

promise education graduates that stay

hope brighter futures economic growth

HIGHER

Celebrating the power of higher education to change lives & revitalize the region.



the **harvest** foundation

2010-11 ANNUAL REPORT

As a community leader in
Martinsville/Henry County,
The Harvest Foundation
works every day to inspire,
invest, partner and support
with the goal of enhancing
the health, education, and
vitality of our community.

leadership vision hope promise brighter futures economic growth



We're using education to give people 21st century job skills

Dear Friends,

At The Harvest Foundation, there is nothing more central to our vision than putting education to work everywhere you look in our community. In our homes and hospitals. In our classrooms and kitchens. In our workplaces and health centers.

The idea of education creating healthier, more prosperous lives is dynamic and exciting. And because it's so important, expanding education's reach will be an ongoing effort on our part for years to come.

We've long recognized that attracting high-performance employers capable of revitalizing our economy requires that we supply them with employees possessing 21st century job skills. To that end, providing our citizens with affordable, high-quality education that brings them advanced skill sets must be our highest priority.

This can't be accomplished in isolation. Instead, the entire community must be tied to education so that everyone shares the responsibility. There can't continue to be separate, well-intentioned efforts, but rather a *common vision* and a *single, honest conversation* on how to prepare people for the jobs of the future.

How else do we envision advancing the role of education in our area? It's about finding ways to reach both our traditional and nontraditional students. It's about encouraging achievement in reading, math and the sciences. It's also about teaching soft skills like problem solving, working well under pressure, and improving through constructive criticism.

It's about celebrating scholastic achievement. It's about helping our young people see the exciting possibilities for employment and channeling their passions into a rewarding career. It's also about timely intervention that helps students as soon as they experience difficulty rather than relying on summer school, remedial courses and retention.

It's about helping our state government see the importance of making a baccalaureate degree granting institution possible here. It's also about building a pipeline of students ready to take advantage of these opportunities when they come.

Yes, Harvest made important strides in education over the past two years. We also accomplished much in our other focus areas of health and community vitality. For example, we facilitated the creation of new, innovative health and wellness programs. We convened community leaders around the table to develop a community health strategic plan to be implemented over the next three



years. We continued to work to revitalize our Uptown area. We helped bring in new business and began creating an infrastructure that will bring in even more.

In the end, education is the common thread in all of our efforts. In a rural community that's been so economically depressed, it can be hard to envision what the world holds for us. The truth is, knowledge is not just power. It's the very foundation of our future. With the right education, the sky is truly the limit.

Sincerely,

Allyson K. Rothrock

Allyson Rothrock
President

E. Larry Ryder

E. Larry Ryder
Chairman of the Board

education



We're making education our highest priority.

The need for outstanding education touches every part of our community.

Three innovative programs continued to bring our “cradle to career” vision of education to life in 2010-11. They helped our educators refine the art and science of teaching, which in turn helped our students succeed. They helped our students tackle the challenges of the college planning process. They also helped our nonprofit partners build upon their leadership skills.

One of the most effective ways to create a better-educated workforce? Empower our educators. That's exactly what the **K-12 Education Initiative** does. Our ambitious 11-year, \$11 million investment doesn't focus on playgrounds, buildings, cafeterias or computers. Instead, it gives world-class professional development to the teachers and administrators who shape our students.

The positive impact of the initiative is being felt in many ways. One is in terms of significantly increased dollars for professional development. Before the initiative, it wasn't unusual for an area school to have an annual budget of \$5,000 for professional development for the entire teaching staff. Now our education partners receive a total of \$700,000 annually for it.

The impact of the initiative is being felt in terms of educator skills enhancement, too. Teachers and administrators are learning about new technologies and bringing them to our classrooms. They are networking with colleagues across the region, state, and nation. They are exchanging ideas. Supporting each other. Teaching more creatively. Best of all, they are coming to work every day feeling empowered to help students succeed, no matter their backgrounds.

Finally, the impact of the initiative is being felt in terms of student performance. Take our region's Standards of Learning (SOL) test scores, for instance. The tests are the primary tool for measuring K-12 student achievement in Virginia's public schools. In the core subjects, student performance is measured on two levels: proficient and advanced. When we began



SOL testing in 2002, many of our students weren't passing this annual benchmark at the basic level. Now, instead, most are passing at the *advanced* level.



In the end, quality professional development creates a domino effect that's good for everyone. Highly trained teachers and administrators mean better-prepared students. Better-prepared students create a more qualified workforce. A more qualified workforce attracts new business and revitalizes our economy. A revitalized economy makes students more likely to build careers and lives right here at home.



How do you reach – *really* reach – students applying for college? By giving them an adviser close to their age. That's the big idea behind the **UVA College Advising Corps**. The program puts recent University of Virginia (UVA) graduates to work in high school and community college guidance departments across the state.

After receiving intensive training, the UVA graduates help students fill out applications, apply for financial aid, arrange college visits and decide which school to attend. They also conduct SAT workshops to prepare students for the rigorous tests, and hold college-planning sessions for parents.

Our area's three College Advisers made a tremendous impact in the community. Since 2010, they have met with over 2,500 students in over 1,500 one-on-one meetings. They held over 170 classroom visits and assisted over 2,000 students during 117 workshops. They helped 282 students in 66 SAT/ACT prep sessions. They also helped obtain waivers for over 500 students who couldn't afford to pay for these tests.

They arranged for 596 students to meet with representatives from two-year, four-year and technical institutions. They helped 150 students file for Free Application for Federal Student Aid (FAFSA), the first step in receiving federal financial aid for education. Finally, they helped facilitate the most successful College Night in Virginia to date, with 125 attendees.

When the program began in 2007, the UVA graduates worked for a one-year term. It was later expanded to two years with the goal of making the student-



advisor relationship even stronger. That decision was an important one for two reasons. First, the bond did, indeed, become stronger with more time. Second, the UVA graduates stayed long enough to really become part of the communities they served.

The work of the Guides is immeasurable. These 'near peers' work tirelessly to help our young people navigate the college admissions process, which can be daunting to students who are the first in their family to attend college.

How do you help nonprofits succeed, especially in a tough economy? With world-class leadership and capacity building training. When we partnered with the **Duke University Nonprofit Management Program** two years ago, our goal was to strengthen yet another population through education. This time we weren't targeting students or educators. Our goal was to support adults working in our nonprofit community.

The partnership comes at a critical time. Professional development is always one of the most urgent needs for nonprofits. At the same time, it's one of the first expenditures cut in a difficult economic climate. Our partnership with Duke University helps by offering world-class training at greatly reduced rates.



More than 50 organizations and 105 people attended our nonprofit leadership summit in search of ideas and inspiration to help them successfully continue their good work.

Through the partnership, which also includes the Danville Regional Foundation, members of our nonprofit sector don't have travel to Duke University. Instead, once a month, Duke "comes" to Uptown Martinsville (or to Danville). Here, everyone from executive directors to volunteers study marketing, fundraising, board governance and more. After completing the required 50 hours of coursework, they've earned a prestigious Duke University Certificate of Nonprofit Management. They've also learned much that will enable the long-term success of their organizations.

Students who prefer to earn their certificates more quickly – in just eight days, in fact – can take the Duke Nonprofit Management Intensive Track. Rather than taking classes once a month over the course of a year, students can earn their Certificate in Nonprofit Management in a week and a day.

In 2010, 30 students from 28 area nonprofits worked toward their certificates. In 2011, 33 students from 30 organizations did the same. Members of area nonprofits further strengthened their knowledge this year at The Harvest Foundation's Third Annual Nonprofit Leadership Summit. More than 50 organizations and 105 people attended in search of ideas and inspiration to help them successfully continue their good work. ■



Helping teachers teach

Creating better-prepared educators for better-prepared students

Over the past two years, we continued to make professional development for our educators a top priority. With our funds, teachers and administrators learned about new technologies and brought them to the classroom. They networked with colleagues across the region, state and nation. They exchanged ideas. Supported each other. And they became better prepared to help students succeed in the classroom and workplace.

Amy



Amy Elliott is a third-grade teacher at John Redd Smith Elementary School in Henry County. Part of her professional development focused on Differentiated Instruction. The instructive philosophy is based on giving students a variety of avenues for learning and processing information. “You’ve got to get to know your child, not just academically but socially,” she says. “You’ve got to know exactly what type of learner they are to best engage them.”

When the school first started its Differentiated Instruction initiative, teachers knew very little about it. Networking, classroom observation and expert coaching proved to be very enlightening for Amy. Now she works with other county teachers as a daily resource for them on the subject.

A second part of Amy’s professional development focused on using technology in the classroom. That includes teaching with SMART Boards, the interactive light boards that are revolutionizing education.

After receiving instruction, she’s confidently using a SMART Board in the classroom and sharing information about it with other teachers. “They’re one of the best ways to teach using multiple modalities,” she says. “Auditory is such an important way to teach but today we need visual, auditory and kinesthetic. They’ve changed the way we teach in our classrooms.”

Amy says that iPads have also changed how teachers instruct. Each of her third graders was issued an iPad in 2011 for projects and homework. They challenge the students in a variety of interactive ways – for example, taking interactive quizzes, accessing online resources, and getting daily practice with their spelling, grammar, math and science skills.

“I’ve seen children who wouldn’t ordinarily have been leaders *become* leaders with iPads,” she says. “This was their avenue.” ■



“iPads have changed how teachers instruct.

Each of my third graders has an iPad in 2011 for projects and homework.”



Cynthia Tarpley is co-principal at Martinsville Middle School. She has been with the school in its journey from a struggling school to one that was a top nominee for a National School Change Award in 2011.

Cynthia credits all the stakeholders – parents, teachers, administrators and community members – for that turnaround. Also key are initiatives the school put into place for improving student achievement. For example, Cynthia has been highly involved with training through



“We have a culture of high expectations for every child here. We do all we can to expose them to rigorous coursework that’s critical to raising the bar for all our children.”

Laying the Foundation. Among other things, the national educational organization provides Pre-AP training *by teachers for teachers*.

AP (Advanced Placement) courses are college-level classes that students can take in high school. Pre-AP training provides middle school teachers with rigorous strategies to enhance their curriculum. That training will help them prepare their middle schoolers to take and succeed in AP courses when they reach high school. Succeeding in those courses will, in turn, enhance their college readiness.

“This is so important because students at our school are faced with so many socioeconomic and societal issues,” Cynthia says. “We have a culture of high expectations for every child here. We do all we can to expose them to rigorous coursework that’s critical to raising the bar for all our children.”

Cynthia

Cynthia has also been involved with Creative Classroom Grants, dozens of which The Harvest Foundation has funded citywide in Martinsville. One such grant allowed Martinsville Middle School students to write books, which they read to students in elementary schools. Yet another allowed the school to partner with the Virginia Museum of Natural History to bring in guests who taught lessons about the natural world.

The Harvest Foundation has also helped in Cynthia’s professional development by keeping the school up to date with Effective Schools Correlates research. “Our whole school improvement process is built around that research, which gives information about what effective schools are doing to progress,” she says. “We use that body of research to be an effective school as well.” ■



Keith Dallas is the middle division director at Carlisle School, an independent K-12 school. He's benefited from Harvest-funded professional development on a number of fronts.

The first is from networking with his peers. Keith says he's gained a broader perspective by meeting and learning from colleagues across the Commonwealth. He finds the Virginia Association of Independent Schools networking opportunities particularly helpful. There, he can talk with people in similar positions at independent schools across the state. "We compare notes and challenges," he said. "Mostly, I realize all over again what a terrific school we have."

Keith, who is in his sixth year at Carlisle School, has also benefited from leadership training. He started at Carlisle as a teacher, then served as Dean of Students before becoming the school's Middle Division director. Today, he still handles some duties associated with his two former positions. That's where his leadership training is especially useful. "My degree is in education but before this I hadn't had any leadership training," he says. "The chance to have that type of training has been a big help in supervising others."

Keith has also received training that helps him administer the school's International Baccalaureate (IB) Program. As the first independent school in the state to be designated an International Baccalaureate (IB) World School, Carlisle School offers a globally aware education. IB students are encouraged to study the subject matter from an international perspective in order to better achieve the school's goal of preparing students to be responsible global citizens.

Keith oversees the coordinator of the Middle Years (MYP) Diploma Program for grades 6 through 10. In this capacity, he's benefited from working with consultants made possible by Harvest Foundation funding.

Those consultants have also worked with Carlisle on instruction-related issues – deciding on the school's curriculum, for instance, and how the curriculum aligns with the standards and benchmarks. "We've moved on to talking about *how* we teach and using best practices on a daily basis in delivering information to our students," he says. ■

Keith



"My degree is in education but before this I hadn't had any leadership training. The chance to have that type of training has been a big help in supervising others."

health®



better health increased productivity access to care

We're finding new ways to strengthen our community through health education.

Knowledge is the key to empowering people to create better, healthier lives.

In 2012 and beyond, The Harvest Foundation is working to help keep our population healthy and productive in ways both traditional and out-of-the-box. One way puts those with intellectual/developmental disabilities to work in the real world. Others help put health-related knowledge to work in people's lives. Still another ensures the ongoing health of our population by bringing more primary care physicians to Martinsville/Henry County.

How do you give residents with disabilities a brighter future? Through education and support that lead to competitive employment. In 2009, The Harvest Foundation began funding an exciting, new initiative through **MARC Workshop**, which serves members of our population with disabilities. The program is **Mobile Employment Services**, which trains high-functioning individuals with intellectual/developmental disabilities for competitive employment.

True to its name, the program's concept is built around mobile work crews available for hire by individuals or businesses. The crews perform a variety of services such as lawn maintenance, moving assistance, house cleaning and document shredding. MARC Workshop also opened an upscale consignment shop, which employs disabled workers and also provides the program with another revenue stream.

In the past two years, 56 young adults from 18 to 27 years old found work through the program. They completed a total of 830 jobs for 210 customers.



In the past **two years**, 56 young adults from 18 to 27 years old found work through the Mobile Employment Services program.



This innovative program helps members of our community that might ordinarily have a hard time finding work do just that – and at a more competitive salary than they could generally expect.

Mobile Employment Services workers make minimum wage, which is more than they would earn in a traditional, sheltered workshop setting. Just as important are the gains they make in career confidence, independence, and self-esteem from succeeding in the nine-to-five work world.

Read more about **Josh Thomas**, who was recently honored by the Martinsville Area Disabilities Employment Network, on page 16.

How do you create healthier, more active communities? One major way is through health-related education. Since 2005, Harvest has worked with the **Coalition for Health and Wellness** to fund highly innovative programs designed to create healthier residents. Some of the Coalition's efforts focus on the individual, such as classes. Others involve going out into workplaces and schools to offer education as well as advocacy – convincing employers and school decision makers to offer healthier food choices on-site, for instance.



Moving forward, the Coalition is strongly emphasizing programs that teach self-care management. Its **Diabetes Self Management Program**, for example, has successfully helped many of our residents learn to manage this serious, lifelong disease. In the past year, the class had 230 participants ranging from pre-diabetic to diabetic for at least five years. Post-class, 20 percent better applied what they learned about nutrition into their daily routines; 30 percent increased the time they spent walking and doing strengthening exercises; 45 percent had more confidence in their ability to manage their disease; and 100 percent monitored their blood sugar more consistently.

Because knowledge alone doesn't change behavior, the Coalition isn't relying on traditional classroom lectures alone. Instead, it's adding hands-on activities such as taste testing, label reading, shopping and cooking healthy meals. The goal is to have participants incorporate what they've learned into how they live their lives.



After taking the Coalition's **Healthy Lifestyles** class in 2011, participants reported that their knowledge about healthy nutrition had nearly doubled, going from 25 percent to 46 percent; 70 percent said they were finding ways to incorporate 20 minutes of exercise into their day; and 85 percent reported that they were finding opportunities to reduce saturated fat in their diet.

What does it take to build primary care capacity? Once again, it all starts with education. In the past year, The Harvest Foundation has taken a new direction in improving the health of our community. We've been working with leaders in health, education and economic development to create a community health strategic plan. Plan participants are identifying major health-related problems and creating strategies for solving them.

One solution we're working toward: Ensuring that our residents have access to primary care physicians when they need one. The problem is being felt nationwide, given that the majority of medical residents don't go into family medicine but into a specialty instead. Specialists often choose to locate in larger communities.

How, then, do we increase primary care capacity? The plan has both long- and short-term goals. A long-term goal involves establishing a three-year **medical residency program**. Physicians who work in the community for three additional years may be able to participate in a medical education loan repayment program. The hope is that once the physicians have lived in our small community for a total of six years, they will have cultivated relationships that will make them want to stay.

Another long-term component looks toward **"growing our own"** by teaching our students about careers in health care. By talking to them about careers as physicians, nurse practitioners, physician's assistants and other primary care providers, we'll build capacity in our community and keep it healthier in the years to come. ■

A major goal for our community: Ensuring that our residents have access to primary care physicians when they need one.





Gaining career confidence

Working toward self-employment and a brighter future

In today's economy, it's difficult for *many* people to find a job.

Consider, then, the added challenge of having to work around a physical or intellectual/developmental disability.

To help support the disabled members of our community, The Harvest Foundation funded an innovative, employment-focused initiative in 2009. That initiative is the MARC Workshop's Mobile Employment Services. The program hires disabled adults to work in the community providing services such as landscape maintenance, moving assistance, document shredding, and more.

Josh



The program allows those who qualify to work in competitive jobs shoulder-to-shoulder with people who don't have disabilities. It also allows them to earn minimum wage, which is more than they would earn in a traditional workshop setting. With its focus on greater independence and greater community integration of disabled adults, the program is absolutely transformative in nature.

Josh Thomas has worked for Mobile Employment Services doing lawn maintenance for about a year. During that time, the quiet young man from a large family has impressed both his supervisors and his customers. "He's an outstanding employee who is there every day, prepared for work," says Mica Conner, MARC Workshop's mobile employment coordinator.

"I love my job. I've learned so much through this program. I would love to do this on my own someday!" – *Josh Thomas*

With Josh, actions speak louder than words.

Conner also extols Josh's productivity, willingness to help other employees and good attitude. In fact, Josh's performance is so outstanding, the Martinsville Area Disabilities Employment Network recently presented him with its annual Employee of the Year award.

One of the program's goals is to have employees learn skills that could lead to a permanent job with a local business. Preparing them to start their own small businesses is another. The latter is Josh's dream. He's working on saving money for a truck and the equipment he'll need for a lawn maintenance business.

"With Josh, actions speak louder than words," says Donna Martin, a rehabilitative vocational counselor with the Department of Rehabilitative Services. "I'm really pulling for him. This is a real stepping stone for him." ■



With its focus on greater independence and greater community integration of disabled adults, the Mobile Employment Services program is transformative in nature.

community
Vitality
©



natural world appreciation new business

We're enhancing education with new ideas and cooperation.

It's imperative that we explore every avenue possible to create quality education.

In 2010-11, our area made education a priority in many ways, some highly creative and others highly strategic. We found creative ways to teach our children about the natural world, about its important civilizations and about their own special talents. Even when we were pragmatically working to increase our tax base to enhance education, we did so with solutions that creatively encouraged city/county cooperation.

How do you encourage a child's connection to nature in a digital world? With programs that teach the wonders of the natural world.

Imagine a world in which children didn't gaze at the night sky with a sense of wonder. One in which they didn't know the joys of rolling in tall, green grass in the summertime. Or one in which they didn't run in the rain.

With today's emphasis on technology, it's not hard to do.

Author Richard Louv contends that our kids are suffering from "nature deficit disorder." The goal of the **Martinsville-Henry County Community Nature Initiative**, which was created in 2008, is to help remedy that disorder.

The program, which is funded through the Virginia Museum of Natural History in Martinsville, was largely inspired by Louv's bestselling book, "Last Child in the Woods." According to Louv, "The future will belong to the nature-smart – those individuals, families, businesses, and political leaders who develop a deeper understanding of the transformative power of the natural world and who balance the virtual with the real. The more high-tech we become, the more nature we need."

Nature-related programs in which area students and teachers have participated are one component of the initiative. Another is professional development for educators. Festivals and special events are another still. Events that have helped connect children to the natural



"The more high-tech we become, the more nature we need."



world range from the Piedmont Kite Festival to Screen on the Green to the Earth Day Festival, which is the culminating event for Earth Week in April.

According to Dr. Dennis Casey, the director of education and public programs for the Virginia Museum of Natural History, the initiative has been a big success. Since its inception, 247 nature-related events have attracted nearly 13,000 people. Those events were attended by as few as four educators at an intimate training workshop to 795 community members visiting a festival.

How do you make learning fun? With programs that teach in creative ways and help children find their creative selves.

What if you could open a treasure chest and glimpse into the world of Ancient Egypt with its gods, goddesses, pyramids and pharaohs? With a grant from The Harvest Foundation, the Piedmont Arts Association is helping students to do just that.

Through the association's **Treasure Chests** program, teachers are regularly bringing an "exhibit in a box" into their classrooms. Each chest contains reproductions from the world's important civilizations. In 2010-11, nearly 4,000 students were exposed to lessons on everything from Ancient China to Australian Aboriginal art to the Underground Railroad.

The chests encourage participatory, hands-on learning. The chest dedicated to William Shakespeare, for example, is filled with books, videos and costumes — even wax to help students learn how documents were sealed in the Elizabethan era. The treasure chest dedicated to another celebrated writer, Edgar Allan Poe, is brimming with books and CDs about his dark life and macabre writings.

The benefits of the program are many. One is that it utilizes experiential learning or "learning by doing," which has proven to be highly effective. Another is that



Five-time **NASCAR Sprint Cup Champion Jimmie Johnson** poses with students at Rich Acres Elementary School. The school is one of only six public schools in Virginia to be named a 2011 National Blue Ribbon School by the U.S. Department of Education.

the program augments the traditional arts programs in our schools, some of which have been cut back due to reduced funding.

While the Treasure Chest program encourages creative learning, the **TheatreWorks Summer Youth Acting Camp** helps students explore *their own creativity*.

The program is new and exciting. It was started just last year by the Piedmont Arts Association with a grant from Harvest.



Aggressively recruit new business

At the Black Box Theatre in Uptown Martinsville, students in grades one through nine learned about everything from acting and improvisation to stage makeup and dancing in July 2011. The goal? To give them a new confidence, both in the footlights and in life.

According to Barbara Parker, director of programs for the Piedmont Arts Association, the camp was a success in its first year. Did it produce a future Marlon Brando or Meryl Streep? Stay tuned. Until then, Parker's already looking forward to the next camp. "It exceeded our expectations as to what we thought we could achieve," she says.

How do you increase tax revenue to better support education? Aggressively recruit new business. By working to make our community more attractive to investors, we will improve our tax base. By improving our tax base, we will be able to invest more in the education of our residents. That, in turn, will make us more attractive to investors. Creating this positive chain of events is one of our key goals in the years to come.



The Harvest Foundation – in partnership with Martinsville City, Henry County and the Martinsville-Henry County Economic Development Corporation – is pursuing this goal on two major fronts. The recruitment of RTI International Metals, Inc., for instance, is a major coup that will dramatically increase the tax base of the county and city. RTI, which processes titanium for the aerospace industry, has already invested well over \$100 million in our community and is expected to create about 150 advanced manufacturing jobs.

"RTI International Metals, Inc., will be an advanced manufacturing facility, unlike anything in Henry County to date – high tech, highly automated."

Mark Heath is president and chief executive officer of the Martinsville-Henry County Economic Development Corporation. He says that RTI will be **"an advanced manufacturing facility, unlike anything in Henry County – high tech, highly automated."** When fully operational, it will be the largest taxpayer in Henry County, and also the largest consumer of electricity and natural gas. There will be value across multiple sectors."

RTI International Metals, Inc. is located in Henry County's **Patriot Centre Industrial Park**. The Patriot Centre is expanding under a revenue sharing agreement with the county and the city, which encourages cooperation.

The **Commonwealth Crossing Business Centre** is another revenue shared development, targeting rail served advanced manufacturing. The Centre is under development with extension of utilities underway and the grading of 200 acres set to begin in the spring of 2012. This latest phase is a \$16.5 million effort, partially funded by Harvest. Commonwealth Crossing Business Centre will provide "shovel ready" sites allowing Martinsville and Henry County to compete for "mega" projects, those of at least \$200 million in investment and 400 jobs each. Commonwealth Crossing Business Centre is currently being marketed and could see its first tenant(s) in 2013. ■



Reaching for the stars

Preparing students for careers in math, science and aerospace

Her first love was English. Five years ago she found her way into science. Now she works in a lab surrounded by sophisticated computer stations, a wind tunnel and a flight simulator – and enjoys every minute of it.



Anne

Anne Stultz is the director of the SEMAA lab at Martinsville Middle School. The lab is only one of 16 in the country and the only one in Virginia. SEMAA, which stands for “Science, Engineering, Mathematics Aerospace Academy,” is a curriculum written by NASA. Its purpose is to get students interested in math- and science-related careers.

Anne also regularly goes out into the community to help teachers apply the natural sciences in a hands-on, fun way. She’s partnered with the Virginia Museum of Natural History on many occasions, for instance, particularly for its Community Nature Initiative. The initiative was designed to get kids outdoors and teach them about the natural world.

“Anne contributes great ideas for meaningful and engaging learning experiences that get students actively involved.”

“Anne is very creative and energetic,” says Dr. Dennis Casey, the museum’s director of education and public programs. “She contributes great ideas for meaningful and engaging learning experiences that get students actively involved.”

At the Piedmont Kite Festival in March, for instance, Anne taught students about flight. In April, she helped out with Earth Week, the initiative’s biggest event of the year. She provided speakers and activities for many of the events, including teaching about space and ecology on Earth Day.

She then played a big role in Screen on the Green in September, which took place in conjunction with national Take a Child Outside Week. At the astronomy-themed event, attendees enjoyed the movie “Planet 51.” With help from Anne, they also made gliders from Styrofoam, and rockets from film canisters and Alka-Seltzer. “It was fantastic,” says Tamara Poles, the museum’s nature and outdoor education manager. “Her inventiveness added a whole other dynamic to Screen on the Green.”



Taking part in nature-related learning activities is especially important to Anne. As she sees it, “Our world today makes it easy for kids to stay inside. It’s important for them to realize that outdoors can be fun.”

Anne came to Martinsville for a job after she’d earned her first academic degree. She didn’t intend to stay. That was 36 years ago. She stayed for the husband she met here, the mountains and the small-town feel. “There are good people here,” she says.

Seems the feeling is mutual. “Anne’s amazing,” says Tamara Poles. “I could talk about her and her great work all day.” ■

coming full-circle
Selford



Coming full-circle

Getting an education, then coming home to help others do the same

People run out of superlatives
when they talk about her. **"Bubbly,"**
they say. **"Exciting."**
"Committed." "Passionate."
"Pretty perfect."



The “her” in question is Martinsville’s **India Dillard**.

The quick synopsis of India’s life goes like this: Local girl excels in school, is accepted at the University of Virginia, proudly becomes a first-generation college student, then returns to Martinsville to make a career, a home and a life.

What also makes India pretty perfect – for our annual report, in this case – is that her young life touches deeply on our three focus areas of education, health and community vitality.

India’s connections to **education** are many. She persistently pursued higher education for herself, for one. She’s also helped other students do the same by working with them on college readiness, tutoring them in SAT preparation, and mentoring them on the UVA College Advising Corps.

“My ultimate goal? It’s always changing!
I really like being in a high school setting,
working with students and motivating them
to obtain their goals – particularly the goal
of attending college.” — *India Dillard*

During summers in college, India did internships through the New College Institute (NCI). Her first was with TheatreWorks community theater, which was formed in part by a grant from The Harvest Foundation. “When she applied for her first internship through NCI, India had phenomenal, glowing letters of recommendation,” remembers Harvest’s president, Allyson Rothrock. “Those were letters like I’ve never read before or since because of her immersion in the community and her push to make higher education possible for herself.”

Today, India is pursuing a master’s degree in education. She’s also employed full-time as a career development coordinator for Henry County Public Schools.

India



“Those were letters like I’ve never read before or since because of India’s immersion in the community and her push to make higher education possible for herself.”

“She turns every challenge into an opportunity.”



“India is very focused on what she can do to make a difference here for students like her and for students not necessarily like her. She turns every challenge into an opportunity.”

In the area of **health**, India’s contributions include founding We’re Dancing in Martinsville when she was in eighth grade. A dancer for most of her life, India taught ballet and other dance forms to young girls during summers through the program from her middle school years through college. While the program focused on dance, India says it was equally about teaching the girls how to present themselves and to take care of their bodies.

During college, India was involved with United Sisters. As part of that program, she and other African American females went into high schools and talked to young girls about issues like self-esteem, hygiene, healthy eating, and HIV/AIDs prevention.

Finally, India is consistently, dynamically working to enhance our **community vitality**. She serves on the Workforce Investment Board Youth Council, the First Baptist Church of East Martinsville Youth Ministry, the

Piedmont Arts Association Board of Directors, and the New College Institute Economic Development Committee.

Her road hasn’t always been easy but she’s rarely wavered. “She’s very focused on what she can do to make a difference here for students like her and for students *not necessarily* like her,” says Allyson Rothrock. “She turns every challenge into an opportunity.”

What’s the next chapter in India’s story? More progress in her career. More work in the community. Marriage in May. A home of her own. Children, she hopes.

It isn’t hard to imagine that her children will be achievers like she is. “She was always just amazing to me,” says Tom Fitzgibbons, India’s principal at Martinsville High School. “She had that special something. You could see it when she walked through the door. She’s the one student of mine in 26 years that I could imagine every parent saying, ‘I wish she were my daughter.’” ■

Managed assets totaling over **\$207 million**

Made **25 grants** in our **three program areas**:
Community Vitality, Education and Health

Granted almost **\$25 million** to nonprofit and community-based organizations

Put **100 percent** of the **\$25 million** in grants to work here in Martinsville/Henry County

Awarded **\$6.3 million** in Education grants focused on early childhood education, K-12 education, and post-secondary education

Made **continuous improvements in student achievement** compared to state and national standards as a result of our K-12 Education Initiative, an investment in teacher and administrator professional development

Offered **16** Duke Nonprofit Management Courses and the Duke Nonprofit Management Intensive Track, in partnership with the Danville Regional Foundation

Held **two** Nonprofit Leadership Summits, with capacity-building courses taught by Duke Nonprofit Management Program instructors to **75** nonprofit organizations



Awarded the **2010** Harvest Nonprofit Excellence Award to MARC Workshop, Inc., and the **2011** award to Spencer-Penn School Preservation Organization, Inc.

Awarded **\$11.9 million** in Community Vitality grants focused on economic development and quality of life projects

Provided nearly **\$6 million** to leverage an additional **\$18.5 million** in federal, state, local and other funding to purchase and develop the Commonwealth Crossing industrial mega site

Initiated economic development assessments around **industrial energy usage** to identify areas in which local employers could reduce costs





Funded an economic impact and opportunity assessment related to developing a **local food system** across the region

Facilitated community discussions on public space improvements in **Uptown** and the redevelopment of the **Historic Henry County Courthouse**

Initiated increased coordination among community partners promoting **entrepreneurship** and **small business development**

Promoted cultivation of a **regional tourism initiative** across the Dan River Basin

Maintained our support of the **Smith River Sports Complex**, which saw a **dramatic increase** in both local and out-of-town use

Contributed through our support of the Complex to the estimated **\$400,000** it brought to our area in the first half of the current fiscal year



Awarded seven grants in Health, totaling **\$6.7 million**, focusing on prevention and access to care

Commissioned a Community Health Assessment to identify the most pressing **health and healthcare needs** in Martinsville/Henry County

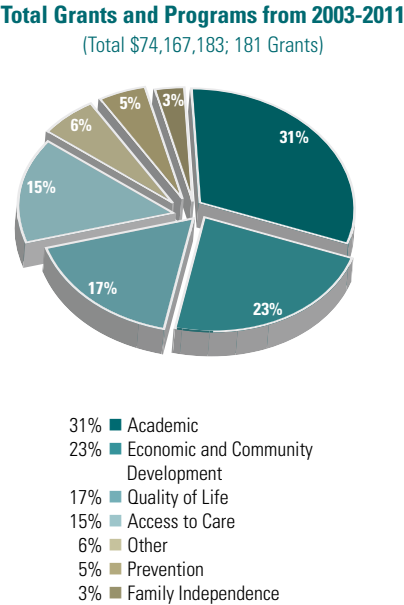
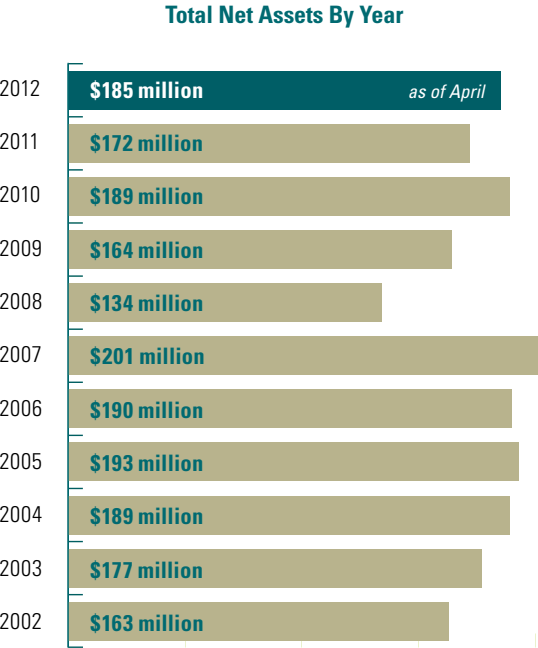
Convened community leaders from multiple sectors (health, education and economic development) to develop a three-year **Community Health Strategic Plan**

Thanked outgoing Board members Paul B. Toms, Jr., Dr. W. D. Prince, III, and Joseph A. Roach for their dedicated service

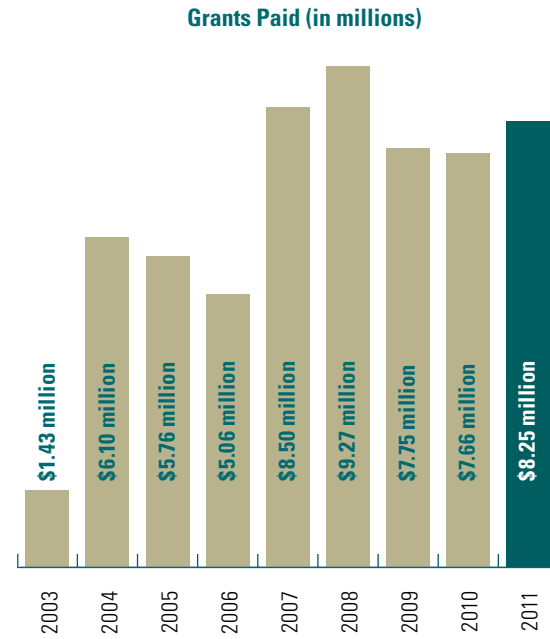
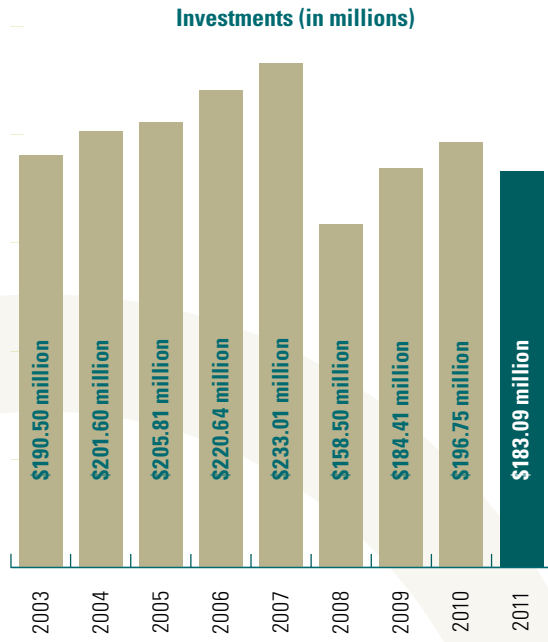
Added new Board members W. Christopher Beeler, Jr., Amy P. Lampe, Dr. Eugene C. Madonia, Dr. Paul R. Eason, and Virginia Hamlet ■

Financial report

The Harvest Foundation was established in 2002 with assets exceeding \$163 million. At the end of 2011, net assets were approximately \$169 million. • A total of 25 grants were announced and awarded in 2010 and 2011 totaling \$24,912,452.



A copy of the Foundation's 2010 IRS Form 990-Federal Return of Organization Exempt from Income Tax is available upon request.



Education '10

K-12 Education Initiative – \$531,000 • To support Phase II of the Education Initiative.

Carlisle School – \$150,000 • To continue work related to International Baccalaureate curriculum and the use of Differentiated Instruction.

Henry County Public Schools – \$1,530,000 • To enhance and improve educational outcomes for all students utilizing Differentiated Instruction.

Martinsville City Public Schools – \$420,000 • To enhance and improve educational outcomes for all students utilizing Effective Schools Research as a vehicle for improving math and literacy skills.

New College Foundation – \$2,988,673 • To support existing, as well as proposed, academic programs offered by New College Institute.

United Way of Henry County and Martinsville, Inc. – \$179,846
To support the Helping Others Progress Economically (HOPE) Initiative helping local families achieve financial stability.



Community Vitality '10

City of Martinsville – \$654,957 • To support the implementation of the Uptown Master Plan Phase I.

City of Martinsville – \$865,895 • To support the operation of the Smith River Sports Complex.

County of Henry – \$5,000,000 • To support grading and infrastructure improvements of Commonwealth Crossing Business Centre.



County of Henry – \$860,000 • To support water and sewer infrastructure improvements of Commonwealth Crossing Business Centre.

Martinsville-Henry County Economic Development Corporation – \$249,500 • To fund the Phoenix CDC for pre-development work related to potential real estate projects in uptown.

Rector & Visitors of the University of Virginia – \$19,977 • To enhance the Arts, Culture, and Humanities and Improve Regional Cooperation in Southern Virginia.



Health'10

Martinsville-Henry County Coalition for Health and Wellness – \$1,166,000 • To support the high uncompensated care load at Bassett Family Practice, the Free Clinic and Med Assist, and to continue health risk factor reduction activities targeted at youth and the general community.

Piedmont Virginia Dental Health Foundation – \$102,660 • To support the full-time operations of the Community Dental Clinic.

Education '11

Rector & Visitors of the University of Virginia – \$65,852 • To support efforts for Strengthening Civic and Governmental Leadership and Public Engagement.

Rector & Visitors of the University of Virginia – \$255,281 • To continue the College Guide Program placing recent University of Virginia graduates in the public high schools to offer college access assistance to students.

United Way of Henry County and Martinsville, Inc. – \$537,225 • To support Smart Beginnings Martinsville-Henry County in its efforts to ensure that all children, birth to age 5, in Martinsville-Henry County will have caring, responsible adults who have access to resources to provide for their children's social, emotional, physical, and academic development.

Community Vitality '11

Dan River Basin Association – \$603,500 • To support Phase III of the Community Connections through Rivers & Trails initiative.

Martinsville Uptown Revitalization Association – \$249,227 • To support the Shop Local MHC Initiative.

Martinsville-Henry County Economic Development Corporation – \$3,000,000 • To continue efforts to create opportunities for job growth and new capital investment.

Health '11

MARC Workshop, Inc. – \$25,520 • To provide Dementia-Specific Training and Consultation for service providers, caregivers, physicians, and nurses.

Martinsville-Henry County Coalition for Health and Wellness – \$3,610,049 • To support the high uncompensated care load at Bassett Family Practice and Med Assist, and to continue health risk factor reduction activities throughout the community, including development of a health “clearinghouse” to be called HealthConnect.

Piedmont Regional Community Services Board – \$1,362,305 • To support the Community Recovery Program providing services for those in recovery as well as substance abuse prevention education for students.

Piedmont Virginia Dental Health Foundation – \$196,800 • To provide essential dental care to low-income, uninsured and unemployed adults, and children eligible for Medicaid benefits.

The Family YMCA, Inc. – \$288,185 • To support Activate Martinsville-Henry County in its biking, walking, and exercise efforts to help make the community a fun, healthy, desirable place to live. ■



The Harvest Foundation

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Jeffrey Mansour, *Senior Program Officer*
Angela Logan, *Program Officer*
Gladys Hairston, *Program Associate*
Georgia Compton, *Controller*

(standing from left to right)

Angela Logan
Katherine Eanes
Jeffrey Mansour
Georgia Compton
Allyson Rothrock
India Dillard
Nancy Cox

(seating from left to right)

Gladys Hairston
Eloise Wade

Summer Interns

Katherine Eanes – 2010
India Dillard – 2011



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Health

Because a vibrant community is a healthy community, The Harvest Foundation will continue to focus on preventing health problems before they arise, and provide care to the medically underserved. To shape future directions, the road map will be the three-year Community Health Strategic Plan developed in 2011 by community leaders in health, education, and economic development.



Education

Because a healthy and prosperous community is an educated community, The Harvest Foundation will continue to focus on helping all residents develop the knowledge and skills to be successful in the 21st century.

Education and economic development will be linked by convening community leaders in health, education, and economic development to create a pipeline of future leaders.



Community Vitality

Because community vitality equates to quality of life, The Harvest Foundation will continue to focus on economic development opportunities, and making the community a desirable place to live, work, and play.

Future directions will revolve around an evaluation of impact and effectiveness to date, culminating in a community summit to obtain feedback and input.





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