs of providing the various programs and other activities have been summarized on a functional basis in the statement of changes in net assets. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

RECLASSIFICATIONS — Certain amounts in the 1998 financial statements have been reclassified to conform with the 1999 presentation.

NOTE 2 — INVESTMENTS

Short-term investments are stated at market value, and consist primarily of stocks and U.S. Treasury obligations. All short-term investments are held at one national brokerage firm. The net appreciation (depreciation) in investments is reported as investment income (loss) in the Statement of Changes in Net Assets. Investment revenues are reported net of related expenses such as custodial fees, which are not significant. Market values, determined by quoted market prices at June 30, 1999 and 1998, are summarized as follows:

	<u>1999</u>	<u>1998</u>
Money Market Funds (Cash)	\$ 7,704	\$ 22,304
Common Stocks	286,076	310,414
U.S. Treasury Obligations	<u>500,530</u>	<u>491,974</u>
	<u>\$ 794,310</u>	<u>\$824,692</u>

Investment income and net gains (losses) on investments, which are reported as investment income in the accompanying financial statements, were as follows for the years ended June 30, 1999 and 1998:

	<u>1999</u>	<u>1998</u>
Interest and Dividends	\$ 39,335	\$ 49,532
Net Gains (Losses) on Investments	<u>13,422</u>	<u>42,521</u>
	52,757	92,053
Interest on Cash and Cash Equivalents	<u>3,585</u>	<u>8,663</u>
	<u>\$ 56,342</u>	<u>\$100,716</u>

NOTE 3 — REFUNDABLE ADVANCES

As described in Note 1, the Alliance reports conditional grants received but not yet expended as refundable advances. Cash received is restricted to expenditures that satisfy the grant conditions. If the funds advanced are not expended for the specified purpose and within the specified time period they will be returned to the grantor. Refundable advances at June 30, 1999, and 1998 consist of the following:

	<u>1999</u>	<u>1998</u>
Benedum Foundation - Education Reform	\$ 5,497	\$ 11,422
Benedum Foundation - Education Policy Research	117,489	55,553
Union Carbide Foundation - Family Involvement	<u>-</u>	<u>5,000</u>
	<u>\$122,986</u>	<u>\$ 71,975</u>

NOTE 4 — TEMPORARILY RESTRICTED NET ASSETS

Temporarily Restricted Net Assets at June 30, 1999 and 1998, consists of gifts and grants for the following programs:

	<u>1999</u>	<u>1998</u>
Business Council for Education	\$ 323,915	\$ 283,535
Read Aloud	6,333	24,255
Working on Wellness Initiative	16,190	27,142
College Bound	18,444	10,732
Bell Atlantic - Instructional Goals Objective (IGO)	2,030	20,800
Bell Atlantic Scholarships	30,272	30,271
Other	<u>11,082</u>	<u>29,693</u>
	<u>\$408,266</u>	<u>\$426,428</u>

NOTE 5 — GRANTS AWARDED BUT NOT YET RECEIVED

The Alliance has been awarded a grant from the Benedum Foundation for Education Policy Research with a total grant award of \$790,170 allocated as follows: \$246,591, July 1, 1997 through June 30, 1998; \$266,056, July 1, 1998 through June 30, 1999; and \$277,523, July 1, 1999 through June 30, 2000. Any portion of the proceeds of the grant not used for the purposes of the grant in the first two years may be carried over successively to the remaining year; however, the proceeds remaining at June 30, 2000 will be reimbursable to the Benedum Foundation. In accordance with SFAS 116, "Accounting for Contributions Received and Contributions Made," these grants are considered conditional promises to give; therefore, additions to net assets are not recorded until all conditions have been met and/or cash has been received. At June 30, 1999, \$277,523 had not yet been received.

NOTE 6 — OPERATING LEASES

The Alliance leases its office space under an operating lease which expires on April 30, 2000. Total rent expense for the years ended June 30, 1999 and 1998 was \$41,983 and \$41,822, respectively. Minimum future rental payments under this lease are as follows: 2000 - \$35,662.

NOTE 7 — PENSION PLAN

The Alliance has a defined contribution pension plan for all full-time employees. Monthly contributions equal to 8% of an employee's monthly compensation are required under the Plan. Contributions are funded as accrued. Total expense was \$30,013 and \$31,445 for the years ended June 30, 1999 and 1998 respectively.

NOTE 8 — AGENCY TRANSACTIONS

During the year ended June 30, 1998 the Alliance received an equipment contribution of pentium computer processors with a fair market value of \$1,849,224. The West Virginia Department of Education was the beneficiary specified by the donor. Since the Alliance had no discretion over the use of the assets, the transaction was treated as an agency transaction in accordance with SFAS 116, "Accounting for Contributions Received and Made." Therefore, the contribution is not reflected in the accompanying Statement of Changes in Net Assets.

Schedule of Functional Expenses
Year Ended June 30, 1999

	Program Services										Total Program Services	Fund Raising	General and New Program Development	Total
	Classroom Migrants	Partner- ships in Education	Read Aloud	Education Policy Research	Business Council for Education	Education Reform	Working on Wellness	Other	Total Program Services	Fund Raising				
GRANTS & AWARDS	\$56,276	\$6,000	\$ -	\$ -	\$8,600	\$ -	\$6,000	\$35,531	\$112,407	\$ -	\$ -	\$ -	\$112,407	
PROGRAM MANAGEMENT & SERVICES														
Payroll & Related Expenses	21,825	23,930	43,252	83,816	47,723	118,645	16,989	50,078	406,258	75,598	40,735	522,591		
Rent	3,988	2,897	4,912	13,267	8,733	-	1,511	2,477	37,785	2,099	2,099	41,983		
Supplies	595	2,518	1,559	4,011	1,337	235	649	1,046	11,950	759	1,222	13,931		
Telephone	612	1,522	2,063	2,255	2,593	129	1,294	1,730	12,198	1,613	1,745	15,556		
Printing	2,044	1,294	1,626	15,808	996	-	390	6,421	28,579	2,431	146	31,156		
Postage	1,805	1,640	888	2,869	678	134	838	549	9,401	1,045	1,193	11,639		
Travel	2,401	2,503	3,349	5,935	3,623	14,833	935	795	34,374	5,345	5,942	45,661		
Accounting Fees	1,945	1,251	1,756	2,170	2,106	-	473	1,364	11,065	968	1,308	13,341		
Consultant Fees	-	-	1	33	3	-	4	-	41	4	4,142	4,187		
Meetings	241	50	7,774	947	883	152	17	9	10,073	12,355	73	22,501		
Other	1,571	1,076	2,124	2,859	7,457	875	8,163	27,139	51,264	13,375	5,465	70,104		
TOTAL PROGRAM MANAGEMENT & SERVICES	37,027	38,681	69,304	133,970	76,132	135,003	31,263	91,608	612,988	115,592	64,070	792,650		
TOTAL EXPENSES	\$93,303	\$44,681	\$69,304	\$133,970	\$84,732	\$135,003	\$37,263	\$127,139	\$725,395	\$115,592	\$64,070	\$905,057		

Schedule of Functional Expenses
Year Ended June 30, 1998

	Program Services										Total Program Services	Fund Raising	General and New Program Development	Total
	Classroom Migrants	Partner- ships in Education	Read Aloud	Education Policy Research	Business Council for Education	Education Reform	Working on Wellness	Other	Total Program Services	Fund Raising				
GRANTS & AWARDS	\$55,890	\$6,000	\$ -	\$ -	\$ -	\$ -	\$9,250	\$36,187	\$107,327	\$ -	\$ -	\$ -	\$107,327	
PROGRAM MANAGEMENT & SERVICES														
Payroll & Related Expenses	19,019	29,727	40,092	137,371	72,395	114,406	34,155	37,667	484,832	68,310	41,303	594,445		
Rent	3,935	2,886	5,419	12,854	8,688	-	1,506	2,429	37,717	2,091	2,014	41,822		
Supplies	1,071	3,406	2,937	3,317	1,771	17	1,380	2,121	16,020	1,015	1,199	18,234		
Telephone	439	854	1,595	1,487	2,334	374	1,421	1,426	9,930	1,102	722	11,754		
Printing	2,307	3,028	4,783	22,492	1,961	-	1,265	7,564	43,400	2,526	308	46,234		
Postage	1,447	1,788	682	5,500	962	87	1,305	1,065	12,836	1,302	2,012	16,150		
Travel	1,166	3,670	6,399	2,037	3,763	12,685	1,726	957	32,403	2,284	4,056	38,743		
Accounting Fees	2,065	1,305	1,750	2,030	1,852	-	398	1,278	10,678	1,025	1,428	13,131		
Consultant Fees	-	75	300	10,823	150	-	75	-	11,423	1,436	3,206	16,065		
Meetings	-	732	998	500	43,376	-	100	-	45,706	9,899	1,302	56,907		
Other	679	7,949	1,122	1,637	1,110	7,177	10,420	5,571	35,665	9,973	4,990	50,628		
TOTAL PROGRAM MANAGEMENT & SERVICES	32,128	55,420	66,077	200,048	138,362	134,746	53,751	60,078	740,610	100,963	62,540	904,113		
TOTAL EXPENSES	\$88,018	\$61,420	\$66,077	\$200,048	\$138,362	\$134,746	\$63,001	\$96,265	\$847,937	\$100,963	\$62,540	\$1,011,440		

INDEPENDENT AUDITORS' REPORT ON ADDITIONAL INFORMATION

The Board of Directors
The Education Alliance-Business And
Community For Public Schools, Inc.

Our audits were made for the purpose of expressing an opinion on the basic financial statements for the years ended June 30, 1999 and 1998, taken as a whole. The additional financial information included on pages 30 and 31 is presented for purposes of additional analysis and is not a required part of the financial statements of The Education Alliance-Business And Community For Public Schools, Inc. The information contained in the schedules of functional expenses for the years ended June 30, 1999 and 1998, on pages 30 and 31, has been subjected to the auditing procedures applied in our audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements for the years ended June 30, 1999 and 1998, taken as a whole.

Suttle & Stalnaker, PLLC

Suttle & Stalnaker, PLLC
August 20, 1999

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Contributors

The Education Alliance gratefully acknowledges the generosity of the foundations, businesses and individuals who support the work of our organization. Special thanks to the Claude Worthington Benedum Foundation for long-term support of the Alliance.

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Claude Worthington Benedum Foundation

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